Toolkit for Engaging Local Society in Sustainable Development

DEVELOPMENT EDUCATION SUMMER SCHOOL 2012

CHANGE LAB: Engaging Local Society in Sustainable Development

Prague, Czech Republic, September 2012

Foreword

This toolkit has been created as one of the major outputs of the Development Summer School 2012 (DESS 2012)[1] and it is composed of reflections and findings from this event. It is not a detailed manual that will guide you through a structured process of project design and implementation, but rather a collection of ideas and insights that can be valuable and inspiring for a wider audience - Development Education and Awareness Raising (DEAR) practitioners, educators active in the areas of Environmental Education and Sustainable Development and for anybody else who wants to start exploring these fields.

The idea of this toolkit was presented at DESS for the first time in history. The toolkit is neither a traditional event report nor an extensive compilation of tools and examples – it presents information, ideas and a selection of good practice that were gathered, discussed and exchanged at the DESS 2012. The knowledge and experience of the 67 participants of the event were the key resource for the toolkit. These participants came from a variety of backgrounds, from both European and non-European countries, from local as well as large international organisations.We believe that this brings both an authentic insight into DESS 2012 as well as a certain limitation to how many different perspective this toolkit presents.

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The toolkit aims to:

- present the most relevant ideas and examples of good practices discussed at DESS 2012
- sum up principles of good DEAR work in the area of promoting sustainable development
- inspire readers to try new methods in their DEAR practice and reflect their actions

We hope you will find inspiration in this toolkit and that you will join us in promoting sustainable development through local actions with your own organisation or in your own neighbourhood.

Toolkit methodology
– how was the toolkit created?

The Toolkit editing team was present at DESS 2012, attending different parts of the program and interviewing participants about their projects, looking for examples of good practice and learning about their different realities. After DESS 2012, the working group reports, background documentation and evaluation summary served as the crucial source of information.

What can you find in this toolkit?

List of acronyms

CONCORD	European NGO confederation for Relief and Development
DARE Forum	The Development Awareness Raising and Education Forum– one of the core working groups of CONCORD
DEAR	Development Education and Awareness Raising
DEEEP	Developing Europeans' Engagement for the Eradication of Global Poverty
DESS	Development Education Summer School
EU	European Union
FoRS	Czech Forum for Development Co-operation
SD	Sustainable Development
NGO	Non-Governmental Organisation
NGDO	Non-Governmental Development Organisation

Photo 1: Graphic harvestors at work

Organisers

DESS 2012 was co-financed by the European Commission through the DEEEP project and co-organized by the Czech national platform FoRS together with DEEEP.

Developing Europeans' Engagement for the Eradication of Global Poverty - programme initiated by the Development Awareness Raising and Education Forum of CONCORD that aims at strengthening capacities of NGDOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion. DEEEP is co-funded by the European Union.
http://www.deeep.org

European NGO confederation for Relief and Development that unites European development NGOs and aims to keep development co-operation high on the political agenda of advanced countries and the European Institutions.
http://www.concordeurope.org

Czech Forum for Development Cooperation - platform of Czech non-governmental organizations and other non-profit organizations engaged in development cooperation, development education and humanitarian aid.
http://www.fors.cz

DEEEP is project co-funded by the European Union.

DESS 2012 was co-funded by the Czech Development Agency and the Ministry of Foreign Affairs of the Czech Republic within the Programme of the International Development Co-operation.

*The content of this publication is the sole responsibility of
the authors, and can under no circumstances
be considered as reflecting the position of the EU
or the position of the Czech Ministry of Foreign Affairs.*

1. I want to…know more about DEAR and DESS

About Development Education and Awareness Raising (DEAR)

From the number of existing definitions of Development Education and Awareness Raising, we have chosen to present two of them which are both relevant in the European context and with a clear link to sustainable development.[2]

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.*

Definition approved by the DARE Forum during the 2004 annual meeting, and endorsed by CONCORD Europe during the General Assembly of November 2004.

Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development *through public awareness raising and education approaches and activities that are based on 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*.*

The aim of Development Education and Awareness Raising is 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.*

The European Development Education Consensus (2007)[3]

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2   For more resources on DEAR, see the list of resources at the end of this toolkit.

3   European Multi Stakeholder Steering Group on Development Education (2007): The European Consensus on Development: The contribution of Development Education & Awareness Raising, page 5. (http://ec.europa.eu/development/icenter/repository/PUBLICATION_CONSENSUS_EN-067-00-00.pdf)
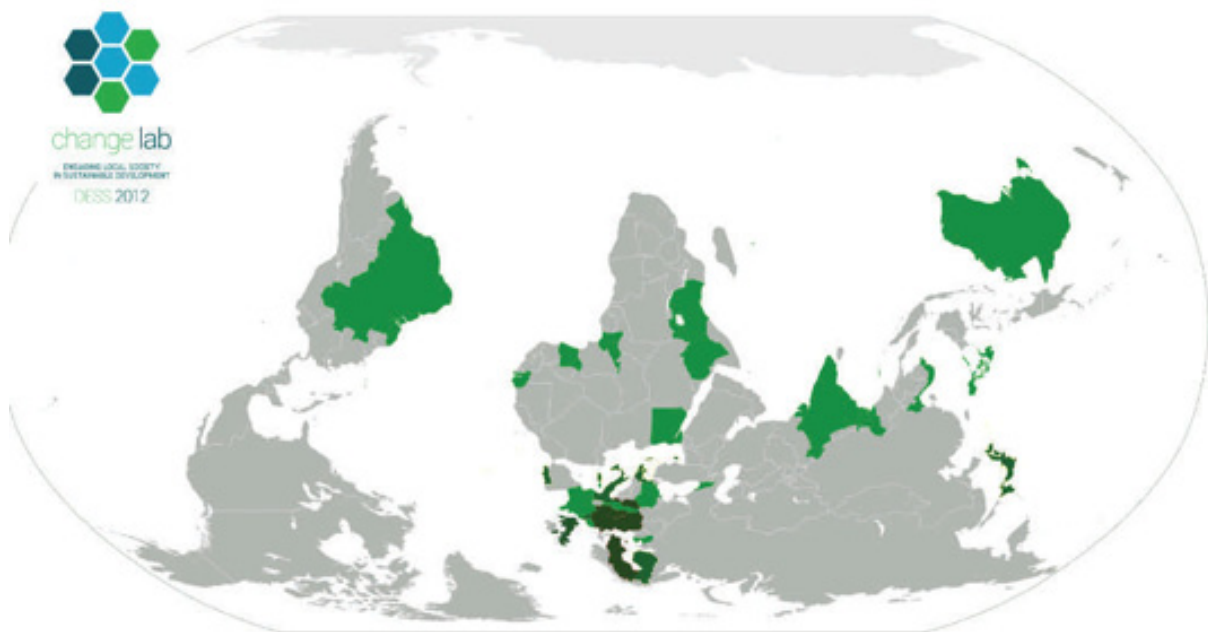
About Development Education Summer School

The Development Education Summer School (DESS) is a week-long capacity-building, exchange and networking event for representatives of NGDOs from the whole world, co-financed by the European Commission through the DEEEP project. Each year a different national NGDO platform together with DEEEP undertakes the task of designing the Summer School. DESS 2012 was co-organized by FoRS, Czech Forum for Development Co-operation, and co-financed by the Czech Ministry of Foreign Affairs.

Photo 2: Opening plenary

Who was at DESS 2012?

There were 39 different countries from around the world represented by 67 participants. The female to male ratio was 63% to 37%. The average participant was about 34 years old and the total experience with Global Education/Awareness Raising and Sustainable Development mounted to 476 years! The group was truly diverse and the participants brought together experience and perspectives from a wide range of national and organisational realities.

Picture 1: Countries of origin of the participants (countries with more than 3 representatives in dark green).

# Thematic focus of the DESS 2012

The 14th Development Education Summer School (DESS 2012) took place in Zvánovice, Czech Republic, from June 24th to June 30th 2012. The overall theme was "Change LAB: Engaging local society in sustainable development".

