IMPLEMENTING DEVELOPMENT EDUCATION
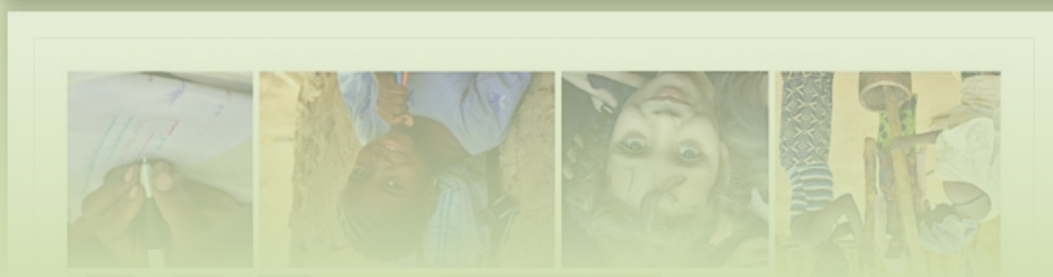
Guidelines, Tools and Best Practices

NGO FORMARE STUDIA, Iasi, Romania, 2011

The following guidebook gathers information resulted from the Grundtvig Workshop **"Engaging as Active Citizens in Development Education"**(project nr. **GRU-10-GRAT-3-IS)** organized by NGO Formare Studia between 20- 27 March 2011 in Iasi, Romania with the support of the European Commission, DG Education and Culture, LLP Grundtvig. The workshop brought together 11 participants from various European countries to discuss the interrelated concepts of active citizenship and development education, to develop the skills, knowledge and understanding by sitting behind the same table and identifying possibilities for further actions as active citizens and also for development education.

The guidebook is meant to be a compilation of learning tools, exercises, examples, best practices, theoretical materials, guidelines and recommendations that can be further used in implementing development education in any country.

Formare Studia would like to thank the participants in this event for their wonderful contribution to the success of the workshop. For more informations please check www.formarestudia.ro .

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1. What is Development ?

Development education highlights three key challenges, with the first being word **development**,[2] as it describes and explores the realities of today's world**.** Historical events have strongly influenced the way in which development and development education are understood, so the meaning and the approach given to „development" are often contentious and contradictory.[3] And just as there is no consensus on the definition of globalization, equally there are various interpretations of term development.

The notion of development can be traced back to the post Second World War period, when in his inaugural speech in 1947, President Truman set out a vision of the future for the world's low-income countries and coined the term '*development*' to refer to processes of economic and social progress in colonial and post-colonial states.[4]

Throughout the early post-war period, the modernization theory became the dominant explanation of how low-income countries could improve the living conditions of their populations by following a set of prescriptive policies to encourage economic development. Within the modernization theories, **education** was regarded as **playing a central role** in creating modern individuals, as a key that unlocks the door to modernization, national growth and development [5].

The UN General Assembly officially recognized in December 1986 the right to development as an inalienable human right and equality of opportunity for development as a prerogative both of nations and individuals[6] and stressed that "*all states would encourage the participation in all dimensions of international human development and human rights".* Key element to such citizens participation is global education *"that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all"*[7]. Thus development education (DE) highlights another key challenge, as it promotes and supports education for world citizenship.

Development is not anymore primarily understood as a result of *development aid or co-operation,* but as **a complex process which happens in a world of multifaceted global connections and interdependencies**.[8]

International development or **global development** [9] doesn't have a universally accepted definition, but basically focuses on the development of greater quality of life for humans, thus encompassesing foreign aid, governance, healthcare, education, poverty reduction, gender equality, disaster preparedness, infrastructure, economics, human rights, environment and issues associated with these. International development is different from simple development in that it is specifically composed of institutions and policies that arose after the Second World War.

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[2] Irish Aid and Development Education , available at
http://www.irishaid.gov.ie/Uploads/Irish%20Aid%20and%20Development%20Education.pdf
[3] ttps://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/d/d4/Final_Report_DEAR_Study.pdf
[4] Susan Robertson, Mario Novelli, Roger Dale,Leon Tikly, Hillary Dachi, Ndibelema Alphonce, *Globalisation, Education And Development*: *Ideas, Actors and Dynamics*, 2007, pg 18
[5] Harbison , F. H. *Human Resources as the Wealth of Nation,* 1973. New York: Oxford University Press.
[6] UN General Assembly, *Declaration on the Right to Development : resolution / adopted by the General Assembly*, 4 December 1986, A/RES/41/128, available at: http://www.un.org/documents/ga/res/41/a41r128.htm
[7] *Maastricht Global Education Declaration*, 15th-17th November 2002. The definition was originally formulated during the yearly "Meeting of the Global Education Week Network" in Cyprus, 28th- 31st March 2002
[8] Harm-Jan Fricke & Johannes Krause, *Development Education and Awareness Raising in Norway and the EU: a comparison*, 2011
[9] http://en.wikipedia.org/wiki/International_development

Thus throughout the years following the WWII, the development approach has shifted and gained a multidimensional perspective reflected in the UN Human Development Index[10], which measures development by combining indicators such as life expectancy, educational attainment and income into a composite human development index, the HDI.

According to the definition of development, as embraced by international development donor agencies, development is **directly related to the achievement of poverty reduction and of the Millennium Development Goals (MDGs).** The adoption of the Millennium Development Goals (MDGs) [11] in 2000 [12] put human development, poverty and people and their lives, at the center of the global development agenda for the new millennium, a shift away from growth as the central objective of development**.**

Humanities greatest advancements are not to be seen in its discoveries, but in how these discoveries can be used to reduce disparities and inequalities of our world[13]. Development is to be seen in how the world can use its resources and capabilities to reduce poverty and inequalities.

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[10] http://hdr.undp.org/en/statistics/hdi/

[11] http://mdgs.un.org/unsd/mdg/Default.aspx
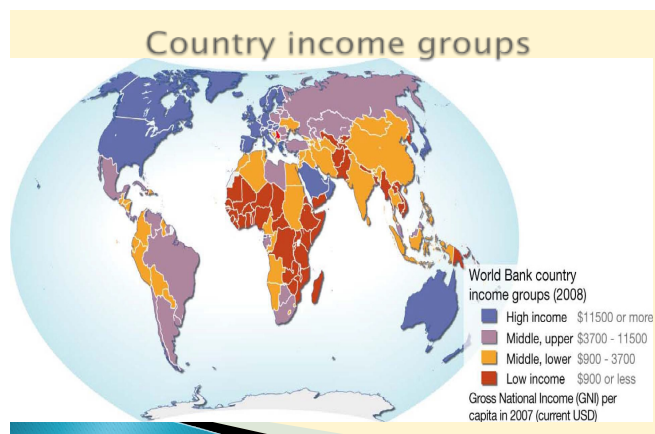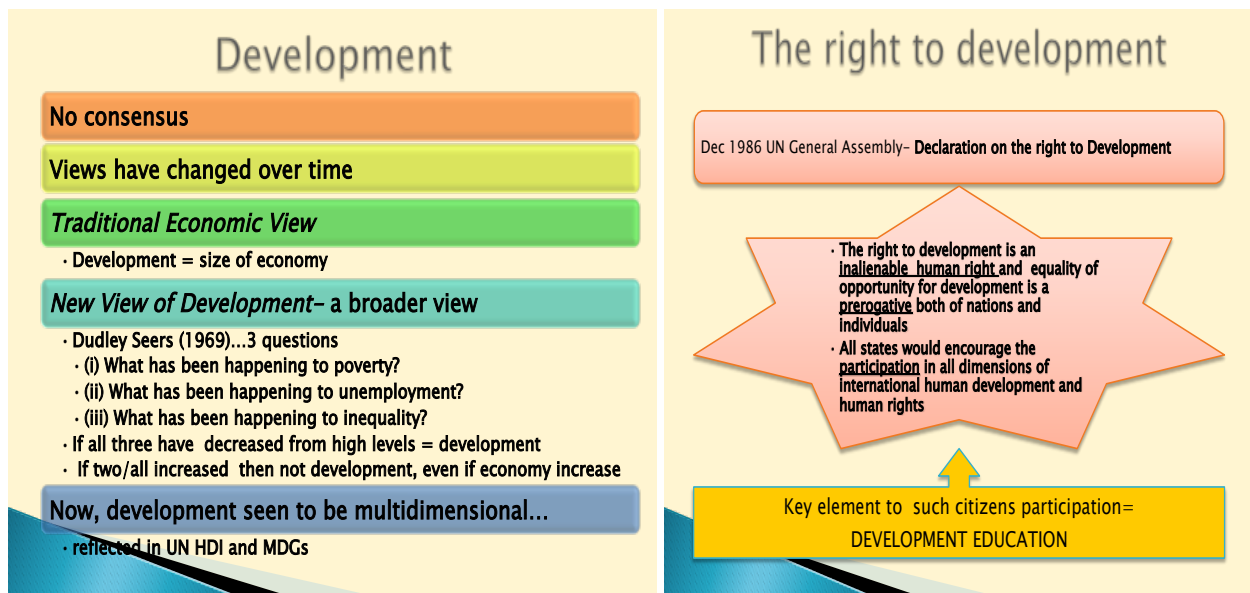
[12] The eight Millennium Development Goals (MDGs) were agreed at the United Nations Millennium Summit in September 2000 and nearly 190 countries have signed up to them.

[13] See Bill Gates, Harvard Speech. http://www.youtube.com/watch?v=AP5VIhbJwFs. Watch also TED Bill Gate's speech on Bill Gates on mosquitos, malaria and education http://www.ted.com/talks/bill_gates_unplugged.html

2. What is Development Education(DE) ?

The **European Development Education Consensus**[14] defines DE as follows:

The context: Development Education and Awareness Raising (DEAR) contributes to the eradication of poverty and to the promotion of sustainable development[15].

How ?: By raising public awareness and implementing education approaches and activities.

On which basis?: It is grounded on the common values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.

Aim? : To enable every person in Europe to have **life-long** access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world. [16]

According to the definition endorsed by CONCORD (European NGO Confederation for Relief and Development) in November 2004 *"development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions".*

"Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies."

Development education enables us to understand global key issues as it is *„an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live."*[17]

During the past three decades civil society, local and regional authorities, governmental and European actors have started to provide information and organize activities that engage various sections of the public, to create increased public awareness, interest and involvement in development - across the European Union. However the level of involvement still remains low and there is still a low level of understanding of critical development priorities.

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[14] In 2005 the Council of the European Union and the representatives of the governments of the European Union Member States meeting within the Council of the European Union, the European Commission and the European Parliament agreed a joint statement on development ('The European Consensus on Development'), outlining the challenges to be faced in eradicating poverty and in promoting sustainable development, and the commitments of the European Union in meeting those challenges. http://ec.europa.eu/development/icenter/repository/DE_Consensus-eductation_temp_EN.pdf

[15] Definition has been approved by the DARE Forum during the 2004 annual meeting, and endorsed by CONCORD during the General Assembly of November 2004. http://www.deeep.org/index.php?option=com_content&view=article&id=55&Itemid=55

[16] The European Development Education Monitoring Report – "DE Watch" –the European Multi-Stakeholder Steering Group on Development Education available at http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

[17] Honan, A (2005) 'Opportunities for development education within formal education in the Republic of Ireland' in Policy & Practice: A Development Education Review, Vol. 1, Autumn 2005, pp. 20-30, available: http://www.developmenteducationreview.com/issue1-focus2.

