

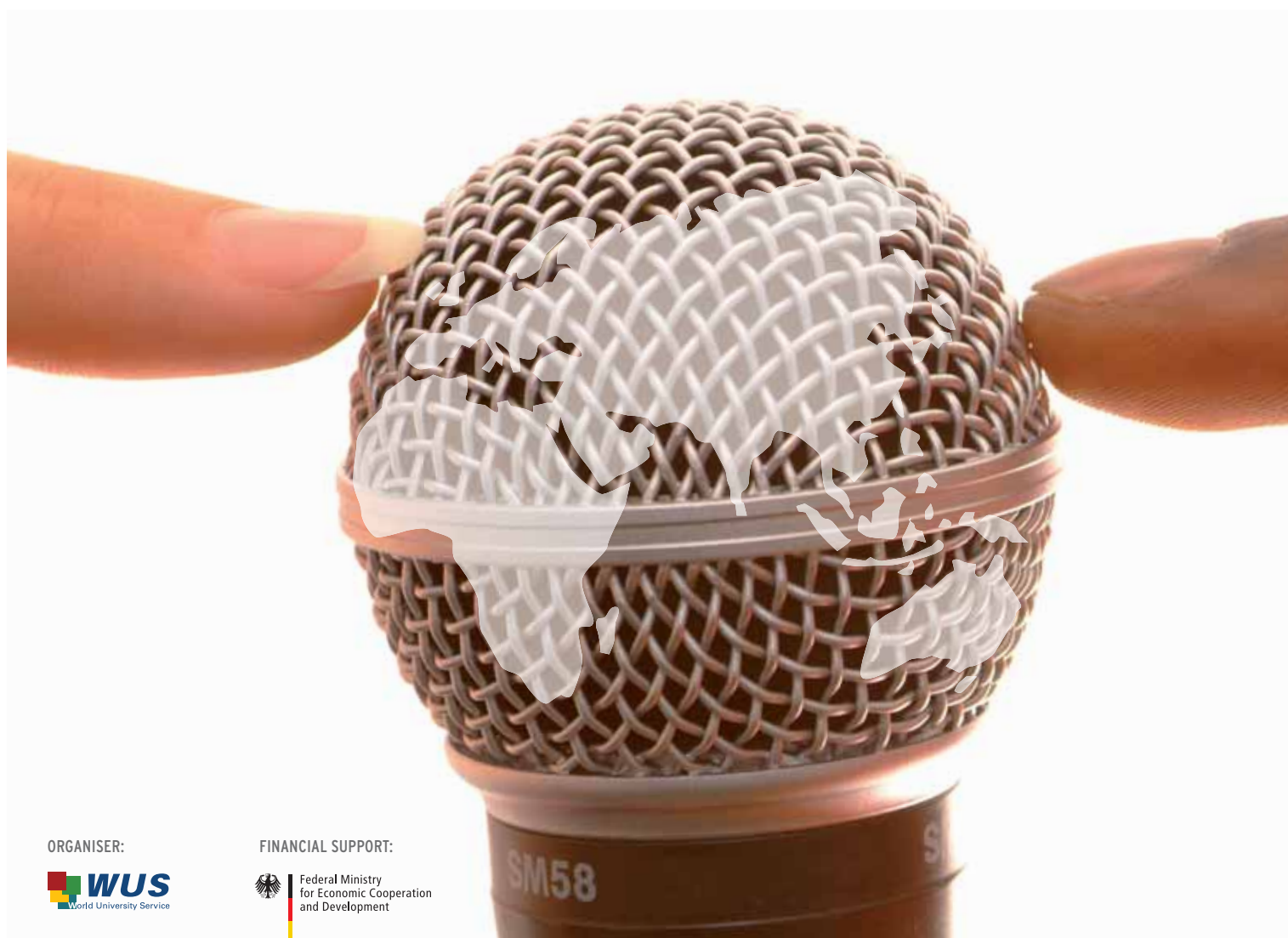
GLOBAL LEARNING, WELTWÄRTS AND BEYOND

GLOBAL PERSPECTIVES ON EDUCATION
FOR SUSTAINABLE DEVELOPMENT
CONFERENCE REPORT AND COLLECTION OF ESSAYS

International NGO Conference leading up to the UN 2009
World Conference on Education for Sustainable Development

Gustav-Stresemann-Institute
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PREFACE



DR. CLAUDIA WARNING
ASSOCIATION OF
GERMAN DEVELOPMENT
NON-GOVERNMENTAL
ORGANISATIONS (VENRO)

Global Learning enables people in the North and South to participate in the self-determined creation of a sustainable world society. Volunteer services can play a crucial role in this respect - if they are embedded in the structures of Education for Sustainable Development. In this context, civil society has a major role to play.

Leading up to the "UNESCO World Conference on Education for Sustainable Development", the NGO Congress "Global Learning, weltwärts and beyond" let the voice of civil society from all over the world be heard. Approximately 175 representatives from civil societies, coming from 51 countries, were holding discussions on the progress made and challenges faced in the field of 'Education for Sustainable Development': what have been the achievements of the UN Decade for Sustainable Education in the last five years? What input have development voluntary services like 'weltwärts' made towards promoting Global Learning?

Recommendations from the congress were incorporated in a Bonn NGO Declaration and introduced at the UNESCO Half-Time-Conference. The participants exchanged experiences and discussed lively - as documented in this report - in the spirit of sustainability.

GREETINGS



HEIDEMARIE
WICZOREK-ZEUL
GERMAN FEDERAL MINISTER
FOR ECONOMIC COOPERATION
AND DEVELOPMENT

As the 21st century gets underway, the world is faced with huge challenges that can only be mastered through joint international efforts. Simultaneously, new crises are threatening to make people's living conditions, particularly those of people in the developing countries, worse.

Education for Sustainable Development is very important in this connection: it equips people with the skills they need in order to act responsibly in a complex global society. This is where the BMZ's new 'weltwärts' programme comes in: by encouraging young people to serve as development volunteers, it is making an effective contribution to development education with a view on Global Learning.

I, therefore, welcome VENRO's initiative in organising an international NGO conference leading up to the "UNESCO World Conference on Education for Sustainable Development".

Civil society is a key partner when it comes to implementing the UN Decade of Education for Sustainable Development, and NGOs are responsible for the realisation and implementation of the 'weltwärts' programme. We are depending on civil society - not just for the implementation of the UN Decade - and on constructive and close cooperation with the NGOs.

Regards,

IMPRINT

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VENRO

Dr. Werner-Schuster-Haus
Kaiserstrasse 201
53113 Bonn | GERMANY
Phone: +49 (0)228 94677-0
Fax: +49 (0)228 94677-99
Mail: sekretariat@venro.org
Web: www.venro.org

Edited by:



World University Service (WUS)
Deutsches Komitee e. V.
Goebenstrasse 35
65195 Wiesbaden | GERMANY
Phone: +49 (0) 611 9446051
Fax: +49 (0) 611 446489
Mail: info@wusgermany.de
Web: www.wusgermany.de

Compiled by:

Christoph Jöcker

Editorial Board:

Christoph Jöcker
Benedikt Nerger
Jana Rosenboom

Picture Credits:

Carina Schmid
Bettina Schmidt
Michael von Lingen

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Christoph Jöcker

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PART I: CONFERENCE REPORT



I. INTRODUCTION

Leading up to the “UNESCO World Conference on Education for Sustainable Development”, which was the identification mark for the passage into the second half of the UN Decade of Education for Sustainable Development, the Association of German development non-governmental organisations (VENRO) in cooperation with CONCORD Development Education Forum (DEF) hosted the international NGO Conference “**Global Learning, weltwärts and beyond**” from 27th to 29th of March 2009 in Bonn/Germany.