In the field of Development Education, sustainable development is not only one of the major topics, but it is also one of the ultimate goals. DEAR actions, such as educational activities, campaigns, exhibitions etc., give opportunities to address different audiences (consumers, workers, business managers, farmers, students, teachers, researchers, activists, indigenous

communities etc.) and engage them in promoting sustainable development. DEAR helps to nurture critical, aware and engaged citizens who are able to undertake local actions that address global challenges.

The aim of DESS 2012 was to reflect on DEAR actions from the perspective of Sustainable development. Different dimensions of sustainable development (environmental, economic, social and cultural) were presented and explored in speeches and presenations, while the working groups focused on different areas of DEAR work. Participants reflected on the need of a holistic approach, where all dimensions of sustainability and all different areas of DEAR are addressed simultaneously in order to bring a sustainable change. This means that while working e.g. on environment, social sustainability should be also considered (such as in the KICORA project – see page 42). Collaborating with various partners and addressing more levels of DEAR work on one project (e.g. both formal education and advocacy in the Global Storylines project – see page 30) significantly multiplies its impact.
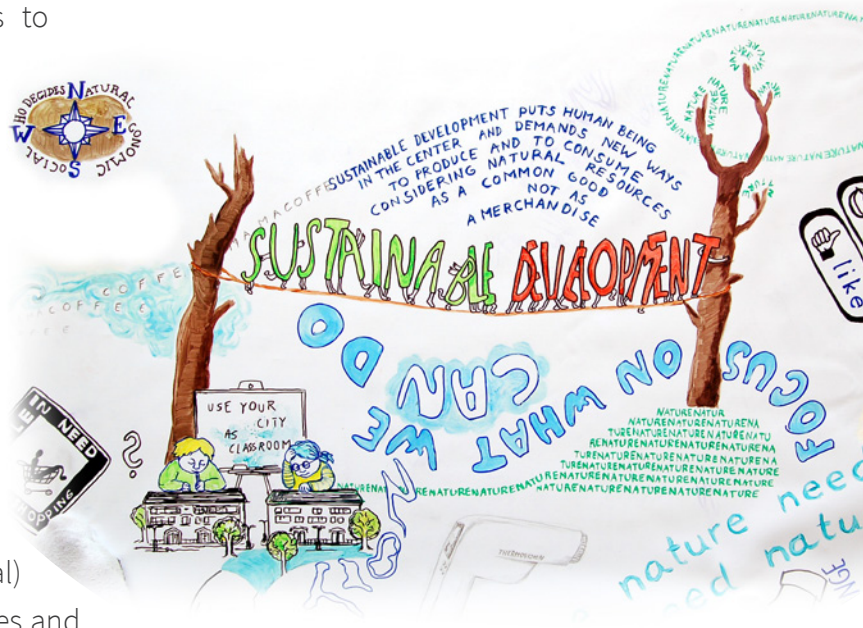
Innovation at DESS 2012
– Graphic harvesting

Two artists were present at DESS 2012 to put into practice an innovative way of capturing what had happened in the event: graphic harvesting. Through this method, they have created a visual group memory of the week long process. Graphic harvesters attended sessions and working groups, collecting ideas and inspiration for drawings that they later captured on the "knowledge wall". Their picture of the event was built up day by day (or rather night by night) and so the participants could admire a new piece of art every morning. Parts of the knowledge wall are also displayed in this toolkit.
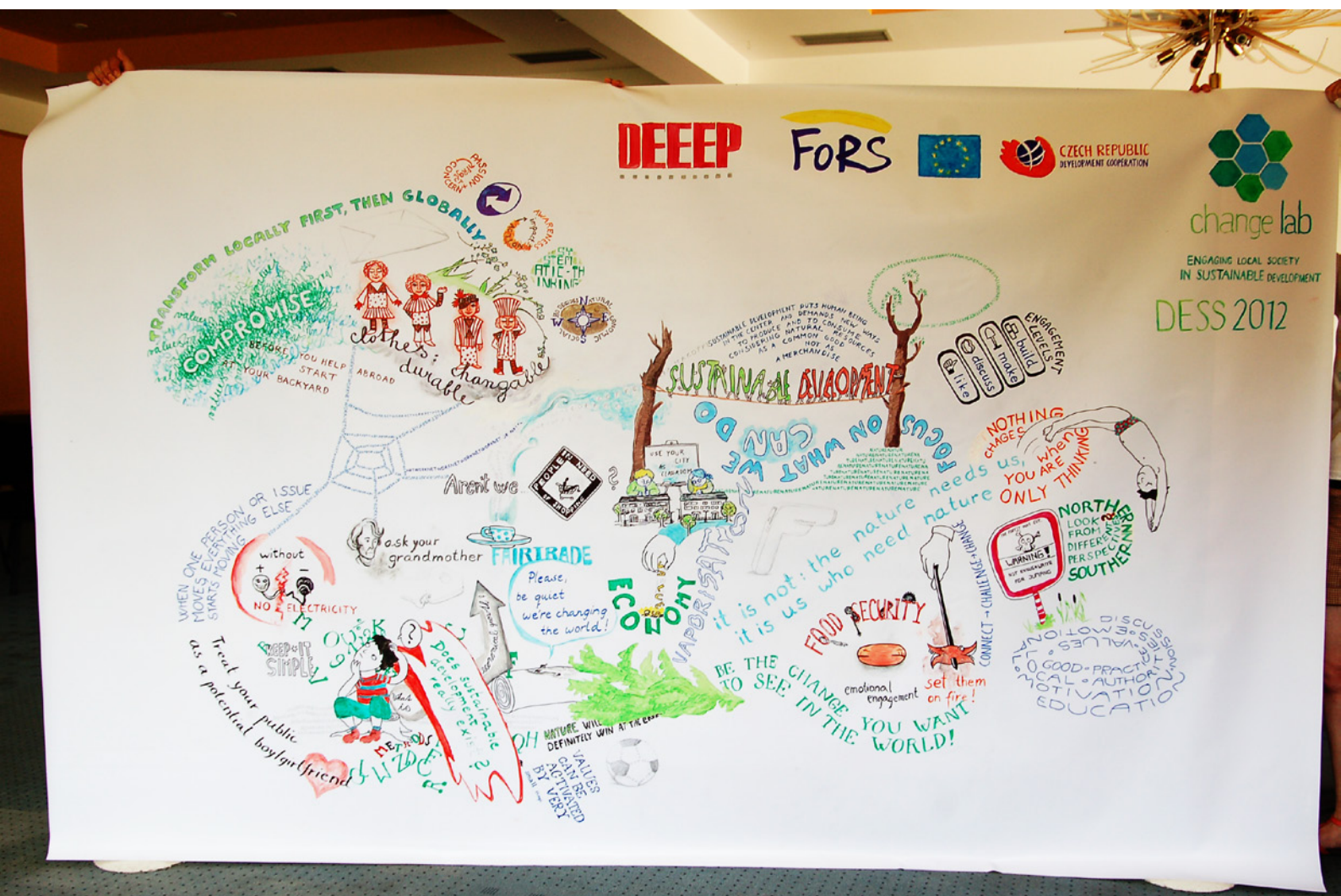

Photo 3: The final product of the graphic harvesting

2. I want to…explore approaches linked to DEAR and Sustainable Development

In the following chapter, we would like to introduce two existing approaches that were presented at the DESS 2012 and that both – each in a different way – illustrate the complexity of DEAR and its link to sustainable development. These approaches operate with development as a complex issue and at the DESS 2012 they were used to point out the importance of a holistic approach when planning and implementing sustainable DEAR actions.

The development compass rose

This tool was initially developed in the 1980s in the UK by Tide~ (Teachers in Development Education).[4] It points out the importance of the political dimension of sustainable development. In many countries, sustainable development is connected only with environmental issues, sometimes with social issues, but it is rarely understood in political or economic contexts. The model uses the cardinal points of the compass to present four essential dimensions of development: environmental, economic, social and political.