NGOs, public institutions and educators need to design and implement school and out-of-school curriculum programs and projects. **Known by various names, and not always called development education, these initiatives all provide an educational response to the issues and challenges of development.**

An important tool in this process of building the pedagogical value and academic standing of **development education as a distinct[18],** but essential component of education, is also through **lifelong learning development education, helping learners and educators alike in obtaining a critical understanding, skills, values and attitudes through investigations of a wide range of global development issues.** Development Education should be seen also as a **lifelong learning process** that brings global issues into the classrooms and lecture halls and its integration into the formal, non-formal and tertiary education sectors is an ongoing process that strives to promote DE as an important area of study.[19]

Tools

As a result of the workshop the following **cards** were created, that can be used to explain the concept in an easy and inter-active way. They can be distributed to learners, teachers and trainers for an active learning process of DE. They can become anything from posters to leaflets, badges, pins and learning cards.

No development of education(not only)

Education for development!

Global education GE

What this is understood to be has also changed over time

Notable international development commitments

Paris Declaration on Aid Effectiveness (2005)

Cotonou Agreement (2005)

Beijing Declaration: Action for Equality, Development and Peace (1995)

United Nations (2000), Millennium Declaration

United Nations (2003), Monterrey Consensus on Financing for Development

UNITED NATIONS DECADE OF SUSTAINABLE DEVELOPMENT (2005–2014)

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[18] Coriddi, J (2008) 'Editorial' in Policy & Practice: A Development Education Review, Vol. 7, Autumn 2008, pp. 1-4, available: http://www.developmenteducationreview.com/issue7-editorial.

[19] Smaranda Sandulescu, Development Education as a Lifelong learning practice, Paper presented during *The International Conference QUALITY IN FORMAL AND NON FORMAL EDUCATION, Asociatia Formare Studia, www.formarestudia.ro*

The legal framework–EU

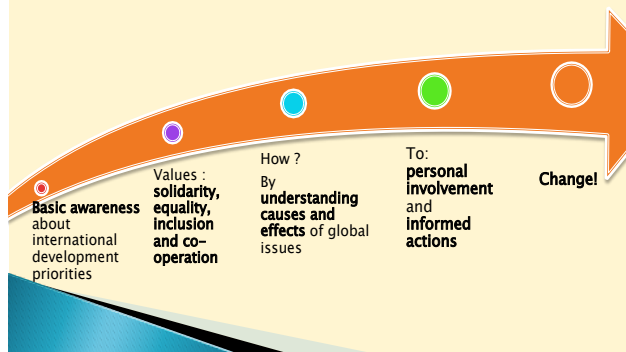**THE EUROPEAN CONSENSUS ON DEVELOPMENT, DECEMBER 2005**

- Participation of civil society
- Civil society, play a vital role as promoters of democracy, social justice and human rights.
- the EU will pay particular attention to development education and raising awareness among EU citizens.

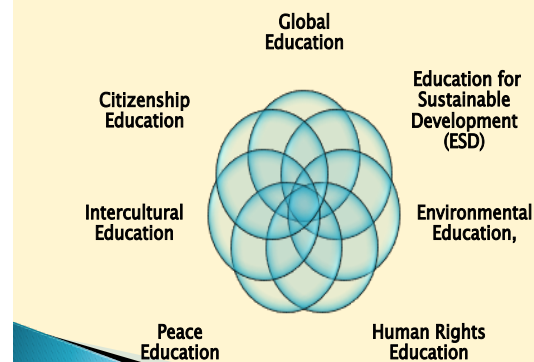**THE MAASTRICHT GLOBAL EDUCATION DECLARATION, 17 NOVEMBER 2002**

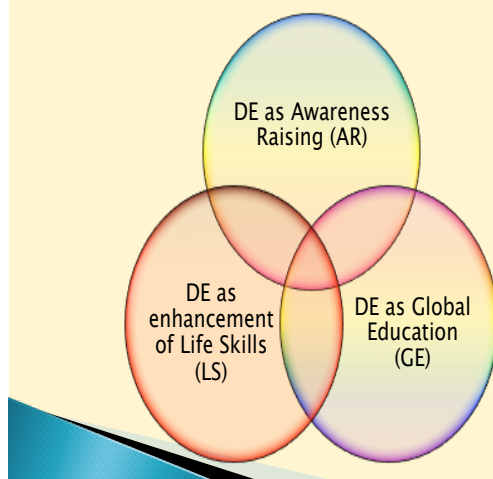- commitment to increase support to Global Education

Development education
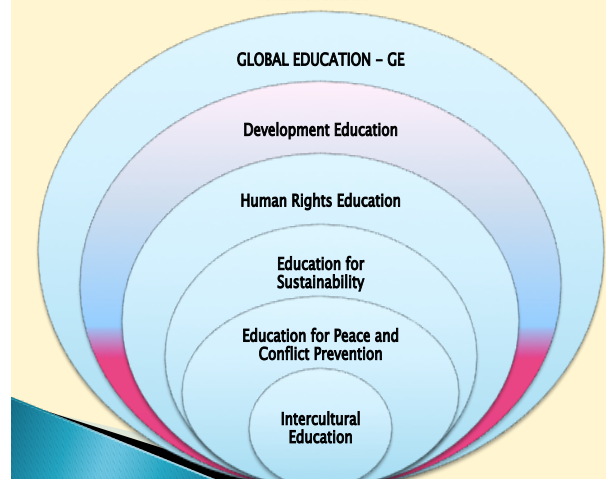
▸ **Active** learning process!

Basic awareness about international development priorities

Values : **solidarity, equality, inclusion and co-operation**

How ?
By **understanding causes and effects** of global issues

To: **personal involvement** and **informed actions**

Change!

DE– connected with other concepts

Global Education

Citizenship Education

Education for Sustainable Development (ESD)
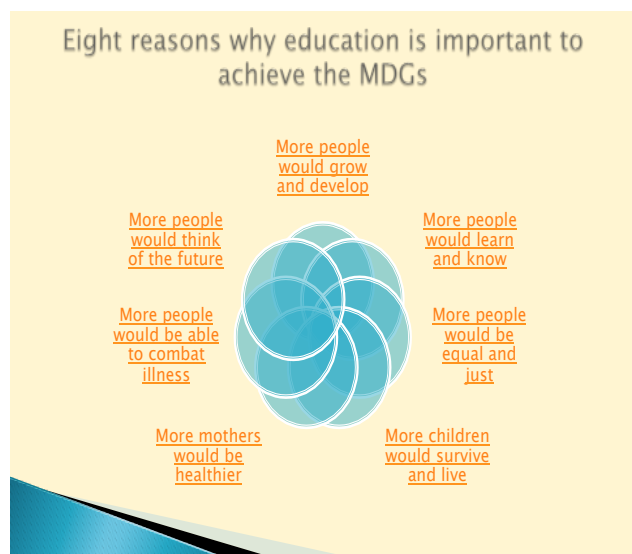
Intercultural Education

Environmental Education,

Peace Education

Human Rights Education

Recognised approaches to DE

DE as Awareness Raising (AR)

DE as enhancement of Life Skills (LS)

DE as Global Education (GE)

Global Education GE-the global dimensions of Education for Citizenship
The Maastricht Declaration

GLOBAL EDUCATION – GE

Development Education

Human Rights Education

Education for Sustainability

Education for Peace and Conflict Prevention

Intercultural Education

Development Education DE

Changes what people learn and how they learn

Help developing an open-minded, global outlook

Global issues

DE- 4 key components

Knowledge, understanding

Behavior, personal experiences

Attitudes, values

Skills

Development Education a transformative learning process

Local / inactive citizens without knowledge

Empowerment /awareness raising/ education/ teaching / DE

Global level/ active citizens aware of global issues and need for involvement

Involvement- active citizens

Full participation of all citizens in world-wide poverty eradication, and the fight against exclusion.

Act to influence more just and sustainable economic, social, environmental, human rights based national and international policies.

Empowering and engaging people in global campaigns

actively deal with the major international issues of our times, and to advocate for a fairer world.

MDGs

1 ERADICATE EXTREME POVERTY AND HUNGER

2 ACHIEVE UNIVERSAL PRIMARY EDUCATION

3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

4 REDUCE CHILD MORTALITY

Millennium Development Goals

5 IMPROVE MATERNAL HEALTH

6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES

7 ENSURE ENVIRONMENTAL SUSTAINABILITY

8 GLOBAL PARTNERSHIP FOR DEVELOPMENT

Eight reasons why education is important to achieve the MDGs

More people would grow and develop

More people would think of the future

More people would learn and know

More people would be able to combat illness

More people would be equal and just

More mothers would be healthier

More children would survive and live

Group work-Understanding the MDGs

Choose an MDG

Find a way to present it to us so that we always remember ☺

Let us know more about it!

Why are MDGs important

endorse a multi-dimensional view of development.

- Progress is **measured not only by economic growth, but also by factors that make a direct difference to people's lives**
  - the realisation of their human rights, eg, their rights to nutritious food, a decent standard of health, education, and to have a say in decisions that affect them.

adopted by many countries and international development agencies as a basis for their work.

- This means that development programmes supported by international agencies will endeavour to tackle some of the most important problems facing poor people.

recognise that different development problems 'cross-cut'.

- For example, in some countries children usually girls – spend up to four hours a day carrying water. As a result, **lack of access to clean water may mean that girls do not go to school.**

Why is education the key?

reducing poverty. According to UNESCO, each extra year of schooling is associated with increased earnings of up to ten per cent.

reducing child mortality. **A child born to a mother who can read is fifty per cent more likely to live beyond the age of five**.

improving maternal health. **Girls who are able to stay longer in education are also likely to be able to delay the age of marriage and have more choice about the spacing of their children.**

turning the tide on HIV/AIDS. **Women with post primary education are five times more likely to be knowledgeable about HIV/AIDS than are illiterate women**.

- In Malawi, research indicated that only 27 per cent of women with no education were aware that the risk of transmitting HIV during pregnancy could be reduced by taking drugs during pregnancy – while close to sixty per cent of women with a secondary education were aware of that.

MDGs

Millennium Development Goals

1992, the largest-ever gathering of world leaders, **Rio de Janeiro, Brazil:** 117 heads of state ,178 countries

New York, September 2000

**Millennium Summit,** every country in the UN agreed to continue working towards global development and the elimination of poverty.

8 MDG – a global partnership for development describes how the world's richer countries can contribute to achieve these goals.

2001 guidelines to help governments to continue their development work: **the Millennium Development Goals (MDGs).**

The first 7 MDGs reinforce each other and aim to reduce all forms of poverty

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What is Development education? Where does it take place?