The NGO conference contributed to the further development of Global Learning with special consideration of the new development voluntary programme ‘weltwärts’, which is set up by the Federal Ministry for Economic Cooperation and Development. Focusing on the merging of volunteer services and development education in Germany, partners of VENRO member organisations in Africa, Asia, Europe, and Latin America, as well as many NGOs in Germany, were invited to participate.

Volunteers, as well as representatives from civil society, jointly outlined what they expect from the UN Decade and voluntary programmes. In different workshops they were invited to elaborate recommendations on Global Learning from different point of views - regionally as well as thematically -, which provided the basis of the Bonn NGO Declaration on Education for Sustainable Development (ESD).



The subjects of the working groups were orientated on the two main topics of the conference. First, "Education for Sustainable Development" and the UN Decade, and second, what voluntary services contribute to an Education for Sustainable Development.

The first session of working groups on Saturday morning concerned the UN Decade of Education for Sustainable Development, which was started five years ago. After the opening panel on Friday had been discussing about a midterm evaluation of the UN Decade of Education for Sustainable Development from a development perspective, the working groups questioned from a regional point of view the challenges, approaches, and target groups of ESD.

Within the second session of working groups, participants were supposed to discuss the possibilities of development voluntary services, especially the potential of the new German programme 'weltwärts' and their contribution to Global Learning. Voluntary programmes exist ever since development cooperation started almost 50 years ago, but are increasingly trendy: the new German 'weltwärts' programme aims to support the sending of up to 10,000 young people abroad every year.

After discussing and working together for two days, the Bonn NGO Declaration was adopted as a result of the conference and was presented at the adjacent "UNESCO World Conference on Education for Sustainable Development" by four special ambassadors, namely three Members of the International Advisory Group of the UNESCO World Conference Moacir Gadotti, Konai Helu Thaman and Lorna Down and Lenelis Kruse-Graumann, the Vice Chairman of the German National Committee for the Decade of Education for Sustainable Development.

Summarising the work of 175 participants coming from 51 different countries and representing 121 non-governmental organisations, the Bonn NGO Declaration on ESD builds an essential abstract of thoughts and ideas from professionals from all over the world who are concerned with, and highly experienced within the field of Education for Sustainable Development, Global Learning, and voluntary services.



Essential objective of the NGO conference was the implementation of international exchange on Global Learning with consideration of the development voluntary service 'weltwärts'. Discussing Global Learning at an international level, the conference established important synergy effects between 'weltwärts' sending organisations and relevant actors of development education.





II. THE UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT – MIDTERM EVALUATION FROM A DEVELOPMENT PERSPECTIVE

OPENING REMARKS

Claudia Warning, Chairperson of the Association of German development non-governmental organisations

Dear ladies and gentlemen, dear friends, and colleagues from all over the world. We are looking forward to two major events within the span of one week. First, there is the “UNESCO World Conference on Education for Sustainable Development” and this very weekend the International NGO Conference “Global Learning, weltwärts und beyond”. Both conferences are marking the beginning of the second half of the UN Decade of Education for Sustainable Development. The United Nations General Assembly in its 57th session, proclaimed the Decade for the period 2005 to 2014. Thus, the United Nations seeks to promote one of the central recommendations from the Earth Summit for Sustainable Development in Johannesburg 2002.

With this Decade the global community emphasises that education is essential to initiate Sustainable Development and for the achievement of current global development goals. It would be difficult to overestimate the role of civil society for the implementation of the UN Decade. Many of us are implementing educational programmes and are even engaged in formal education.

For instance, I, myself, am coming from the Church Development Service. The churches in Africa do provide up to fifty percent of the formal education in primary, secondary, and even in tertiary education. Many of us play an important role in developing new approaches to education and pedagogy; we are experimenting with pedagogy in a strive to support a value-based pedagogy, which produces students that are able to think and take responsibility beyond the sheer intake of knowledge.

Civil Society participates in national committees being responsible for the coordination of the implementation. We exchange knowledge and experience with our partners all over the world. Particularly with regard to a completely new economic situation, we have to ask ourselves the questions: **are we on track?** As globalisation turns the world into a global risk community, education must qualify people of all ages to think and act within the context of a global horizon. Education for Sustainable Development must not only impart knowledge, but also enable transformation towards a sustainable future. What we need are changes of attitude and conduct as well as structural and institutional reforms.

This is true in the global South as much as it is true in the North. We have to acknowledge as the world gets more interconnected, that the border between rich and poor and between the well educated and uneducated – two phenomena, which have been closely interrelated for a long time – is not a border between North and South anymore, but it is a border that exists within the societies. We have elites in the South that have access to education and to wealth; we have a growing number of badly educated, and thus poor people in the North. How can access to education for all be insured, and how can we have a quality education that emphasises Sustainable Development in North and South?

Voluntary services can play a crucial role in the above-mentioned respect. International voluntary services differ from temporary work of student exchange programmes. They involve full-time work in a foreign country with neither gainful intention nor vocational upgrading. Instead, the focus is placed on motivation to social commitment abroad. The new German 'weltwärts' programme aims to support the sending of up to 10,000 young people abroad every year. What does that mean to us? As stated in the 'weltwärts' guideline, the aims are twofold: To achieve added development value for the partner projects in terms of help towards self-help and to spark new interest in development issues in Germany. And voluntary services will enhance intercultural understanding, and help increase awareness and acceptance within our societies of "how development policy-issues impact our future".

The German government is willing to pay 70 million Euro each year to enhance this kind of Global Learning. This is a huge amount, and we often heard the question, "Is it necessary?" Quoting one of our longstanding fellows in our organisation, "Some thirty years ago Indira Gandhi said, "It is time that you yourself, look after your young people." It is clear that this programme is very much directed towards our own society over here, and thus is also a programme, which helps our society to become internationally more alert and interconnected.

And we do need well-equipped, young Germans that will later on hopefully transfer whatever they have learned in their voluntary service abroad in their respective fields of responsibility, back in Germany.

But, there is also a demand for a reverse component, which means the support of young people from the South coming to work in Germany to exchange intercultural experience within 'weltwärts'. It seems to be a matter of fairness and equality to also allow young people from the South a time of learning in a foreign country and to impart to them gains of experience and knowledge. Light should be shed on the question of which personal benefits the Southern volunteers can have, and which social political values a reverse programme could also bring to the German society.

On behalf of VENRO, which is the German umbrella organisation of development non-governmental organisations and CONCORD, which is our European umbrella organisation and its Development Education Forum, I would like to cordially welcome you in the Gustav-Stresemann-Institute in Bonn, the city of Beethoven. I would like to take this opportunity to thank the Federal Ministry for Economic Cooperation and Development for the financial support, which they have given to this conference. Mr. Lehmann, without your Ministry this conference would not be possible, and we really ask you to take our sincere thanks back to the Ministry. I would also like to thank the World University Service, Dr. Ghawami, who has taken the responsibility for the organisation of this conference on behalf of VENRO.

