

## DEEEP Thematic Dossier

### "Schools as key actors in promoting global education"

A guide to better understand the key topics linked to the collaboration between schools and NGOs

June 2010



## Introduction

"NGOs and schools, how to increase and improve the quality and quantity of their collaboration? How can NGOs get to pupils and teachers and raise their awareness? How to bring on the table topics such as trade, poverty, diversity or sustainable environment? How much is global education included in school curricula? How much teachers are trained for promoting GE? How can we evaluate the impact of our DE/GE activities?"

So many questions! But why should we need a quality cooperation between schools and NGOs? What would be the added value for the community?

By definition, a school is an institution which aims at educating children, giving them the necessary skills to become successful adults. NGOs, and especially DE/GE NGOs, aim at providing the tools to bring change in the behaviour and attitudes of citizens (children and adults), making them more responsible and aware of the global challenges. Increasing the cooperation among these two actors can only be beneficial for all children and future adults.

But how can this cooperation be carried on? How can the NGOs expertise be shared with school teachers, directors, and children? How can we systemise such collaboration, and bring GE/DE to schools?

This thematic dossier aims at providing readers with information on the topic and with links for those who would like to deepen such issue.

Enjoy!

Chiara Tripepi



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2

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Dicover more on the authors



3

**Anna Grindle** works for the British Red Cross youth and schools team, focusing on building capacity for global citizenship and humanitarian education with practising and trainee teachers



4

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5

**Kate Brown** works for DEA, a UK educational charity promoting critical and creative thinking about global issues.



6

**Mark Merrell** is an associate of the Scottish Development Education Centre based in Edinburgh, Scotland and a freelance educational consultant. Currently, he delivers the *First Steps to Lasting Change* project in Scotland, enhancing the global education skills of lecturers in early years education and care at Further Education colleges.

Discover more on the authors



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**Jane Carpenter** works for the Harambee Centre for Development and Environment Education, a charity based in Cambridge, England. She is the Coordinator of the Development Education Programme and designs and delivers both classroom workshops in school and teacher training in this field



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## Environmental Sustainability

Areta Sobieraj

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Environmental Sustainability is not a new trend in a new world. Until recently people and nature lived in relative harmony, giving and taking from each other without compromising future generations. When populations throughout the world depended on natural resources without significant international trade, industries and production, they tended to naturally care for the planet, making sure that development was environmentally sustainable.

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Despite arguing that Environmental Sustainability is therefore as old as the world itself and concerns both people as well as nature, it is true to say that the world has changed dramatically in the last 100 years, both for humanity and for the planet. The industrial revolution, dependency on non renewable resources, increased global population, deforestation, globalisation, frenetic production, transport and consumer trends and unimaginable levels of greenhouse gas emissions in the Earth’s atmosphere are just some of the reasons why sustainable development has now become an imperative for all people throughout the globe as we are risking permanent destruction of our most precious resource, the planet.

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Education for Environmental Sustainability has its roots mainly in Environmental Education, which began back in the 1960s and in Development Education which first emerged in the 1970s but is also links with a number of related approaches to education which stress relevance to personal, social, economic and environmental change. In the past two decades these approaches have increasingly found commonality under the label of ‘education for sustainable development’ (ESD) or ‘education for sustainability’ (EfS) and there is a strengthening international consensus about the meaning and implications of this approach for education as a whole.

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In December 2002, the United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the UN General Assembly, and UNESCO was nominated to act as lead agency for the promotion of the Decade. The ambitious goal of the Decade is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. A sustainable future is de-fined as a development “that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development. Brundtland Report). Sustainable development is viewed as a complex issue, encompassing economic, environmental and social dimensions. Since the Brundlandt Report came out in 1987 however, many governments and individuals have pondered what sustainable development means beyond a simple one-sentence definition. The *Rio Declaration on Environment and Development* expanded on the definition by listing principles of sustainability, which propose parameters for envisioning locally relevant and culturally appropriate sustainable development for individual nations, regions, and communities.

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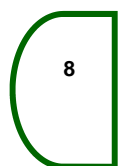
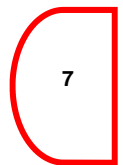
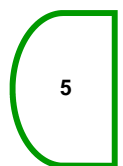
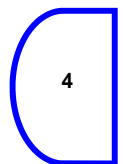
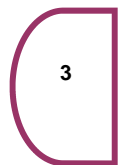
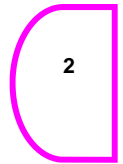
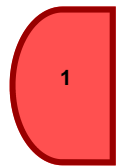
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Breaking down the definition of environmental sustainability is a huge task as the interdependencies and connections between people and the planet are infinite. It is not possible, for example, to separate people from their need of food, nor food security from biodiversity and agriculture, nor agriculture from climate change. The world is currently living through a major food crisis and one of the main challenges of combating global poverty is to take into account the challenge of climate change and its effects on the world’s poorest. The increase of floods and water scarcity, deforestation and degradation of land and waters poses serious threats to the poorest in society, increasing their vulnerability and putting at risk a decade of efforts in reaching the Millennium Development Goals (MDG’s).

Fortunately, much is and can be done not only by States and local authorities, scientific research panels, experts, corporations, media, NGO’s and lobbyists (to name just a few key stakeholders in Environmental Sustainability debates) but also individually beginning at home, in local communities, at work and at school. Societies need to change radically their consumption, production and behaviour patterns to meet the challenges we face and for this reason education for sustainability has a crucial role to play. Informing, raising awareness, educating and inspiring people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other people’s lives is precisely what environmental sustainability is about. Interaction between researchers, teachers, NGOs, public officers and others in the field of Education for Sustainable Development is therefore essential, in order to support knowledge sharing, enhance curriculum development and promote more valid and reliable ways of implementing and evaluating ESD.

On one side, sustainability is about understanding the importance of promoting eco sustainable behavior and attitude change, enabling people to develop the knowledge, values and skills to participate as active citizens, to make informed decisions about the way they do things individually and collectively, both locally and globally that will improve the quality of life now without damaging the planet in the future. But there’s more to it than that. It’s not just about understanding the importance of why it is necessary to reduce, reuse and recycle waste and how to recycle efficiently. It’s also about putting all the pieces of the puzzle together and understanding how people, animals and plant species are directly linked not only to the environment, its natural resources and economy but also to global responsibilities and concerns such as the fight against poverty, gender equality, human rights, migration, intercultural dialogue and health and education for all.



