Education Development Center (Latvia)
Leeds Development Education Centre (United Kingdom)
Mondo (Estonia)

Project "Global Dimension in Social Sciences Subjects in Formal Education"

# Development Education Programs and Study Materials

## GUIDE

global

DIMENSION IN SOCIAL SCIENCES SUBJECTS
IN FORMAL EDUCATION

# Contents

## Education Development Center, Latvia

Following the restoration of independence and accession to the European Union and NATO, Latvia has become an important member of the international politics, giving its contribution to solving the problems of contemporary world. Development cooperation is one of the lines of work in Latvian foreign policy.

Since Latvia has no colonial experience, there are few immigrants from development states in the country, the policy of development cooperation is also comparatively recent, and the economic situation of the state following the crisis demands focusing upon domestic problems, hence the development policy often is not on the society's agenda and the attitude towards development cooperation encountered in Latvia's public space is not unambiguous. In a part of society the opinion is still prevailing that there are enough problems of one's own and there is no need to get involved in dealing with the problems of others. This was confirmed by the EUROBAROMETER survey conducted in 2014 – "Citizens' views ahead of the European Year for Development".[1] Even though 77% recognised that assistance to people in developing countries was important, only 24% of Latvian respondents noted that an individual could contribute to diminishing poverty in developing countries. To compare, in the EU 50% uphold this opinion.

Knowledge about processes going on in the world broadens horizon, helps to gain better understanding of responsibility and encourages turning from a passive observer into a person, who solidarizes with others and actively participates in creating a safer and fairer society. Development/ global education facilitates the creation of such knowledge, attitude and actions in society.

In Latvia, similarly to other EU countries, the development/ global education is not taught at schools as a separate subject. In Latvia issues pertaining to the content of global education are included in various subjects of social sciences, for, example, social studies, geography, history of the world, ethics, economics, politics and law, etc. Some schools offer global education as an elective course.

With the increasing processes of globalisation and social diversity, the need to integrate global education more extensively into the formal education becomes more relevant. The growing interest of educators in the content and methods of global education is a proof of it. However, not only in Latvia, but also in other new EU member states the support to teachers in the field of development/ global education is not always sufficient. The Report on the Impact of Global / Development Education in the 12 New EU Member States, published by the North-South Centre of the Council of Europe finds that in the assessment of the type of support that the educators most of all need to implement global education, respondents most often mention continuous education programmes for educators and teaching materials (handbooks for trainers, DVDs, etc.).[2]

By responding to the growing demand in society for wider inclusion of development topics in the education agenda, from 2013 to 2014, with the EU financial support, in the framework of the Development and Cooperation Office *"EuropeAID"* program, **Education Development Center (Latvia) in cooperation with Leeds Development Education Centre (UK) and Mondo (Estonia), as well the British Council in Latvia implemented the project "Global Dimension in Social Sciences Subjects in Formal Education".**[3]

Education Development Center (EDC) is a Latvian NGO, which targets its activities at strengthening democratic, civic society. Since 2009 EDC has been actively participating in implementing development/ global education projects. EDC has experience in creating development/ global education programmes and study materials, in cooperating on the stakeholders from the field of development in Latvia and in other EU countries.[4]

---

[1] EUROBAROMETER (EB 82.1), 09/2014. Citizens' views ahead of the European Year for Development. Accessed on: 28.01.2015. Available: **http://ec.europa.eu/public_opinion/archives/ebs/ebs_421_fact_lv_en.pdf**

[2] Report on the Impact of Global / Development Education in the 12 New EU Member States. The North-South Centre of the Council of Europe. 2012. Accessed on: 28.01.2015. Available: **http://nscglobaleducation.org/images/Resource_center/Global-Education-Survey-Report_FINAL.pdf**
[3] More about the project: **http://www.globalaizglitiba.lv/global-dimension/about-the-project/**
[4] More about Education Development Center: **http://www.iac.edu.lv/home-en-US/**

The aim of the project "Global Dimension in Social Sciences Subjects in Formal Education": to promote education for development and to raise public awareness of development issues, to increase the awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world. To achieve this aim four development/ global education programmes and study materials have been elaborated and tested in practice – a programme for students; for teachers; for minatory students with Russian as the language of instruction, as well as programmes for stakeholders. The programmes cover such basic issues of the content of global education as Identity and diversity in the modern world; Food safety, Human safety; Globalization and mutual interaction; Sustainable development; Role of human rights in decreasing inequality and development of fairer world; Economic interaction of the world and life quality; Role of media and other sources of information in forming the understanding about global processes, etc.

In the elaboration of programmes and study materials, the assessment of the situation regarding the presence of development / global education in the system of education in Latvia and other European states has been used as the basis. The research findings have been published in "Report on Study about Development Education Aspects in Social Sciences".[5]

"GUIDE of DE Programs and Study Materials" is one of the project outcomes; it gives an insight into the programmes and study materials that have been elaborated. GUIDE offers to teachers and to adult educators, who teach issues of development/ global education, descriptions of activities and methodological recommendations. GUIDE comprises fact sheets, explanation of concepts, pictures and work sheets. To support educators in organising the study process, step-by-step descriptions of learning techniques and methods are offered.

The overarching purpose of development/ global education is fostering responsible action for creating a more just, secure and sustainable society, therefore the activities offered in GUIDE focus a lot upon active study process – evaluating events, substantiating one's opinion, providing arguments, analysing causes and consequences, understanding the values and needs of other people, case analysis, etc. The study materials can be used in various target audiences – adolescents, adults, and people with different levels of prior knowledge about GE topics. The methods that are offered for mastering the contents can be modified according to the study needs and purposes.

[5] Report on Study about Development Education Aspects in Social Sciences. 2013. Accessed: 28.01.2015.
Available: **http://www.globalaizglitiba.lv/assets/Globalaizglitiba/materili/Global-Dimension-A4-gramata2web.pdf**

**Project team of** *Education Development Centre*



| **Iveta Vērse** | **Ingūna Irbīte** | **Daina Zelmene** | **Aija Rusiņa** | **Līga Puniņa** |



| **Danute Dūra** | **Diāna Stendzeniece** | **Ilze Saleniece** | **Linda Kluša** |

The implementers of the project express their gratitude to everyone, who was involved in the elaboration, testing and expert assessment of the programmes and study materials.

We hope that ideas offered here will be used to increase public awareness of the interconnected world and will support people's engagement in creating fairer relationships in the world.

The team of the Education Development Centre project "Global Dimension in Social Sciences Subjects in Formal Education" and project partners from Leeds Development Education Centre (UK) and Mondo (Estonia).

Žaneta OZOLIŅA,

Professor of the University of Latvia

## Global Education and Development – Why?

Whenever discussions on international issues evolve in Latvian public space about what is happening "out there, behind the window", the public opinion splits into two uneven groups of attitudes. A small part of people consider that support, solidarity, sharing, extending a helping hand to those, who experience greater difficulties, who have less and who are in pain, is a basic principle of elementary, humane action. However, we encounter also the widespread view that we ourselves have so many needs and that the level of welfare is not yet comfortable, therefore we cannot afford to share with people in broader world. As soon as media publish news on conflicts in various parts of the world and the invitations by international organisations to provide help, the first question, which appears both in the articles and the commentaries to them, is – why should Latvia become involved, why should Latvia pay, why should the citizens of Latvia again go to these hot spots and, possibly, even lose their lives?

Global education is one of the means that might help to find answers to these numerous "why?".

Knowledge about global processes in the world helps us to understand who we are ourselves. Whatever is happening "out there, behind the window" is not only and solely a story about people living far, far beyond the borders of Latvia, it is also a story about us. It is a story about what we know, what we are able to do, what we are proud of and what we can offer to others. Mere 15 years ago we were a developing country, receiving assistance from Latvia's Nordic neighbours, the member states of the European Union and the NATO. In a record fast pace we have become a developed country, which, according to the UN Human Development Index ranks among the group of very highly developed states, taking the 48th place among 187 countries. Therefore it is logical that we provide assistance to the representatives of the poorly developed countries on this list, for example, Afghanistan (169th place), Mali (176) and the Central African Republic 185).[1] We can be emotionally proud of the experience we have accumulated in the course of these years, assess it rationally and pass it on in practice. Participation in global processes increases the national self-confidence, without posing a threat to it.

Global education helps to gain better understanding of Latvia and its place in the world. If we evaluate our surroundings, relying only on the vantage point from one's own room, neighbourhood or the state, then we'll never move further than the identification of facts – small income, small pension, small social benefits, poor health care, poor kindergartens and education. This list could go on. It is better to evaluate the existing situation by comparing it to other countries and regions. In accordance with the methodology of the World Bank the poverty threshold is 1.25 US$ per day per capita. In Europe and Central Asia this makes up only

[1] Home page of the United Nations Development Program.
**http://hdr.undp.org/en/data** (Accessed on :23.09.2014)

0.7%, in South Asia 31%, in Sub-Saharan Africa 48.5%, in East Asia 12.5%, in Latin America and the Caribbean 5.5% and in Middle East and North Africa 2.4%.[2] One can choose any indicator of welfare – Latvia will be among the 0.7-1% of the most prosperous inhabitants of the world.

After regaining its independence Latvia chose to become a member state of the EU and the NATO. The acquisition of the status of a member state means fulfilling the commitments that are defined in the founding treaties of these organisations and policy documents. The EU is the major global provider of assistance to the developing states. Whereas the NATO is the most important international security organisation of global scale. This means that both organisations and their member states are and will be involved in projects to provide assistance in various countries and regions. The more we know about our possibilities and the needs of other states, the greater the possibilities to make effective use of resources for reaching the aim that gives benefits both to the provider and the recipient of assistance. For a number of years already Latvia has been actively involved in development projects in the EU Eastern Partnership states – Georgia, Moldova and Ukraine. The year of 2015 will bring new challenges. During the first six months of the year Latvia will assume the functions of the Presidency in the Council of the European Union. This will coincide with the Year of Development Cooperation, announced by the EU. At the same time Latvia will be getting ready for the Eastern Partnership Summit and will be looking for political solutions to decrease Russia's ambitions in this region – aiming to prevent closer integration of these states in the community, the foundations and activities of which are defined by democratic values. In this context global education can help not only to understand the nature of clashes between geopolitical interests, but also to find criteria and meaning for cooperation projects that will embed Georgia, Moldova and Ukraine in the Euro-Atlantic space.

Globalisation is one of the everyday phenomena of today, which exists irrespectively of the fact, whether we are the so-called "gate keepers", who believe that it is possible to isolate oneself from and to avoid the influence of globalisation, or "border expanders", who are open to the changes created by it. There is no longer even a single process of the world that would not be of cross-border nature. There are no countries in the world that would be free from natural disasters, environmental pollution, organised crime, spread of infectious diseases and numerous other problems. Quite recently it was still held that the spread of Ebola virus was impossible. However, now cases of the virus have been discovered in the United Kingdom, Germany, and global solutions are required for curbing the virus. It is impossible to look for solutions without knowledge. Therefore global education is one of the means that helps to overcome the negative consequences of globalisation, to adapt to changes and to create one's own strategies in life in the age of fast changes.

Assistance to developing states takes place on the state and non-governmental level. The number of programmes that are implemented by non-governmental organisations and even individuals, aimed at communities and small groups of people, is growing. Thus, anyone among us can become the creator of global agenda, creator of a more just and better world. It would be difficult to create this kind of world in global environment without knowledge about the order of things.

---

[2] Home page of the World Bank.
**http://data.worldbank.org/topic/poverty** (Accessed on: 23.09.2014)

## Going up the River



**Dr. Vanessa de Oliveira Andreotti**



**Rene Suša,**
University of Oulu

Global education is a process, which enables students to understand our interdependence by recognizing the complex connections between their own lives and the lives of people around the world. I generally introduce the idea of global education through a visual narrative. Imagine you are part of a group of people walking along the banks of a river. Suddenly you see many children drowning in this river. Your first impulse would probably be to try to save them or to search for help. But what if you looked up the river and saw many boats throwing the children in the water and these boats were multiplying by the minute? How many different tasks would be necessary to stop the boats and prevent this from happening again? I suggest there are at least three tasks: rescuing the children who are struggling in the water, stopping the boats from throwing the children in the water, and going to the villages of the boat crew to understand why this is happening in the first place. In deciding what to do, people would need to remember that some rescuing techniques may not work in the conditions of the river, and that some strategies to stop the boats may invite or fuel even more boats to join the fleet - they may even realize that they are actually in one of the boats, throwing children with one hand and trying to rescue them with the other hand.

Global education is about 'going up the river' to the roots of the problem so that the emergency strategies down the river can be better informed in the hope that one day no more boats will throw children in the water. Going up the river involves asking essential, difficult and often disturbing questions, such as: How come different lives seem to have different value? How are wealth and poverty interrelated? How do people justify inequalities and dominance? What are the roles of schooling in the reproduction and contestation of inequalities in society? When do institutionalized initiatives, such as the human rights declaration or military interventions, become helpful in promoting justice and when do they worsen or create new problems? How would people respond if they realized that bringing justice to others meant going against national or local economic and cultural interests?

Through this metaphor, we propose that global education is about preparing ourselves and those we work with to enlarge possibilities for thinking and living together in a finite planet that sustains complex, plural, uncertain, interdependent and unequal societies. In order to expend the legacy of frameworks we have inherited, we need:

- more complex social analyses acknowledging that if we understand the problems and the reasons behind them in simplistic ways, we may do more harm than good

- to recognize how we are implicated or complicit in the problems we are trying to address: how we are all both part of the problem and the solution (in different ways)

- to learn to enlarge our referents for reality and knowledge, acknowledging the gifts and limitations of every knowledge system and moving beyond *'either ors'* towards *'both and mores'*

- to understand and learn from repeated historical patterns of mistakes, in order to open the possibilities for new mistakes to be made

Hopefully, once we go up the river together we will be able to come down and address the issue of global justice as an ongoing conversation that we cannot shy away from. This resource offers the first steps for this conversation to happen.

## Soft and Critical Conceptualizations of Global Citizenship Education

| Problem | Soft Global Citizenship Education | Critical Global Citizenship Education |
|---|---|---|
| | Poverty, helplessness | Inequality, injustice |
| **Nature of the problem** | Lack of 'development', education, resources, skills, culture, technology, etc. | Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference. |
| **Justification for positions of privilege (in the North and in the South)** | 'Development', 'history', education, harder work, better organization, better use of resources, technology. | Benefit from and control over unjust and violent systems and structures. |
| **Basis for caring** | Common humanity/being good/sharing and caring. Responsibility *FOR* the other (or *to teach* the other). | Justice/complicity in harm. Responsibility *TOWARDS* the other (or to *learn with* the other) - accountability. |
| **Grounds for acting** | Humanitarian/moral | Political/ethical |
| **Understanding of interdependence** | What I do can affect other people positively | What I do affects other people negatively |
| **What needs to change** | Structures, institutions and individuals that are a barrier to development. | Structures, (belief) systems, institutions, assumptions, cultures, relationships. |
| **What for** | So that everyone achieves development, harmony, tolerance and equality. | So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development. |
| **Role of 'ordinary' individuals** | Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures. | We are all part of problem and part of the solution. |
| **What individuals can do** | Support campaigns to change structures, donate time, expertise and resources. | Analyze own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts. |
| **How does change happen** | From top to bottom, from the outside to the inside. | From bottom to top, from the inside to the outside. |

Adapted from: Andreotti, V. (2006). Soft versus critical global citizenship education. *Policy and Practice: Development Education Review*, 3 (Autumn): 83-98

**Questions for discussion:**
- Can you think of other sets of assumptions in relation to global citizenship education?
- What informs your choice of approach in this area?
- Can you think of circumstances that require a soft rather than a critical approach and *vice versa*?
- What would be the practical implications of adopting a soft or a critical approach to global citizenship education?
- How do you imagine a 'global citizen' (it might be useful to think about it in terms of autonomy/conformity, vertical/horizontal relationships, ideals/drives in life, notions of self/other)

# Integrating the Global Dimension in School Practice



**Ingūna Irbīte,**
Education Development Center,
project team



**Daina Zelmene**,
Education Development Center,
project team

**Education Development Center, Latvia**
Conclusions based upon the project experience

## Development/ global education in formal education – Latvian context

Latvian schools have been familiar with the concept "development/ global education" for a couple of years, but the global dimension itself has been present in the study process for a much longer period. It has gained particular relevance during the last decade, since the influence of the events in the world and processes of globalisation upon our everyday life and decisions is growing – decisions on how we shop, work, study, relax, travel, develop interpersonal relationships. The global dimension has found its place both on the agenda of Latvia's education policy and in school practice. It has followed both from the objective reality of global events and the active work of the professionals of the field and the NGO sector in supporting this dimension of education. Similarly to the majority of European states, also in Latvia development/ global education is not a separate study subject, but a crosscutting dimension of the school curriculum. The global education topics are included in many standards of the basic education and secondary education study subjects and programmes, as well as guidelines on the work of the classroom teacher[1]. Some institutions of education have included global dimension in the school planning documents, i.e., school development plans and programmes of upbringing work. A number of schools have provided development/ global education as an elective study subject. It is of particular importance that the global education approaches and values are more frequently reflected in school environment and corporate culture of educational institutions.