We wish all the participants of the congress a rewarding exchange of experience and lively discussions in the spirit of sustainability. Therefore, I would like to declare this conference open and hope that on Sunday noon all of you will say that it was worthwhile to come to Bonn for this exercise. Thank you.

» As globalisation turns the world into a global risk community, education must qualify people of all ages to think and act within the context of a global horizon. «

(Claudia Warning)

HIGH PANEL DEBATE

Education for Sustainable Development (ESD) offers a framework for multiple educational efforts to improve future perspectives for the individual and to change societies so that they are capable of dealing with growing social, economical, ecological, and political challenges.

Important international aims and programmes, such as the “Millennium Development Goals” (MDG), are based on the hope for progress in the development of educational systems, growing awareness, and responsibility towards our common future as a global society.

The opening panel discussion reviews the progress and the upcoming challenges from different international perspectives.

Moderation: **Deepali Sood**, Development Education Forum (DEF)

- >> **Moacir Gadotti**, International Advisory Group of the “UNESCO World Conference on Education for Sustainable Development”, Paulo Freire Institute, Brazil
- >> **Lenelis Kruse-Graumann**, German Committee for the Decade of Education for Sustainable Development (DUK)
- >> **Hans-Dietrich Lehmann**, German Federal Ministry for Economic Cooperation and Development (BMZ), Germany
- >> **R. Venkat Reddy**, M. Ventatarangaiya Foundation, India
- >> **Claudia Warning**, VENRO, Germany

Education for Sustainable Development

Opening the midterm evaluation of the UN Decade Education for Sustainable Development Moacir Gadotti from the Paulo Freire Institute / Brazil points out that “the main challenge of the Decade is to introduce a culture of sustainability in all the educational systems”. As part of the broader concept of sustainable societies, ESD has to be implemented in the educational systems which seem to be hardly transform-able, originating from the beginning of the industrial revolution as systems that globally fit into the over all industrial economic system. “In a globalised world where the interaction between nations and the power of the nations is different than in the beginning, the education system needs to be restructured as well as the curricula” (Gadotti). One of the challenges will be to transform the education systems, comprising

questions of philosophy, education and theology, and requiring discussion of the values: what values, and what things are really needed for a new paradigm of education in the world?

“Up to day Education for Sustainable Development mainly takes place within the non-formal and informal education sector and is maybe better characterised by the term “learning”, Lenelis Kruse-Graumann, representing the German Committee for the Decade of Education for Sustainable Development, states. She describes Sustainable Development as a new perspective in the interrelationship between humans and environment and development cutting across traditional subjects and areas. It is multidimensional, combining ecological, cultural, social, and economical dimensions that so far have been dealt with independently.



From an actor centred point of view, attending to the fact that “Sustainable Development is nothing dealing from human beings, but it is linked to human beings and to societies in which we live”, Claudia Warning from VENRO / Germany raises the question of, “How to bring these interdependent dimensions together so that it is possible to act according to them?” For her, the leading question is “What kind of formal and non-formal education is needed to enhance people’s awareness and consciousness?” How to build up people, who are responsible, standing for ethics, values, and social change, is different in each society. First of all, quality education is needed, which enables people to be self-confident and to realise that they are a member of the society. Thus, the first challenge is to become conscious of your own situation within society, local as well as global. To become conscious of the insight that each one is part of a wider circle and part of a society. Sustainable societies, Sustainable Development and education for that, start with people / human beings, being part of the society and realising their participation, taking up responsibilities.



» The main challenge of the Decade is to introduce a culture of sustainability in all the educational systems «
 (Moacir Gadotti)

According to the Director of the general management of the BMZ, Hans-Dietrich Lehmann, education has to be directed towards building competencies in order to deal with complex situations and acquiring particular knowledge to empower people to face the global challenges that are coming up to the world. Thus, contributing to the UN Decade of Education for Sustainable Development, the BMZ established two elements: A cross curricula framework for global development education that is now being jointly implemented with the German Länder that are the Federal States in Germany and the launch of the international voluntary programme 'weltwärts'.

Development and Sustainability

Before coming to the 'weltwärts' programme, the discussion goes deeper into the ESD question, "What exactly is meant by sustainability and development? Is it a concept to be generalised or is it rather a regional, if not even an individual concept?" As Moacir Gadotti puts it, the origin of the Northern concept of development is linked to a model of economy represented by new liberalism and capitalism. The post liberalism model of development and the origin of sustainability is actually the contrary. Sustainability comes from biology, afterwards came to economy, and now to education. But, sustainability means there are many possibilities for human beings living with the nature. There is not just one model, like the word development implies. Sustainability is linked to the diversity of possibilities for human beings to develop their lives, and there is a big contradiction between the two terms "development" and "sustainability".

At this point Peter Davis from Oxfam / U.K. brings in the idea of a sustainable economic growth to be the worthwhile norm and not the exception, regarding the Millennium Development Goals and Education for Sustainable Development. Concepts of development are diverse and differ from each other by ambitions, by goals that are often connected with cultural tradition, and notions of quality of life and well-being. Michael Nataka, from the International Red Cross / Uganda, specifies the matter of cultural identity like, "Sustaining a livelihood could also mean that if I am a cattle-keeper, what I need is to

ensure that there is my water for my animals, for myself, and I can live without those challenges of life - measuring me on the basis of an industrial world".

Considering the last statements on development and sustainability the discussion turns to the question of, "What type of development are we gearing to? Is it industrial development? Political development? Social development? Humanitarian development?" (Charles Tsagli, Regional Maritime University / Ghana) It comes to discussion that development programmes in the past often served the country's elites and left a lot of people outside. Development often meant to install systems for the benefit of a few. Or, as Ralf Rickly from Tropis / Brazil announced, "Wherever you see underdevelopment, it was not an accident; it was not that people were not able, lazy, or something like that; [... but] someone has profited from it. [...The] Brazilian society, Mexican society; they are technically totally capable of solving all their problems. If they do not do it, it is because the dominant classes do not want to."

Claudia Warning is "rather concerned about those who are outside the systems then about the quality of the systems". The improvement of the quality of the systems is always possible, but there are huge numbers of people outside: "How do we deal with them, or how do they deal with themselves? What kind of systems they can have?" This seems to be the necessary reflection on systems and non-systems on either side of formal and non-formal education. The same problem appears more and more in the classical industrialised states, where increasing numbers of people are excluded from quality education systems as well as from social security systems. But on the other hand, "It is a very dangerous situation where we have to be very careful when we are approaching these informal education institutions - not to undermine these formal education institutions" (Venkat Reddy, M.V. Foundation / India). Education, regardless if it is formal or non-formal, is always in danger of becoming a commodity like Lionel Adriaan from Global Classroom Partnership / Cape Town observes for the Republic of South Africa, where high quality education is available, provided people can afford the costs for it.

ESD – a Northern driven concept?