Let's hear your opinions

Your experiences

www.mapsnworld.com The Nations of the World
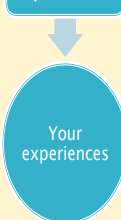
Development aid[20] or **development cooperation** [21] (also **development assistance**, **technical assistance**, **international aid**, **overseas aid**, **Official Development Assistance (ODA)** or **foreign aid**) is aid given by governments and other agencies to support the economic, environmental, social and political development of developing countries. It is distinguished from humanitarian aid by focusing on alleviating poverty in the long term, rather than a short term response.

As an important part of development co-operation, development education, **takes place not in developing countries but primarily in the West**. It aims:
- **to enable people to understand the links between their own lives and those of people throughout** the world to increase understanding of the economic, social, political and environmental forces which shape our lives ;
- **to develop skills, attitudes and values which enable people to work together to bring** about change and take control of their own lives ;
- **to work towards achieving a more just and sustainable world in which power and** resources are more equitably shared

About 80-85% of developmental aid comes from government sources as **official development assistance (ODA).**[22] The Europe Union is a global player, the world's largest multilateral donor with commitments to increase its external assistance, with the aim of improving both quality and effectiveness. With this role, comes a responsibility and moral obligation to help define and promote a socially responsible world free of poverty, based on the principles of sustainability, justice and equity.

European governments have stated their commitments to meet their obligations for achieving the Millennium Development Goals (MDGs) and EU member states commitment to an ODA of 0,39% of gross national income (GNI) (as a step towards the 0.7% target set by the UN) by 2015, and it is a moral imperative that these commitments are both honored and met.

Governments and politicians have a responsibility, but so do the European citizens. The civil society must work together to engage citizens, to make them aware that each and one of us are also responsible for the achievement of MDGs .

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[20] According to World Health Organisation WHO, **Development Cooperation-**Commonly called **aid**, this is the international transfer of public funds in the form of loans or grants, either directly from one government to another (bilateral aid), or indirectly through nongovernmental organizations or a multilateral agency (multilateral aid) such as the World Bank or WHO.
[21] http://en.wikipedia.org/wiki/Development_aid
[22] In other words, ODA needs to contain the three elements: (a) undertaken by the official sector; (b) with promotion of economic development and welfare as the main objective; and (c) at concessional financial terms (if a loan, having a grant element of at least 25 per cent). http://en.wikipedia.org/wiki/Official_development_assistance

3. What are the challenges of Development Education (DE)? Recommendations
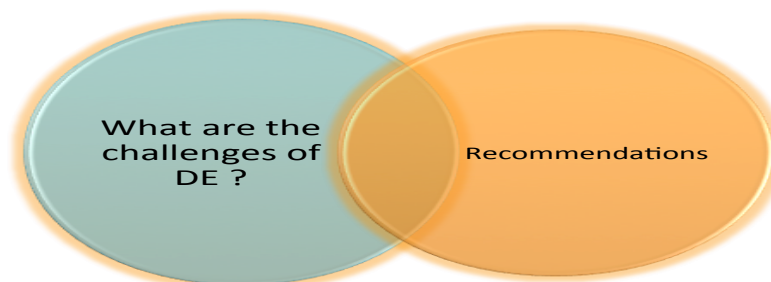
Level of political support for DE.	**It is up to us to put development education on the political agenda and raise awareness!**
Level of cooperation and the relationship between NGDO's and MFA, Ministry of Education (MoE) or other education bodies.	
	Where there is no collaboration already existing, the Non Governmental development Organisations (NGDOs) **should organize meetings with representatives of the Ministry of Foreign Affairs and the Ministry of Education/other responsible bodies** in order to **build confidence,** to develop stronger, coherent **multistakeholder dialogue**, **develop a common understanding and vision** of the issues and nation wide DE policies.
Generally, there is a direct relationship between the political support received from the MFAs and other educational bodies and the level of NGDOs implication in DE in a country. If the level of support is high, the commitment of the NGDOs in also strong and the number of DE projects implemented is high.	
It can be noticed that in some countries the political support for DE, understood as support from governmental institutions (mainly the responsible national Ministries and their implementation agencies) is increasing while in other countries it is in decline.	Inviting politicians, leaders, members of the government and governmental bodies to DE events, trying to make them aware of DE and key global issues in order to gain support.
According to the data from the *Report "DE Watch"*:	DE has to be promoted as a facilitator of an active citizenship aware of and critically engaged in global issues.
▪ Bulgaria, Romania, Cyrus, Malta, Greece, show, overall**,** the weakest performance in terms of DE political support, and, as a result, have a low level of practice of DE.[23]	NDGO'S should take a **pro-active approach** in encouraging the MFA & agencies to introduce DE among the **governmental policy priorities in the field of education**, and to take a leading role in elaborating and implementing national DE strategies in a multi-stakeholder approach.
▪ In Slovakia, Hungary, and Slovenia as well as the Baltic countries Latvia and Lithuania the situation of DE appears to be a bit better, with governments taking some small steps.	
▪ France, Luxemburg, Denmark, Germany, Poland, Sweden, Estonia, Finland, Czech Republic are taking an intermediate position.	Thus MFA should be a partner for civil society

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[23] DE Country mapping 2010, European Development Education Monitoring Report **"DE Watch",** Johannes Krause (drafting consultant) on behalf of the European Multi-Stakeholder Steering Group on Development Education, pg 28, http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

▪ The highest DE commitment of governmental and nongovernmental actors can be found in Ireland, Norway, Austria, UK, Portugal, Spain, the Netherlands, Belgium.

Nevertheless, for example in Romania, Formare Studia noticed that the representatives of the MFA[24] are very opened to collaboration, to supporting DE projects, despite a limited amount of funding available. The MFA, approached by the civil society is involved in various projects such as the Romanian development Camp, various conferences and development events organized with support from the ministry.

The level of political support can also be influence by the public opinion's view on ODA, which sometimes is questioned(some might think: why should we give aid to country X when we have poverty in our country?).

Opinion polls clearly show in EU countries that citizens support more solidarity and justice at the international level in the fight against poverty and civil conflict: *There is no aid fatigue.*[25]

in the field of DE in all countries and NDGOs should establish and build a partnership.

Population should be involved though **civic education programs** to show their support for increasing their government's overseas aid to help meet the Millennium Development Goals (MDGs). NGOs should create such programs

Such issues must be address through public discussions, debates and civic education programs, so that the population becomes aware of their country's commitments on the international arena, and also of the fact that some have been a receiving country of aid for a long time and now it's time to give a little bit back.

Lack of knowledge on DE issues and significance:

There are disappointing levels of European public awareness of poverty and development issues, and more specifically, EU development cooperation policy and targets (*82% of EU citizens have never heard of the Millennium Development Goals (MDGs).*

Lack of political support can also come from the lack of knowledge of the concept of DE. Development education is perceived either as only development or just as education. Politicians are often not aware of what it really means and what government's responsibilities in the field are(they think of DE as local

To **increase the European public's knowledge** and understanding of the causes of global poverty, inequity, interdependence, civil society should **design programs for training, workshops** in the form of the Grundtvig workshops for example, creating learning materials and disseminating them, engage learners more in DE as active citizens.

NGO's and learners should make full use of the existing internet resources and networks in the field(GENE, European MSH Steering Group on DE, CONCORD, TRIALOG).

NGOs active in the adult education sector should design and promote Grundtvig In-service trainings on Development Education,

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[24] Formare Studia would like to thank *Mrs. Mihaela Rutjens, Director, Development Assistance Unit, Ministry of Foreign Affairs, Romania and Ms. Monica Alexandru, Third Secretary, Development Assistance Unit, Ministry of Foreign Affairs, Romania* for their wonderful intervention during the Grundtvig workshop "*Engaging as Active citizens in Development Education.*
[25] Adam Davies, Advocacy Officer, GETTING IN DEEEP! Development Education across the European Union

development, for ex building a road)	using the existing EC platform.
Implementation of a National DE strategy : In a few European countries, national DE strategies have been existing for many years already (DE, IE, UK), while in other countries multistakeholder processes of elaborating DE strategies were recently concluded (ES, FI, PT) or are ongoing (AT, CZ, EE, HU). However in other countries, Bulgaria, Cyprus, Lithuania, Luxemburg, Malta, The Netherlands, Norway, Poland, Romania, Slovenia, Slovakia, such a National DE Strategy does not exist[26] although in some of these countries some discussions and working groups are already trying to set up a strategy, but with no official endorsement yet. But for example in Romania, the Romanian Ministry of Foreign Affairs (MFA) is the main institution in charge of managing and implementing the national development cooperation policy. In this context, the MFA aims to promote Romania's international donor profile and in accordance with the National Strategy on International Development Cooperation Policy, the education and training on development is an additional part of the Romanian development cooperation policy**.** In Romania, FOND which is the national NGDOs platform has a DE working group which produced a DE strategy, but it is not yet fully developed and endorsed by a wider range of actors.	**Getting the civil society involved in creation a National strategy for DE :** governmental and non-governmental actors at national level should engage in longstanding, structured processes of multistakeholder dialogue, and develop a common understanding and vision ; **These contribute significantly to increasing the involved actors' commitment for, support of and performance in DE.** Where these do not already exist, NGO's should work for the designing and implementation of comprehensive and coherent development education and awareness raising strategies at national levels. There should be a coordinated effort at EU level. They should also look at the examples of countries where such strategies exists. NGOs should get in touch with the Ministry of Education and lobby for the support of development education, by explaining clearly the meaning, importance and benefits of a sustainable nation wide implementation of development education. NGOs should work for the training of teachers in the field of development education. Only by creating a grassroots level of education in the development field, the young generation can understand from a young age what the key global issues are and how they should and can act. Create partnerships in order to implement a national program for training of teachers, educators, and people working in the adult education sector in order to train them as trainer for development education. On a second level, work with the learners of all ages using existing tools and by creating new

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[26] according to the data 2010, European Development Education Monitoring Report "DE Watch", Johannes Krause (drafting consultant) on behalf of the European Multi-Stakeholder Steering Group on Development Education
http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

	ones, to promote awareness on MDGs and development education meaning and importance.
The level of cooperation between NGO's active in the development field in one country **Major European networks engaged in development education:** ❖ GENE - **Global Education Network Europe** – is a European network of national agencies for the support, co-ordination and/or funding of global education in Europe. Previously facilitated by the North-South Centre of the Council of Europe ❖ **Development Education Exchange in Europe Project (DEEEP) created to manage the** DARE Forum - Development Awareness Raising and Education Forum[27] –as one of the core-working group of CONCORD, **the European Confederation of Development and Relief NGOs.**	**NGDOs should engage proactively on DE with other civil society actors and coordination structures at European level.** Civil society should coordinate its policy and practice in DE through dedicated national coordination structures, preferably within the national NGDO platforms or in close coordination with these platforms (For example FOND in Romania, as national platform, Romanian Development NGOs should interact more.) On the other hand, also the national platforms should address NGOs in the development field, getting them involved, encouraging them to join and to share information. The process at national level can be supported and enriched through networking, exchange and learning at international, mainly European level, e.g. within GENE, the European MSH Steering Group on DE, the NSC and CONCORD/DEF; Leading EU development organisations should be consulted. International networking is a major asset for learning, innovation and consolidation of national DE policies. Thus NGOs should use European and international networking opportunities to the widest possible extend: Facebook platforms, conferences, seminars, DEEED annual summer school, Grundtvig Asssistantship program, Grundtvig workshops, Grundtvig LLP Partnerships, Grundtvig in-service trainings and conferences, Youth in Action program, Salto platform etc.
Integration of DE in formal education. Ministries of Education(MoE) and the Formal	**NGO support is key. Engage in building a relationship with the MoE, lobby them to take together the steps for integrating DE into**