However, it must be admitted that in practice, predominantly, it is too early to speak about a successive system for integrating the global dimension in school practice. Therefore the objective of the project "Global Dimension in Social Sciences Subjects" was to offer to schools study methodological materials – practical tools for including these themes in formal education. They are envisaged for working with students of different age groups in various study subjects, as well as in working with the stakeholders of the field. Four development/ global education programmes were developed in the framework of the project, and the materials of the programmes have been piloted in all stages of formal education, as well as working with wider community. The assessment questionnaires filled out by the teachers, samples of students' work, photos, observations made during lessons, the evaluation and

---

[1] Report on Study about Development Education Aspects in Social Sciences . EDC. 2013. Accessed: 28.01.2015. Available: **http://www.globalaizglitiba.lv/assets/GlobalaIzglitiba/ materili/Global-Dimension-A4-gramata2web.pdf**

recommendations provided by experts of the field of education and development – all of it was used in elaborating the final versions of programmes and materials. In this article we present some findings and recommendations based on the project experience.

## The particularities of target audiences

The development and testing of programmes has provided convincing proof that no age is too early or too late to engage in development/ global education. In the framework of the project GE activities were piloted in kindergartens and in all age groups of formal education, from Grade 1 up to even Grade 12. To obtain evidence on the suitability of these themes for different target audience, the activities have been piloted also in wider community – teams of teachers, education policy makers, authors of study aids, students' parents, NGO activists, members of youth organisations, seniors and other groups of society. It confirmed that one and the same GE topic could be discusses in different subjects and audiences with different profiles. The most important thing that the educators must keep in mind – even if the topics are identical, the particular target group is the one that determines the objectives of learning, methodological approaches, the use of language and terminology, time dedicated for the activity and the scale of it.

The most important emphasis in the programme for students elaborated in the project is put upon the suitability of the study material for the peculiarities of the age group, as well as compatibility with the national standard and curriculum of the particular study subject, possibilities for developing interdisciplinary links, diversity of methods, respecting different styles of learning.

The use of diverse methodology, ensuring continuation of themes, cultivation of critical thinking and reflexion skills, balancing the aspects of knowledge, skills and attitudes, time management are allocated a special place in the teachers' programme, allocating time also for students' discussions, putting questions and expressing diverse opinions.

The project experience has shown that the circle of stakeholders involved in integrating the global dimension in the system of formal education is rather broad – education and development policy makers on the national level and the implementers of this policy on local-government scale, authors and publishers of study aids, educators of teachers in pre-service and in-service format, media and NGO staff. Therefore the programme for stakeholders developed in the framework of the project helps them to identify topics of global education from the vantage point of their own fields of activity, helps to find possibilities for cooperation and synergy.

Minority education programmes are being implemented in many schools both in Latvia and Estonia. To make working in these classes easier, a development/ global education programme in the Russian language was elaborated.

The programmes elaborated in the project have been highly appraised by experts and practitioners form education field. These programmes have also been officially licenced, and several hundred teachers have already mastered them in courses of continuous education in Latvia. GUIDE offers an insight into part of the programme materials elaborated in the project. The authors Ingūna Irbīte, Daina Zelmene, Ilze Saleniece hope that these materials will be useful to the providers of global education both in schools and in informal education.

## Challenges in the provision of development/ global education

The providers of development/ global education quite often face a number of challenges. Some of them follow from the context, historical situation of the particular state, the socio-economic background in society. Some challenges are to a lesser extent contextual, but are rather linked with the pedagogic process as a whole.

When introducing the topic of global education to an unprepared audience, sometimes one encounters a counter-reaction of the audience – why should we talk about global poverty, if we ourselves are hard up? Why learn about other countries and nations, if the existence of our nation in the global world is under threat? Only systemic and continuous integration of the global dimension in school practice helps to understand that development/ global education does

not mean contrasting local poverty with the global one. Neither is it denial of the local and the national. Quite to the contrary – it helps to notice, highlight and celebrate diversity. In global education the cognizing of the world starts with cognizing oneself, a balance between the local, national, known and the global – the yet unknown – is maintained. Global education is not only knowledge, it is, predominantly, attitudes, values and action. This field of education encourages looking over the limits of particular topics or sectors to see the common purpose – positive changes in the contemporary world.

One of the challenges that the providers of development/ global education encounter is the wish to become carried away by methods, losing the contents of GE. Global themes urge and encourage using diverse methods. It is suitable for discussions, role-plays, graphical organizers, using of maps and pictures, drawing, singing, movements and story-telling. The materials developed in the project offer all of that. However, at the time it carries also a challenge – not to lose the content of global education, its main purpose and essence. It is difficult to overcome a very human wish to avoid such "inconvenient" topics as, for example, social inequality and unfair relationships between the states, substituting these with magnificent stories about distant lands and cultures.

If the educators are personally carried away by the issues of development/ global education, sometimes it can lead to carrying it too far. For example, if the information selected for drawing the audience's attention to the scope of pollution of the planet and the future prospects is too dramatic, the invitation to change one's everyday habits may fall on deaf ears, because "anyway, there's nothing we can influence there". Unwanted effect may occur also if the narratives make the participants of the activity feel guilty because of their life-style and habits. Both these responses – the sense of one's helplessness and anger caused by obtrusive appealing to one's sense of guilt may "kill" the participants' wish to engage and to find out more.

Teachers see the lack of time as one of the main challenges in providing high quality study process. In the context of development/ global education the lack of time carries with it another essential threat – that of

simplification. Global processes almost always are of complex nature. Great pedagogical mastery is needed to avoid developing a "flat" and superficial view on global processes, not to substitute serious analysis of causal relationships with external, easily noticeable and more exotic manifestations of some phenomena. In this regard it is worth remembering that it is the duty of the teacher to awaken the student's natural curiosity, so that his or her wish to cognize would step over the "fence " of minutes allocated for the class and lead to independent learning. Then a miracle happens, and almost the entire time in this world comes at the disposal of the young researcher.

## Recommendations for the provision of development/ global education

Institutional revolution is not required to integrate global dimension in the curricula of formal education. The study conducted as part of the project shows that there are sufficient possibilities to include global topics in the already existing system both in Latvia and in other countries – in the subject curriculum, work of the classroom teacher, project weeks and other activities organised for the class or the school. It is more important to convince teachers that integration of the global dimension is not an additional duty or workload, but a practical tool for preventing overlapping of the subject contents, optimising the workload of students and teachers, for facilitating synergy of knowledge.

The success in providing development/ global education to the utmost extent depends upon the teacher's ability to establish a link between the local and the global in study process. For example, to show the way regional and global migration processes are reflected in the student's family history, the way everyone's shopping habits are influenced by the global economic interaction, etc. Making the personal experience relevant is the best way to prepare students for the understanding of global events and interconnections.

The skills in working with diverse sources of information are essential for all topics of development/ global education. Students' skills in using media, in understanding not only the text, but also the context and the subtext, ability to differentiate between facts

and opinions are decisive pre-requisites for developing a reasoned personal opinion. Therefore GUIDE offers practical methods for honing these skills – analytical questions, writing op-ed articles, work with different carriers of information, etc.

Development/ global education is also inter-cultural education, therefore we focus upon developing intercultural competence. Respect towards other cultures is one of the pillars of global education. Therefor GUIDE comprises activities on values in fairy-tales of different nations, on toys of the children of the world and family menus. In this context, abiding by the code of ethics is of particular importance, when presenting developing countries and people. This means resigning from stereotypes in using texts, photos and other information, correct use of language, means of expression and terminology.

Development/ global education is always knowledge based, therefore the global education programmes develop in the project make extensive use of statistics, references to studies, international comparable development indexes. However, it is important to keep in mind that in the contemporary world information like this becomes out-dated very fast, therefore the skill to identify new developments should become an integral part of the professional everyday life of a global educator.

The aim of development/ global education is to promote responsible actions, real engagement in the life of local and global community. The piloting of programmes has proven that the greatest contribution to the change of awareness and attitude is given by such out-of-class activities as, for example, "audit" of water and food consumption in family, school and on a large scale, study of the presence of global products in the local shop or one's own fridge, campaigns to support greener lifestyle, collecting donations for those who are worse off, etc. One of the challenges of global education is teaching to understand the complexity of the problem and the same time be optimistic, see the meaning and possibilities to solve problems that people are facing on local and global scale. Therefore global education should create the sense of perspective and create the conviction that anyone can foster real, positive change. Likewise, GUIDE offers ideas for practical actions and active stance in life.

The project experience has taught that excellent experts and human resources for global learning can be found in local communities. These are people with interesting experience in voluntary work, entrepreneurs that have international partnerships, as well as non-governmental organisations that work on the local and global level with health, environment, social integration and other issues.

The importance of networking should be specially highlighted in development/ global education. Networks of schools, teachers, and experts are an important resource of ideas and experience, a growth-promoting platform for discussions. They create the possibilities for the professionals of the field to learn from one another, to adopt best practices and lay the foundations for long-term cooperation based on global themes.

## Conclusion

The elaboration of Post-2015 development agenda and European Year for Development 2015 have foregrounded discussions about what kind of knowledge, skills and values education should be founded upon in the 21st century. A recent UNESCO study recognizes that although global education in different countries and communities is offered in different ways, it, nevertheless, has a number of uniting elements. The most important among these is fostering in learners:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a "collective identity" which transcends individual cultural, religious, ethnic or other differences;

- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;

- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;

- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;

- behavioural capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.[2]

The experience gained in the project "Global Dimension in Social Sciences Subjects" proves that integration of global topics in education curricula "arms" students with competences that are necessary in the 21st century.

Researchers from Vidzeme University of Applied Sciences write that global education should develop an inclusive model, allowing all societal groups to improve their competences and give them an opportunity for self-realisation. The authors speak about two groups of society. The first group is attracted to the issues of global development by the consequences of inequality – hunger, diseases, and overpopulation. These people mobilize themselves

in cases of humanitarian catastrophes; however, they are not ready to go deep into issues of development. The other group is ready also to delve into the causes of problems, gain personal experience in these issues, take interest into complex interconnections of development, explain these to others, assess the effectiveness of development policies. Researchers underscore that the task of global education in school is to increase the share of this second group in society.[3] In order to achieve this, the approach of the project "Global Dimension in Social Sciences Subjects" was aimed at promoting cooperation and continuation between various levels of education, various institutions, experts from different fields and countries. We hope that this experience will be useful also to providers of development/ global education elsewhere in Europe.

---

[2] Global Citizenship Education. Preparing learners for the challenges of the twenty-first century. UNESCO. 2014. Accessed: 28.01.2015. Available: http://unesdoc.unesco.org/images/0022/002277/227729E.pdf

[3] Valtenbergs V., Udrase B. How to achieve closer links between local and global issues.//Methodological Material for Development/ Global education. IAC. 2011. Accessed: 28.01.2015. Available: http://www.skolaskasateliti.lv/files/metodiskais_materials.pdf

# Project Network Schools in Latvia



### 21 Project Network Schools in Latvia:

Anna Brigadere Primary School

Babīte Secondary School

Baltinava Secondary School

Balvi State Gymnasium

Brocēni Secondary School

Daugavpils Secondary School No.10

Cēsis State Gymnasium of Friendly Appeal

Jaunogre Secondary School

Jēkabpils Secondary Evening School

Kuldīga Centre Secondary School

Liepāja Rainis Secondary School No.6

Līvāni Secondary School No.1

Lubāna Secondary School

Madona Secondary School No.1

Olaine Secondary School No.2

Rīga Zolitūde Gymnasium

Smiltene Gymnasium

Špoģi Secondary School

Tukuma Secondary School No.2

Varakļāni Secondary School

Ventspils Secondary School No.4

# Examples of Schools' Practice

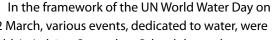## Topic: Journalists' role in the global world

Peter Greste, an Australian journalist of Latvian origin, spent more than a year (2013 – 2015) in an Egyptian prison because of his professional activities. Greste has worked for 20 years in *BBC, CNN, Reuters, Al – Jazeera* and reported on events in Somalia, Afghanistan, Congo and other "hot spots" of the planet. Research of Peter Greste's life-story inspired the class to discuss journalists' role in the global world and also urged students to analyse their own habits of media use. The students of Smiltene Gymnasium wrote essays "My profession – journalist", Balvi State Gymnasium organised meetings with journalists from the local media, the students of Brocēni Secondary School built a pyramid of their media needs, a role play on the reflection of events in Ukraine from the perspective of various involved parties was organised at Baltinava Secondary School, the students of the Friendly Appeal Cēsis State Gymnasium analysed the reporting on Ukrainian crisis in Russian, Latvian and Ukrainian media.

**Benefits:** understanding of the interconnectedness and interaction of the states and inhabitants of the world; training in critical thinking and media literacy, possibilities for participation and active actions (tweets in support of P. Greste).

**A student's insight:** "If the journalists were not reporting on global events, people would not be able to evaluate these events, decide on support, involvement. Information provided by journalists is a safeguard of security, since we all live in a common space."

Grade 11, Špoģi Secondary School.

## Topic: Water resources

In the framework of the UN World Water Day on 22 March, various events, dedicated to water, were held. In Lubāna Secondary School themed events on water in various subjects were held, for example, writing essays on water in a foreign language, creative writing/ story-telling "The Story of a Water Drop" during social science class, etc. Students found out how much water was needed to grow/ produce various food products. In Špoģi Secondary School students conducted a research on water quality, discussions were held on consumption of water, measures for purifying and saving water.

**Benefits:** A complex approach to global education implemented; students' creative activities developed; the school engages in international activities on global topics; the students assess their own possible actions for saving resources.

**Students' insights:** "It is hard for us to believe that somewhere in the world children cannot drink as much water as they want to. My Dad is hosing down the car for a long time, he spends so much water. Water is a treasure."

Grade 5, Lubāna Secondary School.

"We consume so much water, but in other countries children die due to lack of water. I'll tell my parents about it."

Grade 4, Špoģi Secondary School.



**A student of Rīga Zolitūde Gymnasium arranges on the map those regions, where P.Greste, journalist of Latvian origin, has been active.**

## Topic: Migration – the global and the personal

Students research migration processes in Latvia and in the world – past events linked to wars and becoming refugees, processes linked to economic migration in the present. The relevant terms are introduced with the help of LOTTO game. The participants draw migration maps of their families and write down the recollections of their family members about life in other countries and places. Causes of the present-day economic migration are analysed, benefits and losses are analysed from the vantage points of the receiving countries and the countries of origin, as well as from the vantage point of the individual.

**Benefits:** understanding of the link between the local and global processes, of the political and economic causes of peoples' migration, of the contradictory impacts of migration, projection of family experience in a broader context, cooperation between generations, story-telling skills, interdisciplinary link.

**A student's insight:** "My Mum was born in Belarus, my Dad – in Estonia, but we live in Latvia. I would like find out, why it has happened this way."
A student of Jēkabpils Evening Secondary School

**A teacher's insight:** "Topics of history, literature, geography and politics met in one class. We experienced wonderful students' insights about their fathers, grandfathers and other relatives. The children admitted that it had become easier to understand historical events."

Tukums Secondary School No.2



**Rīga Zolitūde Gymnasium, migration maps of students' families.**



**Baltinava Secondary School. Children and parents jointly make migration maps of their families.**

## Topic: Responsible Consumption

Students familiarised themselves with the principles of responsible consumption, were learning about product labels that support sustainable development, for example, Fair Trade, EU Organic Farming, Latvijas Ekoprodukts, Rainforest Alliance, Dolfhin safe, Marine Stewardship Council (MSC), etc. Students from Baltinava Secondary School also met the staff of the local shop and studied the accessibility of products that support sustainable consumption. In Madona Secondary School No.1 the students, when starting their research, advanced a hypothesis on which would be the most frequently encountered product labels in the local shops. The students researched, which of the products with labels under research were available and their prices compared to other similar products. After returning to the classroom a research wall was created "Consume Responsibly", presenting the collected information and their findings.