**Recommended reading and websites:**

- UN Decade of Education for Sustainable Development ( <http://www.unesco.org/en/esd/> <http://www.iisd.org/sd> IISD champions sustainable development around the world through innovation, partnerships, research and communications;
- <http://www.unesco.org/en/esd/> Good site for definitions to explore as a class/group;
- <http://www.ace.mmu.ac.uk/eae/Sustainability/sustainability.html> Useful for research, adults or young people;
- <http://www.se-ed.org.uk> - also a good one to start you off on the subject!!
- The Earth Charter Initiative <http://www.earthcharterinaction.org/content/> A global consensus statement of values and principles for a sustainable future;
- UNESCO's Teaching and Learning for a Sustainable Future [www.unesco.org/education/tlsf/](http://www.unesco.org/education/tlsf/) 100 hours of interactive activities;
- WWF-UK Pathways to Sustainability <http://assets.wwf.org.uk/downloads/pathways.pdf> A development framework for school sustainability;
- WWF One Planet Schools [http://www.wwf.org.uk/what\\_we\\_do/working\\_with\\_schools/](http://www.wwf.org.uk/what_we_do/working_with_schools/) Very useful site - provides information, encouragement and inspiration for schools working to put sustainability issues at the heart of school life. Many useful education resources on ESD and topical environment issues;
- <http://www.esdtoolkit.org/discussion/default.htm> - some interesting ideas and background info;
- <http://www.defra.gov.uk/sustainable/government/what/index.htm>. UK government's views on what SD is and why it is important;
- [www.educationforsustainabledevelopment.com/blog](http://www.educationforsustainabledevelopment.com/blog) - very interesting, a huge amount of information;
- [www.sustainablelearning.info](http://www.sustainablelearning.info) - similar to Eco-Schools, works on the principle of undertaking activities to earn awards;
- [www.scotland.gov.uk/Topics/Environment/SustainableDevelopment](http://www.scotland.gov.uk/Topics/Environment/SustainableDevelopment) - Scottish government's definition of Sustainable Development;
- <http://wales.gov.uk/docs/dcells/publications/090902guidanceresourcessustainabledevelopmenten.pdf> - Booklet published by the Welsh Assembly Government Panels on Sustainable Development and Global Citizenship;
- [http://www.unesco.org/archives/multimedia/index.php?s=flvplayer&id\\_page=33&id\\_film=432](http://www.unesco.org/archives/multimedia/index.php?s=flvplayer&id_page=33&id_film=432) international view on sustainable development and ESD;
- [www.sustdev.org](http://www.sustdev.org) - news and events relating to SD;

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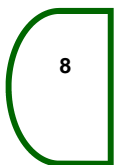
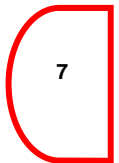
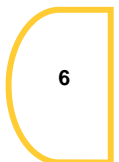
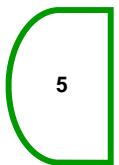
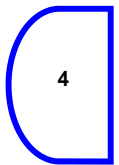
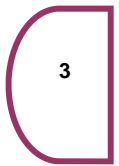
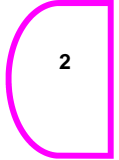
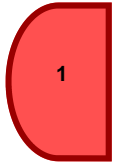
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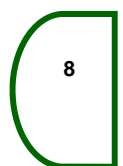
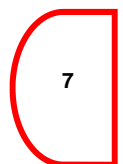
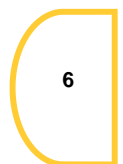
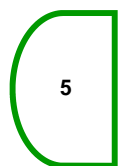
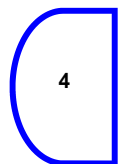
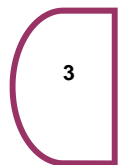
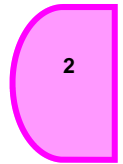
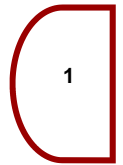


- [www.forumforthefuture.org.uk](http://www.forumforthefuture.org.uk) - business oriented;
- UNESCO's breaking down the concept of ESD into 'learning to learn, learning to be, learning to do, learning to live together, learning to transform' as a great based point of defining what LfS is all about [www.unesco.org/en/esd/strategy/](http://www.unesco.org/en/esd/strategy/)
- eight recommendations and associated documents including summaries of the position of climate change education and education for sustainable development in 10 countries from 6 continents, see [www.intlalliance.org](http://www.intlalliance.org) and [www.edusud.dk](http://www.edusud.dk)
- [www.humanecologyreview.org/pastissues/her162/henry.pdf](http://www.humanecologyreview.org/pastissues/her162/henry.pdf) - useful theoretical input;
- [www.aries.mq.edu.au](http://www.aries.mq.edu.au) - an Australian perspective with useful links;
- <http://www.ltscotland.org.uk/sustainabledevelopment/about/keyorganisations/index.asp> - key ESD organisations in Scotland;



ment <sup>(11)</sup>. Its methods and content are tools by which learners can learn how to think rather than be told what to think. NGOs and teachers can work together to provide critical information and model effective learning strategies about trade and consumption, but should beware of the pitfalls <sup>(12)</sup> of manipulating learning outcomes through advocating a particular course of action as the ‘right answer’. All subjects have opportunities for developing thinking and analytical skills, for introducing topics relating to trade and consumption including food, farming, fashion, technology, transport, waste, and linking these to the impact of choices on local and global inequality, poverty and sustainability <sup>(13)</sup>. Through discussing and debating controversial issues <sup>(14)</sup>, through role plays and real world examples, pupils can learn to understand the real costs of production and empathise with the people behind the products <sup>(15)</sup>. Presentation is the key: learning about economic policy may sound dull to pupils but learning about chocolate or bananas may not. Pupils will learn that there are conflicting choices and moral dilemmas for consumers: buy local and save food miles or buy fair trade and support distant producers, buy organic and save pesticides and pay higher prices to support humane farming or live within a tight budget? The important thing is for young people to be aware of these dilemmas, make informed choices, to make their opinions heard and to participate in action for change, if they decide that change is needed.

**How do we know we are getting there?** All teachers and NGO educators should be reflective practitioners, evaluating their inputs and the consequent learning outcomes. They might aspire to have pupils who question more, who critique sources, are more motivated to learn and participate and make changes in their consumer behaviour, perhaps showing more interest in fair and ethical trade, in knowing where products come from and who produced them, in differentiating between things they want and things they need, and in considering the overuse and waste of resources. It is important to know what pupils’ attitudes are before such issues and methods are introduced into the curriculum and how they have changed afterwards. One useful resource in UK which could be adapted to other contexts is ‘How do we know its working?’ from RISC (2008) <sup>(16)</sup>. Above all learners should know that individuals can make a difference, and as you may know from personal experience, *‘Anyone who thinks that small things can’t make a difference has never shared a tent with a mosquito!’*



### Resources

- **change the world in 8 steps downloadable posters and classroom activities from Oxfam Education UK** [http://www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps/](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/)
- <http://www.rrojasdatabank.info/> for **access to a wide range of sources for teaching and researching economics and sustainable development**