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[27] The members of the Forum are appointed by national platforms and networks, and meet twice a year, usually in Spring and Autumn. The Forum establishes common strategies to strengthen Development Education in Europe. http://www.youthdeved.ie/development_education/concords-dare-forum

Education Sector play an essential role in DE, the Formal Education Sector being crucial for realizing general access of all citizens to quality DE. In some countries, **Development Education is in the formal school system**. For example in Spain, Finland(since early 1970s), Germany Latvia , Norway, Poland , Sweden ,UK. In the rest, **DE is not integrated**(Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Greece, France, Hungary, Ireland, Italy, Lithuania, Luxemburg , Malta, The Netherlands, Portugal, Romania, Slovenia, Slovakia). In some, for ex Austria and Belgium, there are discussions about it.	**formal education.** **Present them with the clear advantages and the needs of todays pupils.** **Create supportive projects in order to embed development education and awareness raising in relevant national and EU policies, and in formal, non formal and informal education systems.** Develop a stronger development education focus for younger children, and early years learning, in association with nursery/kindergarten and primary school teachers, and education and child psychologists.
Identifying the sources of funding for DE projects [28] The majority of governments in the Northern Hemisphere operate agencies or departments— often housed in their embassies—that provide financial aid to NGOs and community-based organizations. Apart from these ODA units or agencies, some embassies also manage small grants programs out of the office of the Ambassador or community relations unit. The following are a few examples of such agencies: • Australian Agency for International Development (AUSAID) • Canadian International Development Agency (CIDA) • Ministry for Economic Cooperation and Development (BMZ/Germany) • Department for International Development (DFID/UK)	NGO's could use : - DE-specific calls for proposals by the MFA in their respective countries (or equivalent Ministry or development agency), ODA available in every country from the MFA. -non-ODA public money spent, by various public bodies, for wider DE activities: environmental education, citizenship education, human rights education, cultural and youth activities with DE component, DE in the Formal Education Sector -non-public money spent for DE (funding from private foundations, charities, companies, religious communities); -funding from international donors such as the EU (NSA-LA call for proposals[30], EC structural funds, DG Culture and Youth, DG Education and Culture etc.), CoE, UNDP, governmental agencies etc. For the "Non-state actors and local authorities

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[28] For a comprehensive overview of the DE Funding by countries, check the 2010, European Development Education Monitoring Report "DE Watch", Johannes Krause (drafting consultant) on behalf of the European Multi-Stakeholder Steering Group on Development Education http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf

[30] The thematic programme "Non-state actors and local authorities in development" aims at encouraging non-state actors and local authorities, both from the EU and in developing countries, to get more involved in development issues. Based on Article 14 of the EU Regulation establishing the Development Co-operation Instrument (DCI), it replaces the ancient NGO co-financing and Decentralised co-operation programmes.

• Japan International Cooperation Agency (JICA) • Swedish International Development Agency (SIDA) • United States Agency for International Development (USAID) **In Romania for example** the development assistance, including humanitarian assistance, is financed from the MFA's budget, through a separate budgetary line, in accordance with the existing legal framework.[29]	in development" NSA-LA - Development Education and Awareness Raising in the EU[31] <u>check here the latest call for proposals</u> : deadline for applications 21/11/2011

Respect of quality standards and a certain code of conduct.
 	
Guiding Principles
   ✓ Choices of images and messages will be made based on the paramount principles of:
   ✓ Respect for the dignity of the people concerned; Belief in the equality of all people; Acceptance of the need to promote fairness, solidarity and justice.
	Quality standards must be promoted and adopted, as well as an international exchange of best practices.
	Use the CONCORD approved Code of Conduct on the Use of Images and Messages (2006) which provides a framework on which organisations can build when designing and implementing their strategies.[32]
	In the communications and where practical and reasonable within the need to reflect reality, NGO's should strive [33]to:
	• Choose images and related messages based on values of respect equality, solidarity and justice;
	• Truthfully represent any image or depicted situation both in its immediate and in its wider context so as to improve public understanding of the realities and complexities of development;
	• Avoid images and messages that potentially stereotype, sensationalize or discriminate against people, situations or places;
	• Use images, messages and case studies with the full understanding, participation and permission (or subjects' parents/guardian) of the subjects;
	• Ensure those whose situation is being represented have the opportunity to communicate their stories themselves;
	• Establish and record whether the subjects wish to be named or identifiable and always act accordingly;
	• Conform to the highest standards in relation to human rights and protection of the vulnerable people.
	• Conform to the highest standards in relation to children's rights according to the Convention on the Rights of the Child (CRC); as children are the subjects most frequently portrayed.

Low level of active citizenship We must remember that every euro spent to engage a European citizen on development	What we have to show is that development education works. That it contributes to educating active, critical and conscientious

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[29] Source http://www.mae.ro/en/node/2062

[31] https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?ADSSChck=1318410705098&do=publi.detPUB&searchtype=AS&Pgm=7573847&aoet=36538&ccnt=7573876&debpub=&orderby=upd&orderbyad=Desc&nbPubliList=15&page=1&aoref=131141

[32] http://www.concordeurope.org/Files/media/0_internetdocumentsENG/5_Press/13-EN.-For-approval---Code-of-Conduct-on-images--messages.pdf

[33] as agreed in the CONCORD approved Code of Conduct on the Use of Images and Messages (2006), http://www.concordeurope.org/Files/media/0_internetdocumentsENG/5_Press/13-EN.-For-approval---Code-of-Conduct-on-images--messages.pdf

issues is paid back in multiple ways,eg through private donations, political support, personal engagement or consumer choices.	global citizens. And that any action of the people matters and has an impact. Use the tools(also included in this guide) to engage learners as active citizens to Choose Right and • **Take Action!!!**
The limited presence of development education at post-graduate level in some countries.	Master programs, post graduate courses like the Master in International Development Studies from the AL I CUZA University Iasi, Romania (financed MFA ,UNDP), should embed global learning and have specific modules around some of the key concepts such as sustainability and diversity. An increased number of such programs should be financed and implemented with support from MFA. But also a partnership with public institutions and DEV NGOs should be created so that it allows students to gain experiences through internships. NGOs should involve volunteer interns in their projects.
Finding partners on DE, exchange of information on DE activities.	Partnerships with similar programs from countries with tradition in DE(ex Ireland, UK) should be established, for example **Grundtvig partnerships** which enable organisations to work with partners from across Europe to share practice, discuss problems and compare solutions on any topic in adult education. They can examine all types of learning, from non-formal to informal and formal. Contact your Grundtvig National Agency for more information. You can use **Preparatory Visits** funding to meet new partners or discuss your Partnerships requirements. Be careful to respect the deadline which is **21 February 2012**(more or less the same every year) for application at the Grundtvig National Agency.
Availability of teaching materials on DE, tools, methodologies, examples and guidelines for implementation of DE Although there are resources on the internet and the NGDOs are trying to produce teaching	Civil society must disseminate information, create comprehensive and attractive learning toolkits that can provide the educators with the basis for teaching DE.

materials, to provide guidance and methodologies, there is still a lack of resources. Either the ones interested don't find the materials because they don't know where to look or because they simply don't exist,	Create learning tools, teaching toolkits and guides, information materials with systematize information on DE.
Level of interest and engagement from the teachers/ head of schools/ responsible with education programs. Sometimes, teachers can be reluctant to the idea of DE, either because they are not interested, not knowing what exactly it means, so they don't consider DE an important topic, or because they themselves have not been trained. They also lack DE related methodologies and teaching material. But it was noticed, also from the interaction of the workshop participants with pupils at Vasile Alecsandri High School, Iasi during the Grundtvig Workshop, that pupils who experience global learning at school are more likely to feel there is something they can do, to be more open to those from different backgrounds and understand that what they do in their daily lives can affect those in other countries**.** Teachers may not be experienced in using participatory methods with their pupils. That is why, as an example of good practice, the participants in the workshop presented their campaigns in front of teachers and pupils from the High school, in an effort to introduce to the teachers as well the concept of DE, to make them discover practical ways (videos, campaign ribbons, problem tree, posters, Facebook groups etc) to teach DE in schools and involve as active citizens the pupils. The civic education teacher is currently taking the e-learning course provided by Glocal.org Also the teachers present became interested, they enjoyed the interactive presentations and teaching methods and willing in deepening their preparation in the DE field.	**NGO support is crucial for engaging teachers/adult educators/trainers which is essential to implementing nation wide DE.** Initial teacher education needs to embed global learning and a network should be supported to share good practice. Young people must be prepared for their global futures, to be able to respond to the world around in a positive and active manner. The key to this is **to provide teachers and heads with the support they need to understand the importance of embedding global learning in the classroom.** Ideally this means enabling teachers to question ideas and develop their understanding of and responses to the world key issues, MDGs and development education.[34] NGOs should try **to build partnerships with schools, create teaching materials, guidebooks and provide useful learning materials, implicate the local community in their activities, thus increasing their confidence and implication**. This guide is an example that can be used by teachers / adult educators for implementing DE. Trainings for teachers/ adult educators should be designed, exchanges of experiences and teachers and adult educators should be encouraged to join these programs(for ex Grundtvig Partnerships, Comenius programs)

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[34] (Critchley & Unwin, 2008:15).

4. Guidelines for teaching and implementing DE

- Promote volunteering and peace through DE

Volunteers don't necessarily have the time. They have the heart

Formare Studia is strongly supporting and encouraging volunteering, confident that it creates an immense benefit for the society but for the volunteer as well. As an active expression of civic participation, volunteering helps strengthening common values such as solidarity and social cohesion and it provides also important learning opportunities, and intercultural experiences. We encourage the participation of volunteers in the activities organized. For example pupils from Vasile Alecsandri High school volunteered with Formare Studia and helped with the organization of the workshop, thus gaining an active learning experience, interacting with people with diverse and broad experiences, motivating them into becoming more engaged in the civil society.[35] To volunteer you can have any age, any skills, any background, there is always someone you can help, something you can do, a project you can get involved in.

As mentioned by the Council of the European Union[36]:

Encouraging active citizenship is a key element in strengthening cohesion and the development of democracy. Voluntary activities constitute a rich learning experience, enable the development of social skills and competences and contribute to solidarity. Actions carried out by volunteers of all ages are crucial to the development of democracy, one of the founding principles of the EU.

Examples of Volunteer programs

- **European Voluntary Service (EVS)[37],** Youth in Action Program, provides young Europeans with the unique chance to express their personal commitment through unpaid and full-time voluntary activities in a foreign country within or outside the EU. In this way, it seeks to develop solidarity, mutual understanding and tolerance among young people, thus contributing to reinforcing social cohesion in the European Union and to promoting young people's active citizenship. If you're an adult education organization you can offer the chance to an EVS to work with you.