The model shows how the four dimensions are interlinked and depending on each other. Sustainable development is a balance between the N, E, S and W dimensions. When we address the political dimension of SD, we should be aware of all political levels – local, national as well as global.

How can I use this tool?

- to formulate and raise questions about development issues in a given place or situation (e.g. in an educational activity when talking about impact of a development cooperation project)
- to explore the sustainability of your project from the perspective of different dimensions and to check whether your approach is holistic or not
- to assess your organisation in different dimensions linked to Sustainable development and identify your strong and weak points

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4   For more information, see Tide ~ (Teachers in Development Education, Birmingham, UK), http://www.tidec.org/

Natural

These are questions about the environment – energy, air, water, soil, living things and their relationships to each other. These questions are about the built as well as the 'natural' environment.

Who decides?

These are questions about power, who makes choices and desides what is to happen; who benefits and loses as a result of these decisions and at what cost.

N

W

E

S
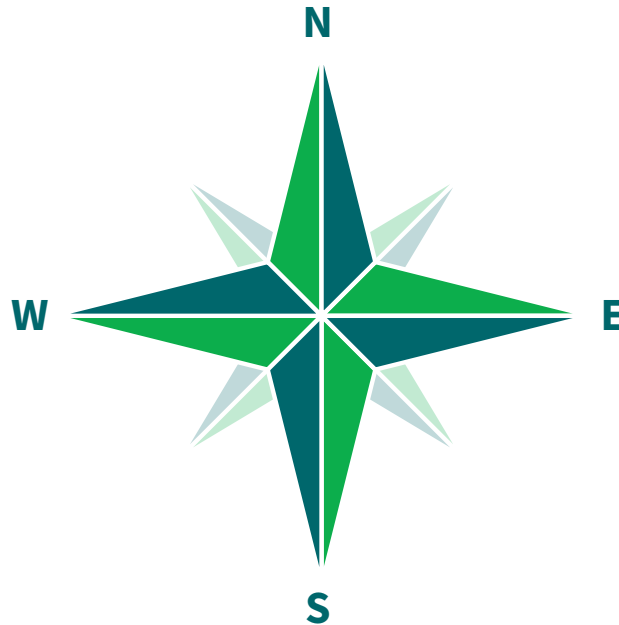
Economic

These are questions about money trading, aid, ownership, buying and selling.

Social

These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationship.

Picture 2: The development compass rose[5]

Systems thinking[6]

The Systems thinking approach was presented in the working group focusing on new ways to engage the public to illustrate the interconnectedness of topics linked to development and DEAR.

The approach is based on the work of System thinkers (Fritjof Capra, Jay Forrester, Albert Einstein), who suggested that instead of looking at things individually, it makes more sense to look at them as part of an integrated system. Nature is one example of such a system, or more concretely the human body. Systems thinking leads to the realization that things (people/problems…) are interconnected and that they influence each other.

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5   http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf

6   You can find more about systems thinking here: http://www.ecoliteracy.org/essays/systems-thinking

Systems Thinking is...

- Ever changing: you cannot make systems do something you want – in natural systems problems get solved organically

- Work based on control and feedback/compensation: We need to be aware of our role in complex systems.

- Every part is important – and every part has an impact on other parts: we may not realise that we are powerful as individuals

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Example: A project introducing antiretroviral (ARV) medication in South Africa

The project hoped to reduce the mortality of newborns– but part of the reality was missing. ARV therapy forgot that it reduced breastfeeding and exposed children to artificial milk mixed with water. But in rural and poor environments the water was contaminated. Newborn and child mortality thus increased. An element in the system was omitted in the planning and consideration.
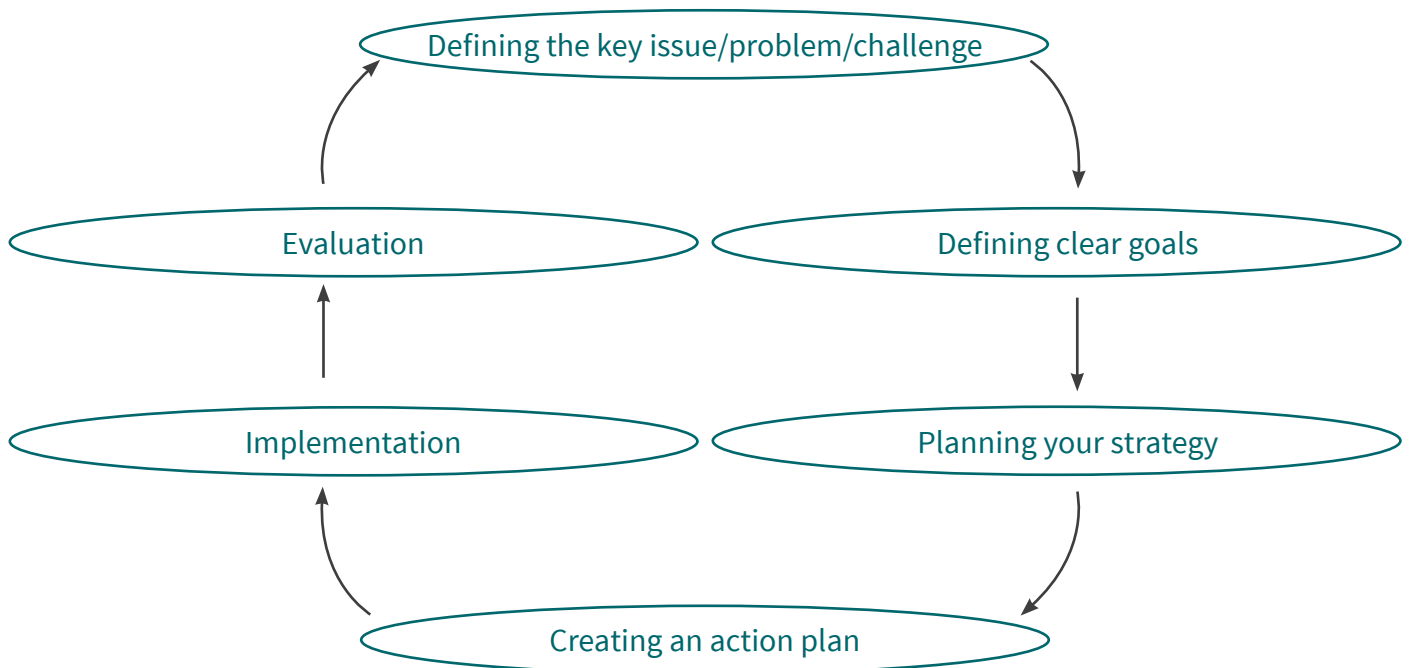

Systems Thinking has a direct link to practical Development Education: When one part of a system moves then all the other parts move. Likewise, DE is a part of all the other realities in a society – what I do necessarily affects other things. Everyone plays a role in the system (society) and is able to influence it ("make a difference").

How can I use this approach?

- to illustrate the interconnectedness of DE topics (e.g. in an educational activity explore how consumption is linked to poverty and wealth at the same time)

- to encourage people to take action and to empower them in their activity that might be small scale, but still has an impact (during planning or implementation of a project with your team)

3. I want to… get engaged in engaging public in DEAR leading to sustainable development at local level

Any project planning should be structured in the following steps[7]:

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        ┌──────────────────────────────────────────┐
        │  Defining the key issue/problem/challenge │
        └──────────────────────────────────────────┘

  ┌──────────────┐                    ┌──────────────────────┐
  │  Evaluation  │                    │  Defining clear goals │
  └──────────────┘                    └──────────────────────┘

  ┌──────────────────┐                ┌────────────────────────┐
  │  Implementation  │                │  Planning your strategy │
  └──────────────────┘                └────────────────────────┘

              ┌──────────────────────────┐
              │  Creating an action plan  │
              └──────────────────────────┘
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A few guiding questions that can help you in the process of choosing the right strategies and methods of engaging public:

- Who are you targeting? Who is influnced by the issue addressed?