## Footnotes and links

1. Martin Luther King "A Christmas Sermon on Peace" (1967)
2. Sterling S *Developing Strategy* Chapter 13 In Huckle J and Sterling S (1996) *Educating for sustainability* Earthscan
3. <http://web.worldbank.org> <http://www.wto.org/> <http://www.imf.org/external/about.htm> (for a series of fact sheets on IMF)
4. New Internationalist Magazine <http://www.newint.org/> to access articles on a wide range of themed global issues including trade and consumption and critiques of the global financial institutions
5. Millennium Development Goals <http://www.un.org/millenniumgoals/>
6. Source: Chambers 20<sup>th</sup> Century Dictionary
7. Horace 65-8 BC *Ars Poetica* 3
8. *The Story of Stuff* by Annie Leonard <http://www.storyofstuff.com/> A thought provoking online presentation illustrated by cartoons
9. Oxfam UK (1997) *A curriculum for Global Citizenship*
10. 'Teaching the Global Dimension: A handbook for Teacher Education' 2009 'p11 £10.00 [www.dep.org.uk](http://www.dep.org.uk)
11. Downes, E (1993) *Placing development in development education* Conference Paper University of Central Lancashire
12. *Common Pitfall in global learning* pg 15 in TIDE Global Learning (2009) *Enabling Global Learning through the KS3 Curriculum* in <http://www.tidec.org/> [www.tidegloballearning.net](http://www.tidegloballearning.net)
13. TIDE Global Learning (2006) '80:20 *Development in an unequal world*' 5th edition ISBN-10: 0 9554263 0 8 ISBN-13: 978-0-955426-30-8 Price: £22 Especially Borg. B Chapter 9 Trade and Development and O'Rourke D Chapter 20 Looking Behind the Label : Ethical Consumption Issues today
14. Tackling controversial issues in the classroom
  - Oxfam 'Teaching Controversial Issues' [http://www.oxfam.org.uk/education/teachersupport/free\\_guides/](http://www.oxfam.org.uk/education/teachersupport/free_guides/)
  - Open Space for Dialogue and Enquiry: a set of free online resources for creating learning spaces where participants can engage critically with a range of global issues and perspectives [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)
15. For example: *The Chocolate Game Fair Trade Edition* (11 +) A simulation game based around the chocolate trade explores interdependence, trade and development through a familiar commodity. Leeds DEC (1999) <http://www.leedsdec.org.uk/> £5.50
16. RISC (2008) *How do we know it's working? A toolkit for measuring attitudinal change in global citizenship from early years to Key Stage 5* [www.risc.org.uk](http://www.risc.org.uk)

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## Poverty

Anna Grindle

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It isn't hard to get information on poverty. Walk around any city, watch the news, buy a charity card; think about why I keep an overdraft even though I may not regularly go overdrawn. Think about the basis of the system that let's me keep an overdraft. Poverty is inexcusable, poverty is a scourge. But yet, we live with it. It hasn't ended, or become history, like people thought it could.

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I could continue writing in a stream of consciousness and find any number of ways of conceptualising poverty. Within good development education practice, my 'issues tree' is full of any number of perspectives. But I need to pick a few.

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Around the world, people live in absolute; or extreme poverty, lacking the basic necessities for survival, and life is lived day by day. The statistic is 1 billion. Poverty is persistent; living under the poverty line for 5 years is considered chronic poverty. The statistic is 400 million.

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How poverty is defined is important for its utility as a concept to study. For example, the European Commission Joint Report on Social Inclusion 2004 uses a definition of *relative poverty* (2009:5). This places an individual's income and way of life within the general standard of the country or region they live in, thus evidencing how a person struggles to live a normal life, or to participate in ordinary economic, social and cultural activities.

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Another way to understand poverty is to look at *inequality*. This shows how resources are distributed across the whole society, showing the difference between those at average, high and low incomes, and importantly showing how well states redistribute the income they produce. Inequality is an uncomfortable concept for those who are rich (Green 2008:6) – whether individuals or countries, simply because inequality turns poverty into something relational - it involves everyone, recognises that there are resources, and that approaches to allocating resources, whether on a local, national or global scale, can affect outcomes for those living in poverty.

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Poverty has many other associations. Certain people are more at risk of poverty, or live in vulnerability. People are also affected by poverty of aspiration, or poverty that is inter-generational in nature. Poverty is also about access; one's ability to access fundamental rights, resources or opportunities, being marginalised or 'socially excluded', or unable to participate in normal social or cultural life. Poverty affects people differently, in relation to age, gender, or environment.

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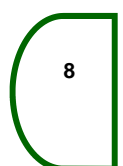
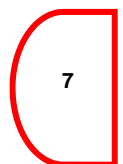
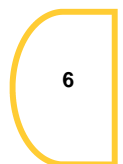
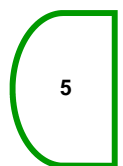
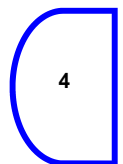
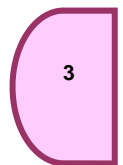
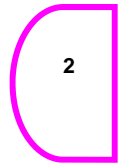
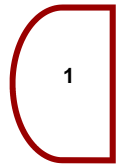
However, the best way to understand poverty; is to listen to the reality of people living in poverty, and experience it daily. Thus an understanding of poverty embodies many more 'ways of knowing', where poverty might mean fear, injustice, or lack of hope. There is a growing focus on *subjective poverty*, an individual's assessment of his or her own welfare, revealing the multi-dimensional nature of poverty, placing importance on the insight and voice of the poor, and their role and participation in any intervention to tackle poverty.

Traditionally, economic growth has been seen as the main route out of poverty, this is certainly understandable as access to assets or a change in circumstance can be immediately transformational. Green also states that as a country develops redistribution becomes more important as a way to reduce poverty (2009:180), as seen within Europe where different approaches to allocating resources lead to different outcomes (EAPN 2009:16). Here, decisions about eradicating poverty are essentially political choices about the kind of society we want (ibid).

Green proposes that in overcoming poverty, the dual roles of *active citizenship* and *effective states* need to function together (2009:12). Active citizenship refers to a person accessing their political, civil and social rights, but also fulfilling obligations to the state in terms of paying taxes or obeying laws, for example. Effective states should guarantee law, design and implement effective strategies for growth, and in the process treat people as subjects, rather than objects. The provision of essential services such as education, health care and sanitation is a precursor for growth, thus enabling poor communities to actively participate in public life and society (ibid:41).

How can educational processes support this? Oswald and Moriarty (2010) argue that investment in quality education, particularly transformative education processes can have an impact on the intergenerational transmission of inequality and poverty. The character of transformative education advocated is not unlike approaches familiar to participants at the Development Education Summer School; 'skills, knowledge and attitudes that will improve their lives and enable them to make informed decisions ... child-centred community-based education ... teachers who are facilitators for active, participatory and cooperative learning ... children take on roles of responsibility ... learning about rights, ethics and cooperation ... the promotion of active citizenship' (ibid).

NGOs engaged in encouraging a global dimension in education already make significant contributions to building active citizenship among young people. Hopefully, our role in building capacity for educational practice as described above will support young people to experience in, and emerge from school, with the conviction to understand that as active citizens, they can engage effectively with the state and play a role in building change for a more fair and equal society.