- An example for volunteer opportunities is also the Grundtvig Program, that has a special component for **Senior Volunteering Projects**. NGOs can apply and use funding to build a lasting collaboration with another European organisation around a specific theme or target group, through the exchange of senior volunteers. Check your National Grundtvig Agency for more information.

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[35] Check out http://www.cev.be/99-towards_a_european_year_of_volunteering_2011_position_paper-en.html

[36] COUNCIL DECISION of 27 November 2009 on the European Year of Voluntary Activities Promoting Active Citizenship (2011) (2010/37/EC) http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:017:0043:0049:EN:PDF

[37] http://ec.europa.eu/youth/youth-in-action-programme/european-voluntary-service_en.htm

- The **United Nations Volunteers (UNV)** [38] programme is the UN organization that contributes to peace and development through volunteerism worldwide as a powerful means of engaging people in tackling development challenges, and it can transform the pace and nature of development.

Development Education for a Culture of Peace

Development education (DE) and **peace education**[39] are educational approaches whose aims, content and strategies are defined according to peace and development agendas, and in which a number of different actors from civil society, international organizations and the current international context take part.[40]

DE and peace education share common aims, topics and approaches.

One of the main goals of peace education is to address the complexity of current conflicts, whose roots can be traced to a myriad of factors, including a shortage of resources, ethnic and religious questions, exclusionary nationalisms, geopolitical factors, migration and narcotics trafficking. and to turn it into an educational tool.

On the other hands, the, attaining sustainable human development, in a world of deeply entrenched and growing economic inequalities related to unsustainable development in the North and mismanaged development in the South, is one of the keys to achieving peace. Development education could contribute to this aim as Development Education promotes the eight domains of actions for a Culture of Peace[41].

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[38] http://www.unv.org/about-us.html
[39] For an excellent example of an organization doing peace education, check http://www.patrir.ro/ , The Romanian Peace Institute (PATRIR), **the winner of the World Vision International Peace Prize 2011**

[40] **Manuela Mesa Peinado, Peace education and development education: an agenda for joint action,**
http://www.ceipaz.org/images/contenido/DEA,english.pdf
[41] Contribution from **Marcos Estrada, Spain, Workshop participant.**

Key areas of the Culture of Peace:

An example of how people engage as volunteers to promote peace, as an expression of their active citizenship, was provided during the Grundtvig workshop by one of the participants, Marcos Estrada, Spain.

The global movement for a culture of peace is advancing, as called for in 1999 by the Declaration and Programme of Action on a Culture of Peace (A-53-243). This is the conclusion of most organizations from around the world, as they report progress toward a culture of peace in the conclusions of the Report on the End of the UN International Decade for a Culture of Peace and Non-Violence for the Children of the World 2001-2010. It is documented by over 5,000 pages of information, both text and photographs, submitted in 2010 by 1,054 organizations from over 100 countries which are freely available at http://decade-culture-of-peace.org on the website of the Decade Report[42]. This information is the tip of an even larger iceberg, it is the result of the effort of a group of youth that voluntarily elaborated this report to present the initiatives carried by different groups around the world.

The Youth Team for a Culture of Peace was initially formed in September 2009 by Cecile Barbeito from Spain, Meg Villanueva and Nikki Delfin from the Philippines and Marcos Estrada from Brazil, who later emerged as the general coordinator, voluntarily committed to assuring the final report of the decade. Despite the lack of fund, they have the enthusiasm, the energy and a wide network of youth contacts that could help to elaborate the final report of the decade. As there are individuals and organizations in all parts of the world putting lots of efforts to cultivate a lasting culture of Peace, other youth volunteers joined the efforts to produced the report, Nikki Delfin (Philippines), Lilian Solheim (Netherlands), Johanna Graciela (Colombia), Mayte Roitenburd (Mexico), Shreya Jani (India), Oliver Rizzi Carlson (Switzerland) and Himali Jinadasa (Sri Lanka). Thus volunteers' support were crucial. The youth team also counted with the support

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[42] http://decade-culture-of-peace.org/2010_civil_society_report.pdf

from the Brazilian Association of Organizers of Folk Festivals and Popular Arts (ABrasOFFA), The United Network of Young Peacebuilders (UNOY), UNESCO Catalonia (UNESCOCAT), the Fundación Cultura de Paz, the Escola de Cultura de Pau of the Universidad Autónoma de Barcelona, amongst others in all continents.

A website was set to receive the entries, as well as Word, pdf and HTML versions were created in four working languages set by the team English, Spanish, French and Portuguese. Tough, volunteers have contacted organization in their native language, such as Russian and Arabic. Volunteers supported the final report of the decade by mobilizing responses according to their language knowledge, region or domain of action interest. The youth team had as senior advisers David Adams, who was the initial director of the Decade before his retirement from UNESCO and Professor Alicia Cabezudo, from UPEACE.

This is an interesting example of how Development Education and Culture of Peace are interconnected. They have common goals, although may not be called by the same name or definition.

Currently, youth people from around the world are feeding the website Culture of Peace New Network with educational information vital for development. The articles are available at www.cpnn-world.org . They are going forward with the report on a volunteer basis and are calling for volunteers to support the evaluation by mobilizing responses from their own regions or areas of interest and are inviting both individuals and organizations, from all over the world to take part in this process. ***Share your initiative with them! Involve in spreading the culture of peace and act as an active citizens for development and peace.*** They have demonstrated that there are individuals and organizations in all parts of the world putting lots of efforts to cultivate a lasting culture of Peace. Examples can be seen in the Culture of Peace Councils in Brazil and other countries, most recently in the city of Santos, in the state of Sao Paulo, where ABrasOFFA (Brazilian Association of Organisers of Folk Festivals and Popular Arts) created a Culture of Peace Council.

"Your work is important - not just to the report but to the Culture of Peace movement around the world! By sharing information with us you not only give visibility to your initiatives, but also have the opportunity to exchange information with other organizations and institutions".

You can contact Marcos Estrada, Spain by email at evaluation@decade-culture-of-peace.org .

- Gather learners together and make them discuss various topics, to ask questions and find answers, think of global problems and solutions.

Tools & Best practices   ✚   Gather them together to discuss a certain topic for example using the format **of the World Café[43].**

During the workshop a world café session[44] was organized on development education issues and challenges. During a world café participants are divided in

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[43] http://www.theworldcafe.com/
[44] if you are interested to organize a world café join also the online community http://www.theworldcafecomn

groups , having coffee at their working tables instead of in the coffee break, in a warm environment to discuss the key question. In addition, they write their conclusions on a flipchart paper and at the end of the session present it to the others, allowing everyone to connect their ideas and thoughts.

➕ **Organize a Human Library** [45]- **Don't Judge a Book by its Cover!**: The Human Library is an innovative method designed to promote dialogue, reduce prejudices and encourage understanding. The main characteristics of the project are to be found in its simplicity and positive approach. It also allows people to ask questions that probably they would be reluctant to ask in other conditions.

Mrs. Daniela Tarizzo, Italy, presented her experience of being a "Book" in a human library.[46] A Living Book is a person, that has chosen to be a public representative of a certain group. The Human Library is an innovative community based initiative, which aims to bring people together in one-to-one conversation, to encourage understanding, challenge negative stereotypes and reduce prejudice. It is a simple yet powerful strategy for building social cohesion between diverse community members who wouldn't ordinarily meet.

How does it work? All books have been volunteers. There are no paid books, and the services of the Human Library is also free. The visitors to the Human Library are ordinary community members who have the opportunity to "borrow" a "Human book" for a short period of time in their local library at specific advertised times and dates. They come into the Human Library venue and borrow a book for 30 minutes. Reader and book sit down together, enjoy a cup of coffee or tea, and talk. **You can talk about anything!** The reader will ask the book questions and try to challenge their own stereotypes. After half an hour, the reader returns the book to the library, and the book can be "borrowed" by another reader.

You can volunteer to be a book or you can organize Human library in your community and for your community ! For a **guide on Human Library** check www.time-to-change.org.uk

➕ **100 People Game - World village exercise**

This is an exercise with a strong impact on your learners, that will make them realize also what is their degree of knowledge of global problems. It was used during the Grundtvig workshop with a lot of success and the groups used it as learning tool for pupils in high school.

Ask your audience to imagine that the world would be a small village, with only 100 people. Respecting the proportions of the real world, ask them to answer the following questions(do not provide them the answers), allow them to work in groups and afterwards discuss their answers. The question sheet is provided below- as well as the answers. Please note that that data are based on an **estimated approximate population** of **7 billion people in 2011**[47] according to UNFPA, the United Nations Population Fund and the answers are approximated.

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[45] http://humanlibrary.org/what-is-a-living-book.html
[46] You can check also www.donnedicarta.org
[47] http://www.unfpa.org/public/about

If the world have 100 people:

1. How many would be Asians   - 60
2. How many would be Europeans - 12
3. How many would be Africans -14
4. How many would be Latin Americans - 8
5. How many would be North Americans -5
6. How many would be from Oceania -1
7. How many would be Christians -33
8. How many would be Muslims -20
9. How many would be Hindus -13
10. How many would speak Chinese, Mandarin -15
11. How many would live on less 1 $ per day - 20
12. How many would live in substandard housing -80
13. How many would have no electricity - 24
14. How many would lack safe drinking water - 33
15. How many would have HIV -1
16. How many would be illiterate- 67
17. How many would be malnourished -50
18. How many would die of starvation - 1

Results

Draw conclusions. Discuss the results with the group.
What do they show? What do they mean to them?
What is the most striking difference between their perception and the reality? Where they aware of these figures?
What is   the role of DE in these circumstances? Do they see the value, role and importance of DE? The following learning cards be used.

Results :100 people Game

Challenge 1: World Development

· clearly progress compared to 20,50,100 years ago– But these trends mask great unevenness... poverty is everywhere...
· nearly 1.3 billion people do not have access to clean water,
· one in seven children of primary school age is out of school, about 840 million are malnourished
· an estimated 1.3 billion people live on incomes of less than £1 a day... '
* United Nations Development Programme 1999

Challenge 2: Education For World Citizenship

· education for world democracy, for human rights and for sustainable human development **is no longer an option but a necessity**

Challenge 3: Listening to Other World Views

· the way Third World issues and countries are portrayed

Development education describes and explores such realities in today's world.

In summary then, development education...

· *is an educational response* to issues of development, human rights, justice and world citizenship;
· *presents an international development and human rights perspective* within education here and in other parts of the world;
· *promotes the voices and viewpoints of those who are excluded* from an equal share in the benefits of human development internationally;
· *is an opportunity to link and compare development issues and challenges* here with those elsewhere throughout the world;
· *provides opportunities for people to reflect on their international roles and responsibilities* with regard to issues of equality and justice in human development;
· *is an opportunity to be active* in writing a new story for human development.

> - **Involve the teachers in schools and universities, the young and adult learners, transform them into activists for development projects.** Provide them with clear understanding of what DE is, what can they do and what tools should they use in teaching development to their students.
> - Use e-learning portals as a meeting point for learning, sharing and initiatives and benefit from the toolkits made by various education organisations(including this guidebook).