**Benefits:** global education takes place in real life, in practical activities; students' research skills are enforced; broader community is educated – both consumers and shop assistants; habits of responsible consumption are formed.

---

### Task for the researcher

Name of the product: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Where can be bought: . . . . . . . . . . . . . . . . .

Price: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Country of production: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Price of similar products: . . . . . . . . . . . . . . .

My family uses/ does not use: . . . . . . . . .

Logo: Why?

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**Student's insight:** "In our everyday life we are not aware how much we can find out from product labels. After this activity we shall pay attention to product labels and packaging."

Grade 6, Madona Secondary School No.1



**Research Wall at Madona Secondary School No.1 "Consume Responsibly".**

## Topic: Food Safety

Family menus, the road of the favourite food products from grower/ producer to the consumer, eating habits in various countries of the world, famine and possibilities to decrease it were studied at schools. Project participants at Madona Secondary School No.1, inspired by Peter Menzel and Faith D'Aluisio photo collection " Hungry Planet: What the World Eats", conducted similar research on a family's weekly menu, reflecting it in photos.

**Benefits:** Increased awareness of balanced and healthy nutrition; accessibility of food in other places of the world analysed; increased understanding of causes and consequences of poverty and hunger.

**Students' insights:** "Very few of us, sitting in a warm home with chips and candies think about people all over the world, who suffer from famine. The time has come for us to think about it."

Grade 8, Rīga Zolitūde Gymnasium

"I would like to help children, who have nothing to eat, so that they would grow up eating balanced and proper food."

Grade 4, Brocēni Secondary School.



**Kuldīga Centre Secondary School students learn about food safety.**

## Topic: Peace and international security

11 November is an important date in the history of Latvia, when in the Freedom Fights of 1919 the independence of the state was defended. In the history of the world 11 November marks the end of World War I. On 11 November project schools organised events on the importance of freedom, the value of human life and peace. Students were making red poppies of remembrance and expressed wishes regarding strengthening security in the world. Discussions on international security in Ukraine and elsewhere were held at schools.

**Benefits:** Understanding of interconnectedness of events in different places – in the world and in Latvia, in various times – in the past and in the present, created; awareness of the value and fragility of peace in the world.

**A student's insight:** "The events that are taking place in the neighbouring country Ukraine makes us thing about our own security, for Latvia and all its inhabitants peace and security in their mother land are the most important values."

Grade 12, Smiltene Gymnasium.



**Works by students of Rīga Zolitūde Gymnasium 11 November in Latvia and in the world."**

| TOPIC | DESCRIPTION |
|---|---|

**Political Participation**

1. The moderator invites the participants to familiarize themselves with information on political participation and forms of political participation found in the support material "Political Participation". The moderator invites some of the participants to comment on the offered quotes, substantiating, which of them to the greatest extent corresponds with the participant's own opinion.

### RESOURCES

Support material "Political Participation"

Support material "Examples of Political Participation"

2. Participants receive the support material "Examples of Political Participation" and familiarize themselves with the conventional or traditional or unconventional or untraditional forms of political participation.

3. Participants are split into groups of 3 to 5; the groups draw lots and receive a number from 1 to 7, which denotes one example of political participation. The moderator invites the groups to list all pros and cons (advantages and disadvantages) of the concrete example of political participation.

4. The moderator invites the participants to present their examples, pointing out whether it is a traditional or untraditional form of political participation and naming its advantages and disadvantages. The moderator sums up the participants' views, making notes of the advantages and disadvantages in choosing a traditional form of political participation or choosing an untraditional form of political participation. In conclusion the moderator invites the participants to discuss:

   – Which aim is best reached by traditional/ untraditional forms of political participation?

   – How is this choice influenced by the political system of the state?

   – Is this choice influenced by the mentality, temper, traditions of the inhabitants of the state, and how?

5. The moderator invites the participants to express their own opinion on their political participation. A sheet of paper with the word "yes" is placed in one end of the room, a sheet of paper with the word "no" – in the other end. The moderator invites the participants to answer the questions, by moving to the appropriate sheet of paper.

## TOPIC

**Political Participation**

## RESOURCES

Support material "Political Participation"

Support material "Examples of Political Participation"

## DESCRIPTION

**Questions:**

- Have you participated in local or European scale election during the last 4 years?

- Have your participated in a political demonstration during the last 4 years (picket, rally)?

- Have you written a letter or an e–mail to a civil servant, a member of the parliament?

- If you were an artist – would you like to use your talent to express your political position?

- Are you a member of an association that advocates particular interests?

6. In summing up and concluding the activity the moderator recalls the beginning of the activity and invites to think of and put into words, either in the class or at home, in 1 to 2 sentences their own opinion (own quote) on becoming involved in politics. The moderator offers prepared sheets of paper with a blank "bubble" for the quote.

# Political Participation

**What is political participation?**

Political participation is the involvement of individuals in political activity, the aim of which is to influence the system of public administrations and its functioning in a way preferable for him or her. Political participation is active involvement in politics (in difference to observational participation). Both support for the government and the decisions adopted by it and dissatisfaction can be expressed by involvement in processes of political participation.

**Why participate in politics?**

Photo from: http://en.wikipedia.org

**"Man is by nature a political animal."**

(Aristotle, Greek philosopher and scientist, 384 BC–322 BC)
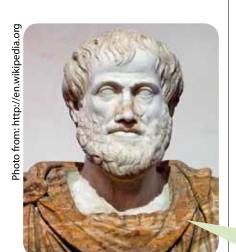
Photo from: http://en.wikipedia.org

**"I have come to the conclusion that politics are too serious a matter to be left to the politicians."**

(Charles De Gaulle, French politician, 1890–1970)

Photo from: http://en.wikipedia.org

**"Like most people I am utterly disenchanted by politics. Like most people I regard politicians as frauds and liars and the current political system as nothing more than a bureaucratic means for furthering the augmentation and advantages of economic elites."**

(Russell Brand, English comedian and activist, 1975–)

### SOURCES

Ievads politikā: Mācību līdzeklis. Zin.red. Žaneta Ozoliņa, Rīga: Zvaigzne ABC, 1998;

Catlaks, G., Ikstens, J., Politika un tiesības, Rīga: Zvaigzne ABC, 2003;

Zepa, B., Politiskā līdzdalība Latvijā, **http://www.biss.soc.lv/downloads/resources/politLidzdaliba/politLidzda-liba1999.pdf**

## Forms of political participation:

**Conventional or traditional forms of participation:**

- Participation in election,
- Participation in election campaign,
- Written communication with representatives of state power (members of parliament, civil servants),
- Participation in groups of political interests (party, alliance, movement, association, etc.), etc.

**Unconventional or untraditional forms of participation:**

- Boycotts,
- Political strikes,
- Rallies,
- Demonstrations,
- Civic disobedience, etc.

*In the majority of cases, the unconventional participation is extraordinary, these actions do not comply with the generally accepted norms and "the rules of the game", for example, inappropriate actions, as unauthorised occupation of a building; public burning of documents certifying nationality; politically motivated kidnapping, etc.*

There are no strict borders between both forms of participation. For example, in the US criticising the government's actions in public is considered to be a conventional form of political participation, but in many other countries – an unconventional form.

Political participation is **an important pre–requisite for the development of civic society.** Civic society is a society, where individuals cooperate with other individuals and the public power for solving their own problems and those of society. Civic society comprises various formal and informal formations, which are independent from the state, the family and business activities. The "health" of modern democracy depends upon citizens' interest in participating in political life, in fostering public wellbeing, demanding responsibility of political authorities.

# Examples of Political Participation

## 1. Election of the European Parliament

From May 22 to May 25 2014 the 8th election of the European Parliament was held in all 28 member states of the European Union.

The average activity level of voters was 43%. High activity of voters was observed in Belgium and Luxemburg (90%), Malta (74.8%), Italy (60%), Greece (58.2%), Denmark (56.4%) and Ireland (51.6%). Low activity of voters was seen in Slovakia (13%), the Chez Republic (19.5%), Slovenia (21%), Poland (22.7%), Croatia (25.1%) and Hungary (29%).
The European People's Party won the election. The Progressive Alliance of Socialists and Democrats also had good results.

## 2. Non–violent Resistance Movement "The Baltic Way"

On 23 August 1989 more than a million people from three Baltic States held hands, forming 600 km long human chain from the foot of Tompea Castle in Tallinn to the foot of Gediminas Tower in Vilnius, crossing Riga and the Daugava River and creating unity in the striving for freedom of the three countries. The aim of the protest was to demand public recognition of the additional protocols to the Molotov–Ribbentrop pact and restoration of the independence of the Baltic States.

## 3. Protests against War in Iraq

In February 2003 millions of people in various cities of the world went into streets to protest against the intention of the US and the UK governments to start military intervention in Iraq. London gathered the largest crowds of protesters – in total more than 1 million people, and this is considered to be the largest political rally in the history of the United Kingdom.

## 4. Referendum on the Independence of Scotland

On 18 September 2014 a referendum was held in Scotland on seceding from the United Kingdom and declaring independence. 55% of voters (~ 1.9 million) voted against seceding, but 45% (~ 1.5 million) voted for independence outside the United Kingdom.

84.59% of voters participated in the referendum, which is considered to be one of the most vivid examples of active political participation.
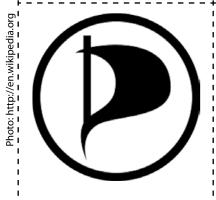
### 5. Artistic campaign, (political) performance

On 21 February 2012 five members of the **Russian punk rock group "Pussy Riot"**, with face masks in striking colours, arrived at the Moscow Cathedral of Christ the Saviour, went to the altar and started performing a song against Vladimir Putin (at the time – the Prime Minister of Russia). In the so–called "punks' prayer" Virgin Mary was asked to drive away Putin, it also criticized the authorities of the Russian Orthodox Church for supporting Putin as the candidate running for the upcoming presidential election. The performance by "Pussy Riot" at the Cathedral triggered indignation among the believers in Russia, as well as a large part of society, but the Western countries criticised the sentence that was given to them as being excessive.

Photo: http://en.wikipedia.org

### 6. Boycott

In 2002 **campaign "Boycott "Made in China"!"** was launched with the aim to turn against the Chinese governance in Tibet. China has occupied Tibet since 1951 and has been accused of efforts to eradicate Tibetan culture, by implementing political and religious repressions. The spiritual leader of Tibetans Dalai Lama was forced to flee Tibet in 1959, following an unsuccessful uprising against the Chinese communist regime. After escaping he formed Tibetan government in exile in the North of India. The organizers of this boycott – human rights activists, students, Tibetan and Chinese organisations, etc. – believe that this treatment of Tibet by China can be stopped by exerting economic pressure. The organisers inform and educate people in Canada, the US, New Zealand, Europe and India that they can influence political processes with their purchasing choices.

Photo: http://www.sft-canada.org

**7.** In 2006 **political party "Pirate Party"** was established in Sweden. Its popularity led to the establishment of other parties with the same title and similar aims in Europe and in the world, thus forming an international "Pirate Party" movement.

"Pirate Party" is established with the aim to reform copyright and patent legislation. The party supports and fights for an individual's right to privacy both in the Internet environment and in everyday processes; for the rights of inhabitants to copy music and other files for private use. Likewise, the party is also fighting for compliance with the principles of transparency in public administration.

Photo: http://en.wikipedia.org

### TOPIC

**Urbanization:
Advantages and Challenges**

### RESOURCES

Support material
   "Urbanisation: Main Facts"

Support material
   "Shortcomings linked with
   Urbanization"

### DESCRIPTION

1. The moderator explains the concepts "urbanisation" and "agglomeration" to the participants:

   **Urbanisation** – increase in the number of cities and residents of cities within a territory;

   **Agglomeration** – merging of several cities or settlements.

2. Participants familiarize themselves with the facts about urbanisation – the support material "Urbanisation: Main Facts." The moderator asks each participant to select one fact, which seemed the most surprising, and discuss it with the person next to him or her. After that the moderator invites some of the groups to tell others about what was discussed and substantiate their opinion.

3. The moderator together with the participants creates a list of advantages for living in cities. When the list is completed, the moderator asks the participants to mark the main advantages applicable to the cities of their own country.



### SOURCES

UN Programme HABITAT, **www.unhabitat.org**
UN Report "World Urbanization Prospects" (2014),
**http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf**

## TOPIC

**Urbanization:
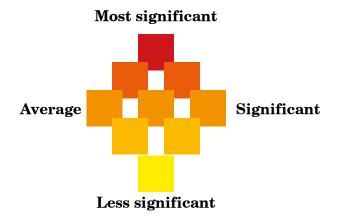Advantages and Challenges**

## RESOURCES

Support material
"Urbanisation: Main Facts"

Support material
"Shortcomings linked with
Urbanization"

## DESCRIPTION

4. The moderator invites the participants to familiarise themselves with the disadvantages of urbanisation. The participants are divided into groups of 4-5, and every group receives an envelope with 9 sheets of paper (the shortcomings linked to urban living is written on 8 of them; 1 is blank – it is possible to write one more shortcoming on it). Support material "Shortcomings linked with Urbanisation". Each group must arrange these shortcomings in the order of their importance, using the so-called "diamond shape". The groups start by ordering shortcomings, considering the major cities of the world. Then they rearrange it, thinking about the large cities of their own country. In both cases the moderator writes down the groups' opinions about the most significant shortcomings and hears the substantiation of their opinion. Comparison of the situation in their own country and the world follows.

**Most significant**

**Average**                    **Significant**

**Less significant**

## SOURCES

UN Programme HABITAT, **www.unhabitat.org**
UN Report "World Urbanization Prospects" (2014),
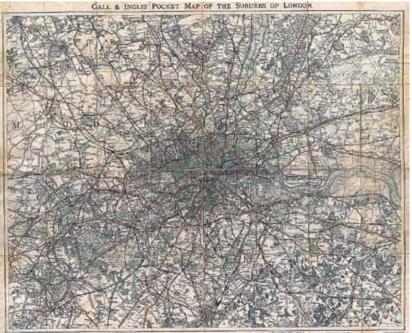**http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf**

# Urbanization: Main Facts

- The world is experiencing the greatest wave of city growth and expansion in history. For the first time in history the majority (more than a half) of the inhabitants of the world live in urban territories, in cities. Predominantly the natural population growth is mentioned as the main reason for it.

- It is estimated that in 2030 already 60% of the total global population will live in cities. To compare – in 1800 only 2% of people lived in cities; in 1950 – 30%.

**1900** 2 out of 10 people lived in an urban area

**1990** 4 out of 10 people lived in an urban areaā

**2010** 5 out of 10 people lived in an urban area

**2030** 6 out of 10 people will live in an urban area

**2050** 7 out of 10 people will live in an urban area

- The most urbanised regions are North America (82% live in urban territories), Latin America and the Caribbean Islands (80% live in urban territories) and Europe (73% live in urban territories). To compare – the majority of inhabitants in African and Asian countries still live in rural territories (African region – 40% live in urban territories, Asian region – 48%), however, these regions currently are experiencing the fastest urbanisation and it is estimated that in 2050 in the region of Africa 56% of people will live in cities, and in Asia – 64%.

- Even though in total in the region of Asia more people live in rural, not urban territories, however, due to the total number of population in the region of Asia, 53% of all city dwellers live in Asian cities, 14% – in Europe and 13 % – in Latin America and the Caribbean Islands.



**Map of London and its suburbs around 1900 by Gall and Inglis.**

http://commons.wikimedia.org/wiki/File:1900_Gall_and_Inglis'_Map_of_London_and_Environs_-_Geographicus_-_London-gallinglis-1900.jpg

• It is estimated that in the period from 2014 to 2050 three countries – India, China and Nigeria – will be the ones to ensure that the number of people living in urban territories will increase by 37% (in India the number of city dwellers will increase by 404 million, in China – by 292 million and in Nigeria – by 212 million).

• Almost a half of the inhabitants of urban territories live in comparatively small cities – places with less than 500 000 inhabitants. Only one out every eight city dwellers lives in one of 28 megapolises with more than 10 million inhabitants. It is estimated that in 2030 there will be 41 megapolises in the world, with more than 10 million inhabitants.