Development programmes and concepts like ESD seem, from a certain point of view, Northern driven and to be imposed on the developing countries in a high-speed manner, which makes it difficult to imply them. Developing strategies of communication and decision making that overcome established balances of power and enable a mutual cooperation on the same eye level between all involved parties seems to be a challenge and to be part of the concept of ESD itself. Or as Loreto Schnake, Centro De Estudios Ciudadanos / Chile puts it: “There is a diversity of concepts of sustainability that has to be the subject of dialogue between nations and cultures. Fairplay is needed; that is fair trade, for example, with technological transfer. On the second hand, we urgently need to agree in strategies. We have declarations, but we need strategies to accelerate the process of ESD before it will be too late. When we do not have water, we will have a dictatorship to distribute water.”



Voluntary services and ESD

When it comes to the new voluntary programme ‘weltwärts’ of the BMZ, one of the main characteristics is that it is a common project between the state and civil society. Due to the state federalism and an entrenched diversity approach of the German society, it is up to civil society to support the implementation of a cross curricula framework and to support a programme like ‘weltwärts’.

The intention for the medium term is to provide annual funding of 70 million Euros for up to 10,000 assignments of volunteers. Actually, 2,500 volunteers are abroad. The aim is to send young people, not only to contribute to projects in the south, but “[...] we hope they will achieve the intercultural sensitivity and competence. Therefore, we wish that these young people will have an even more important impact when they come back home, start studying, and later working; hopefully, they will never forget what they have seen as volunteers” (Lehmann). Thus, it is a kind of reciprocity that lies within the concept of ‘weltwärts’ sending out young people

to get involved socially and politically. On a long-term impact scale the hope is to have “[...] former ‘weltwärts’ volunteers in all kinds of cooperation, public service, the education system, politics, civil societies, associations, and that each of the volunteers will contribute what they learned in Asia, Africa and Latin America in their particular, professional and private sphere” (Lehmann).

Volunteers seem sometimes to be misplaced and cause more work than their mission seems to be useful. From a local point of view, as Venkat Reddy recognises: “[...] it is the combination of the volunteers’ arrogance, madness and intellectuality, but in fact they are challengers. It is who is bold enough to face these volunteers that is key in the entire effort. Identifying them is a skill, and not only identifying them, but connecting them to a global movement. [...] Social mobilisation comes only by connecting these volunteers from a grassroots level to a global level like ‘weltwärts’ and global volunteers”. According to Venkat Reddy, preparation and guidance is obligatory for young people going to foreign countries with the aim to help. Preparation is more than teaching about intellectual things; it has to make volunteers aware that of structures in developing countries like logistics and public transport that are totally different from their home country. For the selection of a volunteer it is not always appropriate to decide after intellectual parameters, but also to acknowledge social competencies, capacity, and readiness to sacrifice. Hans-Dietrich Lehmann agrees to that when he states that “there is a need for preparation, monitoring, and follow up. Most of the NGOs, which are responsible for the implementation of ‘weltwärts’, have long years of experience with voluntary services. They have developed preparation, monitoring, and follow up schemes, and the volunteers are obliged to take part in these seminars”.

The aim to have many young people going to foreign countries for a year or two is also based on the wish to keep up the awareness of younger generations concerning global interrelations. As Claudia Warning outlines, “It is maybe very much driven by an analysis of [the German] society, realising that in our own society the knowledge and the willingness to look into problems of the global society is diminishing, which is in stark contradictory to the reality. [...] It is a development service to the German society, but what is wrong with this?” But still, the approach is participatory, as it is “very clear to us that we are not going to say ‘Okay, we want such and such percentage here and there and there’, but what we did is we contacted our partners and said, ‘This is the programme [‘weltwärts’], would you like to participate in it?’” (Warning). According to that, it is the partner organisations who are setting the trends where volunteers are going, where they are needed and useful, supported, and welcome.



Going reverse

Evans Musonda from the Youth Association of Zambia intervenes in the discussion with the question of, “How strategies have been put to make follow ups after these young people have participated in the programmes?” For example, the youth exchange project that Evans Musonda and Erika Eckeskog, from the Swedish Centre for International Youth Exchange (CIU) / Sweden, are running is based on a concept they call ‘experience learning description’. This is where young people document every skill that they learn, and everything that they learned in order to use those skills in the future and to see what kind of impact the programmes have had on the lives of the young people.

At this point, the discussion turned into the field of mutuality and exchange, and as Michael Nataka pointed out: “With adequate preparation, selection, coaching, mentoring, and follow up, it is possible to place young people in programmes and projects across the globe, but it must be on a mutual benefit”. This is the question also proposed by the German NGOs before the conference. The design of the ‘weltwärts’ programme should, therefore, also incorporate the interests of the host organisations and host countries. Otherwise, it would be a one-way programme, which according to Nataka would somehow lose that desired impact. Reckoning the former mentioned Youth Exchange Programme of the Swedish Centre for International Youth Exchange (CIU), the most important part of the project is that both parts receive and send volunteers. Erika Eckeskog, General Secretary of the CIU, believes that this kind of exchange is the real key for Global Learning. She is raising the question, “Why, instead of sending 10,000 volunteers, the ‘weltwärts’ programme does not send 5,000 out and then receives 5,000 back to Germany?” Referring to the Reverse question and the implementation of such a component into the ‘weltwärts’ programme, Hans-Dietrich Lehmann informs that the BMZ has “the strong decision that in medium term we will have a reverse component”. The main criteria of its implementation will be if it can make a valuable contribution to the development of the Southern countries.

Ending the discussion, Lenelis Kruse-Grauman points out, “‘weltwärts’ endeavour actually is that we learn much more than we used to, to take the perspective of the other - it is empathy” and pictures Education for Sustainable Development as a continuous affair. It is not ending with bringing out a world report on what has been accomplished in this decade, but: “it is actually the point that this is just a beginning, and everybody should put into this report what they will do during the next decade and the next”. But, she considers that at least the Northern as well as the Southern states still stick to old routines, to old norms, whereas new norms are needed. “We want to develop or start to develop strategies and principals of Education for Sustainable Development.” She is challenging people not to “[...] wait for the rest of the world to help you or, again, impose strategies on you. But, you have to be ready to say, “What we need is Education for Sustainable Development and then think about the best methods and strategies”.

» There is a diversity of concepts of sustainability that has to be the subject of dialogue between nations and cultures. «

(Loreto Schnake)



III. EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD): “WHAT HAS BEEN ACHIEVED? – WHERE ARE WE HEADING?”

A great number of projects - large and small - are carried out in the formal, non-formal, and informal sectors of Education for Sustainable Development. Non-governmental organisations (NGO) have been initiators, labourers, alerters, visionaries, jugglers, bridge-builders, survival artists, and long-distance runners in this process. They have been successful in many cases, but they have also been obstructed and are often lacking the attention and support they need and deserve. Their challenges, cultural backgrounds, operational frameworks, aims and strategies, and their understanding of the overall aim of justice and sustainability appear to be highly diverse.

Due to their origin, participants were supposed to work on the subject Education for Sustainable Development from a regional point of view within four continental working groups representing Africa, Asia, Europe, and Latin America.

The task was to identify the achievements, problems, challenges, and aims of the particular continent concerning ESD as well as to formulate recommendations for the declaration and future work.