Tools & Best practices

Change can only happen if people are well educated, aware of the challenges of today's world(which is highly interconnected and interdepended), have the leadership skills, sustainability education, and cultural awareness to address them. To be able to respond to these challenges the educators/ teachers need a new and innovative interdisciplinary approach[48], special competencies compared to traditional practice; knowledge about the challenges of globalization, capacity for innovation, dialogue and communication skills, systems thinking, global mindset, peer networking ability and strong capacities in Information and Communication technologies (ICTs). Therefore there is a need to train the next generation of sustainability leaders - that will start to take actions today.

And the approach has to be on two levels: to train the trainers, the teachers, the adult educators, youth trainers so that they can involve their learners into becoming activists for development. And also to reach directly the learners, the young and the adults that can involve in community development and sustainable actions. To reach them, in various places of the world, to make them interact, see the value and the necessity of their actions, find solutions together and build projects together, the e-learning programs provide extraordinary opportunities.

Tools-examples

✦ **Glocaltour e-learning portal**[49] is a useful platform and tool designed for people engaged in different fields (educators, teachers, volunteers, trainers, coordinators of youth groups, associations, communities, daytime centres and collaborators), for those who, for various reasons, are interested in participative methods to improve and spread a global education.

It offers a free e-learning course that can be accessed the following way :

• Go to www.glocaltour.org
• Go to e-learning
• To go to the course you have to go through the link: **http://glocaltour.edulife.eu** and enter the login and password received from the Italian operator.
• If there are problems logging in, please let us know by sending a description of the problem to the following address: **corsionline@volint.it.** Please provide the following title for the message: "Access to Glocal Tour". The message must be in English because the platform operator is the Italian organization. If the message is in Polish, please send information to me (Peter Olędzki **piotr.oledzki @ swm.pl)** and I will help in the conversation. The downside of this solution is the extension of the procedure.

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[48] e-GLO [Earth Charter Global Learning Opportunity]
[49] Source http://www.glocaltour.org/e-learning-13.html

The course is addressed to those who want to get to know the history and the evolution of the right to development, MDGs (Millennium Development Goals) and human rights and who wish to deep a new methodology of teaching: innovative, cross cultural and participative. The idea is to promote a new culture of education to human development right through the respect, the promotion and the protection of human rights. Target group are people engaged in different fields (educators, teachers, volunteers, trainers, coordinators of youth groups, associations, communities, daytime centres and collaborators), to those who, for various reasons, are interested in participative methods to improve and spread a global education.

The first objective is to give qualification to the different contributions made by formal and informal educators through the updating of knowledge regarding educative and pedagogical techniques relating to education in values and human advancement, and in education to individual and social responsibility for social justice and solidarity.

The course is divided into 4 modules on the following themes:
Module n. 1   - Right to Development
Module n. 2   - Human Rights
Module n. 3   - Education to and for Human Rights
Module n. 4   - Development and Education to and for Human Rights as didactical too
Contact Paula Tonea for more information paulea.tonea@patrir.ro

♣ Another example[50] provided by one of the participants in the Grundtvig Workshop, Mr Sujan Saja from Bangladesh/Denmark is the **e-GLO [51] [Earth Charter Global Learning Opportunity],** a semester-long, online leadership course inspired by the Earth Charter, that trains sustainability leaders. E-GLO was organized for the first time in April - June, 2008 with a focus on digital storytelling and community leadership, a second e-GLO, focusing on youth sustainability leadership, in September 2009 - January 2010. The highly positive testimonials from the participants encourage the Earth Charter International to seek for opportunities to keep this successful program up. There is an enormous interest towards this course and at the same time the Earth Charter International is interested in reaching out to as many youth as possible to provide them with capacities to take sustainable actions in their home communities to build more just, sustainable and peaceful societies.

Participants meet online via webcam and microphone in e-GLO's own virtual conference environment. The online sessions take place every second week, for a period of three hours and include networking, workshops, presentations, and interviews with participants and expert guests, as well as cultural performances. Between sessions participants are engaged in homework assignments carried out individually, in pairs, and larger groups. Because of our unique online platform, e-GLO participants are given the opportunity to see each other's faces and hear each other's voices. This captivating educational environment works to humanize the people and the issues we are facing beyond what is possible within a text-and-image only based learning environment.

At a time when education for sustainable development has become essential, the Earth Charter provides a valuable educational instrument. It encourages us to search for common ground in

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[50] Contribution of Mr. Sujan Saha, Denmark, workshop participant.
[51] http://www.earthcharterinaction.org/content/pages/Earth%20Charter%20Global%20Learning%20Opportunity%203

the midst of our diversity and to embrace a new global ethic that is shared by an ever-growing number of people throughout the world.

Since 2008, e-GLO has trained more than 100 youth from more than 50 countries, from 5 different continents, 90% of which are in the developing world. The course is not only training the youth activists' leadership capacities, but it also produces several grassroots level action projects with multiplying effects.

e-GLO homepage

http://www.earthcharterinaction.org/content/pages/Earth%20Charter%20Global%20Learning%20Opportunity

e-GLO featured on IUCN as good example

http://www.iucn.org/about/union/commissions/cec/?6970/Expanding-the-Earth-Charter-Global-Learning-Opportunity-e-GLO

Video message from Mike Mike Sheehan on e-GLO

http://www.youtube.com/watch?v=xlBmbr1iaTo

There is also a comprehensive e-learning virtual library that can be used.

✚   The European Centre for Modern Languages ECML is a Council of Europe institution based in Graz, Austria has an online library and resource center with over 7 200 documents and teaching materials.

The program Empowering Language Professionals entitled "*Content based teaching and plurilingual/cultural awareness*" [52] CONBAT+ produced a training kit that offers twenty-six content-based didactic units on various subjects (from mathematics to human rights, civic education , ethics) in English, French and Spanish to be used in classrooms.

> -   **Use available software to design creative learning tools**

Tools- examples	**How to create your own Development Education learning tools using HOT POTATOES ?**

During the Grundtvig Workshop, one of the participants, Mrs Anna Ananieva from Bulgaria used this opportunity to share with the others her experience and knowledge with regards to a wonderful educational tool called Hot potatoes.

What is it?
- A set of 5 programs, designed to create interactive Internet based LOs for teacher's needs, producing exercises that can be used as a tool in teaching development education in both formal and non-formal education..
- e-library with LOs on EU citizenship, created by eu teachers (in 23 languages)
- e-library with LOs on Civic education (in Bulgarian)
- Developed by "Half-baked Software", a Canadian educational group

Is this a free programme? As of 2010 the use of the product is free as long as you do not make money with it but you need to register in order to be able to use the full version of the programs. To use it download it from: http://web.uvic.ca/hrd/hotpot/#downloads

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[52] http://conbat.ecml.at/TrainingKit/tabid/2488/language/en-GB/Default.aspx

Should you know HTML and programming? No!

You **only have to closely follow the following steps**[53] included here under the forms of cards, for easy use, as described by Mrs. Anna Ananieva in a very inter-active manner.

So you can begin[54]:

Here are the different possibilities:

JQuiz : This program creates short answer quizzes. The learner types the answer in the text-field and receives feedback from the computer. Up to four possible correct answers are available, assuming the teacher has included them.

JClose: This program creates gap-filling exercises. The java-script looks for parts of right answers, but only one answer for each gap is accepted and feedback is limited.

JCross : This program creates crossword puzzles 20x20 letters in size.

JMatch: This program can produce either listing exercises, for example placing frequency adverbs in order, or matching exercises, such as linking countries and nationalities or beginning and ending of sentences. As with JCross, [55]pictures can be used in place of words.

JMix : This program creates jumbled sentence exercises that are very similar to ones that can be created with paper and scissors.

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[53] Contribution of Mrs Anna Ananieva,Bulgaria, workshop participant, *English and Philosophy teacher,*ananieva@gmail.com http://aniananieva.blogspot.com/

[54] There is also a very useful tutorial proposed for each version included in the software .

[55] P. Doolittle, 2001: Multimedia Learning: Empirical Results and Practical Applications http://www.ipfw.edu/as/tohe/2001/Papers/doo.htm

Now Let's GO!

- Give a start of one of your Hot Pots –JQuiz.
- Create a new empty folder for your potato.
- Fill in your information, e.g.

Title - CATS

Q1 – Which of the following is NOT a cat breed?

A – Birman

B – Persian

C – Chocolate Labrador

D – Siamese

3

MORE to finish…

- Fill in the FEEDBACK with what you want your students to read
- CHOOSE the correct answer
- Create your NEXT QUESTIONS in the same way
- Go to SAVE
- Go to CREATE a web pagE

Your First Potato is ready!

☺

4

Potato 2 - JClose

- Start the JClose potato from the software (the BLUE one)
- Don't forget to create a NEW FOLDER for the new potato!
- Fill in the text in the field:
- Title: The Paradox of Our Age by George Carlin
- The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints. We spend more, but have less; we buy more but enjoy it less. We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge,but less judgment; more experts, but more problems; more medicine, but less wellness. We drink too much, smoke too much, spend too recklessly, laugh too little, drive too fast, get too angry too quickly, stay up too late, get up too tired, read too seldom, watch TV too much, and pray too seldom. We have multiplied our possessions, but reduced our values. We talk too much, love too seldom, and hate too often. We've learned how to make a living, but not a life; we've added years to life, not life to years.

5

Click on the word BUILDING to mark it, then click on GAP

- In THE NEW window opened write: Where do we live in?
- In the field ALTERNATIVE CORRECT ANSWERS 1 write: houses
- In the field ALTERNATIVE CORRECT ANSWERS 2 write: homes,

  etc. for 3

6

Click on SAVE
Click on CREATE

Your first GAP-FILLING POTATO is in your hands!

☺

7

Potato 3 – CROSSWORD (the loveliest one)

- Create a NEW FOLDER for your CROSSWORD POTATO, name it CROSS
- Start your CROSS Potato from the software (the RED one)
- Go to: MANAGE GRID – AUTOMATIC GRID MAKER
- Fill in your words for the crossword – each one on a new line!
- Click on ADD CLUES and add your explanation
- Click OK and then – SAVE and CREATE WEB PAGE

8

GOOD for YOU!

Your first Cross-Potato is in the oven!

☺

9

Potato 4 - JMix

- Create a new folder or your mix Potato, name it Thomas
- Start JMix from the software (the light-blue one)
- Fill in the MAIN SENTENCE:

Thomas

Aquinas

Is

a

medieval

Italian

philosopher

10

Click on SAVE, then CREATE

Your Mixed Potato is on the table!

☺

11

Potato 5 - JMatch

- Create a new folder for your Match Potato, name it CAPITALS
- In the first column, fill in the capitals:

MOSKOW

OTAVA

LONDON

ROME

PARIS

12

In the right column, write the responding countries:

- RUSSIA
- CANADA
- GREAT BRITAIN
- ITALY
- FRANCE

13

On the FIX column click on the couples you want to appear solved

Click on SAVE, then CREATE WEBPAGE

Your last Hot Pot is in your plate!

☺

14

If you need more help or you would like to learn more, or you want to organize a Hot Potato class contact Mrs Anna Ananieva, English and Philosophy teacher, anananieva@gmail.com.