• The Tokyo agglomeration (Japan) is the largest city in the world with 38 million inhabitants. It is followed by Delhi (India) with 25 million inhabitants, Shanghai (China) with 23 million inhabitants and Mexico City (Mexico), Mumbai (India) and Sao Paulo (Brazil) – each with approximately 21 million inhabitants. It is estimated that Tokyo will be the second largest city in the world also in 2030.

• Several decades ago the majority of largest agglomerations in the world were located in the most developed regions of the world, however, at present the largest cities are mainly concentrated in the so-called countries of the South.

• Some of the cities in the recent years have experienced decrease in the number of population. These are predominantly cities in one of those Asian or European states that have stagnating or negative population indices.

**Suburban development in Colorado Springs.**



http://en.wikipedia.org/wiki/File:Suburbia_by_David_Shankbone.jpg

# Shortcomings linked with Urbanisation

| | | |
|---|---|---|
| COMPLICATED **SYSTEM OF TRANSPORT** (TRAFFIC JAMS, LONG TIME SPENT TRAVELLING, DIFFICULTIES IN FINDING PARKING SPACE, PUBLIC TRANSPORT) | LARGE VOLUMES OF **WASTE** AND COMPLICATED WASTE MANAGEMENT | RESTRICTED OPPORTUNITIES TO FIND **QUALITY HOUSING** (ACCESSIBILITY OF LOCATION, CONSTRUCTION MATERIALS) |
| **AIR POLLUTION** | **UNEMPLOYMENT** | MORE COMPLICATED ACCESS TO **QUALITY**, **NATURAL FOOD** |
| LONG DISTANCE TO **GREEN ZONES** – PARKS, FORESTS | HIGH **CRIME** RATE | |

## TOPIC

**The Value of Money in Different Cultures**

## RESOURCES

Support material "The Value of Money in Different Cultures"

## DESCRIPTION

1.  The moderator discusses with participants the meaning and value of money in contemporary society (money and possibilities; money and materials (house, car, clothes, etc.) and immaterial benefits (love, health, peace, happiness); the amount of money and richness; money and power; money and injustice, etc.)

2.  The moderator invites to reflect on and pay attention to different opinions and attitudes towards money among the participants of the activity. The moderator invites the participants to share their thoughts, whether and how opinions and attitudes differ among family members of different age, representatives of different vocations, people living in cities and in rural areas.

3.  The moderator invites to continue the exchange of opinion, paying attention to differences between various countries, various cultures. The moderator asks the participants to read a quote by Marshal D. Sahlins and define their own position. The participants fill out individually the support material "The Value of Money in Different Cultures".

4.  The moderator puts on the walls of the class-room sheets of paper with words "yes", "partially", "no" written on them, and invites the participants to stand in the respective place in accordance with their opinions. After that the moderator invites the representatives of each opinion to speak and to justify their choice.

5.  Questions for the final discussion:

    – What does, to your mind, the author understand with the word "West"? And "the rest of the world"?

    – Does your country, in the context of this quote, belong to the West or to the rest of the world?

    – What are the values that this quote makes to think of?

    – What are the main differences between the attitude of the inhabitants of the developed Western states and the rest of the world towards money, life, what is seen as valuable?

    – Does the history, religion, and traditions of the state leave an impact upon the development of these attitudes?

# The Value of Money in Different Cultures

Words to be used:

| inequality |
| meaning of life |
| responsibility |
| money |
| experience |
| religion |
| together |
| fair |
| much |
| little |
| value |
| riches |
| sufficient |
| cooperation |
| enough |
| developed countries |
| poverty |
| history |

„Money in the West has the same meaning as relatives in the rest of the world."

Antropologist Marshal D. Sahlins

Choose, whether you agree, partially agree or disagree with Marshal D. Sahlins' words and justify your opinion. In writing your opinion use at least 3 of the following words.

| YES, I agree, | I agree PARTIALY, | NO, I disagree, |
|---|---|---|
| because … | because, on the one hand … | because … |
|  | and on the other hand … |  |

## TOPIC

**Food Crisis**

## RESOURCES

Support material "Niger"

Support material "Wantala's Story"

Support material "Food Crisis in Niger"

Support material "The Support of the International Community in the Situation of Food Crisis"

## DESCRIPTION

1. The participants locate Niger on the map, familiarize themselves with the basic information on Niger from the support material "Niger".

2. Questions for discussion:

   – What is the population of Niger?

   – What is the average life expectancy?

   – What are the nature conditions like?

   – What could be reasons, why the state takes the last place in the UN Human Development Index – No.187?

3. Preparing for the role–play "Assistance to nomads in Niger, affected by the food crisis".

   There are three roles – a representative of Wantala family, a volunteer from a non–governmental organisation and an employee of an international aid organisation. Each participant receives the description of one role.

   – The representative of Wantala family familiarizes himself or herself with the support material "Wantala's Story". Gets ready to explain the situation that the family is in and what kind of support it needs.

   – The volunteer from the non–governmental organisation familiarizes himself or herself with the support material "Food Crisis in Niger". Gets ready to elaborate proposals for decreasing famine in Niger.

   – The employee of the international aid organisation familiarizes himself or herself with the support material "The Support of the International Community in the Situation of Food Crisis". Gets ready to decide what kind of assistance should be provided to nomads' families in Niger, who suffer from famine.

## SOURCES

UN World Food Programme homepage, **http://www.wfp.org/countries/niger**
UN Human Development Report (2013), **http://hdr.undp.org/sites/default/files/hdr2013_en_summary.pdf**
US government agency homepage, **https://www.cia.gov/library/publications/the-world-factbook/geos/ng.html**
CNSNews homepage, **http://cnsnews.com/news/article/sale-niger-nomads-last-camel-sign-hunger**

## TOPIC

**Food Crisis**

## RESOURCES

Support material
  "Niger"

Support material
  "Wantala's Story"

Support material
  "Food Crisis in Niger"

Support material
  "The Support of the
  International Community in
  the Situation of Food Crisis"

## DESCRIPTION

4.  The role–play.

    – The participants are split into groups of three – the
    representative of Wantala family, the volunteer of the
    non–governmental organisation and the employee of the
    international aid organisation.

    – The representative of Wantala family presents his role.

    – The volunteer presents his role.

    – The employee of the international aid organisation presents
    his role.

    – The moderator invites the employees of the international
    aid organisation from each group to announce the decision
    that has been adopted on the kind of assistance the nomads'
    families in Nigeria suffering from famine need.

5.  Questions for discussion:

    – What do the adopted decisions reveal?

    – Do the adopted decisions help to reduce the problem of
    famine in the long–term?

    – Do the adopted decisions help to preserve the traditional life–
    style of nomads?

## SOURCES

UN World Food Programme homepage, **http://www.wfp.org/countries/niger**
UN Human Development Report (2013), **http://hdr.undp.org/sites/default/files/hdr2013_en_summary.pdf**
US government agency homepage, **https://www.cia.gov/library/publications/the-world-factbook/geos/ng.html**
CNSNews homepage, **http://cnsnews.com/news/article/sale-niger-nomads-last-camel-sign-hunger**
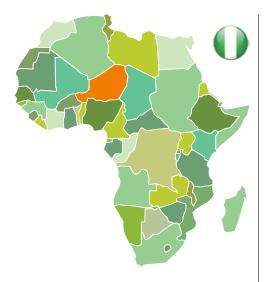
# Niger

| | |
|---|---|
| **Official name:** | the Republic of Niger |
| **Capital:** | Niamey |
| **Population:** | 17.5 million (2014) |
| **Languages:** | French (official language), Hausa, Djerma |
| **Religions:** | Islam, local religions |
| **Territory:** | 1.27 million km² |

**Average life expectancy:**
54 years for men, 56 years for women (2014)

**UN Human Development Index:**
Last place – No. 187 (2013)

**Nature conditions:**
Very hot climate, the rainy season lasts for three months – from June to August. Four–fifths of the territory is desert, one–fifth – savannah, which is suitable for restricted agricultural activities.

**Lack of rain and encroaching desertification are threatening food supplies in Niger.**

Source of photo: http://www.theguardian.com/global-development/gallery/2012/jun/01/niger-emergency-food-in-pictures#img-1

Photographer: Rein Skullerud/WFP

# Wantala's Story

You are a representative of Wantala's family. Your task is to describe the situation the family is in and the kind of support that the family needs. Use the following words in your narrative:

- A nomad
- Respect in community
- Unprecedented drought
- Debt
- Medicines, clothes
- The last camel

Wantala is a nomad in Niger. Nomads are cattle breeders, they move from one place to another, searching for pastures. The whole life of nomads is linked with cattle – they settle their disputes through cattle, they pay for the bride with cattle, they leave cattle as the inheritance. Cattle are the foundation for nomads' life – they provide means for living, reflect the value of a nomad and ensure respect in the community.

A couple of years ago Wantala was a proud and a well–to–do nomad, he had a herd of goats, cows and camels, which fully provided for the family – giving milk, meat and money from selling cattle.

The recent years have been very difficult for Wantala's family.

Two years ago an unprecedented drought began, there was not enough precipitation in the rainy season, harsh desert winds were blowing, the cattle could find no shelter, it was impossible to provide grass, and thus, a half of the herd had to be liquidated. Wantala borrowed money to renew the herd. However, the next rainy season did not bring the expected either, the drought was cruel. They had to decrease the herd to the critical limit. The debt grew. Because of poor harvest the food prices are growing. Some remaining cattle no longer can feed Wantala's family; they lack money to buy food, medicines and clothes.

Wantala has come to the market to do the unthinkable – to sell his last camel. Selling his last camel would mean to Wantala not only a total ruin and the fact that the family is starving, but also the loss of self–esteem. Wantala says: "Some are laughing at me, because I am poor now, I am no longer a respected man, I am no longer a nomad." In the market, others, who are also starving, are forced to sell their cattle, thus losing the milk that the cattle give to the family, but thus gaining little money to feed their families.

# Food Crisis in Niger

Niger is located in the Sahel zone. Sahel is one of the poorest regions in the world. Since 2000, due to unprecedented drought, it has been hit by four food crises, when famine affected the whole region. In 2012 a serious food crisis arose, which threatens the survival of a whole generation of children. Children in eight countries of the Sahel region – Burkina Faso, Chad, Mali, Mauritania, Cameroon, Niger and Senegal are subject to the threat of starvation, their chances of survival are scant.

In Niger the majority of inhabitants are engaged in agriculture, earning a small income. Harvests in Niger are becoming poorer and poorer, land is not properly fertilised, farmers rely only upon precipitation. Due to prolonged drought food is becoming more and more expensive, the high prices of food are also caused by the policy of the neighbouring state – Nigeria and by market profiteering. Drought caused devastation for nomadic families, for whom cattle breeding is the main source of survival, but also – the foundation of their life style. Liquidation of herds and lack of pastures to many nomads mean the onset of starvation and loss of their ancient traditions.

Regional insecurity and conflicts in the neighbouring states – the military crisis in Mali, conflicts in Nigeria cause an influx of refugees and population growth in Niger, which is already unable to feed its own inhabitants.

The international community helps to reduce famine in Niger – food parcels are handed out to families with children, to very poor families and refugees. However, this aid is insufficient. UN is of the opinion that because of famine the survival of children is under threat.

## TASK OF ROLE-PLAY

You are a volunteer from a non–governmental organisation, who has come to explore the situation in Niger. Your task is to prepare proposals for decreasing famine in Niger and helping the nomads.

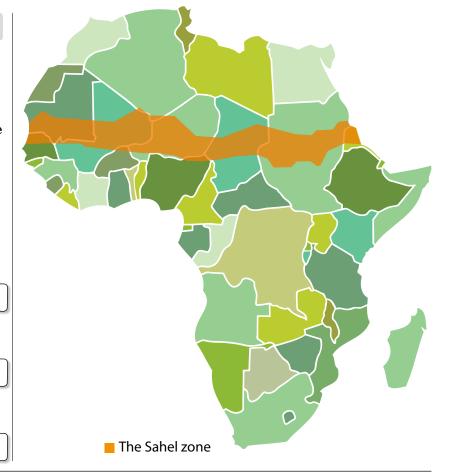Use the following words in your narrative:

- The Sahel zone
- Food crisis
- Nomadic life style
- Survival of children
- Agriculture
- Refugees

■ The Sahel zone

# The Support of the International Community in the Situation of Food Crisis

UN World Food Programme is the major global food aid organisations, its aim is to decrease famine and promote food safety around the world. The World Food Programme acknowledges that the problem of famine can be solved.

In 2013 the World Food Programme provided food to 97 million people in 80 countries of the world. Since the military conflicts in 2013 the World Food Programme in Niger provides support mainly to refugees, to decrease starvation and problems caused by inadequate food. The most effective measures implemented by the World Food Programme to decrease the food crisis have been supplying food to people in emergency situations, providing food to pregnant and breast–feeding women, as well as to children below the age of two, providing free catering at schools, supporting small farmers, distribution of food in return for studies (women are handed out food, if they attend courses and learn skills that could help earn a living), issuing food vouchers to poor families. The food for these deliveries is ensured from the local production. Likewise, handing out of food before the famine season is also practiced. Currently there is no special programme for supporting nomads in Niger to decrease famine.

Various NGOs and other activists operate in the Sahel region and in Niger, which has been affected by the food crisis. The most successful projects implemented by these organisations: making gardens at the nomads' children's schools, installing drip–irrigation systems, teaching crafts so that the products could be sold, providing agricultural knowledge on composting, growing various crops, education on sanitary matters, health, budget planning, etc.

## TASK OF ROLE-PLAY

You are an employee of an international aid organisation. Your task is to decide, what kind of assistance should be provided to nomadic families in Niger, who suffer from famine. To do that, listen to the stories told by Wantala and the volunteer, ask them questions.

In taking the decisions, assess:

- What is the situation in the Sahel region?
- In what way does the famine threaten nomads' lives?
- What is already being done to decrease the famine?
- How to involve local people in decreasing the famine?
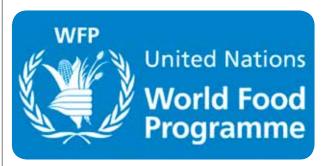- What should be dome to preserve the traditional life–style of nomads?

Catering in schools

Serving out food in exchange for learning

Support to refugees

Food for pregnant women, infants



**UN World Food Programme actions for reducing famine**

Support to small farmers

Food supply before famine season

Food coupons for vulnerable families

Educating governments

## TOPIC

**Food Safety**

## DESCRIPTION

1. The participants familiarize themselves with the concept of "food safety" in the support material "Food Safety". The moderator invites them to depict the concept in a graph. Encourages to use symbols, drawings in depicting the concept to explain the meaning of it.



Food is actually available to people

Food is regularly available

**FOOD SAFETY**

Food is affordable

Food is nutrient- rich

## RESOURCES

Support material "Food Safety"

Support material "A Family's Weekly Menu"

2. Discusses the four dimension of the concept – physical accessibility of food; financial accessibility of food; food is accessible regularly; accessibility of safe and nutritious food.

3. The participants familiarize themselves with the information about Peter Menzel's and Faith D'Aluisio's project "Hungry Planet" included in the support material "A Family's Weekly Menu".

4. Work with the support material "A Family's Weekly Menu". Participants study the photo of Aboukakar family from Chad.

5. Questions for discussion:

   – How many members are there in the family? How many adults, how many children?
   – Which nutrients dominate in the family's menu? Which nutrients are lacking to ensure healthy and active life?
   – What are the reasons that have caused this situation – that the food safety for the family portrayed in the photo is insufficient?
   – What does the international community do to decrease situations like this?
   – What would you like to wish to people in the picture?

## SOURCES

Homepage of the UN World Food Programme **http://www.wfp.org/**
Homepage of the UN Food and Agriculture Organisation **http://www.fao.org/home/en/**
Hungry Planet **http://time.com/8515/hungry–planet–what–the–world–eats/**

# Food Safety



Poverty, diseases, limited education — **1800** kCal/per day

Healthy and productive society — **2100** kCal/per day

**1** in **7** people are **HUNGRY**

**1/3** of food is **WASTED**

**Food safety** means that a person regularly has physically and financially accessible sufficient, safe and nutritious food to ensure active and healthy life.

The UN World Food programme provides that to ensure **active, healthy life**, the average daily calorie intake should be 2100 kilocalories,

The UN Food and Agriculture Organisation provides that **insufficient food** means that a person consumes less than **1800 kilocalories** per day, which is the necessary minimum for healthy and active life style.