PANEL DEBATE - RESULTS OF THE WORKING GROUPS

Moderation:

Ho Thi Than Ha, Hanoi Teachers Training College, Vietnam

- » **Kennedy Bassaw Arkah**, Ghana Education Service, Ghana (Africa)
- » **Nada Saeed Bait Saleem**, Sa'ada Secondary School, Oman (Asia)
- » **Peter Davis**, Oxfam GB, U.K. (Europe)
- » **Diana Guadalupe Ortega Santana**, Solar Net, Mexico (Latin-America)



To open the intermediary panel discussion, Diana Ortega Santana from Solar Net / Mexico starts her report on the results of the Latin-American working group with the acknowledgement that within the Latin-American continent societies are highly diversified, not only regarding the different states, but also within the particular societies themselves. Thus, finding similarities that are veritable for the whole continent was a challenge itself for the group.

Inclusion

The first point to emphasise is the lack of inclusion - especially the exclusion of indigenous people - and the lack of social services, social marginalisation, and the negative consequences of globalisation and neo-liberal politics in the region. Latin America is affected by a serious deficit of education on a very basic level, resulting in high illiteracy rates and, at least, in exclusion again. Thus, the challenge is to restructure the educational

system on a formal and informal level, recognising the rich experiences in local initiatives, in movements and local knowledge, and to enrich the global discussion. ESD cannot work if it is a unilateral position and a unilateral vision.

Regional self determination

The question is, "How to retake the concept of Education for Sustainable Development"? The Latin-American group proclaims that the way to conceptualise ESD has to be "according to our reality and our history, and not only just embrace the speech of a Northern concept" (Ortega). This is one of the main issues for Latin America and includes improvement of cooperation and the dialogue between the regions. It involves establishing mechanisms of cooperation between not only North and South, but also South and South. But, beyond talking of North and South, there is an insight that people have to see each other as humans and ESD as a concept connected to human societies, appreciating more the local experiences and realities, taking them into consideration, and exerting decision-making as a finding process benefiting the people that stand for those decisions.

Political participation

Exclusion takes part not only on educational and social system level, but also on a political level. The group was reminded that political participation among people in Latin America is very limited and the region is not really democratic. "It is not a real culture of democracy, and there is not enough citizen participation. How can we talk about Education for Sustainable Development when there are not enough conditions to achieve it?" (Ortega). One of the challenges will be to overcome the passivity of the citizenship, so that an everyday Education for Sustainable Development can be achieved entirely. This has to involve institutions, and it has to be a long-term based process.

» ...the challenge is to restructure
the educational system on a formal
and informal level... «



Empowerment

Latin America is been ruled by the market, and unfortunately a lot of decisions are left to the market system that should be made from the politics and the State. The vision that Latin Americans currently have about politics is a very negative one, because policies of the last decades have been delegating a lot of responsibilities to the market. Diana Ortega calls it the “devaluation of the politics”. The demand is to strengthen a democratic political system that takes into consideration, “recommendations and the demands that come out of these kinds of meetings”(Ortega) and is capable to decide from these recommendations. According to Diana Ortega, it is no use to get together and discuss, “how can this and that be changed”, when in reality the decisions are made by the elite. This reflects the strong demand for an empowerment of civil society to enable the NGOs to keep their agenda as it is as a balancing force to the state and the government.

Consistency of projects

Empowerment would likely enhance consistency of policies, whilst the changing of, more or less, arbitrary governments, subsequently brought a change of agendas, resulting in financial and political uncertainty for projects.

Consistency is to be seen from an internal point of view, but also concerns international co-operations; it is a demand that is aimed at the long term planning of international partnerships, especially in the domain of ESD.

As a conclusion, the priorities of Latin American governments have to change. A democratic and participative culture should be established, where the ESD is conceived not with only one vision, but depending on the region, area, the reality, and specified elements.



AFRICA

Stakeholders

Reporting the results of the African working group, Kennedy Bassaw Arkah from Ghana Education Service, Shama / Ghana, first analyses the conditions that prevail

» Africa needs to network with Africa «

(Kennedy B. Arkah)



in the field of Global Learning and Education for Sustainable Development in the African states. The most powerful and important stakeholder within the field of ESD thereafter, are the governments of the respective states. Therefore, without governments, implementing ESD is effectively not possible. In the second place, business groups and education institutions working in all education areas, be it informal, non-formal, and formal education areas, are holding a stake in the field of ESD. Though the NGOs are the most active players implementing programmes and conducting projects in all education areas. Another group of stakeholder are the media, women groups, and communities.

Discontinuities in the education systems

Education systems in African societies suffer from discontinuities, originating from internal and external reasons. One problem is to find teachers willing in the long term to work and live in rural areas. Villages may, in some cases, provide school buildings, but equipment and teaching staff may not be available.

Further more the main actors, as analyzed before, the governments change frequently and each government introduces a new educational policy.

Another issue is sustainability of ESD activities themselves. How sustainable are projects? After the supervising NGOs have left, what happens to those projects? In many cases, the projects do not survive independently. Thus, one challenge is to establish continuity and sustainability in the long term within projects, systems, and cooperation.

Empowerment

ESD is seen as a concept and a vision to empower young people to take responsibility for creating a sustainable future. Kennedy Arkah proceeds, “That should be the focus of Education for Sustainable Development, to focus on the younger generation and empower them to live sustainable, not for today alone, but for tomorrow and the generation after.” The task is to establish vocational and technical schools and training to provide people with opportunities and skills to be able to employ themselves, creating their own revenues, find

employment, and not only rely on the system for jobs. He challenges a practical approach, learning by doing concept, involving the young generation to "[...] look at issues, biodiversity, conservation, governance of natural resources." This is where exchange programmes, for example the 'weltwärts' programme, are gaining momentum.

Role of NGOs

In all of this, the NGOs, who are seen as the major holders in development education, have been able to achieve certain things in these areas, especially in relationship with governments. NGOs work with governments, providing professional staff that is supposed to take over the project to ensure sustainability after NGOs have left.

However, NGOs have their own shortcomings. Very few countries have clear policies on ESD in the educational system. And those that have them are not clearly stated, even though a little bit of ESD is mentioned in the education policies. There are no systems in place to coordinate the activities of the NGOs. Sometimes several NGOs are doing the same activities even within the same community, because their activities are not coordinated. The way to deal with this problem is to build capacities of stakeholders and to be able to identify which areas need to be dealt with. "Africa needs to network with Africa" (Arkah). Africa must create a platform for ESD within an African union to deal with ESD. Governments must then also re-examine the school curricula all across Africa, instead of what actually happens: with every changing government in Africa, there is a change in the educational system.

Bottom up vs. top down

Another very important point to the African continent is self-determination, as Kennedy Arkah puts it, "We ask the question, who owns the concept of development? The concepts are coming down to Africa, and we are recommending that there should be a bottom up approach. The issues of development must come from Africa and the recipients of such development projects, so that when we come up with the issues, it can then be probably dealt with."

This involves the promotion of indigenous knowledge in schools as well as in exchange with international volunteers and professionals. A lot of projects conducted in African societies suffer from the disrespect of local knowledge. Kennedy Arkah challenges for "a live-oriented type of education and not just a grammar type of education."