Tools- examples

Create flashcards for DE with Quizlet

Another useful tool can be the Quizlet website and software, that allows you to create learning flashcard. To use it go to http://www.quizlet.com

You can create your own flashcards as learning materials for your students or you can use the existing ones. The flashcards allow your learners:
- to study with Learn option
- to learn by playing with the interactive learning games scatter and space race options
- to test their knowledge with test option.

For example the MDGs cards available on the website will allow your students to learn all the MDGs, to answer questions on the MDGs, and test their knowledge in an inter-active way matching the scatter words or obtain a high score by "killing" the words typing the correspondent word in the space race game.

Example:

"With hands and heart around the world" – toolkits methodology and content for Bulgarian schools "Getting to Know! Pilot project"

Tools- examples

In some countries, for example Bulgaria, the process of introducing DE into adult education is at its very beginnings. Initiatives from the civil society are crucial. Teachers lack the awareness of the need for DE, but also the methods on how to reach their students with such topic and make them aware of global issues. Thus, the civil society must work together to design trainings for teachers, provide them with learning toolkits, but also with new teaching methods.

One example on how civil society got involved in this is the project **"With hands and heart around the world" – toolkits methodology and content for Bulgarian schools "Getting to Know!"** [56] lead by the Global Initiative on Psychiatry-Sofia (GIP-Sofia) Global Initiative for Psychiatry having as partners the Center for Inclusive Education, Caritas Bulgaria, BlueLink Information Network, Gender Project For Bulgaria, Cooperation for Voluntary Services Bulgaria.The project is funded by the European Commission, for the period 2010 – 2012 in the program Non State Actors and Local Authorities with contract DCI-NSAED/2009/202-172.

Ms Anelia Zaharieva from Bulgaria represented GIP Sofia at the workshop "**Engaging as Active Citizens in Development Education**" and presented an extremely interesting the pilot project for the Introduction of Development Education (DE) in the Formal Education System in Bulgaria (end-2009 – end-2012), and which can be used as a best practice in the field of implementing DE.

The project starts from the same premises that the Grundtvig workshop was based on, meaning that global education is an efficient tool in the work of forming active young citizens. Even though we are separated geographically, we all are interconnected, as we share one planet, we use the resources and in the world of today, more global and open than ever, our choices and our actions inevitably have social, economical and environmental impact on other people, as well as their actions can touch or reverse our everyday life. As citizens, we should be informed about these interconnections, as we become more and more responsible about the future. It is better to start with this while we are young and curious to the world. The project is targeting school teachers and their students, thereby presenting global issues that explore the economical, social and environmental interconnections between us "here" and the others "somewhere there".

The final goal is for learners to:
- Acquire deep knowledge about the Millennium Development Goals and about issues such as climate change, poverty, access to education and health;
- Build skills such as critical thinking, decision making and problem solving;
- Develop values and attitudes about social justice, acceptance of the other and active citizenship.

This is done by a variety of methods :
- Creation of educational materials, toolkits

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[56] Information and contribution offered by Ms Anelia Zaharieva, GIP-Sofia, Workshop participant.

- o For trainers
- o For students
- o Printing of a Reader for MDGs (available in Bulgarian)
- Capacity building
  - o Training of trainers (over 22 from schools and universities from Sofia, Blagoevgrad and Stara Zagora that now are preparing the trainings for their colleagues)
  - o Training of journalists (over 30) and school boards (6)
  - o Training of volunteers
  - o Training of students (22)
- Awareness rising
  - o Media analysis and events
  - o Happenings, informational events

The approach is participatory, interactive, experiential, based on learning by doing. This includes: delivery of the basic information on the topic, independent research made by the students, learning through educational games, application of the learned in proposed actions at local, or at international level.

The toolkit methodology used buy the Global Initiative on Psychiatry-Sofia (GIP-Sofia) is based on the trinity framework of the global and development education: **knowledge, skills and values.** These three components flow together in the learning process.

Knowledge

The **knowledge,** framed in the MDGs, is built on the current issues and challenges faced by communities in the global world of today and allow students to gradually understanding the processes of interconnectedness of one global society. The concept behind is not to deliver knowledge, but it is a personal and emotional learning process. The content's design aims to permit students to open their mind about how   diverse the world is, to realize that people and places are not isolated one from the other, but rather connected more than ever today. Finally the students need to start reflecting, take a standpoint and further plan and act in order for the status quo regarding basic human rights such as safety, education, health to be changed.

Skills

What **skills** are we looking for in the realm of global education in our toolkits? They can be divided in two main blocks, **the research skills** – collection, examination, critical evaluation of materials; **the communication and presentation skills** – creativity in writing and presenting, team work and cooperation, cross-cultural communication. To be able to guarantee that the student will acquire some of those competences a participatory approach to learning has to be applied, where the student is not a passive recipient, but is active player and discoverer, analyses, presents. Toolkits also offer problem solving, planning tasks, games suggested by the learning-by-doing approach.

Values

The most important component of the didactical material are **the values**. They depend the least on subjective factors of personality of the students, on the other hand they are the longest lasting, as well as most

transferable, equally important in every future professional direction of the pupils. The values and attitudes that aim to be created within the development education lessons are those of **empathy, acceptance of the other, solidarity**, as well as **readiness** to undertake actions when justice is at a stake, **believe in the person's power to make change and to contribute to just world.**

The materials are framed within the MDGs as topics. The content's design consists of an introductory part for the teacher that contains the objectives and the prospected results from the lesson, as well as background information on the issue.

In order to guarantee minimum preparation, the language used for the background is directed to the kids, and not to the teacher, allowing him/her to simply read the material, if needed. The components that follow the lessons are: educational game, problem solving as well as ideas for actions which pupils can undertake at local or at global level. Usually the needed material for the games is reduced to a pen and a paper, sometimes photocopies. While considered beneficial for the didactical process, be very careful when use photographic materials, in order not to distort the perception of the students for other places and peoples, this being an example on how organizations use the CONCORD approved Code of Conduct on the Use of Images and Messages, mentioned previously in this guidebook.

If you are interested to join or find out more information about the project you can contact Anelia Zaharieva azaharieva@gip-global.org

- **Engage people in creative thinking, using their experiences, imagination, skills to create learning tools and raise awareness on DE through advocacy campaigns**

I am a Millennium Development Goal, *help me to be achieved!! Exercise*

Tools- best practices

Campaigning

The aim of Development Education and Awareness Raising
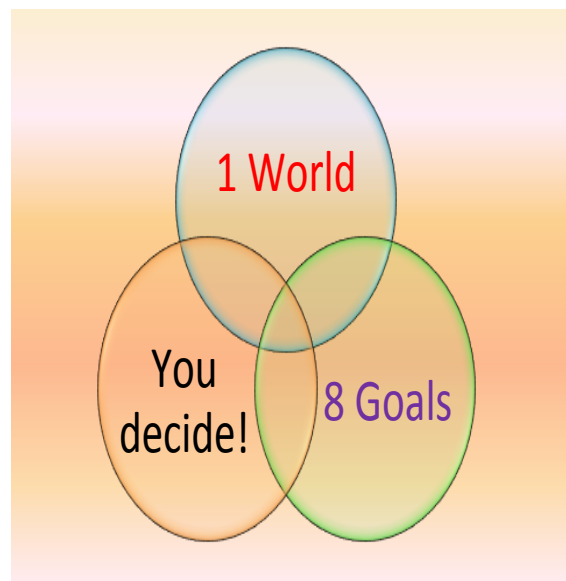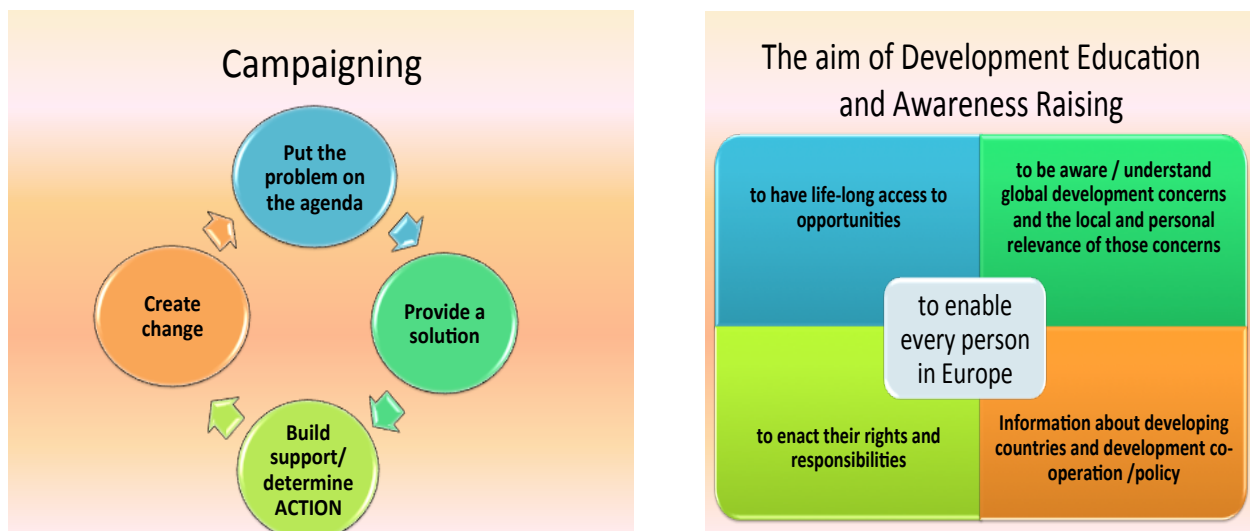
Formare Studia website has two examples of how participants in the workshop, divided in two teams, created two awareness campaigns on the achievement of the MDGs under the theme *I am a Millennium Development Goal*,[57] *help me to be achieved.* They worked together in designing two campaigns for raising awareness on the achievement of the MDGs.

The campaigns represented an example for adult educators on how they can teach development education in schools, in formal and non-formal education, how they can involve pupils and motivate them to act as responsible active citizens. The two campaigns created were:

1. Created by one of the groups composed by 6 participants, the campaign was called *WAGAV- We are Glocal and Vocal.*

Why **Glocal?** Because the campaign wanted also to introduce the notion of Glocal- meaning **"Think globally, act locally"**[58]**,** that urges people to consider the health of the entire planet and to take action in their own communities and cities. Because if individuals don't act, each on a grassroots local level, thinking that their actions will do have an impact at a larger scale, governments will also not act.

The campaign focused on one of the most important MDGs, **MDG nr2 - Achieveing Universal Primary Education**[59]**,** as a pillar for human development through a very active learning exercise, using an inter-active teaching approach and powerful examples. The aim was to put the issue of education to the debate of the present audience and make them think of ways how they can help, even with small steps, to the achievement of this MDG.