- How many people do you want to reach?

- How deeply do you want to engage them?

- What is your key message?

- What form shall this message have?

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7   For more elaborated approaches, consult the list of resources at the end of this toolkit, e.g. the DEEEP Advocacy Toolkit.

When designing your strategy and planning your actions, consider the following principles that were gathered in the different working groups at the DESS 2012:

- Bring the issue to places **where the public actually is** – instead of trying to bring the desired public where we are (e.g. conduct food classes using sustainable ingredinces in a grocery shop)

- Bring the issues to places **where you yourself would not like to spend your time** – there is the publicwhich probablyhave never been reached by our campaigns/issues (e.g. supermarkets)

- **Make people feel useful** (e.g. engage them in handicrafts while exposing them to information about the issue or engaging them in a debate, use their wish to contribute personally, to do something concrete, practical)

- **Approach adults through their children** (e.g. when organising activities for children, create a paralel activity, where parents can explore SD issues as well)

- Make **partnerships with organizations/initiatives NOT involved in DEAR** work and issues (e.g. organising a racing competition for public – addressing general public and linking their experience to the SD issues)

- Look for diverse partners from the **public, private and non-profit world** and search for win-win-win solutions together (e.g. joint work with universities on research showing the cause)

- Convey the messages **in unusual but relevant environments** (eg. raise issue of access to toilets and sanitation through an information campaign in public toilets)

- Use humor, create a good feeling, be innovative and creative

- Facilitate actions that are **created, designed and led by the local community** and that involve local leaders (eg. well-respected political or civil society representatives)

- Create projects that are sustainable in their process (eg. use effectively all resources – people, money, materials etc.)

Get more inspiration from the case studies on the following pages!

4. I want to…get inspired – overview of case studies

Case studies - Introduction

In the following part of the toolkit, you can explore various concrete projects that combine DEAR and sustainability.

We gathered these case studies during DESS 2012 through interviews and selected the ones that we found (a) the most inspiring, (b) transferable to other contexts and (c) with a strong component of sustainability. We also aimed at including projects from different areas and different parts of the world. We have approached sustainability in the broad perspective, focusing both on the content as well as on the process of the project. During the interviews, we asked the participants to name the sustainability factors themselves, giving them the option to relate to one, two or all 3 areas of sustainability that were presented at the DESS 2012: economic sustanability, environmental sustainability and social sustainability. We do not give perfect definitions or describe perfect sustainability projects. We invite you – the reader – to reflect on your own and to find inspiration in the projects yourself.
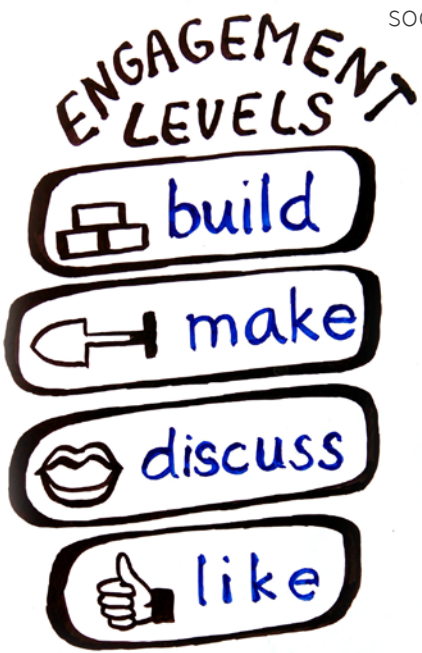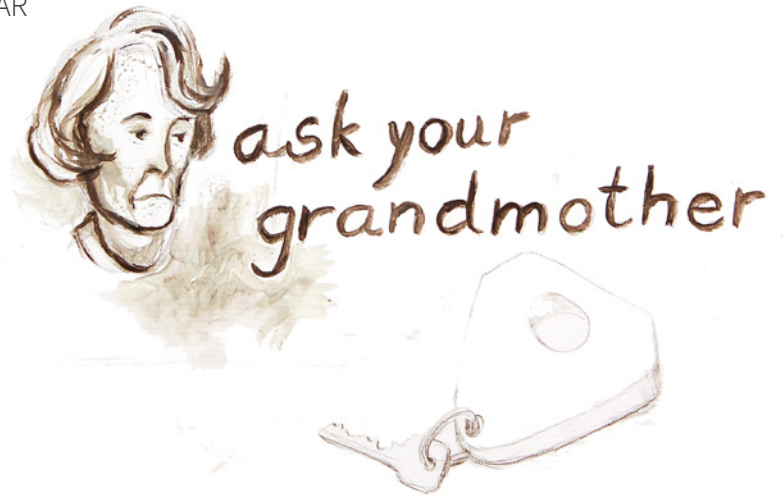
Each of the case studies is presented in the same structure: the heading introduces the person interviewed and theirorganisation and includes contact information or available websites. The case study itself starts with a description of the challenge (The faced reality), it presents the goal of the action (organisation) and describes the chosen approach in how to achieve this goal. The last part of the case study presents the sustainability factors as they were identified by the contributing participant.

nature needs us, need nature

FO

NOTHING CHAGES when YOU ARE ONLY THINKING

CURITY

set them on fire !

CONNECT → CHALLENGE → CHANGE

THE FOREST WAS CUT.

WARNING!

NOT ENOUGH WATER FOR JUMPING

NORTHERN
LOOK FROM DIFFERENT PERSPECTIVES
SOUTHERN

FAIRTRADE

Please, be quiet we're changing the world !

economical growth ?

ECONOMY

VALUES

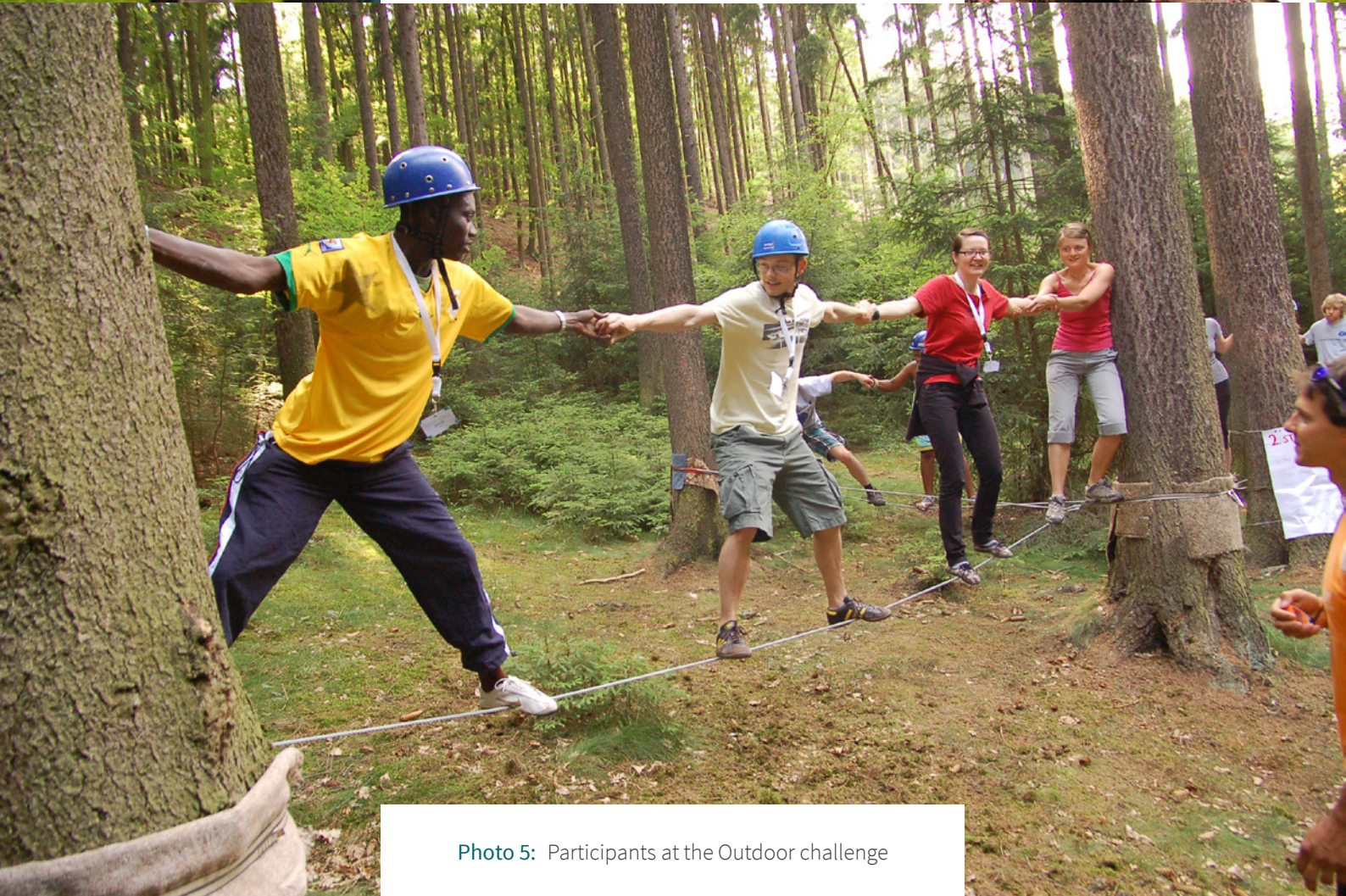Photo 4: Participants during and experiential activity