» Political, societal, and environmental communication has to be enhanced. There is a need for more and better teaching material, and, one of the most important points, teacher-students ratio has to be improved. «
(Nada Saleem)



ASIA

Quality education

Nada Saeed Bait Saleem from Sa'ada Secondary School, Dhofar / Oman reports for the Asian working group. She opens with the group's discussion on quality education. What is quality education and what are the goals of quality education? What are the achievements and challenges that Education for Sustainable Development has to face in our parts of the world? According to Nada Saleem, the scholars' access to computer systems and Internet has increased, and the quality of teachers has improved. But, access to schools and universities is not egalitarian. Quality education is often a privilege of private schools and private universities in the Asian countries and is linked to social position and connection.

Awareness implementation

Nada Saleem emphasises the insufficient awareness of ESD amongst students and teachers and points out the task, "to make the students and the teachers involved into Education for Sustainable Development to reach our goals". Hence an easy access to information on ESD should be provided, to the regard "[...] that all our countries have these things, for example, in the curricula." There is a need for institutional implementation of declarations and policies and "[...] there should be a link between the NGOs, the schools, the universities, and the other institutions in our countries" (Saleem).

Quality equipment / Teacher students ratio

Even if on some levels equipment and teacher training has improved, there is still need for action in this field. Political, societal, and environmental communication has to be enhanced. There is a need for more and better teaching material, and, one of the most important points, teacher-students ratio has to be improved. Situations with about 35, 40, 70 maximum students in one class make it very hard to allow them to have a good education. Learning in small groups is much more effective, and information can be passed very easily. Illiteracy is still a serious and prevalent subject in many Asian countries.

Recommendations

The Asian group proposed two recommendations:

First, a political approach for all stakeholders, including education providers, seekers, and supporters to develop systematic replicating approaches, build models, and to provide a systematic presence of documents.

Second, to go for strategic planning and policy with proper investment, research, and development.



EUROPE

The European group involved 80 persons, which was due to the number of volunteers and NGO representatives from Germany and European countries the biggest working group on Saturday morning. Peter Davis from Oxfam GB, Oxford / United Kingdom, took the role of the European spokesman, first summing up the greater subjects that have been discussed in the working group before outlining the two recommendations that condensed from the discussion.



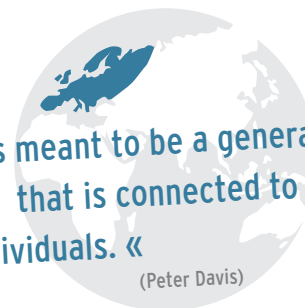
Strategies and participation

Beginning with complexity and diversity, Peter Davis notes the need to simplify issues without losing the importance of them. Complexity - despite its importance - could sometimes also be disempowering. Simplifying a complex world without losing its diversity seems to be irritating and challenging.

Though the call for strategies can often be heard, Peter Davis outlines that most of the European states already formulated principals. They are already being well presented, and most governments in Europe certainly have national strategies for Education for Sustainable Development. The problem is that they don't reach the majority of people. This brings the question of language and popularity into the discussion. "Education for Sustainable Development seems to be regarded as an elites' idea, an intellectual idea." In contrary, ESD is meant to be a general issue that is connected to human beings and individuals. Thus, there has to be found an appropriate language so that everybody could identify with it. This would lead to more participation and would also facilitate making ESD more popular. Otherwise, Peter Davis supposes it will be something that is done to people, and it is not something that has people participating.

» ESD is meant to be a general issue
that is connected to human beings
and individuals. «

(Peter Davis)



Quality education and life long learning

Education for Sustainable Development is about everybody in the world. So, when talking about huge numbers of people in the "South", it would be important to make one aware that those numbers mean real people. And ESD should contribute to quality education. According to Peter Davis, it "[...] stands for some of the best of what education can achieve if we are looking to the future, and also if we are looking at the skills, the competences, knowledge, and values that should be taken forward". And further on, "When the world is addressing the Millennium Development Goal Number two, "Universal Primary Education", it is not just about putting a roof over the heads of school pupils, a decent book, and a chair to sit on; it is about the quality of their education."

This also involves the kind of quality training that teachers are getting to be able to deliver quality education. From that perspective it is desirable to have a really strong relationship between ESD and the idea about quality in education.

Further more ESD falls part of life long learning. It is not just about school's education. There is a need for the adult public to be familiar with what is required of them, too, and it is a long going process.



The role of NGOs

Civil society, in particular NGOs, are crucial to the process of making the concept of ESD understandable. NGOs, up to date, are the key providers of ESD. Davis recognises the NGOs as the people to "[...] have worked with teachers to produce the best methodologies and teaching materials; these are the most interesting and user-friendly teaching materials, and their role is crucial." But, regarding NGOs, there is also the problem of underfunding. NGOs have to fight for every penny just to be able to pay their own staff. Hence, it is demanded that all OECD countries must fulfil the UNDP goal of two

» When the world is addressing the Millennium Development Goal Number two, "Universal Primary Education", it is not just about putting a roof over the heads of school pupils, a decent book, and a chair to sit on; it is about the quality of their education. «

(Peter Davis)

percent of ODA for development education. NGOs are trying to work in partnership and recognise that their values and ways of working are a genuine reflection of what the society wants and needs. They enable an accredited dialogue between partners with an absolutely paramount issue of equality.

Recommendations

The European working group recommends to "Change the principals of educational systems from competitive to cooperative." There are a few very good approaches of how to introduce ESD into the educational system, but in the actual educational system there is very little space for it, because most schools are competing to prepare the students to have good qualifications to enter the university. Universities are trying to educate competitive students for a competitive job market. A change of principals is needed in order to prepare the ground to really introduce ESD into the school systems and into societies at large, not only as an additional subject in the curriculum, but also as a profound change in the principals of educational systems from competitiveness to cooperation.

Beside that the European Group votes for ESD to be "on all levels of the society. It has to be reflected in public life, at a political and economical level, in the media, and not just within the school curricula." It must be something that moves originally from its base, probably out of the school curricula into the wider world. And that puts great honours on politicians, community structures, local authorities, and every one to make Sustainable Development familiar and workable.



IV. ESD AND VOLUNTARY SERVICES: “CAN VOLUNTEERS MAKE A DIFFERENCE?”

The new German ‘weltwärts’ programme aims at sending up to 10,000 young people abroad every year. The French Secretary of State in charge of development cooperation declared that international volunteering is one of eight priorities of French cooperation policy.

The current public debate focuses on the positive contribution of volunteers and does not take account the fact that partner organisations in the South have to put enormous efforts into integrating tens of thousands of volunteers and also to give them adequate assistance. Three working groups discussed the subject of merging voluntary services and ESD from different viewpoints:

- >> Volunteering and Global Learning
- >> Expectations of the South
- >> NGO Reality in the South



The composition of the afternoon working groups was analogue to the former regional working groups. They consisted of a moderating person and one or two resource persons giving a short introduction of the topic to the participants of the working group. It was up to the working groups to assign one person among the group to give a report of the results at the panel debate that followed.