## How can NGOs and schools cooperate on themes of trade and consumption, making pupils critically aware of global interdependence and able to act for a fair and sustainable future?

Sheila Tucker

This article will not critique competing economic theories or chart the performance of global economic institutions. Sources of official facts and figures and differing perspectives are given below and are accessible by internet or at summer school. This article concerns the objectives of DESS 2010: to share processes and strategies for effective NGO/School partnerships that educate pupils to act for a better world, with examples of how young learners' critical engagement with the themes of Trade and Consumption' offer a means to that end. Pupils learn by default about the world from parents, media, friends, teachers and life experiences. But what do they learn from where and how do they interpret and act on this information? How will they learn that lives are globally interconnected and their choices affect others for better or worse? Will they have opportunities to consider if current levels of inequity and consumption can be or should be sustained? Will they learn that the future is not fixed but changeable? As Gandhi said 'You must be the change you want to see in the world'.

The themes of the DESS 2010 summer school: poverty, diversity, sustainability, trade and consumption, are interlinked and interdependent and can each serve to develop pupils' critical awareness and ability to act for change. Trade and consumption may at first glance seem complex and inaccessible, but in practice provide a wealth of opportunity for engaging young people's hearts and minds, because we are all consumers who make daily choices about what to eat, wear, watch, read and do. The impact of these choices will vary according to our spending power and sphere of influence, but we all make them to some degree. To make choices without contextual information about their impact on others is to exercise power without responsibility.

***'It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly. We are made to live together because of the interrelated structure of reality... And before you finish eating breakfast in the morning, you've depended on more than half of the world. This is the way our universe is structured; this is its interrelated quality. We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality'*** Martin Luther King (1)

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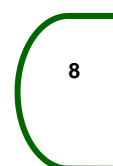
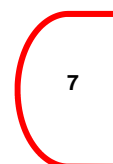
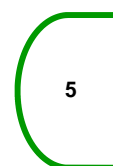
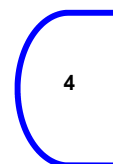
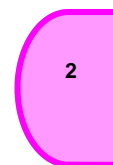
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As educators, what part we can play in ensuring that pupils’ learning about global issues happens by design rather than default? There are many opportunities in the curriculum, campus and wider school community to explore global issues. Teachers and NGOs can provide critical information and active learning methods to weave global issues into the curriculum and help pupils to develop the skills and values to think things through for themselves. This will not happen without careful planning. Stephen Sterling (2) offers a process for this with four key questions or phases of activity: **Where are we now?** (Assessment) **Where do we want to be?** (Objectives) **How do we get there?** (Implementation) **How do we know we are getting there?** (Evaluation) This can be applied to trade and consumption to develop a strategy for NGO/school partnerships for learning.



**Where are we now?** The current state of world trade shows vast inequalities and well intentioned international structures (3) in place, including the World Bank, International Monetary Fund and World Trade Organisation. In practice these institutions are critiqued for falling short of their ideals and maintaining the status quo, rather than representing the interests of the less powerful groups in our global society (4). Global aspirations for greater sustainability and equity are set out in the 8 Millennium Development Goals for 2015 (5), of which Goal 8 ‘To develop a global partnership for Development’ includes the objective to: ‘Develop further an open, rule-based, predictable, non-discriminatory trading and financial system’, but progress in achieving this is slow. The root of the word consumer - ‘one who uses an article produced’ is from the Latin word *Consumere* (6) ‘to take completely’ and thus consumption is ‘to destroy by wasting or to use up’. The Roman poet Horace (7) wrote in 18 BC ‘*Nos numeros sumus et fruges consumere nati: We are just statistics, born to consume resources*’. Horace’s view may seem cynical but it indicates where the problem (and therefore the solution) of our current global system lies. A more recent analysis, ‘The Story of Stuff (8) takes a salutary look at the drivers and global impact of overconsumption in the USA, and echoes the words of Martin Luther King ‘*We have flown the air like birds and swum the seas like fishes, but have yet to learn the simple act of walking the earth like brothers*’.

**Where do we want to be?** Oxfam 1997 (9) presented the concept of a Global Citizen who is ‘*aware of the wider world, has a sense of their own role as a world citizen, respects and values diversity, is willing to make the world a more equitable and sustainable place and takes responsibility for their actions*’. This necessitates education that develops the skills and values of global citizens to assess the state of the world and act on their conclusions. This is a fundamental part of any good education, to ensure a fair and sustainable future for all.

‘*The global dimension is not just a set of key concepts that have to be learnt. It is about ways of engaging and relating and ways of thinking and knowing.*’ (10) Partnerships between educators in schools and from NGOs can facilitate this process but they should be based on mutual respect, shared learning objectives and educative, rather than campaigning, processes.

**How do we get there?** ‘*Education is the greatest weapon you can use to change the world*’ said Nelson Mandela. Development Education is not just education **about** development, it is education **as** develop-

### Bibliography

- EAPN, (2009), *Poverty and Inequality in the EU: EAPN Explainer No.1*, European Anti-Poverty Network
- Green D, (2008), *From Poverty to Power: How Active Citizens and Effective States Can Change The World*, Oxfam International
- Summary documents available at: [http://www.oxfam.org.uk/resources/downloads/FP2P/FP2P\\_Summary\\_English](http://www.oxfam.org.uk/resources/downloads/FP2P/FP2P_Summary_English)
- Oswald K, and K. Moriarty, (2010), 'Transforming Children's Lives through Innovation in Quality Education: Implications for Policy and Practice', *Research Summary of Practice Paper 4*, Institute of Development Studies, University of Sussex

### Useful Websites and Further Reading

- <http://www.2010againstopoverty.eu/?langid=en>  
2010 Year for Combating Poverty and Social Exclusion
- [http://www.rnw.org.uk/Roars\\_not\\_Whispers/Home.html](http://www.rnw.org.uk/Roars_not_Whispers/Home.html)  
Roars Not Whispers is a project helping young people in Scotland to develop their knowledge and confidence to become active citizens and represent their communities at local, national and international levels
- <http://www.eldis.org/go/topics/resource-guides/poverty>  
Eldis Poverty Page – a gateway website sharing the best in development policy, practice and research
- <http://www.younglives.org.uk/>  
Young Lives is a long-term international research project investigating the changing nature of childhood poverty.
- [http://www.savethechildren.org.uk/en/docs/SOAP\\_Booklet.pdf](http://www.savethechildren.org.uk/en/docs/SOAP_Booklet.pdf)  
Speaking Out Against Poverty – Participatory research with young people in Northern Ireland about their experiences of poverty
- [http://clients.squareeye.com/uploads/dea/documents/dea\\_thinkpiece\\_andreotti.pdf](http://clients.squareeye.com/uploads/dea/documents/dea_thinkpiece_andreotti.pdf)  
A Think Piece written by Vanessa Andreotti and published by the Development Education Association: 'The Contributions of Postcolonial Theory to Development Education'

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## Diversity

Mags Liddy

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Our world contains so much diversity, in both biological and cultural forms. In this working group we are focusing on cultural diversity. Culture has been defined as the beliefs, behaviour, language, and entire way of life of a particular group of people at a particular time. Ethnic groups are identified by cultural signifiers that may include language, religion, food, music, and belief in origins. Whilst many of these aspects are celebrated, there also exists inequality and conflict. Many of these issues have been a backdrop to recent elections and votes, are reported daily in media, and are acted out in everyday life on our streets and in our schools.