Globally approximately 842 million people do not have access to sufficient, nutritious and healthy food. This means that **one out of eight people on this planet is suffering from starvation.**

# A Family's Weekly Menu

Peter Menzel, a photojournalist, and Faith D'Alusio, a TV producer and journalist, from the Unites States travelled the world and documented the eating habits of people. As part of the project "Hungry Planet" they documented 30 families from various parts of the world and took photos of the food that the family consumed within a week.

**Chad. Aboubakar family in a refugee camp.**
The weekly expenditure for food makes up $1.23.
Favourite dish – soup with fresh mutton.



Photographer: Peter Menzel
Source of photo: http://time.com/

## TOPIC

**The Challenges of Global Cities – Slums**

## RESOURCES

Support material "Information and Facts about Slums"

Support material "Meeting Monica"

## DESCRIPTION

1. The participants familiarize themselves with information about slums in the world. Support material "Information and Facts about Slums".

2. Questions for discussion:
   – What is the connection between the growing number of inhabitants in the cities and slums?
   – Why is the issue of slums today relevant in particular for developing countries?
   – What are the main problems that affect the lives of slum dwellers?
   – What are the positive sides to living in slums? Give concrete examples, on the basis of information about the most well known slums of the world.
   – What could be the possible solutions for improving the living conditions in slums? What could the inhabitants of these regions, governments of the states, international organisations, representatives of other countries do to improve the living conditions in the slums?

3. The moderator presents to the participants the project "Slum stories" of the international organisation Amnesty International and its homepage www.slumstories.org, which offers a collection of short video films, where slum dwellers from different cities of the world tell about their everyday life. The moderator suggests watching the story of Monica, who lives in a favela of Rio de Janeiro (Brazil).

4. After watching the video the moderator asks the participants to answer individually to questions about Monica. Support material "Meeting Monica". After that answers to some of the questions are discussed in group.



## SOURCES

UN programme HABITAT, **www.unhabitat.org**

Amnesty International project and website "Slum Stories", **www.slumstories.org**

**http://www.slumstories.org/episode/clearing–slums–rio**

# Information and Facts about Slums

For the first time in history **the majority (more than a half) of global population lives in urban territories, cities.** Even though the city life gives a number of advantages, fast increase in the number of inhabitants also causes a number of problems. **One of the most relevant problems is the growing urban poverty and unequal opportunities and living conditions for various groups of city inhabitants.**

With the increasing number of population, the so–called slums are also growing fast. The slums are such neighbourhoods, regions in cities, where the inhabitants are not ensured appropriate living conditions – safe and healthy living environment.** Even though the slums in different parts of the world differ, they are usually overpopulated, polluted, comparatively dangerous and unsafe, likewise, some services and things, which are linked to basic needs of people, often are not available there, for example, clean water, electricity.

In the 19th century and at the beginning of the 20th century slums were widespread in the cities of the US and Europe. Beginning with the mid–20th century slums are mainly associated with the developing countries.

In 2012 863 million people lived in slums. This means that approximately 1/7 of global inhabitants lack secure and adequate living environment. Even though slums are found also in developed countries, 90 % of all slums are found in developing countries, especially in the region of Africa and Asia (for example, 72% of city dwellers in the region of Sub–Saharan Africa live in slums).

According to the definition of the UN programme HABITAT **housing may be considered as slum if it fails to provide for the following needs:**

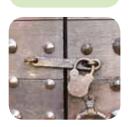| | | | | |
|---|---|---|---|---|
| **It is solid and built from materials** that protect from extreme climate conditions (strong rain, heat, cold, etc.) | **It has enough space** – one room is not shared by more than three people; | Easy **access to clean water**, which is available in sufficient amount and for an affordable price; | Access to appropriate **sanitary facilities** – private or public toilet, which is shared with a small number of people. | Security linked with the right to own property – the housing can be rented or acquired in possession, thus **protecting from forced eviction**. |

## THE MOST WELL KNOWN SLUMS



Photographer: Mike Hutchings from Reuters
Source of photo: www.timeslive.co.za

**Khayelitsha, Cape Town, the Republic of South Africa**
400 000 inhabitants
40% younger than 19



Photographer: Colin Crowley
Source of photo: http://en.wikipedia.org/wiki/Kibera

**Kibera, Nairobi, Kenya**
Approximately 1 million inhabitants
The largest slum region in Africa



Photographer: Jonas Bendiksen
Source of photo: http://ngm.nationalgeographic.com

**Dharavi, Mumbai, India**
Approximately 1 million inhabitants
Densely populated – 1 million inhabitants live in a territory of 2.6 km$^2$ (formerly – a swamp)
Located in the very centre of Mumbai



Source of photo: www.geo.tv

**Orangi Village, Karachi, Pakistan**
1.5 million inhabitants
Comparatively less densely populated than other slums
13 official neighbourhoods, each has a council of its own
Renown for its flourishing cotton industry, as well as self–funded sewage system



Source of photo: http://thelifeintheslum.weebly.com

**Neza–Chalco–Itza, Mexico City, Mexico**
Approximately 4 million inhabitants
The largest slum region in the world
Unique as to the diversity of housing (illegal housing, former mansions, etc.)



Photographer: Bunlari Görün
Source of photo: http://fotodunya.org

**Rocinha Favela, Rio de Janeiro, Brazil**
The word "favela" is used to denote slums in Brazil
Approximately 70 000 inhabitants, the largest favela in Brazil
The majority of houses have adequate sanitary conditions; some houses have electricity; the most recent houses have been built from concrete blocks.
High crime rate and drug dealing.

# *My Home* – Favela Indiana

My name is Monica, I am 26. I come from Tijuca Rio de Janeiro, from favela Indiana. I am a lawyer. And today I'll show you my world. "Indiana" is the name of our community. People call it favela, but to make it sound less "cheap" we call it community. Now it is peaceful here, but we have suffered enough. Approximately two years ago the representatives of the local government came to visit us, together with other officials. They registered us and told us that the community would be moved. My mum told me that before I was born they had talked about moving every year. However, this was the first time that we felt – this was serious: we saw that they registered us and did not allow people to rebuild their houses. Therefore I think that this time it is really going to happen.

In the morning I get up between 9:00 and 9:30. I always start by checking my e–mails and reading, publications and information linked to proceedings. After that – while my mum prepares breakfast – I combine reading with eating, because my day is quite intense. The pace increases with every day. I don't think that I have enjoyed my childhood a lot – enjoying oneself, playing, because I started working at the age of 13. And I have not stopped since then. I study all the time, work, engage in training, to learn more and to be able to provide better conditions for my family. Thinking about my family, my greatest dream is to provide various opportunities to my nieces and nephews. Because life was difficult for my sister and me. My sister finished basic school and then left school. I was luckier – I got to the university, but then it became more difficult. I had to take care of home, of myself and help mum. After breakfast I grab my bag, get on the bus and leave.

*(Phones)*. The line does not work. My boyfriend. It seems that he has the sixth sense, sixth mind. He phones me every day, when I am on the bus. Yes, that's him again. *(Picks up the phone)*. You were cut off?

The greatest injustice that I have seen in connection with forced moving or eviction is that people would have to move to another part of Rio, where they would be isolated from social life and city life. The majority of people work in the centre of Rio. It would mean that they would have to spend 3 to 4 hours travelling to work, because the distance is big and traffic jams are possible. To me this situation seems very unfair.

I wanted to study law, because I like defending people best of all, and helping people close to me and trying to reduce inequality between the rich and the poor by using all means. And to show that it is written in our Constitution that we are all equal before law. I think this must be implemented in practice, it must be done.

Well, it was nice to spend time together with you, but now I must get down to work. Bye!

*The local government of Rio de Janeiro wants to move 119 favelas by the end of 2012. Indiana is one of these favelas. It is considered that all 420 families living in this favela are subject to risk, because during strong outpours of rain and flooding they would not receive any compensation for lost property. The families would be moved to new houses in other locations of Rio. This will be done within the framework of the programme "My House, My Life".*

The film by Patricia Maresch for the project "Slum Stories" of the international organisation Amnesty International – **http://www.slumstories.org/episode/clearing–slums–rio**

# Meet Monica

Source of photo: www.slumstories.org

## Monica

(26 years)
Rio de Janeiro,
Brazil

Describe everyday life in Monica's place of residence – favela Indiana:

What does Monica enjoy?

What difficulties does Monica and her family encounter living in favela?

What are the similarities in your life and the life of Monica? (views and values, everyday life, living environment, etc.)

What are the differences in your life and the life of Monica? (views and values, everyday life, living environment, etc.)

If Monica would come to your city, your home, what would surprise her?

What would you like to wish to Monica?

## TOPIC

**Conflicts and Security**

## RESOURCES

Support material
"Conflicts and Human
Security"

## DESCRIPTION

1. Participants fill out the 1st task in the support material "Conflicts and Human Security", discuss their answers. Correct answers – civilians made up 14% of the wounded and killed during the First World War, 67% on the Second World War, and 90% in conflicts since 1989.

2. Questions for discussion:

   – What do these numbers show? How has the nature of military conflicts changed in the course of history?

   – Why do increasingly more civilians at present suffer in armed conflicts?

3. The participants familiarize themselves with the concept of human security in the support material "Conflicts and Human Security"; discuss examples of various aspects of human security.

4. The moderator asks to name contemporary conflicts that had caused threats to civilians, discuss it.

5. Group–work, the 2nd task in the support material "Conflicts and Human Security".

## SOURCE

UN webpage on issues of human security **http://unocha.org/humansecurity**

# Conflicts and Human Security

## Task 1

**Link with appropriate numbers.**

**What percentage of the wounded and the killed were civilians?**

| | |
|---|---|
| First World War (1914 –1918) | 90% |
| Second World War (1939 –1945) | 67% |
| Conflicts since 1989 | 14% |

Source: http://www.oxfam.org.uk

**Civilians** – persons, who are not members of the armed forces

**Human security** – freedom from fear and freedom from poverty. Aspects of human security – economic security, health and food security, personal (physical) security, ecologic security, security of the community, political security. /UN/

Sloviansk, Eastern Ukraine, August 2014

## Task 2

**Study the pictures available in the media with civilians in the zones of conflict of today. Select one of the pictures and prepare a presentation, answering the following questions:**

1. Characterise the conflict – the place and time of the conflict, involved parties, the cause of the conflict.
2. Describe the objects, people that are seen in the picture, the atmosphere.
3. What might have happened before the picture was taken?
4. What would appear if the '"frame" of the photo was broadened?
5. What sounds do you here, if you "step into" the picture?
6. What scents (smells, aromas) can you feel?
7. What are people saying or thinking?
8. How will the events develop?
9. What kind of title would you give to this picture?
10. Which aspects of human security have been affected/ violated in this conflict?

Photographer: Christopher J. Miller
Source of photo: http://www.kyivpost.com

## TOPIC

**Accessibility of Education in the World**

## RESOURCES

Support material "Facts about Children, who do not Attend School"

Support material "Reasons for not Attending School"

## DESCRIPTION

1.  The participants familiarize themselves with the facts about children, who do not attend school. Support material "Facts about Children, who do not Attend School".

2.  The participants work in pairs and assess the similar and different reasons for not attending school in the world and in their own country. Support material "Reasons for not Attending School". The moderator encourages them to add to the list of reasons for not attending school.

3.  Each pair provides substantiation to one reason for not attending school. They note if it is similar or different in the world and their own country.

4.  Questions for the discussion

    – What are they main reasons for not attending school in your country? Why?
    – What are the main reasons for not attending school in the world? Why?
    – Which of the reasons for not attending school are similar in the world and in your country? Why?
    – What should be done to achieve that school–age children attend school?
    – Who is responsible for children attending school?

5.  The participants watch a film produced by UNESCO Institute for Statistics "57 million children out of school", http://www.youtube.com/watch?v=Ft5sDJG054w. The task – while watching the film make a note of one or two statistical data that characterise the reasons for not attending school in the world.

6.  Questions for discussions:

    – How many working children have no access to education? (Answer: 215 million)
    – How many child soldiers have no access to education? (Answer: 250 thousand)
    – How many children learn in one class in the Central African Republic? (Answer: 84)
    – What are other reasons for not attending school?
    – Which facts surprised you? Why?

## SOURCES

Fact Sheet of UNESCO Institute for Statistics on children who do not attend school (2014),
**http://www.uis.unesco.org/FactSheets/Documents/fs–28–out–of–school–children–en.pdf**
Video of UNESCO Institute for Statistics "57 million children out of school",
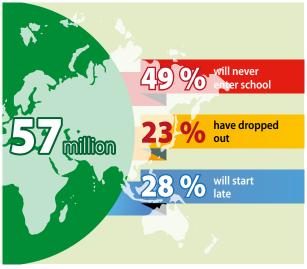**http://www.youtube.com/watch?v=Ft5sDJG054w**

# Facts about Children, who do not Attend School

Currently **57 million school–age children do not attend school.** Of these 49% have never attended school, 23% have ceased to attend school, 28% think that at some point they will start attending school. **Globally 1 out of every 10 school–age children does not attend school.**

Half of the children, who do not attend school (30 million), live in Sub–Saharan Africa.

Nigeria (8.7 million), Pakistan (5.4 million), Sudan (2.8 million), India (1.4 million), Indonesia (1.3 million), Niger (1 million) have the largest number of children, who do not attend school.

**About 1** in **10** children **are not in SCHOOL**

**57** million

**49 %** will never enter school

**23 %** have dropped out

**28 %** will start late

„Investment in education is fundamental to helping people move out of poverty."

**Andris Piebalgs**, former EU Commissioner for Development

# Reasons for not attending school

Mark the reasons for not attending school that are typical of your country, and which – globally, which are similar in your country and globally.

| | Reasons for not attending school | Your country | In the world | In your country and in the world |
|---|---|---|---|---|
| A | Lack of study aids | | | |
| B | Opinion that girls should not study | | | |
| C | Lack of teachers | | | |
| D | Lack of schools, they are inaccessibly far from places of residence | | | |
| E | Children are involved in military conflicts, become soldiers | | | |
| F | Disability, disease | | | |
| G | Girls are married young | | | |
| H | Girls become mothers in a young age | | | |
| I | Must work full day to earn a living | | | |
| J | Poverty | | | |
| K | Bullying at school, physical violence | | | |
| L | No interest, no wish to study | | | |
| M | Inability to progress at the same pace as the rest of the class | | | |
| N | Dependency problems | | | |
| O | Conflicts with classmates, teachers | | | |
| P | Friends drop out of school | | | |
| R | Unsuitable learning conditions – no sewage system, electricity, etc. … | | | |
| S | Another reason … | | | |

| TOPIC | DESCRIPTION |
|---|---|

**Values in Fairy-tales of Various Nations**

1. Participants work in groups – one half works in the group on Guinea, the other – on Myanmar. The participants of the group read the basic information about their country. Support material "Guinea" and support material "Myanmar".

2. The participants of "Guinea group" read the fairy–tale "The Snake and the Frog" and jointly provide answers to the questions:

   – Why did the Frog refuse to follow the Snake?
   – How did the Snake explain his bad reputation?
   – What did the Frog do to the boy?
   – What happened with both children in the evening?
   – What is the fairy–tale about?

### RESOURCES

Support material "Guinea"

Support material "The Snake and the Frog"

Support material "Myanmar"

Support material "Why the Eagle is Bald"

3. The participants of "Myanmar Group" read the fairy–tale "Why the Eagle became Bald" and jointly provide answers to the questions:

   – How did the Eagle feel upon seeing his reflection in the water?
   – What did the birds of forest do to help the Eagle?
   – How did the Eagle treat the birds after he head received help?
   – What did the angry birds do to the Eagle?
   – What is the fairy–tale about?

4. After reading the fairy–tale each group stages the fairy–tale and depicts it in characters. The terms for staging the fairy–tale:

   – The performance should reveal the nature of the main characters of the fairy–tale;
   – All members of the group should participate;
   – The performance should reveal the meaning of the fairy–tale.

5. Groups act out the fairy–tales. Each group explains the values that the fairy–tale teaches about.

6. Questions for concluding discussion:

   – What values does the fairy–tale speak about?

   – Are similar values found in fairy–tales, proverbs of other nations? Which ones?

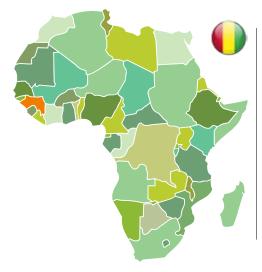   – What do the fairy–tales of different nations make you think about?