Photo 5: Participants at the Outdoor challenge

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Photo 6: Discussions during the Market of organisations

Photo 7: Sharing in small group discussion

Title (Organisation)	Country	Key words/areas	Page
Through self-sufficient communities towards democracy (Nawaya)	Egypt	Social entrepreneurship; community development; sustainable practices in agriculture	22
Sustainable entrepreneurship school (CAPEC)	Cameroon	Formal Education, Environmental education	24
Volunteers Club DoK (INEX – Association for Voluntary Activities)	Czech Republic	Volunteering, Non-formal Education	26
School, justice system and other partners: Fostering a Culture of Peace (CECIP)	Brazil	Formal Education, Lobbying, Conflict Resolution	28
Global Storylines: Transformative Development Education through Drama using the Storyline Approach (West of Scotland DE Center)	Scotland	Formal Education, Critical Thinking	30
Cookbook for primary schools by children (KATE e.V.)	Germany	Formal Education, Consumption patterns	32
Breaking the dependency syndrome in Kibera (Amani Kibera)	Kenya	Youth empowerment, Community development, Non-formal Education	34
Big treasure chest for future kids (Nego-Com)	Benin	Formal Education, Climate change, Vision for future	36
"Window of opportunity" Radio Campaign (YPWC)	Ghana	Youth empowerment, Advocacy	38
Butterfly campaign ("Modraszek collective")	Poland	Advocacy, Public Campaign, Arts	40
KICORA - Kigoma Community College by Radio (KICORA)	Tanzania	Sustainable rural development, Awareness raising, Environmental protection	42

Photo 8: Participants relaxing during a break

Through self-sufficient communities towards democracy

Organisation: Nawaya
Country: Egypt
Reported by: Adam Molyneux-Berry
E-mail: adam@nawayaegypt.org
Web: http://www.nawayaegypt.org

The faced reality

"People do not resist change; they resist having change imposed on them."
Fritjof Capra

The experience of many development projects shows that the main obstacle for development is a cultural problem. If there is no social structure created around new ideas, e.g sustainable agricultural practices, people won't adopt them.

Goal

Co-creation of self-organised, self-governing, self-sufficient communities which are resilient and not easily manipulated by political motivations. Such communities form a basis of true, long-term-focused and truly democratic populations.

Approach

The Egyptian social enterprise Nawaya (= seed, intetion, nucleus) consists of 3 core people and 5 other members. They create "spaces" in communities to identify their own problems, supporting them with a network of individuals, businesses and non-governmental organizations to harness and upgrade local capacities. Nawaya's plan is to build a demonstration educational centre in the countryside in Sakara for appropriate sustainable livelihood practicies, together with the community through conduction of different workshops. This experience of sustainable practices increases the chance to be adopted by local farmers. People from Cairo participate by paying a fee which covers the participation of local farmers. In the workshop the spaces are created where farmers teach city goers, where city goers teach farmers, and where everyone is a part of the solution, moving sustainable livelihoods forwards in Egypt. Actual topics of workshops: composting, effective Micro-organisms, and rooftop gardens.

A project of co-creation of sustainable agricultural curricula has recently started in 2012. Twenty farmers are taking part in creating videos of sustainable living practices. The idea is that later they will work with 5 other farmers to share sustainable agriculture best practices. This project is funded by a private Swiss fund.

Nawaya in its work is "trying to be invisible," using methods which support community driven process such as appreciative inquiry[8] - focus on what you do well and see how you can do it better, or Art of Hosting[9], which is a collection of social technologies for facilitating group conversations that use crowd-sourcing to harness group-wisdom and create synergy. Participants from communities can adopt the same approach in their community life.

Sustainability factors

Environmental: Main focus of the project is sustainable agriculture and living practices.

Economic: The way of financing workshops (fees from participants from city cover the participation of farmers) and the empowerment of locals to be active in local economy.

Social: Participants from the city and farmers learn together in a process that is community driven and designed in a participatory way. It enables communities to experience social cohesion, which empowers participants to become social agents. In the long term, it brings a new meaning to be Egyptian and people won't desire to leave the country.

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8 To learn more about appreciative inquiry visit http://appreciativeinquiry.case.edu/
9 To learn more about Art of Hosting, visit http://www.artofhosting.org/home/

Sustainable entrepreneurship school

Organisation: Cameroon Association for the Protection and Education of the Child (CAPEC)
Country: Cameroon
Reported by: Ajomuzu Collette Bekaku
E-mail: cbekaku@yahoo.com, collette@capecam.org
Web: www.capecam.org

The faced reality

There is a high level of illiteracy within the most underpriviliged part of the society in the country. There is a general lack of basic skills to acquire knowledge among youth and adult population and lack of educational opportunities for primary school children.

Goal

The goal is to build a sustainable community with improved standards of living and to enhance the opportunities of local people to realize their full potential and capabilities. Pupils will be able to identify the major environmental problems within their school/ communities and realise that they can play the role of key agents of change. Children become role models within their schools and communities and they are able to recommend actions that will help in achieving long-terms aims and objectives of the community.

Approach

A nursery and primary school for orphans and children from low-income families was established by CAPEC in 2008. The school is funded by the parents donations (a token fee of about 30 EUR/ year), which accounts for 50% of the school budget. The rest is covered by income from the school poultry farm and vegetable garden. The land was provided for a very low price by the local community. A UK volunteer raised funds to build a poultry house and the operation costs are born from the school fees. The head teacher is responsible for the maintenance. As a part of the environmental education (in the curriculum), children learn how to feed chickens and plant fruits together with their teachers. Pupils of 6th standard do this on a daily basis as a part of their environmental education. Two teachers and two students on a rotation basis sell the production at the local market. Sometimes there is an auction directly in school, where parents, hotel managers and others are invited. The income has been sufficient to run the school and the profit is used to buy school materials or pay for school fees of children who cannot afford it.

The school is also engaged in the British Council Connecting Classroom Programme, in which pupils share their experiences with pupils from UK schools. The school also plant trees in the community.

Sustainability factors

Environmental: Environmental Education is a steady part of the curriculum.

Economic: The school is financially sustainable due to its own economic activity.

Social: Focus on children and thus on future generations. Pupils get life skills that they can practice back home and replicate in their community and that enables them to start as enterpreneurs after they complete their education. The school is community driven – even parents come to help.