PANEL DEBATE - RESULTS FROM THE WORKING GROUPS

Moderation:

Ralph Rickli, Tropis, Brazil

- >> **Christian Wienberg**, Grenzenlos e. V., Germany (Volunteering and Global Learning)
- >> **Ranjita Pati**, Stube Hessen, Germany (Reverse: Expectations of the South)
- >> **Jean Baptiste Eken**, Action for Development Cameroon, Cameroon (NGO Reality in the South)

Learning or helping?

The debate starts with the question if voluntary services are considered as helping or learning programmes. The conference participants agree that the learning aspect prevailed the helping aspect. They demand that young volunteers should be rather considered as "cultural learners" and not as development workers. It could be a significant problem if non-governmental organisations in the South regard volunteers as unpaid helpers or even professionals to raise the living standard of communities. Volunteers would fail those expectations.

For the participants of voluntary services their engagement must be seen as a challenge for the volunteers themselves. Many of them visited a developing country for the first time, a totally different world, which often differed from the image in the media. They came in contact with a different culture, mentalities, religions, and values; things that young people would never learn in other kinds of education. After returning home, they could share their experiences with people in their native country.



In the participants' mind, the learning effect exists in both ways: South partners could also learn different values, culture, and solutions from volunteers - it should be a shared endeavour. One person of the plenum even puts into question if volunteers would be able to make a real sustainable impact on the community where they worked. Other participant responds by giving positive examples (e. g. constructing new schools), and adverts that the impact also depends on their professional skills.

Voluntary services are considered as an important element to increase the public effect of ESD, because the young volunteers are good communicators who share their knowledge with their environment. But, volunteer service can only make the difference if the volunteers already know the concept of ESD before their service.

» For the participants of voluntary services
their engagement must be seen as a
challenge for the volunteers themselves «
(Christian Wienberg)

The multiplier effect

After the discussion of the needs the debate focuses on the “multiplier effect”: How can a volunteer socialise his experiences so that it is not only an individual experience?

The participants give concrete examples and claim for institutional structures also. For example, during their stay in the hosting country the volunteer could send regular reports to friends or others who are interested. Internet-blogs are seen as useful instruments to communicate their experiences. After coming back home, they can give presentations in schools, universities, or other groups about their volunteering experience or get involved with organisations. Therefore, the volunteers need support, for instance how to prepare good presentations. The participants claim for a special budget for all those post-voluntary activities.

The discussion highlights on a favourable structure for such activities, for instance, to build up a network of volunteers in their home countries. On the one hand, those networks allow the volunteers to exchange their ideas about returnee activities, and on the other hand, they permit the exchange between former volunteers and future volunteers. With respect to the limited resources the proposition to establish a conjoint organisation focusing on returnee activities is made.



Steps to make volunteering a Global Learning experience

In order to make volunteering a Global Learning experience, the participants stress for the preparation of the volunteers in the sending and hosting organisation.

The required qualification of the volunteer should be clarified before the programme, and once again, the significance of language skills to guarantee a fluent communication is highlighted.



The preparation of the volunteers is perceived as a key for the success of the volunteer programme. The young people should be aware of the culture, mentality, religion, and values of the host society and the hosting organisation. Besides the required professional skills, the volunteers should have personal skills like confidence, flexibility, and should be able to work in a team. Also, the members of the hosting organisation must be aware of the values, mentality, and way of life of the volunteer's country of origin to reduce misunderstandings. The hosting organisation should provide a minimum of work condition for the volunteers and assure safe and friendly living conditions for the volunteer. Volunteers should not be sent to conflict areas. Participants indicate not to consider volunteers as professional development workers. It is vitally important that volunteers and the organisation see themselves as partners who work and learn together at the same level.

Beside the implementation of a monitoring and evaluation system during the voluntary service is recommended. The regular evaluations should also be sent to the sending organisation. Furthermore, there should be a person from the host organisation, coordinating, and accompanying the volunteers during their stay. It is proposed to introduce a probation period before deciding definitely to continue with the volunteer programme. The conference members point out that a special budget within the programmes for all these activities is needed.

» In South Africa education now
becomes a commodity in the sense
that you can get the best education
provided you can pay for it «
(Lionel Adriaan)



The audience warns not to compare NGO in the Southern countries with NGO of the North, because they face different problems; some have to fight with government policies, and in some countries they are even prohibited.


The reverse component

One of the most accentuated issue among the conference participants is the reverse aspect of volunteering: It is important to give young people from the South the chance to get to know the Northern societies, so the North should as well receive volunteers from the South. This would present a real "global volunteering" and "real exchange of volunteers". Otherwise, Southern organisations would just be perceived as "service delivery organisations" receiving money from the North, and voluntary service would be conceived as a development aid and not as a partnership. Others advert, not only to focus on North-South programmes, but also to promote the South-South and the West-East-exchange of volunteers. National volunteer programmes exist in the Southern countries, for instance, in Ghana: "It is not that it is not happening, but it is not institutionalised."



To guarantee a multiplier effect, they recommend creating a kind of network of volunteers, as it has been suggested for the Northern volunteers. Southern and Northern NGOs could cooperate to establish those network for returnees.

In this context, the participants discuss intensely the financial aspect. Some participants ask if the Southern countries were able to fund volunteers going to the North. Some persons negate it and mention critically that their expectations towards their governments concerning ESD and volunteering is very low. So, once again, someone points out the relevance of the civil society and NGO for ESD - especially in the Southern countries: Strong NGOs and strong civil societies can mobilise resources even to send young people to the North. Furthermore, volunteering is an example of active civic participation.



» The preparation of the volunteers is perceived as a key for the success of the volunteer programme. The young people should be aware of the culture, mentality, religion, and values of the host society and the hosting organisation «

Some of the attendees refuse funds from the North, because this would be like a development aid again, which would avoid a mutual partnership. Others did not oppose volunteering financed by the North due to the fact that the North has a historical responsibility, and consequently the South is not poor by accident. But, all participants recognise the problem that the sponsor mostly sets the guidelines, which is the opposite of a partnership at the same level. Ralph Rickli, Tropis / Brazil introduces the idea of his group to create a global fund for volunteering and ESD, for instance, under the patronage of the UNESCO. The audience supports the idea of the global fund. At the same time, he cautions against too much bureaucracy, which "can kill the soul of anything it touches".



V. THE BONN NGO DECLARATION

All working groups were asked to hand in two recommendations to the editorial board working on the NGO Declaration and also to send one representative among them to be part of the editorial board. The contributions that were made are reflecting in the result: The Bonn NGO Declaration on Education for Sustainable Development 2009.

29 MARCH 2009

The association of German non-governmental organisations (VENRO) together with 175 participants representing 121 non-governmental organisations from 51 countries who convened in Bonn for the international NGO-Conference “**Global Learning, weltwärts and beyond**” leading up to the “**UNESCO 2009 World Conference on Education for Sustainable Development**” took stock of worldwide educational programmes and discussed strategic steps to make Global Learning the driving force for change towards a sustainable future.

The Conference underlines the potential of Education for Sustainable Development and the possibilities of voluntary development programmes, such as the German programme ‘weltwärts’, as means for cross-cultural understanding and Global Learning.

The representatives of civil society urge governments to set positive examples of good governance in view of growing challenges by a worldwide economic crisis, by climate change, social injustice, and a lack of democratic participation.