### SOURCES

Pieci labi draugi. Brīmumzeme. Pasaules tautu pasakas. Birmas tautu pasakas. Rīga, Liesma, 1984.
Trīs patiesības. Brīmumzeme. Pasaules tautu pasakas. Gvinejas-Bisau pasakas. Rīga, Liesma, 1983.

# Guinea

**Guinea** (officially – the Republic of Guinea) is a state in the northwest of Africa. The state borders with the shores of the Atlantic Ocean. The territory is covered in planes, located 300 – 400 m above the sea level. Rivers originate in the plateaus in the northwest of the country. People belonging to more than 24 ethnicities live in Guinea, the largest ethnicities being the Fulas, the Mandinka and the Soussou.

Based on a Guinea-Bissau fairy-tale

# The Snake and the Frog

QUESTIONS TO FACILITATE UNDERSTANDING OF THE TEXT

Why did the Frog refuse to join the Snake?

⬇

How did the Snake explain his notoriety?

⬇

What did the Frog do to the boy?

⬇

What happened with the children in the evening?

⬇

What is the fairy-tale about?

The Snake met the Frog and kindly invited her: "Dear sister, let's go for a swim."

"Ha! Where would I go with you?" the Frog objected. "Everybody is terrified of you. I do not wish in the least to share your notoriety."

"Ha! Notoriety," the Snake felt offended. "I am not the only one suffering from vicious gossip. People step on me themselves, and that's why I bite them…"

"It may well be so," the Frog answered, "but, nevertheless, everybody is saying bad things about you."

The Snake got angry. "Do you want to have them talking bad things about you too? Let's go to the river, where the children swim. I'll bite, but you will surface and listen to what people say. After that you will bite, but I'll surface and listen to what people are saying."

Then the Frog and the Snake went to the river. Children were merrily splashing away in the water. The snake dived into the water and bit a little girl. "Ouch," the girl cried, "something bit me!"

The children rushed to the shore, screaming. Then, all of a sudden, the Frog stuck its head above the water.

"It's only a Frog! Only a Frog! Don't be afraid! The Frog does no wrong!" the children shouted and then waded back into water.

"Now it is your turn," the Snake said.

The Frog quickly dived in and bit a boy.

"Ouch," the boy cried, "something bit me too!"

At the very same moment the Snake's head appeared above the water.

"A Snake! A Snake! Hurry up, out of the water!" the children screamed and were running away as fast they could.

In the evening the little girl, who had been bitten by the Snake, fell ill. But the boy, who had been painfully pinched by the Frog, was running around and was safe and sound.

"How come?" the villagers were surprised. "The boy was bitten by the Snake, but he is in good health? But the Frog… the Frog bit her, and the girl is ill! The Frog is more terrible than the Snake!"

"Well?" the Snake asked the Frog. "Did you hear what people were saying? Now you see how the gossip goes! You are only a Frog, but people will be afraid of you as of hellfire. My bite sometimes can be deathly, but today people say that I am not that dangerous at all."
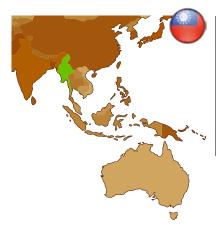
The gossip spares no one. So often the innocent turn the guilty in the eyes of people.

# Myanmar

**Myanmar** (officially – the Republic of the Union of Myanmar) is a state in the Southeast Asia. Myanmar is also known as Burma, as this country was called until 1989. Lowlands, enclosed by mountains, cover the territory of the state. A part of the Himalayan mountains juts into the northern part. People belonging to approximately 135 various ethnic groups live here, the largest ethnicities – the Bamar or Burmese, the Karen, the Shan, etc.

Burmese folk tale

# Why did the Eagle Turn Bald?

Once upon a time the Eagle was a gentle and peace-loving bird. He had thick, hard feathers, but not a single hair grew on his back. His head was bald and smooth as an egg. Once, seeing his reflection in the clear mirror of a lake, he became sad. He grumbled against the Gods, why had they left him with a bald head. The Eagle no longer ate, nor drank, and became weaker and weaker with every bygone day.

The birds of the forest took pity of the Eagle, and every bird plucked a feather out of his coat and gave it to the Eagle.

They brought so many feathers that there was not only enough for covering the Eagle's head, but also the body. Now the Eagle was the most beautiful bird in the forest, as he was the only one to boast of so many and colourful feathers. The Eagle looked at his reflection in the clear water of the lake and became proud. He took to flying from forest to forest, boasting everywhere about his magnificent colours and also laughing at other birds: "How ugly you are! How few feathers you have! No one even wants to look at you."

The Eagle became more arrogant and wilder with every day. Finally, a morning came when he declared himself to be the king of the birds, and said: "From now on all birds should call me King, and, trembling in deathly fear, should fulfil my every wish."

At that point the birds got furious, attacked the Eagle as a huge black cloud and plucked out all feathers that they had gifted to him, and also quite a lot of the Eagle's own ones.

Now the Eagle became even uglier than before. He had not only a bald head, but also a bald neck.

This is the way the Eagle lives now: with a bald neck and always furious. Whenever he sees any birds, he attacks them. Taking revenge for the plucked out feathers.

QUESTIONS TO FACILITATE UNDERSTANDING OF THE TEXT

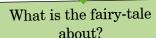How did the Eagle feel upon seeing his reflection in the water?

⬇

What did the birds of the forest do to help the Eagle?

⬇

How did the Eagle treat the birds after he had received help?

⬇

What did the angry birds do to the Eagle?

⬇

What is the fairy-tale about?

## TOPIC

**Diversity: Children's Toys in the World**

## RESOURCES

Support material "Gabriele Galimberti and his "Toys' Stories""

Support material "Children and the Stories of their Toys"

## DESCRIPTION

1.  The moderator informs that during this activity the participants will get acquainted with a photo story about the toys of children of the world. Support material "Gabriele Galimberti and his "Toys' Stories"" and "Children and the Stories of their Toys".

2.  The participants work in pairs or in small groups. Each group chooses one picture from the series of photos by Gabriele Galimberti "Toys' Stories" (accessible http://www.gabrielegalimberti.com/projects–2/toys–2/) and prepare a short presentation, in accordance with the questions included in the support material "Children and the Stories of their Toys". A sample photo in the support material "Gabriele Galimberti and his "Toys' Stories"".

3.  Questions for the final discussion:

    – What was the most surprising thing in the photos?

    – What were the similarities and differences in the photos?

    – What did you find most interesting in the stories prepared by other groups?

    – What is similar and what is different in the everyday lives, joys, sorrows and hopes for the future of the children of the world?



Photographer: Gabriele Galimberti
Source of photo: http//www.gabrielegalimberti.com

## SOURCE

Homepage of photographer Gabriele Galimberti **http://www.gabrielegalimberti.com**
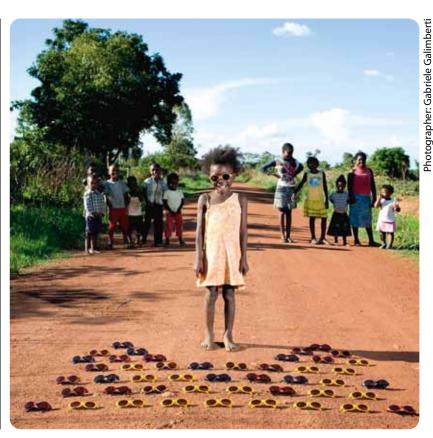
# Gabriele Galimberti
# and his "Toys' Stories"

The author of the photo series "Toys' Stories" is Italian Gabriele Galimberti. In his everyday life he works as a commercial photographer, but now and then he goes on long trips to document people all over the world. During these travels he has created series on the grannies of the countries of the world and the food they cook, on local festivities and the human feeling of happiness in various corners of the world, as well as on many other topics.

G.Galimberti's best known work is **a series of photos "Toys' Stories", where children from 50 countries have sat for their portraits with their toys**. The photos were taken during the 18–month long voyage. The photographer recalls: "The children of more prosperous family had very possessive attitude towards their toys. At the beginning they did not allow me to touch them. Long time was needed, before we started playing together. It was much more simple in poorer countries. In Africa children mainly play with their friends outdoors. In creating these photos I got to know much more about the parents, in fact, than about the children."

## MAUDY FROM ZAMBIA AND HER TOYS

Maudy lives in an African country – Zambia, in a small village not far from Kalulushi town. She is friends with other children of the village, together with whom Maudy goes to school and plays. There are no shops, restaurants, nor hotels in the village. Only some of the children have toys of their own. Once Maudy and her friends found a box on a street, filled with sunglasses. Now these sunglasses are their favourite toys.



Photographer: Gabriele Galimberti
Source of photo: http://www.gabrielegalimberti.com

## SOURCE

Photos available on the homepage of G.Galimberti **http://www.gabrielegalimberti.com/projects–2/toys–2/#**

# Children and the Stories of their Toys

## Task

1. Familiarize yourselves with the series of photos by Italian photographer Gabriele Galimberti "Toys' Stories" and choose one photo to continue work. Photos are accessible on the homepage http://www.gabrielegalimberti.com/projects–2/toys–2/#

2. Explain, why you selected this particular photo.
3. Show on the map the country of the child, who is depicted in the photo.
4. Present the information available on the homepage about the child and his or her toys.

## Creative task

Cut and glue together a dice. Write the questions given below on its sides. Try to imagine the life of a child in the photo. Answer these questions, using the dice.

**What is the name of the child and which country s/he is from?**

**What could his/ her family be like?**

**What does s/ he do in everyday life?**

**What is s/he happy and sad about?**

**What s/ he would like to become as a grown–up?**

**What would you give him/ her as a birthday present? Why?**

# A Globalizing World – an elective course for upper secondary schools in Estonia

In this section of the GUIDE we offer global education materials developed by our partners in the project "Global Dimension in Social Sciences Subjects in formal education" – NGO Mondo (Estonia).

The Estonian national curriculum for upper secondary schools contains a 35 hour elective course called "*The Globalizing World*". Within the project "*Global Education in Social Sciences Subjects*", NGO Mondo's Global Education Centre has worked together with geography and social studies' teachers and specialists in the field to create a course material, which:

- provides an opportunity for students' active participation in the study process and their conscious and creative use of the material;
- corresponds to the students' interests;
- uses various forms of active study methods;
- transforms the role of the teacher from knowledge provider to adviser in the joint study process.

The course gives background information about global challenges, helps understand our connectedness with the rest of the world, and to find solutions to current problems. The topics vary from population processes (population growth, multicultural societies, armed conflicts) to poverty and development issues, and from economic production and consumption to global environment problems (climate change, pollution etc.).

The course material **consists of 4 thematic blocks and 25 sub-themes.** Each sub-theme is accompanied by background material of the key issues and a compilation of exercises and ideas on how to discuss the topic with the students. The material affords the opportunity to decide on the precise content of the course in co-operation with the students, according to their interests and the methods best suited for a particular class.

In order to help the Russian-language teachers and students to understand the complicated global themes the material has also been translated into Russian. Both Estonian- and Russian-language versions are available at www.maailmakool.ee webpage.

In this guide we briefly introduce a couple of selected themes from the material. Note that the aim has not been to develop new exercises but to compile already existing methods and materials into the developed course format.

The role-play "One Euro a Day" is from the material "Afghanistan and MDGs" developed by Lukas Zajak and Andrei Návojský (People in Peril). Exercises on Water are from "Youth of the World" material developed by Indre Augutiene, Zina Baltreniene, Evelina Revuckaite, Johanna Helin and Irma Mets. Background texts on conflicts is based on global.finland.fi materials edited and updated by Irita Raismaa. Background on poverty is based on the previous version of the "Globalising World" material written by Annika Kool.



**The team of *Mondo***
Veronika Svištš (on the left) and
Johanna Helin

## STUDY GOALS:

The student knows the main sources of conflict and understands the nature of current wars; the student knows the international methods for trying to prevent and resolve wars; the student knows how to work with the map and how to express their opinions.

## STUDY ACTIVITY PLAN:

**Warm–up:** opinions about war

**Variations:** exercises with the map and nuclear states

**Consolidation:** Discussion: are we living in a safer or a more dangerous world today?

# Armed Conflicts

### Exercise 1:

## Opinions about war

### Writing exercise

Divide the paper into two columns: write into one of them in the beginning of the workshop the ideas the students get of wars and conflicts. Return to the paper at the end of the workshop, and students write what they have learned from it.

Discuss together, for example, the following themes:
– What is a modern war like?
– What are the reasons for wars?
– What are the rules for wars?
– What are war crimes?
– What is genocide? Where and when have genocides taken place?
– How does war influence children? Why are children recruited in armies? What impact does that leave on children?
– How does war influence refugees, economy?
– How do media portray wars?
– Which ecological effects do modern wars have?
– How do relief organizations work in war zones?
– What attempts are made to prevent and resolve conflicts?

### Exercise 2:

### Map exercise

Give each student or groups of students blank maps, where they mark places where there is a war or has been a war recently. Discuss parties to conflicts as well as reasons.

Acquaint students with the map containing current conflicts: http://www.cfr.org/

Discuss together:
1. Which crises were familiar to the students? Why?
2. Which crisis was the closest to your country? How dangerous do you think it is?
3. Which parts of the world have the most crises? Why there?
4. Which crises may expand?
5. Who and how could intervene and end these conflicts?

## SOURCES

Council of Foreign Relations, map of main current conflicts
**http://www.cfr.org/global/global-conflict-tracker/p32137#!/**

**Exercise 3:**

## Nuclear states

Continue with the map exercise. Next ask the students to mark all nuclear states on the map (=states that have a nuclear bomb).
1. Which states are nuclear states? What is their role in international relationships?
2. How to restrain nuclear weapon states? Which nuclear state do you consider the most dangerous?

**Exercise 4:**

**Discussion:**
**Are we living in a safer or a more dangerous world?**

– Do you agree with the answer given to the Estonian journalist Kaarel Kaas by the UN General Secretary during his visit to Estonia in 2013?

**Kaarel Kaas: "If you think back to the cold war times do we now live in a safer or a more dangerous world?"**



Photographer: James Leynse

23 September, 2011 – New York UN Secretary–General Ban Ki–moon at the Conference on Facilitating the Entry into Force of the Comprehensive Nuclear–Test–Ban Treaty.

**Ban Ki–moon**: "The world today is much more complicated than before. The globalization process is ongoing, the number of independent states has increased, the scientific developments and technology influence the population of the whole world.

Unfortunately, the problem is lack of tolerance. We bear witness to more widespread conflict and tension in the whole world. There are more than 120,000 peacekeepers employed in the ranks of the UN in 15 different missions across the world. This number is at an all time high.

There is the danger that the fruit of scientific development and the wide spread of information can sometimes mean those fruit end up with armed groups and terrorists. And that chance should make us really pay attention."

**SOURCES**

Map of nuclear states: **https://maps.google.com** (Google search: world nuclear states.)
Source of the interview (in Estonian): **http://www.diplomaatia.ee/artikkel/ban–ki–moon–tanapaeva–maail-ma–probleemiks–on–vahene–sallivus/** 15.06 2014.

## The changed nature of wars and conflicts

After the cold war, most of the armed conflicts have been intra–state, not inter–state. There have been four inter–state armed conflicts in years 2000–2010, while there have been 31 instances of intra–state civil wars. In case of intra–state conflicts, ten were territorial conflicts and 21 conflicts concerned political power.

Since more and more armed conflicts are intra–state, the sides of the conflict have also changed. It is no longer a case of a stand–off between two armies. There are usually more than two armies combating one another and their constitution is in a state of flux. The proportion of private armies and militant groups has also increased. In many cases the combating groups resemble gangs of hooligans rather than a regular army.

Instead of traditional fronts the battles have become local and the civilians haven't always been evacuated from battlefields, either because it hasn't been possible or desirable. According to international statistics, the proportion of civilian casualties out of all the casualties in conflicts was roughly 80% at the end of 1990s, while this figure was just 15–20% in the beginning of the 1990s. For example, the majority of more than a thousand Palestinian casualties in the 2009 Gaza conflict were civilians.

## It is economically profitable for the troops to fight

The changed nature of armed conflicts is also described by the fact that the methods previously used by the terrorists are now also used in warfare. The news of car bombs or suicide terrorists reaches us from Afghanistan, Iraq, as well as from Israel. The soldiers in these conflicts consider the civilian population almost as great a risk as the soldiers of the opposing side.