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Issues on migration and ethnic politics have debated in recent elections and votes such as le Pen in France in 2002, Barack Obama's election in 2009, and the changes in Irish citizenship law in 2004. A recent example of a cultural conflict focuses on the wearing of religious symbols and the contrasting approaches of the headscarf ban in France with the Canadian allowance of Sikh policemen to wear their turbans while on duty. Acknowledging and learning about diversity is important as discrimination on the grounds of ethnic origin is high in Europe. Unfair discrimination is said to be any distinction, exclusion, restriction, or preference based on 'race', colour, descent, or national or ethnic origin. A 2008 Euro barometer study found that discrimination based on ethnic origin (62%) is seen to be the most widespread form of discrimination across the EU, followed by discrimination on the grounds of sexual orientation (51%) and disability (45%).

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Our work in DESS will examine cultural and ethnic diversity in two focal points associated with intercultural education: firstly intercultural education which respects and celebrates the similarities and differences in human life (such as different ways of life, customs and worldviews); and secondly intercultural education that promotes equality and human rights, challenges unfair discrimination and fosters attitudes for pluralism. These second area is important as this explores the institutional structures that maintains social exclusion of particular groups, including access to social goods including work and education. Here attitudes towards ethnicity and cultural diversity overlap with other arenas of social inequality such as gender and socio-economic or class issues.

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Some argue that intercultural education is a separate educational approach, however to me, recognising and respecting all forms of diversity is an important aspect to development education. Also intercultural education and development education share common goals; namely to empower learners with the capacities and knowledge to achieve change towards a more socially just society and world. In particular three main areas will be explored in the summer school:

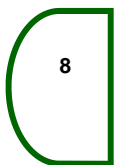
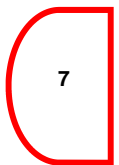
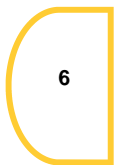
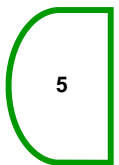
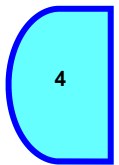
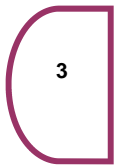
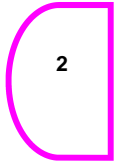
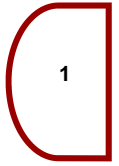
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- Values and attitudes- greater understanding of different cultures and different ways of seeing the world, building openness and tolerance, while recognising privilege

- Knowledge and understanding: including defining cultural linguistic and ethnic diversity, finding acceptable terminology, exploring theories of cultural and ethnic diversity
- Intercultural diversity skills: Exploring intercultural competences, dealing with controversial and sensitive topics, and questioning global culture or national culture?

Each of these areas will be explored in the context of NGO and school collaboration. In my opinion there are three ways to build NGO and school collaboration on cultural diversity issues. I have outlined these three areas below and given some links to books or website resources for more background reading.

1. Cultural diversity as a topic; learning more about diverse cultures and ways of life
2. Cultural diversity as a teaching approach; addressing attitudes and values in teaching as social justice
3. Cultural diversity as a school and educational policy arena; anti-racism and anti-bullying policies, intercultural practices with educational systems.



### Further readings

- Audrey Thompson. Summary of Whiteness Theory <http://www.pauahtun.org/Whiteness-Summary-1.html>
- Azouz Begag. 2007. Ethnicity and equality: France in the balance. Original in French, translated into English by Alec Hargreaves. Personal account of the 2005 civil disturbances across France
- Robert Miles and Malcolm Brown. Racism 2<sup>nd</sup> edition. 2003. Focus on British race relations. Short preview available through Amazon
- K Anthony Appiah and Amy Gutmann. Color Consciousness: the Political Morality of Race. US focus
- Ethnicity-Migration- Racism. General sociology site with lots of links to academic and NGO groups on these topics <http://www.sociosite.net/topics/ethnic.php>
- Discrimination in the European Union: Perceptions, Experiences and Attitudes. July 2008. Eurobarometer study, [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_296\\_sum\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_296_sum_en.pdf)
- Council of Europe White Paper on Intercultural Dialogue
- [http://www.coe.int/t/dg4/intercultural/whitepaper\\_interculturaldialogue\\_2\\_EN.asp](http://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp)

### Resources for teaching or youth work

- Council of Europe and European Commission, November 2000. Intercultural Learning T-kit
- All Different All Equal: An Anti-Racist and Intercultural Education Resource for Youth Workers. 2006. National Youth Council of Ireland [www.nyci.ie](http://www.nyci.ie)
- Irish Refugee Council. A Refugee's Story 2004, a video pack tells the story of a mother and son, escaping war and seeking asylum in Ireland, with useful worksheets [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)
- Intercultural Games <http://wilderdom.com/games/MulticulturalExperientialActivities.html>
- Intercultural Education in the Primary School and Intercultural Education in the Post- Primary School. Both available from Dublin National Council for Curriculum and Assessment, Ireland [www.ncca.ie/uploadedfiles/publications/intercultural.pdf](http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf)

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## Quality development education: how do we know it's working?

Kate Brown

'What are we aiming to achieve?', 'How do we think we'll get there?' (our theory of change) and 'How can we tell how well we're doing' are key questions for development educators. The workshop 'Quality development education: how do we know it's working?', which this paper accompanies, offers participants an opportunity to use DEA's experience of trying to answer these questions as a starting point to explore their own understandings and share lessons learnt. This paper points readers in the direction of useful resources to start them on that journey.

### What are we aiming to achieve and how?

Having a clear answer to this question, which is constantly revised, is crucial as an educator, as well as being a cornerstone of effective evaluation. The workshop will introduce a framework that DEA has developed describing our current understanding of how global learning (the term we use in place of development education) can achieve its aims. DEA is a UK-based education charity which works to promote and support learning for a just and sustainable world. Our understanding of quality in global learning practices draws on a rich heritage, including traditions of development education, world studies and education for social change. The following Thinkpieces, available on the Member's section of the DEA website ([www.dea.org.uk](http://www.dea.org.uk)) have helped develop DEA's thinking in this area:

- Andreotti V (2007). *The contribution of postcolonial theory to development education*. London: DEA.
- Sinclair S (2008). *Why 'global learning'? & thinking about a new DEA*. London: DEA
- Vare P and Scott W (2008). *Education for Sustainable Development: Two sides and an edge*. London: DEA.