Volunteers Club DoK

Organisation: INEX – Association for Voluntary Activities
Country: Czech Republic
Reported by: Lukáš Policar
E-mail: lpolicar@gmail.com
Web: www.inexsda.cz,
http://prezi.com/8hlri7lal2ix/volunteers-club-dok/

The faced reality

In order to reinforce youth active citizenship in the Czech Republic, INEX-SDA sends around 750 volunteers every year for diverse international projects abroad and hosting around 400 foreign volunteers a year in the Czech Republic (mostly workcamps 2 – 4 weeks). Due to the lack of capacity, there has been a low and random volunteer enagement with INEX-SDA after return and no systematic support for volunteers' initiatives.

Goal

Enhance networking, share experience and skills, develop social and management (soft) skills (e.g. project management, fundraising, facilitation, media) and learn about different topics (e.g. volunteering ethics, migration, codes of conduct, global interconnectedness, responsible consumption) among volunteers returning from projects and other people interested in active citizenship and global education.

Approach

Volunteer Club DoK was set up in April 2011. The members are former and current volunteers of INEX-SDA, usually 18 – 30 years old, with an international volunteer experience. Three thematic working groups were formed at the first meeting: training and facilitation, raising awareness about international volunteering and global education.

DoK encourages and supports its own projects and initiatives of volunteers and active young people focusing on sustainable development and related global issues. In the first year, 5 such projects were implemented by volunteers themselves – e.g. a photo exhibiton about international volunteering at 6 Czech universities, outdoor training „for volunteers by volunteers" on socio-personal development or Global Circus - a mobile campaign on bikes aiming at raising awareness about sustainable consumption in small vilages. The project is financed by the

European Commission (EuropeAid), but volunteers also raise funds for the activities through private foundations and other means.

Further, DoK plans to focus more on developing social entrepreneurship thinking and on sustaining the projects. There is already a multiplication effect - partner organisations in Estonia, Lithuania and Latvia are about to replicate this approach from 2013 onwards.

Sustainability factors

Environmental: Coherence between processes and aims of the DoK activities – e.g. biking as a sustainable way of transporting the message.

Social: Through their active involvement, participants practice the skills of active citizens and nurture contacts for further networking. Through their awareness raising campaigns and initiatives based on global reflection of their previous actions, they influence local communities.

School, justice system and other partners: Fostering a Culture of Peace

Organisation: CECIP (Centre of Creation of Popular Image)
Country: Brazil
Reported by: Madza Ednir Nogueira
E-mail: madza.ednir@terra.com.br
Web: http://cecip.org.br/
Responsible for "Culture of Peace" Area:
Monica Mumme (monicamumme@cecip.org.br)

The faced reality

Violence among students is very high in many schools and punishment based either in the School's Disciplinary Code or in the Justice System's Code is not succeeding to decrease it.

Goal

To create a culture of peace in schools, invest in youth participation and to build partnerships between the school and the Justice system and strengthen alliances with community agents.

Approach

When a serious conflict happens in schools resulting in violence, instead of punishing the aggressor a possibility is offered to the people involved in the conflict. The aggressor can choose between being punished or participating in a dialogic process in a circle, called restorative circle or peace circle[10]. It is an opportunity to open a discussion that involves everyone, space to expose their reasons to have acted the way they did, acknowledge their actions and take responsibility for the outcomes. The school can also invite people who can be part of the solution to the peace circle (e.g. priest, lawyer, psychologist, those responsible for the infrastructure or for social assistance and so forth). The condition is that the aggressor acknowledges to have been wrong in using violence.

Facilitators trained by CECIP (young students, teachers, community members) guarantee that both parts listen to each other. Causes (social, economic, cultural or other) are explored. In this process, the line between the "victim" and the "aggressor" is often blurred. The result of

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[10]   To learn more about Peace Circle, visit http://www.therestorativeway.org/resmeas6.html

these encounters is an action plan where both parties – with the assistance of the facilitator and someone from the community - agree on what should be done to repair the harm (e.g the sense of safety of the victim), and to tackle the causes of the violence.

CECIP started this process in 2003 in three Sao Paulo state schools, in partnership with judges who were leading the Restorative Justice implementation in Brazil. Now, in 2012, conflict resolution through circular processes has been adopted as an alternative way to ensure peace in all schools in São Paulo.

Sustainability factors

Economic: Reduction of the negative impact of violence in the education budget (Costs that are related to teachers' absenteeism, students' failure in passing exams, school drop-outs and degradation of school equipment are diminished).

Social: Schools are provided with tools that enable them to rethink conflict resolution, values and perceptions of perspectives and to restore relationships and trust in humanity. Synergies between schools and other agencies are fostered and they help strenghten public pressure towards the government, asking for further investments in improving the network of support (economic and social assistance).

Global Storylines: Transformative Development Education through Drama using the Storyline Approach

Organisation: West of Scotland DE Center (with Glasow City Council and Strathclyde University)
Country: Scotland
Reported by: Diana Ellis
E-mail: diana.wosdec@btconnect.com
Web: http://www.wosdec.org/projects#global_storylines

The faced reality

Traditionally, issues-based teaching has been focused on research and information gathering, with little scope for reflection through emotions or the expressive arts.

Goal

Global Storylines uniquely combines research, drama and reflection, thus allowing learners to "become" affected by social or environmental issues which they have been researching outside of the story. The key questions then prompt a deeper critical exploration of both local and global development issues. The main goal is for both pupils and teachers to explore different perspectives of both local and global development in a way that affects not only their mind, but also their heart.

Approach

"Storylines" is a cross-curricular method that was developed in the 1970s in Scotland at Strathclyde University and that is being used internationally now[11]. The methodology involves learners creating and developing their own fictional community where a story takes place. Scenarios for the story are initiated by the teacher, but the outcomes are dependent on decisions, which the learners make as characters within the fictional community.

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11   To learn more about Storylines, visit http://www.storyline-scotland.com/.

The three year project Global storylines builds on this methodology by bringing in the global dimension. It targets pupils 8 – 12 years old and their teachers. Within three years, 6 global storylines will be created. Global Storylines so far:

- The Giant of Thistle Mountain (exploring Prejudice, Discrimination and Inclusion);
- The Water Source (exploring Water Security);
- Our Crop, Our Land (exploring Land grabbing and Trade Justice).

Storylines are piloted together with teachers, who also have a character in the story and are involved, which change the balance of power in the classroom. Teachers are trained in their role and peer to peer support (among teachers) is facilitated, so that teachers can also reflect on the process.

Over a period of 2-3 months, each Global Storyline allows pupils to lead their own learning, and share their learning with the local community. This sharing often leads to the school supporting the community to take action on the issues addressed through the story.

Sustainability factors

Social: All the issues that are being explored with the pupils are related and linked to Sustainable Development and the process itself leads to sustainability as well. Even if the end target groups of the project are pupils in schools, the main actors and drivers of the approach are teachers. The project supports their active involvement by providing spaces for reflection, networking and building alliances. In addition, research examining the impact of the project with pupils and communities takes place within schools. Outcomes of this research are then further used for Advocacy and lobbying.

Cookbook for primary schools by children

The faced reality

Lack of knowledge of how climate protection is linked to our daily consumption of food among pupils in primary and secondary schools.

Goal

Show children and youth examples of an everyday breakfast and why and how food is connected to the theme of "climate protection".

Approach

The organization KATE offers 3 different tools of the Climate Breakfasts at primary and secondary schools) and Kindergarten during the year. The products used are related to four categories: crop/ animal products (e.g. margarine or butter), packaging, regionality, and type of agriculture (organic or conventional). Participants can chose between two different products of the same category (e.g. local or non-local yogurt) and should eat what they want to eat, not what they think is best. Afterwards they divide in four different groups, exploring background information about one of the four categories listed above and present the results of their research to the plenum. The Climate Breakfast is closed by discussing impacts of climate change and individual options for actions.

Additionally in 2012 a cookbook was developed as a one week follow-up activity for primary school pupils. After participating in the Climate Breakfast the pupils split up in two groups: one group thought about a recipe for each season, bearing in mind the acquired knowledge, and prepares four three-course meals; the other group created the corresponding illustrations for the cookbook. The whole group shared the common meal at the end of each day.