The changed nature of conflicts is also evident in their funding – in addition to budgetary means other sources of funding are also used, from foreign money transfers to looting the civilian population, illegal trade in diamonds and illicit trafficking of narcotics. The rise in criminal activity is a by–product of conflicts, which makes it more difficult to solve the conflict as well as to monitor it, as it is often economically profitable for the sides of the conflict to engage in combat.

There have been attempts to reduce the connections between conflicts and the economy in the recent years. For example, a set of guidelines has been worked out to avoid the illegal trade in diamonds; the responsibility of the electronics industry in connection to the role of raw material in the outbreaks of conflicts is also a current topic.

**SOURCES**

http://www.diplomaatia.ee/artikkel/ban-ki-moon-tanapaeva-maailma-probleemiks-on-vahene-sallivus/
(15.06 2014)

## Resource wars are conducted over and with natural resources

The so–called resource wars, where the emphasis is on international or national economic interests, became more common after the cold war. The cause of wars and conflicts are rare and valuable natural resources, such as diamonds and other precious stones, oil, gas, precious timber, precious metals and other valuable metals, such as coltan, which, for example, is used in mobile phones. Resource wars have taken place and are taking place, for example, in the Democratic Republic of Congo, Sudan, Nigeria, Burma, Afghanistan and Colombia.

Although resource wars are taking place in different parts of the world, they have a lot in common. There is a war economy developing in conflict areas, which may turn a profit for both parties of the conflict. Conflict resolution is complicated, as to continue the conflict is economically more profitable than achieving peace, for both parties. If, before, wars were seen as a continuation of politics, it can now be said that it is a question of keeping the war going for the benefit of economy.

## Control over arms trade is faulty

Even though arms trade is a regulated activity, it does not mean that the arms are sold only to governments. It is difficult to control arms dealers and re–selling of arms to third countries, especially considering that some states do not publish their statistics of arms export. Some states do not care where the arms and military equipment that they sell ends up and some attempt to boost their weak economy with profit from arms sales. For example, China, Russia and Ukraine are the states, which have had to endure a great deal of international criticism for their sale of arms.

Arms have also been passed on to parties of armed conflicts willingly, as a part of political support. This was predominantly the case during the cold war, when the United States and the Soviet Union supplied arms to the allied developing countries. For example, the CIA delivered arms to Afghanistan's Taliban in the 1980s, when the Soviet Union invaded the country. Later, the Taliban fighters used the same arms in their own country when fighting against other groupings in Afghanistan.

Photographer: Andrya Hill. Source of photo: http://commons.wikimedia.org/



**Air assault debris.**

## Terrorism

Terrorism has been seen as a new form of war, especially after the terror attacks in the United States on 11 September 2001. As a result of this, terror attacks have been added to the USA's list of perils. As a phenomenon, terrorism is nothing new. Before, terrorism was most often employed in intra–national political struggles. The Red Brigades in Italy and the Red Army Faction in Germany were known terrorist groupings active in the 1970s.

The purpose of terrorism is to cause fear and chaos. The purpose of terror attacks is not to destroy the place under attack, but the purposes are more abstract – rather making a stand against capitalism or punishing the infidels. So the purpose behind destroying the World Trade Centre was to show the vulnerability of global capitalism. Osama bin Laden referred to this after the attack on World Trade Centre, stating that the 9/11 attack was not aimed against women and children, but that the real targets were America's icons of military and economic power.

## Increased control over media

In addition to humanitarian organizations, the work of journalists in conflict areas is also more difficult. Sometimes the reporters are not even allowed to observe the battles (for example, in the Second Chechen War and during the Israeli strike in Gaza). Even if the journalists are allowed into conflict areas, their activities are being monitored and they are not allowed to move about without an escort. Generally, the monitoring of reporters is said to be done in order to guarantee safety, although, mostly they wish to influence the information available to journalists, and from where and from whom they get it.

The portrayal of the parties to the conflict in the media makes a great difference to them. It can even be said that some of the battles take place in the media. One example of the importance of media is the conflict between Georgia and Russia, where both states employed European public relations companies for shaping their reputation. Also the recent developments between Ukraine and Russia can partly be considered to be a media war.



**A mortar round is prepared for disposal at a safe blast site.**

Author: NATO Training Mission–Afghanistan.
Source of photo: http://commons.wikimedia.org/

Students know the main indicators of poverty and understand the reasons for poverty; know that poverty is relative and not only material; know how to work in a group and actively participate in class; know how to use a map.

**Warm-up:** work with the map

**Variations:** role-play "One euro a day" and/or Hans Rosling's lecture and Gapminder

**Consolidation:** Discussion on poverty and human development

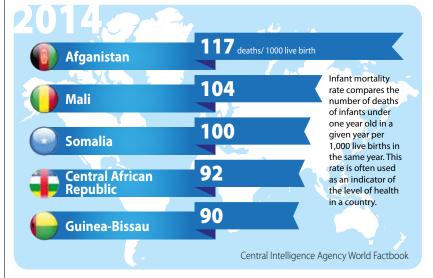# Development and Poverty

**Exercise 1:**

### Map exercise

Brainstorm to begin with: introduce the topic to students by saying that if something develops, it grows and becomes stronger. Ask the students, in groups of three, to think of ways for states to develop. What is the difference between less developed and the developed countries? Write all the answers on the board. Next ask the students to divide the countries of the world into industrial states and developing states and then further divide the developing states according to various levels of development (DAC list of ODA recipients http://www.oecd.org/development/stats/daclistofodarecipients.htm). Students are to mark various indicators characterizing developing states on slips of paper (life expectancy, child mortality rate, growth of population, use of electricity, etc.) and place the slips onto the map of the world. Statistics about the states can be found of the UNICEF's webpage: http://www.unicef.org

### Statistics on child mortality 2014



| | deaths/ 1000 live birth |
|---|---|
| Afganistan | **117** |
| Mali | **104** |
| Somalia | **100** |
| Central African Republic | **92** |
| Guinea-Bissau | **90** |

Infant mortality rate compares the number of deaths of infants under one year old in a given year per 1,000 live births in the same year. This rate is often used as an indicator of the level of health in a country.

Central Intelligence Agency World Factbook

Homepage of UNICEF **http://www.unicef.org/statistics/index_countrystats.html**

**Central Intelligence World Factbook**

**https://www.cia.gov/library/publications/the–world–factbook/rankorder/2091rank.html?countryname=Afghanistan&countrycode=af&regionCode=sas&rank=1#af**

## One Euro a day

at least 45 minutes

MEANS:
exercise worksheets 1–4 copies for each group

RECOMMENDATION.
Mark each group's auxiliary materials with a number or a symbol and put them in a marked envelope so that they don't get lost.

GOAL:
• Understand how people in Afghanistan live, what are their options and priorities, and compare the similarities and differences to life in your country.

• Be compassionate about the hard situation of others and understand how limited the opportunities of people of Afghanistan are.

• Understand the phenomenon of child labour and discuss it.
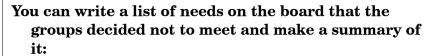
**Exercise 2:**

### Role-play: one euro a day

THE COURSE OF THE ACTIVITY:

1. Divide the class into groups of 3–5 students.

2. Give each group the following materials:

   • Auxiliary no 1 – the story of an Afghan family
   • Auxiliary no 2 – cards depicting jobs done by children
   • Auxiliary no 3 – pictures of Afghans' daily needs
   • Auxiliary no 4 – copies of money bills, a total of 420 Afghanis

3. Explain to the students that the 420 Afghanis at their disposal are the daily income of a seven–member family and are equal to seven Euros after converting (1€ = 60 AFG as of 2010). This means that one family member has one Euro to spend.

4. Students must reach the decision together within 15 minutes (or in a longer time frame, depending on how much you can spare on the exercise) on how the family should spend the money. The pictures indicate the usual prices for Afghan goods and services.

5. Before the exercise notify the students of the opportunity to use the folders of auxiliary material No.2 (child labour cards), but they should keep in mind the possible consequences for the child as well as the family.

6. When the time to make decisions is up ask each representative of the group what they based their decisions on in distributing staple goods for the family.

**Note!** Copies of descriptive cards can also be handed out to the students. In that case the groups should be given more time to make decisions.

**You can write a list of needs on the board that the groups decided not to meet and make a summary of it:**

- Which needs were ignored the most? Ask the students why.

- Which were the needs that one group had no budget for, but the other group did? Ask the groups why they decided that way.

- How did you decide on using the financial resources? Did you think about saving something for the future? Did you have enough money for everything and everyone?

- Did some group use the child labour cards? Why did they decide to use them? Did all the members of the group agree with this decision?

- How do the students understand the meaning of "child labour"?

- What benefit do the families derive from short and long term labour of children?

- What are the possible consequences for the child and its family?

- How could it influence their development and future?

- Why is this phenomenon still present in Afghanistan today?

- Do you think the goals of the Afghan family described in the exercise are similar to those of an average family in your country? What are the similarities and what are the differences?

- What stops this Afghan family from living a better life?

- Did you discover something surprising in the course of this exercise? If yes, then what exactly?

- What can each of us do to help the people experiencing shortage? For example, those living in Afghanistan?

AUXILIARY NO.1

## A story of an Afghan family

Omid lives with his family on the outskirts of Kabul, the capital of Afghanistan. He has had more luck than most of the people he knows – he has managed to find a good stable job. He works at a non–governmental organisation as a driver and the organisation pays him 12,000 Afghanis (200 Euros) a month. His wife Nazima is a housewife. They have four children: five–year–old son Jamshid, seven–year–old daughter Mariam, eleven–year–old daughter Farima and a twelve–year–old son Jamil. Together they take care of Omid's mother, who helps with the housework, but has been ill recently. They live in a small rented house with one bedroom and a kitchen. A few years ago the family bought a plot of land outside of town. They had to take a loan from the company employing Omid and from two families in the neighbourhood. In the future, they see themselves living in the rural area where they are from originally, but they need another 20,000 euros to build a three–room house. "We want our family to do well. That our children are in good health and that they have a good education. At the same time we are considering sending the two eldest children to work at a knitting factory or to sell goods on the street because of lack of money," says Omid. He hopes that at least the eldest son Jamil gets a good education, as then he would be able to take care of his parents later. Nazima dreams of buying a sewing machine, which would help her and her daughter make a little bit of money sewing and mending clothes.

## Cards depicting work done by children

The family could not repay the loan for buying the plot of land. As the only solution they see Jamil starting work at a knitting factory, which belongs to the man who lent family the money. He promised he would take Jamil's work as replacement for payments for the loan. Jamil (12 years old) does not go to school, but works at the factory handling carpets six days a week, ten hours a day. It is hard work and Jamil has no time for education or for playing with his siblings and friends.

**Jamil working is good for the family:**
– the payments for the loan have halved (by 60 Afghanis)
– they save 15 Afghanis a day on food as Jamil gets the most important meal of the day at the knitting factory.
– they save 5 Afghanis a day on expenses on education (+pens, workbooks, textbooks).
– they save 50 Afghanis a day on his pocket money (school related transport expenses and daily food).

**You may use this card when deciding the budget of the family.**

The family decided it was time for Farima to start working and supporting the family financially. Farima (9 years old) does not go to school, but works on the street, selling plastic bags to market goers. She works six hours every day, except Friday. When she gets back home she helps her mother with housework. Because she is working she cannot go to school and has very little time to play with her friends.

**Farima working is good for the family:**
– it contributes 50 Afghanis a day to the family's budget
– they save 5 Afghanis a day on expenses on education (+pens, workbooks, textbooks).
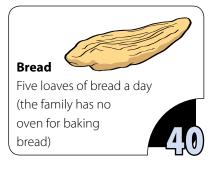– they save 50 Afghanis a day on her pocket money (school related transport expenses and daily food).

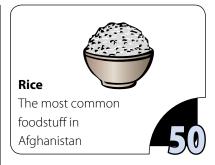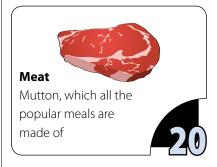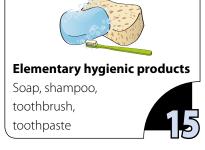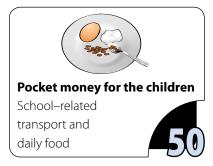**You may use this card when deciding the budget of the family.**

AUXILIARY NO.3

## Pictures of daily needs of the Afghans

**Bread**
Five loaves of bread a day (the family has no oven for baking bread)
**40**

**Vegetable oil**
Main component in Afghan cooking
**15**

**Rice**
The most common foodstuff in Afghanistan
**50**

**Tea**
A part of breakfast, which can also be drunk during the day
**10**

**Vegetables**
Onions, carrots, legume vegetables, spinach, zucchini
**30**

**Meat**
Mutton, which all the popular meals are made of
**20**

**Sugar, seasoning**
Additives to tea and various foods
**10**

**Raisins**
An important component of Afghan cooking
**20**

**Wood**
For heating water and heating during cold winters
**40**

**Balloon gas**
For cooking and warming food
**40**

**Elementary hygienic products**
Soap, shampoo, toothbrush, toothpaste
**15**

**Rent**
For accommodation with one room and a kitchen on the outskirts of town
**60**

**Pocket money for the children**
School–related transport and daily food
**50**

**Medical help**
Elementary medical help for grandmother
**10**

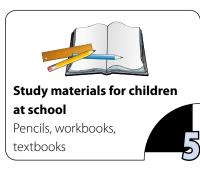**Presents**
Presents for relatives and family or a tape with your favourite music
**10**

## Pictures of daily needs of the Afghans

**A visit to the doctor**
If someone is
very ill
**10**

**Clothes for all**
Anorak, wool,
underwear, burka,
shalwar kameez
**30**

**Shoes for all**
The cheapest, usually
do not last long
**10**

**Study materials for children at school**
Pencils, workbooks,
textbooks
**5**

**Father's parents coming to visit**
Transport from a
town far away
**20**

**Elementary housekeeping utensils**
Pots, canisters,
rugs, sheets ...
**30**

**Credit**
Mobile phone
and monthly
credit
**10**

**Sewing machine**
Saving up to buy
mother the cheapest
sewing machine
**10**

**Loan**
To buy a plot of land
where the family
wishes to move to
**120**

**Marriage**
Saving up for the
sons' future
weddings
**40**

**Taxes and payments**
Various compulsory
payments in
administrative offices
**30**

**Yoghurt**
An essential
component in
cooking
**15**

**Two eggs per family a day**
For making
simple foods
**10**

**Donations related to religion**
Money for the
poor
**10**

AUXILIARY NO.4

## Money

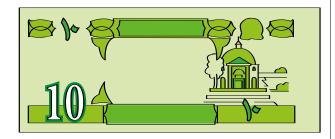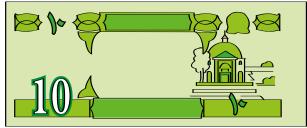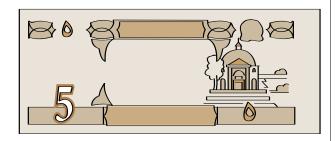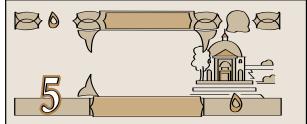# Money

## Hans Rosling's lecture and Gapminder

Watch Hans Rosling's inspiring lecture with the class. The lecture is in English. http://www.ted.com/talks/hans_rosling_at_state.html

Try to use the Gapminder application yourselves http://www.gapminder.org/. The Gapminder World application allows you to compare the change of other indicators regarding development (for example, health, life expectancy, energy consumption, $CO_2$ emission) on a timeline. Let the students choose indicators that you wish to compare and discuss together, whether the results were surprising or to be expected.

## Discussion on poverty and human development

If possible, watch David Munoz's film "Human Development" (29 min., 2007). It compares lives and opinions of people in Norway and Niger, which represent both extremes of the human development index.

Discuss in class:
– What does a person need for a happy life?
– What things should be / are a human right?
– How best to help people out of poverty?

BACKGROUND MATERIAL:

## Global development and poverty

Globalization is tightly linked with the theme of development. Phenomena and problems caused by globalization have started to have an effect on all the inhabitants of the world. Globalization, on the one hand, does increase equality – better availability of information may raise people's awareness and improve their lives, but may also lead to increased inequality. Authority and the power to make decisions is gathered in the hands of the rich few, whose consumption is exceeding the planet's capacity; and this often happens at the expense of the population and environment of the poorer states. Development and welfare are distributed very unevenly in the world, and before discussing globalization we should first briefly discuss the topic of development, in order to understand the inequality in the world.