A useful overview of the changing focus of development education in the UK over time, and hence the context of the framework, is:

- Bourn, D (ed) (2008). *Development Education: Debates and dialogue*. London: Institute of Education, University of London.

The framework represents a 'snap-shot' of DEA's thinking in this complex, changing field. It is not intended as an exclusive description, but our current understanding of how best to facilitate opportunities for global learning. We hope now to open the debate more widely to members and beyond (including participants at the DEEEP summer school), using the framework to encourage critical debate and reflection on what quality looks like in global learning and development education.

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### Measuring our success

Evaluation, the process of measuring the effectiveness of our work, is a prominent theme for development educators in the UK and throughout Europe, both to satisfy funders and to help us improve our work. There are a range of approaches to evaluation including logic-based (e.g. logical frameworks); scientific (e.g. testing control groups); open (e.g. ‘most significant change’ method) and participatory approaches (drawing on Participatory Rural Appraisal and other participatory methods). There is a sometimes confusing array of tools, terminology and frameworks, and it can be useful to reference a consistent approach. DEA have found the approach of the Charities Evaluation Services a useful starting point (read more at: [www.ces-vol.org.uk](http://www.ces-vol.org.uk)).

The three documents listed below are useful starting points for exploring evaluation in relation to development education. The first two are produced by DEA, and the third brings together summaries, policy experts, project reports and learning on evaluation from across Europe:

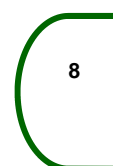
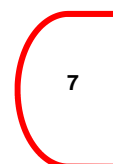
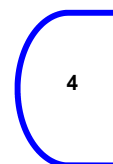
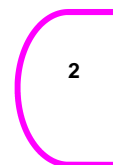
- McCollum A and Bourn D (2001). *Measuring effectiveness in development education*. London: DEA.
- McCollum A, Alexander T, Kirby B and McKenzie A (2000). *Improving Practice: Measuring our Effectiveness*. London: DEA.

These are no longer available online, but are available in pdf form from DEA.

- O’Loughlin E and Wegimont L (2008). *Quality in Global Education*. Amsterdam: Global Education Network Europe. Available online at: [www.gene.eu/images/documents/GENE\\_QGEducation.pdf](http://www.gene.eu/images/documents/GENE_QGEducation.pdf)

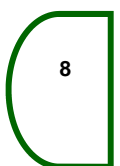
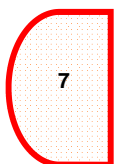
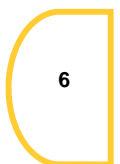
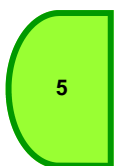
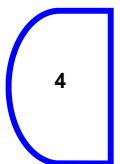
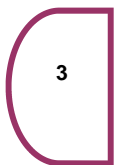
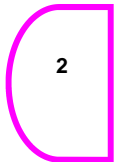
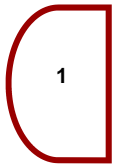
The two publications produced by DEA are now several years old. We are seeking to develop a document which updates and builds on these, and which specifically focuses on the evaluation of learning outcomes. This is a really challenging element of evaluation and one where there is scope to move from ‘number-crunching’ evaluations to a more open research approach. This was explored at the 2009 conference ‘Critical Thinking for Development Education: Moving from Evaluation to Research’, hosted by the Development Education and Research Network (DERN), NUI Galway (read more at: [www.nuigalway.ie/dern/conf\\_criticaldeved.html](http://www.nuigalway.ie/dern/conf_criticaldeved.html)).

To strengthen the evidence base in relation to the outcomes of development education, DEA recently commissioned survey research which explores the relationship between individual’s experiences of learning about global issues at school and since leaving school, and their attitudes and behaviours towards international development and sustainability:



Hogg M and Shah H (2010). *The impact of global learning on public attitudes and behaviours towards international development and sustainability*. London:DEA. Available online at: [www.dea.org.uk/resources/item.asp?d=2076](http://www.dea.org.uk/resources/item.asp?d=2076).

This document complements research by a range of bodies (DEA/Ipsos-MORI/Ofsted/Geographical Association/DFID) which explores the need for and impact of global learning, summarised at: [www.dea.org.uk/resources/item.asp?d=1647](http://www.dea.org.uk/resources/item.asp?d=1647)



## Training teachers in global education

Mark Merrell

**The members of the (International) Network reported that students at all levels of education are very aware of the difference between what is said in class and what is practiced by individuals, the institution, and the community.**

**UNESCO (2005: 43)**

There is evidence that themes in the school curriculum across Europe have shifted in recent years to address current global crises such as climate change and poverty (Davis 2009). The GE/DE concept depends on group facilitation by skilled teachers enabling children and young people to move from awareness of issues to addressing them through practical action. However, European NGO platforms recognise that ‘limited availability and insufficient levels and quality of initial teacher training and in-service training’ is the most significant weakness affecting GE/DE (Davis 2009: 27).

In order to successfully engage teachers in GE/DE through training, we need to emphasize that being a citizen in a sustainable community requires active participation and decision-making, and to demonstrate the pedagogical approaches that support these activities (UNESCO 2005). *Active learning* is the technique that underpins GE/DE learning activities. Put simply, it means the ‘active engagement of students in the learning process’ (McManus: 1). Active learning contrasts with the traditional image of a teacher standing in front of a class and giving a lecture. Many different active learning strategies are used by global educators to develop critical thinking and understanding on global issues. Three well known examples are- ‘Brainstorm’, ‘Role Play’ and ‘Think- pair- share’ (see links below) (Belgeonne 2009).

Active learning strategies vary according to different purposes and contexts, but share features such as:

- using ‘open’ rather than ‘closed’ questions;
- encouraging creative thinking rather than setting recall and comprehension questions;
- enabling learners to develop their own questions, rather than relying on the teacher;
- giving more time for the learner to think before expecting an answer.

(adapted from Belgeonne 2009).

Relationships of mutual respect between teacher and students and between members of the student group are essential for the dialogue associated with active learning to take place effectively. GE/DE pedagogues value active learning for the potential it has to engage students emotionally as well as cog-

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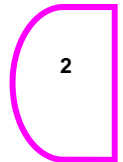
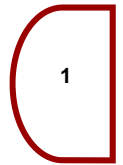
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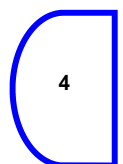
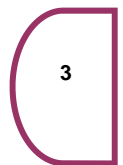
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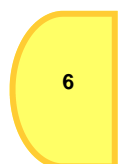
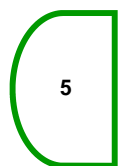
Experience of training in Scotland suggests that teachers may find it more difficult to get to grips with the content of GE/DE than traditional subject areas, because GE/DE is not so familiar or clearly defined. Teachers may also find planning delivery of interdisciplinary GE/DE themes in school challenging because of requirements to complete complex mapping of activities against several subject areas. NGOs have responded to these challenges by enabling teachers from different schools to spend time working collaboratively in groups to analyse the place of GE/DE concepts in the curriculum and plan coherent programmes of learning activities. The materials produced can be published as teacher guides to delivering GE/DE and used in further training activities.