The cookbook will be published in the end of 2012 and presented to the participants. Those interested can purchase it for a nominal fee of around 7 €.

Sustainability factors

Environmental: Sustainability of food production is the main topic of the action.

Social: The project aims to involve a wider range of actors in the community (parents, school representatives, school canteens) in exploring the link between local and global issues in a participatory way.

Breaking the dependency syndrome in Kibera

Organizaton: Amani Kibera
Country: Kenya
Reported by: Christopher Abuor
Email: abuorchristopher@gmail.com
Web: www.amanikibera.org

The faced reality

"We have the resources, we have the talents, we just need to motivate the people. Money is just the salt." (Christopher Abuor Martin)

There are 1,5 million people living in the Kibera slum in the capital of Kenya. Many international NGOs are active in the slum, most of them coming with their own ideas about what needs to be done and how it should be done. This reinforces the dependency on help and support from outside and blocks the healthy development of self-esteem of local people.

Goal

Non-profit grassroot organization Amani Kibera from Mashimoni village in Kibera aims to improve the capacities of local young people so that they are able to express themselves, to increase their self-esteem and to be able to look for solutions of the problems faced by them and their community.

Approach

The strategy is based on positive exposure of young people to different activities (e.g. summer camp for children outside of Kibera, value based sports program – soccer tournaments). These activities are accompanied with reflections and talks where the youth open up to discuss their challenges and further education. Various workshops are offered on health, environment, waste management, civic education: rights and responsibilities of the leadership and other topics. These workshops and trainings are facilitated by people who understand the local challenges and who can be a positive model for youth.

The creation of a Community resource centre is an example of a project that was suggested by the local youth. The idea sprung up in a discussion at a children summer camp. Young people claimed a lack of computer skills and identified that a lack of access to computers and information from the surrounding world is a factor that marginalized them and prevented them from getting employed. Besides books and computer facilities, the resource centre also offers tools for personal development and educational improvement. It is a place where global issues are discussed in local context and where diverse trainings for the community members are offered (such as computer skills or conflict transformation).

Other self-sustainable project is UWEZO girls empowerment – a social entrepreneurship for young single mothers that are trained in tailoring and clothes designing. Part of the money goes back to the day care centre which enables the women to work. The projects do not only provide the beneficiaries with professional and life skills but evidently being economically independent helps them improve their self-esteem and self-reliance. This is an important outcome as the acceptance of dependency is one of the fundamental causes of severe poverty.

Sustainable factors

Social: Activities offered are based on peer to peer learning, they are community driven and formulated from local needs. They strengthen the motivation and involvement of local youth and they enable them to search for complex solutions when facing complex challenges.

Economic: Setting up small scale social enterpreneurships enables the locals to sustain their living. The Community resource center is based on engagement of local volunteers that contribute with their time and expertise without being paid.

Big treasure chest for future kids

Organisation: Nego-Com
Country: Benin
Reported by: André Gbedan
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Web: http://www.negocom.org/cabinet/coffre%20a%20tresor.html

The faced reality

Educational approaches used in most of the schools in Benin are content centered and there is a lack of involvement of pupils in the processes. However, children also have much to tell us about this process and about the future.

Goal

The goal of the activity was to create an opportunity for children from Benin to express their hope, emotion, talent and potential through writing and drawing about the current world. The project also aimed at involving educators in educational processes where children are at the center of their own learning by communicating and appreciating differences, thinking for the future and transmitting values.

Approach

Students from 60 schools from all over the country (with the support of teachers, national educational authorities, parents, pupils) were invited to express their concerns about what their daily life looks like, their perspectives on the future and what is happening with the climate. They wrote messages for the kids of future generations, drew pictures, recorded significant traditional songs and collected objects. Selected messages and objects are hidden in a chest that is located in the National Museums in Benin. The project team visited the schools presenting them the messages of other students, and had also presented the project output to educational authorities and decision makers through exhibitions.

Sustainability factors

Environmental: The project raised awareness of issues linked to climate change from a personal perspective.

Social: The process engaged various members of the communities through intergenerational and intercultural dialogue. By building a common positive vision of the future, the project created a basis for the future involvement of children and youth in shaping the life of their communities.

Note! Similar project in Scotland: Green dreams *(http://green-dream.co.uk)*

"Window of opportunity" Radio Campaign

Organisation: Young people we care (YPWC)
Country: Ghana
Reported by: Harrison Obeng Debrah
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Web: www.ypwc.org

The faced reality

The government in Ghana prepared and launched the National Youth Policy in 2010 with the main theme "Towards an empowered youth, impacting positively on national development". This created an opportunity to discuss various issues related to youth together with youth.

Goal

Extend thoughts of youth beyond the usual scope of thinking and make them active agents of their lives. Enable young people to express their opinions and participate in the discussions about the future National Youth Policy.

Approach

YPWC, a local NGO with national presence dedicated to working with school children (12-15) on topics of health and environment in Development Clubs, succeeded in having a space of an hour a week in a national radio program National Concern during the period of discussions about the National Youth Policy. They used this space to let people know about the content of the document and its implications and how it can be used by people. At the same time, the program also informed about other social issues, such as enhancing one's livelihood, cyber crime etc.

The program involved the audience, asking question about the challenges faced by the youth and putting a special emphasis on the message that it was not enough to wait for the activity of the government, but that people need to take action by themselves. The audience participated and expressed their views through calls and SMS. The program has reached between 500 thousand to one million people. The organisation plans to build up on the partnership with the radio station and to offer similar programs for youth also in the future.

Sustainability factors

Environmental: The radio program informed wider public about topics related to sustainable development (such as use of appropriate technology or promotion of green businesses).

Social: Members of communities and especially young people were actively involved in the dialogue about their future.

Butterfly campaign

Organisation: „Modraszek collective"
Country: Poland
Reported by: Katarzyna Jasikowska
E-mail: k.gilarek@uj.edu.pl
Web: http://www.youtube.com/watch?v=nKgSnrvDUjU&feature=related

The faced reality

There is a man-made green leisure space in the city of Krakow. It is owned by the municipality and it is very popular with local people. The municipality decided to sell a part of the area to private business which planned to use the land to build expensive housing.

Goal

To maintain the leisure space that is used by local people for sports and relaxation.

Approach

The iniciative started from one person – a female student - who first mobilised her friends, other students of art. Together, they decided to start a campaing to protect the area from new construction. With limited resources they looked for options to engage the public. There is a butterfly living in the area that they chose as the symbol of their cause and that has given name to the group: „Modraszek collective"(The Blue Butterfly). They started talking to people while wearing blue wings - symbol of the campaign - on their backs. They mobilized people, starting from friends, families, environmental organisations to the municipality. They used Facebook, internet, flashmobs and artistic approaches to inform people about the issue. They were able to engage in dialogue with the municipality and in the end the construction company changed their plans.

Sustainability factors

Environmental: The core issue of the cause – maintaining leisure space for future generations.

Economic: The campaign was run in a low-cost manner, using creative approaches.

Social: Creating space for dialogue between the community, municipality and business. The action was the beginning of further talks about the development of public spaces in the city of Krakow.

KICORA - Kigoma Community College by Radio

Organisation: KICORA - Kigoma Community College by Radio
Country: Tanzania
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Web: http://www.kicora.net/

The faced reality

Lake Tanganyika, the second oldest and the second-deepest lake in the world, is getting warmer due to climate change. As a result, the lake has diminished its productivity by about 20%, implying a roughly 30% decrease in fish yield.[12] As a consequence, more than 1 million inhabitants have lost their livelihoods and a further 11 million live in uncertainty. Moreover, deforestation further reduces nutrients for fish. Besides that, fishing is undertaken also in coastal areas, where fish reproduce, and destroy even spawn, thus leaving no space for fish population growth.