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[57] The **Millennium Development Goals** (**MDGs**) are eight international development goals that all 193 United Nations member states and at least 23 international organizations have agreed to achieve by the year 2015. They include eradicating extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development

[58] By definition, the term "glocal" refers to the individual, group, division, unit, organisation, and community which is willing and able to "think globally and act locally." http://en.wikipedia.org/wiki/Think_globally_and_act_locally

[59] **Goal 2: Achieve universal primary education Target 2A: By 2015, all children can complete a full course of primary schooling, girls and boys:** *-Enrollment in primary education. -Completion of primary education, Literacy of 15-24 year olds, female and male*

The group presented the symbols of the 8 MDGs on a paper and asked the audience to match the name of the MDG with the symbol. Then they discussed the meaning of each and one of the MDGs and then using an exercise they tried to show why they chose to focus on this particular goal, the importance of education. The exercise was called **Anna doesn't go to school.**
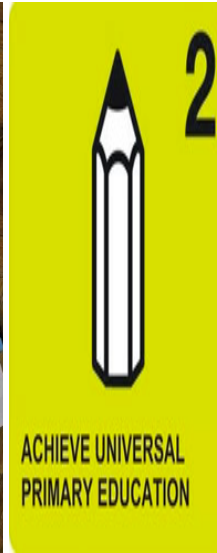
The group created a hypothetic character named Anna and asked the audience why do they think *Anna doesn't go to school*? Then they were invited to explain what do they think are the main consequences of the fact that *Anna doesn't go to school*? Based on the answers received, **a tree of problems** and solutions was created and each answer that the pupils gave was written on a leaf, thus encouraging them to think of these issues and help achieving MDG 2, understanding their personal responsibility and contribution they can have. The paper with the tree remained on the walls inside the classroom to remind them of the solutions they can give so that Anna, and all children can go to school.

Another way to engage the learners was to make them think of the problem and take action. The group created a **matrix** that can be used for identifying a key issue such as education, overcoming barriers, creating vision and demanding action.

Creating DE Messages

Message box

1. Value/resolution:	2. Barrier:
Make your audience nod back at you in agreement.	You response when your audience says "Yeah, but…"
4. Echo-vision:	3. Ask- demand for action:
"So what will happen if I act?" This is what the world will look like if your audience does what you want them to do.	What one, specific thing do you want them to do?

Model message to the parents:

1. **Value/resolution:** You want the best for your children!	2. **Barrier:** Not educating them will cost you more than if you give them a proper education.
4. **Echo-vision:** They will get out of school skilled and capable of taking care for both themselves and yourself!	3. **Ask-demand for action:** Keep your children in school until they graduate!

Write your own message to the children:

1. **Value/ resolution :**	2. **Barrier:**
4. **Echo-vision:**	3. **Ask-demand for action:**

The pupils and teachers present were asked to write their own value, think of how would they respond if, presented with the value someone says Yes… but…, create a vision of what would happen if their resolution would be achieved, and to think of what needs to be done to achieve their resolution. It was a very successful exercise, the pupils gave very motivated answers.
This type of exercise can be used as a learning tool for learners to become aware and engaged in development education.

After these learning inter-active experiences, in order to remind the learners of the commitment they made to help by their own means, by helping others to learn, by encouraging them to go to school and encouraging parents to send children to school, by volunteering, the group prepared a **kit of materials** to be given to the teachers and pupils.

The civic education teacher present was given a **kit of materials** to be used in further civic education classes, based on the set of exercises presented, so that the experience can be multiplied with other pupils.

The kit comprised: information sheet on MGDs, yellow ribbon written with WAGAW logo to be given to those who want to further promote the campaign, to be worn on the wrist, small cards with the logos of the MDGs, pens and sharpener with the logo of the MDG 2 *Achieve Universal Primary Education* to remember the MDG 2, other information on DE.

WAGAW campaing materials

Formare Studia NGO

All those present were invited to wear the yellow WAGAV ribbon and to give some to their friend and family, to promote activities that would encourage people to stay in school, to help their friends stay in school so that they don't end up like *Anna who doesn't go to school*.

The campaign was an example of DE in schools. How development education this can be implemented, taught to the pupils in an attractive

and inter-active manner. The civic education teacher was present and agreed to further continue discussing such topics during classes.

2.   ***Choose right: Take Action!*** The other group of workshop participants designed a campaign which was called ***Choose right : Take Action!*** aiming at making the learners more sensitive to present global issues, such as the ones targeted by the Millennium Development Goals (MDGs).It was based on the premises that even small actions that anyone can do, have an impact and they do matter.

The overall MDG Campaign recognizes certain fundamental values as being essential to international affairs in the 21st century. Most states are failing on the delivery of the Millennium Development Goals - internationally and within individual countries and more, much more, needs to be done between now and the target date of 2015.

The MDG agenda is not a 'private agenda', it is not reserved for civil servants, politicians or development 'experts' - it is a public agenda[60] which the citizens of every country have a right and a duty to engage with, that everyone from pupils to politicians need to be aware of. Awareness of the MDG agenda in all its dimensions is fundamental to ensuring the realization of the overall agenda and that is why the group decided to take a small step for raising awareness on this issue through their campaign.

As a powerful example for active citizenship and engagement and as a real tool for development education, the group started with a presentation of ***''the girl who silenced the UN''***.

In 1992, 12 year old Severn Cullins Suzuki addressed the United Nations conference in Rio de Janiero expressing her concerns over environmental issues. Many of the UN members cried. She got a standing ovation. Her speech became a viral phenomenon. Her words are just as relevant today as they were then, if not more.

If you try to reach to your learners of any age, this is an excellent tool to use.

Transcript of Suzuki's speech:

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[60] http://www.developmenteducation.ie/taking-action/mdg-campaign/changes-needed.html

Hello, I'm Severn Suzuki speaking for E.C.O. – The Environmental Children's Organisation. We are a group of twelve and thirteen-year-olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We've raised all the money to come here ourselves, to come five thousand miles to tell you adults you must change your ways. Coming up here today, I have no hidden agenda. I am fighting for my future.

Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.

I am afraid to go out in the sun now because of the holes in air ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home, with my dad until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going extinct every day — vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

• You don't know how to fix the holes in our ozone layer.
• You don't know how to bring salmon back up a dead stream.
• You don't know how to bring back an animal now extinct.
• And you can't bring back the forests that once grew where there is now desert.
If you don't know how to fix it, please stop breaking it!

Here, you may be delegates of your governments, business people, organisers, reporters or politicians – but really you are mothers and fathers, sisters and brothers, aunts and uncles – and all of you are somebody's child. I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong — and borders and governments will never change that. I'm only a child yet I know we are all in this together and should act as one single world towards one single goal.

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel. In my country, we make so much waste, buy and throw away, buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to share, we are afraid to let go some of our wealth.

In Canada, we live the privileged life, with plenty of food, water and shelter — we have watches, bicycles, computers and television set. The list can goon for two days. Two days ago here in Brazil, we were shocked when we spent some time with some children living on the streets. This is what one child told us: "I wish I was rich and if I were, I would give all the street children food, clothes, medicines, shelter and love and affection." If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?

I can't stop thinking that these are children my own age, that it makes a tremendous difference where you are born, that I could be one of those children living in the Favellas of Rio; I could be a child starving in Somalia; a victim of war in the Middle East or a beggar in India. I'm only a child yet I know if all the money spent on war was spent on finding environmental answers, ending poverty and finding treaties what a wonderful place this earth would be!

At school, even in kindergarten, you teach us how to behave in the world. You teach us:
• to not to fight with others,
• to work things out,
• to respect others,
• to clean up our mess,
• not to hurt other creatures
• to share – not be greedy.
Then why do you go out and do the things you tell us not to do?

Do not forget why you're attending these conferences, which you're doing this for — we are your own children. You are deciding what kind of a world we are growing up in. Parents should be able to comfort their children by saying "everything's going to be alright", "it's not the end of the world" and "we're doing the best we can".

But I don't think you can say that to us anymore. Are we even on your list of priorities? My Dad always says "You are what you do, not what you say." Well, what you do makes me cry at night. You grown ups say you love us. But I challenge you, please make your actions reflect your words.

Thank you.

classroom. The speech was about 5 minutes long and again, those present remained speechless and impressed, and as their consequent reaction and feedback shown, understood the importance of their actions and decided to act more responsible.

With this occasion also Formare Studia produced a translation in Romanian of the Suzuki's Speech, which can be further used in development education classes in Romania, as the speech was available on the internet with translation on many languages but not in Romanian. It is available on www.formarestudia.ro

Following the impressive presentation, the group involved in an active debate with the ones present, asking some key questions such as

- How many of us actually take actions to do something about it?
- How many of us will give up our coffee allowance, or buy one less pair of shoes, or look at our grocery bill and think, *"Is all this food necessary?"*
- How many of us volunteer with a cause we are engaged with?

CHOICES DO MAKE A DIFFERENCE!

They gave to the participants some easy accessible set of actions, results and examples such as :
- **Bus, Bicycle, Walk** : Make it a habit! Fewer cars on the road, lesser carbon dioxide in the air!
- **Buy in-Season and Local Foods**: That's the way! Tinned, preserved and imported foods need more fuel inputs, which means a bigger carbon footprint!
- **Conserve Water! Every drop counts**: Never waste water, re-use where possible, do not dump hazardous substances into water bodies, harvest rain water
- **Recycle Reuse Reduce!** It's not new to us! Refill, Renew, Recover rather than Throw, Discard, Dispose of
- **Be Energy Efficient Save some for tomorrow**! Say yes to CFLs (compact fluorescent lamps)
- **Pressure cook, save cooking fuel, use solar devices**; Service your vehicle regularly, check tyre pressure; Enjoy natural light and ventilation
- **No to Plastic bags** - Yes to Cloth Bag. Carry one always Plastics do not degrade easily, they clog drains, are a threat to animals, release toxic substances on burning
- **Save Trees, Plant Trees**. Each one of us can be a Sting! (The Rainforest Foundation) A tree not only provides beauty shade shelter and food, but also acts as a lifetime sink of carbon dioxide
- **Use Resources Wisely**. Generations have been doing it! Do not waste, Save energy, Save fuel, Save water, Save paper
- **Switch Off**! When not around do not leave electrical and electronic gadgets on. Do not keep TVs, computers, music systems in standby mode. Save electricity, save money, care for the environment

The participants were also invited to write their personal resolutions on what they will do to help the achievement of MDGs and to commit to getting involved by doing even small actions (like saving water or recycling).

The campaigns were not made public only for the audience present in the classroom, but two Facebook pages were created to disseminate the message and for about 24h people voted for the campaign they most liked.

Both teams were very successful and extremely appreciated by learners, but one gathered a higher number of likes on Facebook and won a symbolic prize.

Both campaigns are present on Facebook:

The winning team enjoying the prize
Choose right! Take action

-   Use the networks available and the resources found on the internet

Example of websites to be consulted for DE training materials, information, vacancies :

www.developmenteducation.ie
www.dep.org.uk
www.donnedicarta.org
www.think-global.org.uk
www.ioe.ac.uk
www.internationalpeaceandconflict.org

Development Education Program's
www.developmentinaction.org
www.irishaid.gov.ie
www.ideaonline.ie
www.youthdeved.ie
www.developmenteducationreview.com
www.developmenteducation.info
www.kade.ie
www.concordeurope.org
www.formarestudia.ro
www.nuigalway.ie
www.montgomerydec.org.uk
www.deeep.org
www.patrir.ro
www.meltinglab.it

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