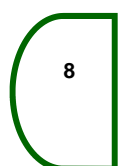
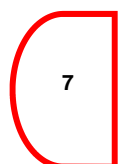
The European vision of GE/DE gives particular emphasis ‘to the voices and viewpoints of those who are marginalised from or adversely affected by global development’ and aims to make ‘linkages between development issues and challenges here and elsewhere’ (The European Consensus on Development 2007). There is evidence that training in methods and practices to address this agenda need to be strengthened (Davis 2009).



At the beginning of the process of planning training, a set of questions can be prepared for teachers, asking them what capabilities they would like to improve in relation to the subject of the training. The information can then be used by the trainer to identify the changes in learner capabilities to be accomplished- the ‘learning outcomes’- and the activities and materials required. Many of the materials used in teacher training will be identical or similar to those used with children in school. The best way for teachers to be trained in active learning strategies is to experience them as learners themselves in a training session. Teachers can then reflect on what they learned and how it happened and imagine how process could be adapted to suit the needs of their students.



Case studies (for example, Davis 2009) show that when NGOs create alliances with schools, local authorities, Ministries and other educational institutions, they can form strategic partnerships to increase the reach of their training activities. Training offered by NGOs might be more attractive to potential partners if there were a stronger engagement with quality assurance of training programmes through accreditation. In many cases, the NGO training role is strengthened by the complementary activities of producing learning resources for teachers and advocating for improvement of national GE curricula. However, in a recession training tends to be the first thing to be cut. To make the best of this situation, NGOs could work together to address gaps in their knowledge about the role of different education sector institutions in training (Davis 2009) and advocate on common platforms for more investment.





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- Davis P (2009) *Development Education and the School Curriculum in the European Union- A report on the status and impact of development education in the formal education sector and school curriculum in member states of the European Union*, Brussels: DEEP [www.deeep.org](http://www.deeep.org)
- The European Consensus on Development: The contribution of Development Education & Awareness Raising: 2007 [www.deeep.org](http://www.deeep.org)
- McManus M (no date), *Active Learning*. <http://extra.shu.ac.uk/alac/activel.html>
- Nanni A (2009) Towards an Education of Change. In *Global Citizenship Education- The school as a foundation for a fair world: Conectando Mundos*
- UNESCO (2005) *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*, Paris: UNESCO Download at <http://unesdoc.unesco.org/images/0014/001433/143370E.pdf>

## Relevant links

- The Centre for Development and Population Activities (1995) *Training Trainers for Development- Conducting a Workshop on Participatory Training Techniques*, Washington: CEDPA . Available to download for free at [www.cedpa.org](http://www.cedpa.org)
- A manual for training of trainers that teaches 'interactive, learner-centered methods'
- Global Connections project (European NGO partnership). A range of GE learning resources will be available for download in future: <http://www.developmenteducation.info/>
- 'Brainstorm' [www.tda.gov.uk/remodelling/managingchange/tools/brainstorming.aspx](http://www.tda.gov.uk/remodelling/managingchange/tools/brainstorming.aspx)
- 'Role Play' [http://www.oxfam.org.uk/education/resources/coffee\\_chain\\_game/](http://www.oxfam.org.uk/education/resources/coffee_chain_game/)
- 'Think- pair- share' [http://www.eazhull.org.uk/nlc/think\\_pair\\_share.htm](http://www.eazhull.org.uk/nlc/think_pair_share.htm)

## School curricula and whole school approach

Jane Carpenter

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### Topic I is on School curricula and will explore the following aspects:

- The process of including GE in the national curricula (How did it happen?/is it happening?)

This part will look at how the beginnings of global learning in a few different countries and the process of how global learning or development education moved from being side stream/in the fringes of formal education and began to be incorporated into mainstream national curricula. We will explore as an example this process in the UK, the forerunners of development education in this country, the main players in this field and how government has interacted with them and incorporated their aims into statutory areas of the National Curriculum and School Ethos. We will ask our selves the question of how far NGOs in different countries can consider their job complete.

- Curriculum development

In this part we will explore curriculum development with various foci - subject focus, issues focus and age specific approach. We will think about school teaching materials, methodologies and content of global education programmes in schools, cross curricular activities and explore practical global learning activities.

### Topic II will look at Whole school approach and cover the following questions:

- How can schools be the key actors in promoting GE?

What opportunities are there in the different stages of school starting with the Early Years to promote quality global education? Are children ever too young for this? Looking at case studies of good global learning in early years settings in the UK and elsewhere. How can this be used as a good basis for global learning and be built on throughout the child's entire school life?

What responsibilities does a teacher have to raise awareness of development issues and foster the skills, attitudes and understanding needed in a globalised society? How can Senior Management Teams support this learning and ensure that the school ethos reflects this as a priority?

- Complex thinking, cross curricular teaching

In this section we will explore ways in which global dimensions can be brought out through cross-curricular teaching. How is this beneficial? What good models of cross-curricular global learning exist in the UK and other countries? How can NGOs play a role in supporting schools to think in a more cross-curricular way? We will explore various methodologies that are popular with NGOs to support cross-

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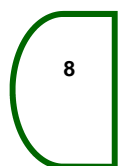
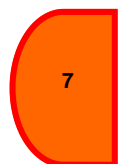
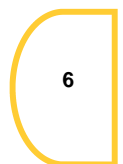
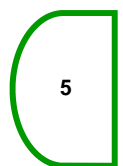
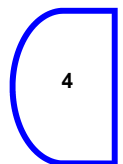
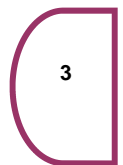
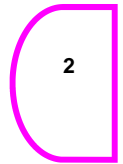
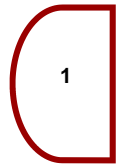
curricular global learning and consider their benefits.

- Community Cohesion

In this section we will look at the importance of including and operating within the wider school community and the relationships that can be developed within this. How can parents be more actively involved with their children's education and global learning (brief look at the Reggio-Emilia Approach) at different stages of their schooling? How can all staff and not just teachers reinforce global learning? What opportunities exist for students to shape their own global learning through peer education? Student Voice? School councils? Interaction with NGOs, campaign groups and other local action? (looking at examples of where and how school might encourage this). We will also look at opportunities for developing global learning in the school campus (school grounds, gardens and classroom/reception displays, etc...).

- Sustainable Schools. What responsibilities do schools have towards sustainable development? What models exist in different countries for schools to become sustainable? Where do developing countries lead and fall behind on this? We will use as a case study the Sustainable Schools model from the UK.
- School linking. In this part we will explore the reasons behind the current popularity for school linking. What are the benefits of local and global linking? What are the principles or tenets of quality school linking (look at good and bad case studies) and what role exists for NGOs to support these principles in a school link?