SOURCES

Lecture of Hans Rosling; Application GapMinder **http://www.ted.com/talks/hans_rosling_at_state.html**
Application GapMinder **http://www.gapminder.org/**

## Development and welfare

When discussing development, it is important to understand what the word "development" means. There is no uniform definition; every individual and institution can define its own understanding of it. Development can be viewed as a goal or an ideal to strive for. It is usually, however, seen as a continuous process linked to various factors. Improvement of standard of living or quality of life presumes, among other things, economic development, which is connected to people's ability to use natural resources for their own good. Economic development also presumes that people and communities are in charge of owning and regulating production of natural resources and products derived from them, their marketing, and consumption. Economic development is reflected in, for example, agriculture, industry, trade, transport and communication. Many sectors, such as agriculture, industry and cargo transport, do, however, cause various environmental problems, such as fighting for land, pollution and waste. Many people have started to question whether destruction of non–renewable natural resources, rise in the volume of waste and pollution of the air, soil and water can be considered development at all.

People have certain basic needs, the provision for which reflects social development. Material needs are, for example, food, clean water, clothes and accommodation. Spiritual needs include freedom of religion, right to education, safety and important relations between people. Basic needs are, however, partly linked with the cultural background. For example, people in Europe might consider safety to mean the state's military readiness for defence or that they can move about in cities at night. Safety for people in rural areas of developing countries may mean that there is sufficient rain in the rainy season so that people and herd animals have drinking water, so that crops and wild plants do not wither and there is enough water in the river to transport goods on.

## What is poverty?

Poverty is linked to culture, time and place. A student in your country may think he is poor if he doesn't have his own flat or a car, his VCR is old and he has no money for new clothes and hobbies. The society also thinks he is poor, which is why the state offers support, as do his parents, when he needs help. But in an African village a big family may live in a modest mud hut, living off land and animal farming. They have no furniture at home, and they buy clothes once a year for the older children, and their time is spent on farm work and housekeeping. However, since they have a lot of children, land and cattle, the family is considered the richest in the village, neither does the family consider themselves being poor.

*Relative poverty* *measures a person's income in comparison to the other inhabitants' of the state. People, whose income remains below the line of relative poverty, are considered to be relatively poor. The line of relative poverty is 60% of the household member's median equivalent net income.*

*Rate of* **absolute poverty** *is the proportion of persons whose equivalent net income is below the line of absolute poverty. The line of absolute poverty is the estimated minimum means of subsistence. The estimated minimum means of substance is the smallest means necessary for a person to cover his or her daily needs.*

## Traps curtailing development

The economist Paul Collier has researched the poorest countries or states where a billion of the poorest people live (the bottom billion). He points out that while the living standard of people in most developing countries is improving, that isn't the case in the poorest countries and four so–called traps can explain their considerable lagging behind.

• **The conflict trap** or the vicious circle created by poverty and civil wars – 73% of the bottom billion live in states, which are or just have been at civil war. Civil wars cause poverty as they destroy infrastructure and human capital, as well as the other way round – economic stagnation inspires conflicts.

• **The natural resource trap** or, paradoxically, countries rich in natural resources, such as Angola and Nigeria, are worse off than others. Discovery of natural resources in the context of poverty (as opposed to, for example, Norway, which discovered oil resources as a developed country) does not generally lead to development. There are various reasons for this: resources may contribute to creation of the conflict trap; because there are no taxes there is no contract between the people and the government on reporting about the spending, which is why the power elite tends to use the profit from the resources predominantly in their own interests.

• **Landlocked with bad neighbours.** Being landlocked may not be tragic if the neighbouring states have proper infrastructure and they let others use their ports. However, if there is conflict with the neighbours and/or their infrastructure is lacking, it is very difficult to export goods and benefit from global economy (compare, for example Switzerland's and Uganda's location). 30% of Africans live in landlocked states, which are the result of the aforementioned colonial inheritance.

• **Bad governance in a small country:** if governance does not work at all or solely for selfish reasons, development is impossible. 75% of the bottom billion live in states, which have failed or are failing (failed states), such as Somalia, Zimbabwe, Sudan and Haiti. The situation of small states is further complicated by the fact that they have a hard time attracting investors.

An important topic when talking about poverty of developing states is the topic of **health care**. Millions of people in developing states die of diseases, which are now treatable, avoidable or possible to alleviate. Malaria, HIV/AIDS, tuberculosis, diarrhoea, tropical diseases, complications associated with pregnancy and birth mainly encumber the world's poorest regions. The weak health care system and population suffering from health problems is the result of poverty, but it also works the other way round. Diseases mean extra costs, weak and ill people cannot work at all or are less productive, family members cannot work, because they have to care for their ill relatives, etc. This diminishes the regions' opportunities to increase their wellbeing and can slow down the development of the entire state.

STUDY GOALS:

Students understand the current water problem and his or her own role in causing it; can think of results and solutions to the problem of water shortage; can use the definitions card

STUDY ACTIVITY PLAN:

**Warm-up:** Quiz on water

**Variations:** Chain of consequences

**Consolidation:** Competition on conserving water

# Water

**Exercise 1:**

## Quiz "Consumption of water"

**❶ How much water do you need daily to survive?**

- 2–5 litres
- 25–50 litres
- 100–200 litres
- more than 500 litres

**❷ How much water does a person living in a developed country use in a day on average?**

- 2–5 litres
- 25–50 litres
- 100–200 litres
- more than 500 litres

**❸ How much water does a person living in a developing country use in a day on average?**

- 2–5 litres
- 25–50 litres
- 100–200 litres
- more than 500 litres

**❹ How much water does a person living in a refugee camp use in a day?**

- 2–5 litres
- 25–50 litres
- 100–200 litres
- more than 500 litres

**❺ How many people in the world do not have access to clean water?**

- 1 billion persons or one in six have no access to clean water
- 2 billion persons or one in three have no access to clean water
- 3 billion persons or half the people in the world have no access to clean water
- 4 billion persons or two thirds of people in the world have no access to clean water

**❻ Why don't some people have access to clean water?**

- little drinking water due to low levels of rainfall
- installing plumbing over great distances is costly
- too many people share one source of water
- water may be contaminated
- all of the above

*Answers:*
1. *2–5 litres*
2. *more than 500 litres*
3. *25–50 litres*
4. *25–50 litres*
5. *1 billion people*
6. *all of the above*

mondo  global
DIMENSION IN SOCIAL SCIENCES SUBJECTS
IN FORMAL EDUCATION

**Exercise 2:**

### Chain of consequences

Card of definitions, which helps students research consequences of an event, an action or a phenomenon and the activities connected to them. Ask the students to think about the consequences of water shortage to mankind, and what these consequences might cause in turn.
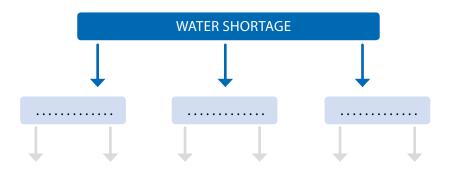
As a conclusion you could:
- Discuss the problems that have arisen with the students and ask them to present arguments.
- Discuss possible solutions, which could break the chain of negative causes.

**Exercise 3:**

### Water conservation competition

Ask the students, in groups, to think of as many ways of conserving water as possible. The group, which comes up with the largest number of reasonable possible ways to conserve water, wins. Organize a week–long water conservation campaign, when everyone writes down how much water they use either directly or indirectly. The student with the smallest number of litres is the winner.



WATER SHORTAGE

. . . . . . . . . . . .     . . . . . . . . . . . .     . . . . . . . . . . . .

BACKGROUND MATERIAL:

### Water

Without water there is no life. All living beings on the Earth consume water. Water on the Earth does not appear or disappear; it is in constant circulation as liquid, steam, snow and ice. Water quenches thirst, cleans and grows crops.

There are several uses for water: as drinking water, for washing, as a source of energy, for irrigation, in industry, etc. About 70% of water consumed by humans is used in agriculture, about 20% is spent in industry and just 10% is left for the households. In several developing countries, the part of agriculture (for example irrigation) is even greater. Irrigation brings on several important environmental problems, such as soil salinity or decrease in soil fertility. Irrigation may also be problematic in areas, which lack water for even households.

Today, a billion people do not have access to clean drinking water. The problem is the greatest in developing countries. For example, in Africa, only one person in four has the opportunity to consume clean drinking water. Women and children walk kilometres in search of water and even then must often take their drinking water from polluted puddles. About half the people in developing countries have health problems, which are caused by contaminated water and insufficient hygiene.

The perception is still widespread that the main problem of clean drinking water is in rural areas. Lately, it has become clear that the real challenge lies in providing water and sewage to growing cities. The expanding slums of developing countries are a serious problem. The poor travel to cities hoping to earn money, and since they often lack satisfactory sanitary systems, the people in slums must pay several times more for clean drinking water than the rich inhabitants of the same city.

In many areas of the world, fresh water (ground and surface water) is used up faster than it can replenish itself naturally. Already a third of the world's population is living in areas of medium to great lack of water. The scientists predict that climate change and excessive use of water will lead to a situation where more than half of the world's population will suffer from serious water shortage by 2032.

Water shortage and drought are also a problem for many areas in Europe, where the balance between water needs and water availability has reached a critical limit. Water shortage and drought have become a great problem and climate change is likely to aggravate the problem even more. This isn't a problem just for the Mediterranean countries. The Czech Republic has reported areas suffering from regular water shortage, and France and Belgium of excessively used ground water levels. Estonia and Latvia have no water shortage yet, but there is room for improvement regarding quality of drinking water. For example, in Estonia, good quality drinking water is guaranteed to about three quarters of the population.

In many areas in India, the Coca–Cola plants have caused water shortage and pollution. Powerful industrial driven wells draw hundreds of thousands of litres of ground water a day, as a result of which the water level in wells has sunk tens of meters, leaving people without drinking water and the fields dry. Failed crops deprive people of their income and the daily kilometres long treks for water leave no time to go to work or to school. In addition to water shortage, there was a problem with heavy metals, which had seeped into ground water from the plants' sewage. The polluted water was completely unsuitable for drinking and washing with it caused irritation to eyes and skin. This forced people to protest against the plants and several village councils have taken the problem to court, where they have also been successful. The active villagers in Kerala, the region in southern India managed to force Coca–Cola to close one of its plants. This is a good example of how it is possible for even small communities to win disputes with large international corporations with the aid of citizens' initiative and legal measures.

In some areas, water is already a non–renewable natural resource, which means its economic and strategic meaning is steadily increasing. Water has been the motive for at least 37 armed clashes within the past fifty years. The unequal distribution of water causes danger of conflict especially in the Middle East. Turkey, Syria and Iraq are in constant quarrel over access to water. The Tigris and the Euphrate rivers flow from Turkey to Syria and Iraq, which have extremely droughty climate, where the river water is essential for irrigation. Turkey has proposed building dams, which may substantially lower the lever of water in other countries. Namibia, one of the driest countries in the world, is famous for its economical use of water. During the dry years, up to 30% of the capital's drinking water is derived from cleaned sewage. Egypt cleans almost all of the water it uses.

## Direct and indirect use of water

People use water for drinking, preparing food and washing. Moreover, water is used to produce things. Even though there is still enough water in most Western countries, many of our daily products, such as food, paper, cotton clothes, etc. contain virtual or hidden water. Virtual water may be used in countries that do not have sufficient water themselves.

**Water footprint** is an indicator for measuring the people's or the country's direct or indirect use of water. It shows the volume of fresh water used for producing the consumed products or services. By calculating our water footprint it is possible to find out how much of the world's water resources we take up with our lifestyle. The world's average water footprint is 1243m³ of water per person in a year and 33.5% of it comes from outside of their own country. The water footprint of the Chinese is 702m³ of water per person in a year, which is one of the smallest. The water footprint for US citizens, then again, is one of the largest in the world at 2483m³ of water per person in a year.

**The hidden or virtual water** is the total volume of water used during growing and producing a product. The amount of water spent on producing a product can vary depending on the geographic location or the production technique used. It has been calculated that it takes an average of 700 litres of water to produce a kilogram of apples, and 4800 litres to produce a kilogram of pork. A cup of coffee contains 2 dl of visible water, but it has actually taken 140 litres of virtual water to produce it.

**SOURCES**

See water footprint of various countries:

**http://www.waterfootprint.org/?page=cal/waterfootprintcalculator_national**

## Did you know?

- The average American uses 7600 litres of water a day on average, which is twice the average of the world.

- 46% of the world's population do not have plumbing at home.

- Women in developing countries walk an average of 6km a day to gather water.

- About 1.8 billion people live in areas of water shortage.

- 3.4 million persons die of water related diseases every year. This equals the population of Los Angeles. 99% of them live in developing countries.

- One child in every 21 seconds dies of water related diseases.

- 443 million days of school are cancelled every year because of water related diseases.

- Diarrhoea is the second largest cause of death for children under five years old. About 1.5 million each year.

- 780 million people have no access to clean water; this is two and a half times the population of the United States.

- An American uses up more water during 5 minutes of showering than an average person living in a slum in a developing country uses in the whole day.

- 2.5 billion people do not have access to toilet.

- More people have mobile phones than access to toilets.

- About 200 million work hours go into daily water procurement for the family. This time could be used for working or going to school, taking care of the family, etc.

- Only 10% of wastewater is cleaned. It ends up in our rivers, lakes, and oceans.

- About 60 million people move to cities each year. Most live in slums with no plumbing and sewage.

- 66% of people who have no access to clean water live on an income of less than 2 dollars a day.

- People living in slums pay 5–10 times more for a litre of clean water than wealthy people in the same city.

### SOURCES

http://water.org/water–crisis/water–facts/children/
http://water.org/water–crisis/water–facts/economics/

# REFLECTIONS OF PROJECT PARTICIPANTS

If we encourage pre-school children to raise interest and to think about what happens in our city, country, world, it will continue later on in the school. This would form children's interest about the ongoing and enhance comprehension about global interaction.

These activities help to explore and understand complex and uncomfortable themes, and discern the most apprehensible way how it should be taught.

Global education contributes to the extension of the horizon and familiarization with new pedagogical opportunities.

How I wish global education themes were acquired by all people on the Planet.

Global education has led to a realization of oneself as a small part of the universe and has given this notion to students. Together we understood that we are different on our Planet, we come from different cultures but we have common values - family, health, home, peace and support.

Global education helps to understand how my actions affect not only my life but the lives of other people as well.

Your idea ...

**DIMENSION IN SOCIAL SCIENCES SUBJECTS
IN FORMAL EDUCATION**

# PROJECT "GLOBAL DIMENSION IN SOCIAL SCIENCES SUBJECTS IN FORMAL EDUCATION"

The project "Global Dimension in Social Sciences Subjects in Formal Education" (No. DCI-NSAED/2012/280-401) is implemented by the Education Development Center (Latvia) in cooperation with LEEDS DEC (United Kingdom), Mondo (Estonia) and The British Council in Latvia. The project is implemented in the framework of the European Union Development and Cooperation Bureau "EuropeAid".

**Overall objective.** To promote education for development and to raise public awareness of development issues in Latvia, Estonia and the United Kingdom, as well as across Europe. To increase the awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world.

**Specific objective.** To integrate development education (DE) themes across the Social Sciences curriculum, cooperate with national educational authorities to institutionalize DE in formal education, build a network among DE experts in Latvia, Estonia and the United Kingdom and other European Union countries, develop a set of DE methodological materials and tools for measuring effectiveness.

**Target group(s).** Teachers, students, policymakers and education experts, local authorities

**Main activities:**
1. The work of the project core group (project management).
2. DE Study and integration of results in Social Sciences.
3. Development of DE Programs, Impact Assessment, Student Forums and learning materials.
4. Multiplication and experience exchange of DE programs and learning materials in partner countries and the EU.
5. Public relation and media work.

Total duration of the project is 36 months (January 2013 – December 2015)

Information about the project: **www.globalaizglitiba.lv** (in Latvia),
**www.mondo.org.ee/edc/** (in Estonia),
**www.leedsdec.org.uk/projects.php** (in United Kingdom)

Contact information:

 **Education Development Centre** (LV), *www.iac.edu.lv* Iveta Vērse, *iac@latnet.lv*

 **Leeds Development Education Center** (UK), *www.leedsdec.org.uk*
Adam Ranson, *adam@leedsdec.org.uk*

 **Mondo** (EE), *www.mondo.org.ee* Johanna Helin, *johanna@mondo.org.ee*

 **British Council in Latvia** (LV), *www.britishcouncil.org/latvia*, *mail@britishcouncil.lv*