Goal

KICORA works on the coastal area of Kigoma, Tanzania to create higher biodiversity and thus restore the ecosystem and enhance sustainable livelihoods. With its adult education program, KICORA promotes sustainable use of local resources. KICORA, a volunteer-based organisation, strives for a comprehensive, holistic approach to rural development, which combines social, economic and environmental aspects. KICORA uses local resources to gradually develop 5 programmes: adult education, microcredits for women, environmental care, health care and vocation training for youth. Its vision is to empower the population of Kigoma, Tanzania to improve their life standards, hence reduce poverty and strengthen sustainable development.

Approach

KICORA plants trees on the coastal areas of lake Tanganyika, thus rain can be increased and more nutrients can be available for the restoration of the fish food web, at least on the shore line of the Lake. More specifically, KICORA works with experts to find trees with a lot of leaves to produce a lot of nutrients. It also engages in policy and advocacy to declare the coastal areas of

12   As the evidence presented in an article by Catherine O´Rally et al. in Nature 424, 766-768 (14 August 2003) has shown. http://www.nature.com/nature/journal/v424/n6950/abs/nature01833.html

lake Tanganyika an under water natural park and thus prevent fish depletion. It aims to restrict fishing at the coast and create corridors for fishermen. It also engages awareness raising among fishermen so that they understand the importance of coastal area protection. At the same time, it endeavours to generate income alternatives such as farming or fish processing by providing adequate training and microfinance. Currently, this approach is being piloted under the name of "Trees for life - TFL". The objectives, organization, activities, results and the effect on the environment recently led to KICORA winning a civil society award at the first competition by a Belgian NGO, Echos Communication, in Brussels.[13]

Sustainability factors

Environmental: KICORA restores the Biodiversity of Tanganyika through tree planting and awareness raising; these are some of concrete measures for promoting the local resources.

Economic: KICORA uses minimum resources and builds on local solutions, believing that sustainable ideas create funding.

Social: KICORA build on a participatory approach. It was created by local people and with the involvement of stakeholders it works for the transformation of the society. KICORA works indeed with local communities and universities for a sustainable use of local resources.

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13   To learn more about the Harubuntu Award, visit http://www.harubuntu.com/index.php/en/winners--uk/2008.

5. I want to… learn more about – list of resources and websites

In this section, we present the resources that were gathered during the DESS 2012 or presented earlier in this toolkit. More materials related to the topic of the DESS 2012 can be found in the Background documentation and the Working group reports.

DESS 2012 materials

- Background documentation, Working group reports, Open space session report, Newsletter, Pictures and Evaluation
  http://www.deeep.org/summer-school/291.html

Economic and social dimension of sustainable development

Alternative Economic systems and models

- Christian Felber - Common Welfare Economy (an Alternative Economic Model to capitalist market system)
  http://www.gemeinwohl-oekonomie.org/en

- New Economics Foundation - 21 hours: How can be shorter working hours beneficial to the society and environment
  http://www.neweconomics.org/publications/21-hours

- Clonakilty Favour Exchange - Skills and labour exchange system
  http://www.clonfavour.com/

- Local Exchange Trading Systems (LETS) - self-regulating network which allows its users to issue and manage their own money supply within the boundaries of the network.
  http://www.gmlets.u-net.com

- SANDEL, Michael (2012): What Money Can't Buy: The Moral Limits of Markets. Farrar, Straus and Giroux.

- SKIDELSKY, Robert & Edward (2012): How Much is Enough? Allen Lane.

Social dimension of Sustainable development

- Oxfam - Can we live in a doughnut? A Safe and Just Space for Humanity (discussion paper that sets out a visual framework for sustainable development – shaped like a doughnut – by combining the concept of planetary boundaries with the complementary concept of social boundaries)
http://www.oxfam.org/sites/www.oxfam.org/files/dp-a-safe-and-just-space-for-humanity-130212-en.pdf

Development education

Advocacy on Development Education and Awareness Raising

- DEEEP Advocacy toolkit
http://www.deeep.org/images/stories/Advocacy/NewToolkit/advocacy%20toolkit%202012.pdf

Resources for Development Education

- 80:20 - Educating and Acting for a Better World is an Irish-based registered charity founded in 1996 promoting popular education on human development and human rights. www.8020.ie

- A development and human rights education resource maintained by a consortium of organisations based in Ireland, containing lots of free DEAR material. www.developmenteducation.ie

- Trócaire www.trocaire.org is an Irish development NGO which also carries out a lot of DEAR activities, particularly in schools. A very valuable advocacy resource 'Leading Edge 2020: Critical Thinking on the Future of International Development' is available here: http://www.trocaire.org/sites/trocaire/files/pdfs/policy/LeadingEdge2020websized-final.pdf

- Open Spaces for Dialogue and Enquiry - Interesting website in relation to Learning Blindspots and Critical Literacy
http://www.osdemethodology.org.uk/

- Development Perspectives, Irish based Development Education NGO
http://www.developmentperspectives.ie

- Tide~ (Teachers in Development Education, Birmingham, UK)
http://www.tidec.org/

Adult and Community Education

- Do It Yourself A Handbook for Changing the World
  http://www.trapese.org/

- The Migrant Rights Centre Ireland promotes community work and development with migrant communities. Their pack 'Tools for Social Change' is an excellent resource for working with communities to promote change
  http://www.mrci.ie/media/128716015435_ToolsForSocialChange.pdf

- Educational organisation for sustainability and community resilience
  www.cultivate.ie

Youth-specific DE materials

- ECO-UNESCO is Ireland's Environmental Education and Youth Organisation. Some resources they have produced include 'What on Earth is Sustainable Development?' 'Youth for the Future'
  www.ecounesco.ie

- Youth and Children working group of CONCORD's Development Awareness-Raising and Education forum
  http://www.deeep.org/youth-and-children.html *(for a Position Paper and Thematic Dossier of Good Practice case studies on involving youth and children in DEAR)*

- Connect Challenge Change (a resource for Global Youth Work) DEA UK
  http://www.think-global.org.uk/page.asp?p=3972

- Rio+twenties - a youth-led, completely volunteer-based organization. It strives to create a platform for active youth participation in the UN Conference for Sustainable Development (aka Rio + 20). They developed an interesting guide to youth involvement in the event.
  http://rioplustwenties.org/

Tools and methods

Use of Social Media

- How to build Engagement on Facebook
  http://mashable.com/2012/07/05/facebook-build-engagement/

- Essential 2 page for non profits
  http://topnonprofits.com/posting-guide/

Comedy as a way of engaging people

- The Comedian – Lee Camp
  http://leecamp.net/

- The Yes men – Global Campaigners
  http://theyesmen.org/

Graphic harvesting and Visual Storytelling

- Eimear McNally – A Must for those interested in Graphic harvesting
  http://www.makehandstands.com/

- The importance of Visual Storytelling
  http://agbeat.com/real-estate-technology-new-media/7-reasons-visual-storytelling-
  -is-one-of-2012s-breakout-trends/

Other resources

- Systems thinking
  http://www.ecoliteracy.org/essays/systems-thinking

- Appreciative inquiry
  http://appreciativeinquiry.case.edu/

- Art of Hosting
  http://www.artofhosting.org/home/

- Peace Circle
  http://www.therestorativeway.org/resmeas6.html

- Storylines
  http://www.storyline-scotland.com/

- Harubuntu Award
  http://www.harubuntu.com/index.php/en/winners-uk/2008

- Catherine O´ Rally et al.: Climate change decreases aquatic ecosystem productivity of Lake Tanganyika, Africa. In Nature 424, 766-768 (14 August 2003).
  http://www.nature.com/nature/journal/v424/n6950/abs/nature01833.html

- European Multi Stakeholder Steering Group on Development Education (2007): The European Consensus on Development: The contribution of Development Education & Awareness Raising.
  http://ec.europa.eu/development/icenter/repository/PUBLICATION_CONSENSUS_EN-067-00-00.pdf

Authors

Photo 9: Working Group – Public

Photo 10: Working Group – Formal Education

Photo 11: Working Group – Non-Formal Education

Photo 12: Working Group – Advocacy

Photo 13: Working Group – Private Sector