Development Education and the School Curriculum in the European Union: A report on the status and impact of development education in the formal education sector and school curriculum in member states of the European Union. DEEEP website [www.deeep.org](http://www.deeep.org)  
Open Spaces for Dialogue and Enquiry [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)  
Philosophy for Children [www.p4c.com](http://www.p4c.com) [www.sapere.org.uk](http://www.sapere.org.uk)  
Philosophy in the Classroom by Matthew Lipman, Ann Margaret Sharp and Frederick S Oscanyan  
The Reggio Emilia Approach [http://en.wikipedia.org/wiki/Reggio\\_Emilia\\_approach](http://en.wikipedia.org/wiki/Reggio_Emilia_approach)  
Cadwell, Louise B. Bringing Learning to Life: A Reggio Approach to Early Childhood Education. New York, NY: Teachers College Press, 2002. Edwards, C., Gandini, L., and Forman, G. (Eds.)  
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Andreotti, V, Souza, L. (2008). Learning to Read the World through Other Eyes. Derby: Global Education. Burr M., Andreotti, V. (2008). Thinking through Linking. London: Humanities Education Centre.  
Global School Partnerships - [www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/about-gsp](http://www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/about-gsp)  
Global Dimension in Education [www.global-thinking.org.uk](http://www.global-thinking.org.uk)



## NGO – School Cooperation

Johanna Lampinen

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Creating a framework for cooperation between schools and NGOs needs different activities and approaches in different countries and societies. Our common goal is to find out different successful ways to tackle with the issue in different environments. In spite the situation at school, there are similarities in the way to engage learners and encourage critical thinking. The methods we use pay an important role in that.

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Communication with the local authorities and teachers has to be done in a way that they find the relevance of cooperation and global education, they feel respected and engage into the process. We need to be aware of NGO's expertise and strengths and use it the best possible way. Explaining the relevance of global education for students, teachers, schools, local authorities, we need to have the same message, but we need to formulate it suitable for the audience. Knowing the school activities, formal and non-formal, curriculum related work and extra-curricular activities helps us in this mission. The relevant point of views and aspects we need to focus on are collected in the table.

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Civil Society		
Atmosphere, attitudes, politics, economical and human resources, commitment to global education		
Governmental authorities	Municipalities	Communities
School board	Teacher students	Parents
School head	Teachers	<b>Students / pupils</b>

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Curriculum work	Whole school approach	School visits	Extracurricular activities
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### A common vision of the objectives of the global education

"We want to foster critical thinking, valuing diversity, awareness on global issues and inter dependence, optimism and action for better world."

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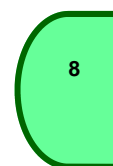
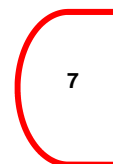
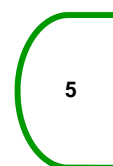
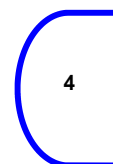
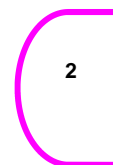
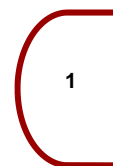
### Important questions

- How the society works? What is the role of NGOs in the society? What are the institutional and political dimensions in the respective country? Are the obstacles for a good cooperation? How is the communication between governmental and no governmental organizations? Are there resources available?
- Do we know the context? Who are the stakeholders? What the curriculum says about global education? What kind of materials there are for teachers? Whom we want to influence? What do we want

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to do and where?

- Are we reliable and responsible NGOs working with schools? How do we make the message clear? Do we have an information and communication strategy? What are our strengths and weaknesses? Are there good common practices to work with schools and in school?
- How do we plan, implement and evaluate a good school visit? How do we create and structure a good lesson plan? What methods do we use? What are the knowledge, skills and values we want to stress? Do we know the key elements in global education? Do we have enough pedagogical knowledge?



The definition of global education is based on UNESCO' s work since 70's. As a background material we will use British definitions, that are covering all aspects of global education and easy to be found in internet. The thematic session will be focus on following theoretical aspects.

#### **The global dimension in schools and in curriculum**

- Example of connecting global dimension in Northern Ireland school curriculum, see site <http://www.globaldimensioninschools.org/global-dimension-in-northern-ireland.php>
- Example of the 8 key concepts underlying the idea of the global dimension to the curriculum, see page 14 [http://www.globaldimension.org.uk/docs/dev\\_global\\_dim.pdf](http://www.globaldimension.org.uk/docs/dev_global_dim.pdf)
- To make clear what global citizenship is and what global citizenship is not, see page 3 [http://www.oxfam.org.uk/education/gc/files/education\\_for\\_global\\_citizenship\\_a\\_guide\\_for\\_schools.pdf](http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf)
- Different stakeholder groups are presented well in Strategy plan 2008-2013 [http://global-thinking.org.uk/images/stories/AboutGlobalThinking/synopsis\\_globalthinking\\_strategic\\_plan\\_2008\\_13\\_may\\_08.pdf](http://global-thinking.org.uk/images/stories/AboutGlobalThinking/synopsis_globalthinking_strategic_plan_2008_13_may_08.pdf)
- Examples of global learning in schools, youth work and communities, see site [http://clients.squareeye.com/uploads/dea/documents/Global\\_Matters.pdf](http://clients.squareeye.com/uploads/dea/documents/Global_Matters.pdf)

**Good practices working with schools, a guideline for NGOs**

- Global Education and schools - A Guide for NGOs' School Visits, see pages 6-9  
[http://www.kehys.fi/files/814/GlobalEducationAndSchools-julkaisu\\_2010.pdf](http://www.kehys.fi/files/814/GlobalEducationAndSchools-julkaisu_2010.pdf)

**Pedagogy and methods we use**

- A well cultivated critical thinking  
[http://www.criticalthinking.org/aboutCT/define\\_critical\\_thinking.cfm](http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm)
- Multiple Intelligences by Howard Gardner  
<http://www.infed.org/thinkers/gardner.htm>

**Guidebooks for lesson plans**

- The Human Rights Education (HRE) Library contains over 3,000 full-text guides, curricula, textbooks and other documents that can be used for both formal and non-formal education. These goidebooks cover different continents and many languages.  
[http://www.hrea.org/index.php?base\\_id=102&language\\_id=1](http://www.hrea.org/index.php?base_id=102&language_id=1)

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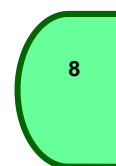
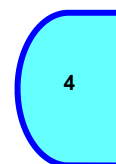
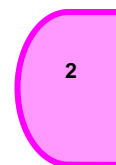
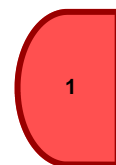
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## Notes



DEEEP is a project co-funded by the European Union.



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