They address

- >> the delegates of the ESD UNESCO Conference in Bonn
- >> the decision makers in education at all levels and
- >> the stakeholders of Education for Sustainable Development

to act on the following recommendations:

We understand education as the key to cultural transformation towards sustainable societies and therefore recommend that

1. ESD has to be inclusive, participatory and enabling. Actors of ESD have to ensure that all members of society can participate in this learning process. In its language and approaches it has to meet the individual needs of learners. ESD has to be integrated in public life, in formal and non-formal education, in our political culture, in economy and in the media.
2. Actors and decision makers in education have to work towards transforming education systems to comply with the needs of learners confronted with social, environmental, economic and cultural challenges of a globalised world. ESD as a lifelong learning process promotes active and critical engagement from different perspectives. It has to empower individuals and societies to find solutions to these challenges.

3. Governments have to ensure that education as a human right is inclusive, free of charge and of good quality. The development of quality education needs continuity and a long-term commitment of the various stakeholders. Governments, while recognised as the lead actors in education must respect the important function of civil society and cooperate with NGOs in the formulation and implementation of strategies and programmes.
4. When it comes to formulating global solutions for a sustainable future, local visions of all regions of the world have to be listened to, respected and integrated. UNESCO is asked to take the responsibility for coordinating and documenting this process by establishing platforms for different world regions: in order to allow individuals and organisations to share experiences and research on ESD and develop their own agendas and strategies.
5. The successful implementation of ESD requires global volunteering programmes all over the world on the principles of mutual learning exchange, accountability and partnership between key stakeholders involved at all levels.
6. For the successful implementation of the above mentioned recommendations, e. g. global volunteer-ing programmes, we need both global and national funding mechanisms.

**ON BEHALF OF THE INTERNATIONAL NGO-CONFERENCE
HELD IN BONN 27 – 29 MARCH 2009**





VI. GLOBAL LEARNING, WELTWÄRTS AND BEYOND BONN NGO DECLARATION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

CLOSING PANEL DEBATE

Moderation:

Bettina Schmidt, World University Service (WUS)

- >> **Douglas Bourn**, Development Education Research Centre, University of London, U.K.
- >> **Lorna Down**, International Advisory Group of the UNESCO World Conference on Education for Sustainable Development, University of the West Indies, Jamaica
- >> **Angela König**, EIRENE International Christian Service for Peace, Germany
- >> **Rilli Lappalainen**, European NGO Confederation for Relief and Development (CONCORD), Finland
- >> **David Simo**, Université de Yaoundé, Cameroon

- >> **Konai Helu Thaman**, International Advisory Group of the UNESCO World Conference on Education for Sustainable Development, University of the South Pacific, Tonga

Volunteering can be an essential part to reach the goals of the UN Decade on Sustainable Development - if it is done the right way. After five years of the UN Decade, much has been achieved, but even more challenges lie ahead. The closing panel debate analysed the NGO Declaration based on their experiences and their knowledge. They highlighted the importance of transformative education and questioned the dominant orthodoxies and ideas in our societies. The five experts coming from England, Jamaica, Germany, Finland, Cameroon, and the Tonga Islands gave challenging examples of the difficulties we face and the contributions that international volunteering and Global Learning can add on the way of facing them.



The first recommendation of the NGO Bonn Declaration states, “that ESD has to be inclusive, participatory, and enabling. Actors of ESD have to ensure that all members of society can participate in this learning process”. Rilli Lappalainen, who is representing CONCORD, the European Umbrella Organisation for development NGOs, that has almost 2000 members coming from all countries in the European Union, reports that most of the members of CONCORD are trying to realise this recommendation as one of the basic principles of partnership. CONCORD members do, therefore, “not just focus on the young people, but try to really taking into account all the citizens, including public life, formal and non formal education, political structure” and - what Rilli Lappalainen refers to as most important at the moment - “in economy and in the medias”. She stresses the Declaration as a tool to highlight the power of the people, may they be organised in civil society organisations or in decisive decision making positions in other organisations. Corresponding to the task of involving different society groups, she names the ‘European Development Education Consensus’ as a good example. The Consensus was made to be the European strategy for development education designed together by governments, the European Parliament, European Commission, NGOs, and the OECD. “Multi-actor approaches, like the consensus, make it more evident to the people involved that Sustainable Development can only be reached if everyone accepts that he or she has their role on that”, she continues.

That transformation towards Sustainable Development should be reached through the educational system, is the topic of the second recommendation: *“Actors and decision makers in education have to work towards transforming education systems to comply with the needs of learners confronted with social, environmental, economic, and cultural challenges of a globalised world. ESD as a lifelong learning process promotes active and critical engagement from different perspectives. It has to empower individuals and societies to find solutions to these challenges.”*

The role of education as transformative for the society is challenging and questioning many of the dominant orthodoxies in our societies. As Douglas Bourne puts it, “To reach that, NGOs are looking forward to find spaces,

opportunities, and openings to take forward some of these issues”. One of the consequences of their work is, that a number of issues and approaches that might be linked to ESD are, nowadays, seen as mainstream. NGOs and other Social Movements achieved to put some issues on the agenda as for example Climate Change or Fair Trade. He continues by putting forward the consequent question: **“Can it be enough to put the theme on the agenda?”** Douglas Bourne points out that by only looking at the topics one might forget the pedagogical questions around critical thinking and transformation. He specifies that “there is more than one way of seeing Fair Trade; there is more than one way of seeing Climate Change”.

The need to look at the way we tackle those topics, to recognise also the critical perspectives was very much reflected in the conference. Douglas Bourne explains that this will be the role of the NGO for the upcoming half of the UN Decade. NGOs need to ensure that the different perspectives are reflected and to make sure that the educators are able to take forward a range of perspectives and approaches. “There is still a tendency to reduce topics like fair trade to another black box, i. e.; only to purchase these topics on the agenda without making sure that the way the topics are discussed, follows pedagogical criteria”, he ends.

“The development of quality education needs continuity and a long-term commitment of the various stakeholders. Governments, while recognised as the lead actors in education, must respect the important function of civil society and cooperate with NGOs in the formulation and implementation of strategies and programmes.” The need to ensure quality education as a human right by governments is also the topic of the third declaration. Konai Helu Thaman, Member of the International Advisory Group of the “UNESCO World Conference on Education for Sustainable Development”, underpins what the UNESCO says in this context: The three pillars of Education for Sustainable Development, economy, society, and the environment, make up together the culture of a society. Though this is stated in many of the documents, Konai Helu Thaman states, “In practice, people do more often continue as usual and neglect that underpinning ESD is culture”. The problem that comes around with it is that many international conferences mostly reflect an European epistemology. But, as Konai Helu Thaman puts it: “we as Southern or non-European countries have our own epistemologies, knowledge systems, values, and also our own perspective and world views of what education, learning, a person, and society is”. The difficulties that come around with that, is that people from the South need to translate the topics and the language back at home, to be able to report, teach, and make sense. What is needed is “education for culture transformation”.

EDUCATION IS A HUMAN RIGHT – EXCERPT FROM THE SPEECH FROM KONAI HELU THAMAN

I teach my students that a lot of things we have on the international agenda are based on a rights' approach. And the human rights, the universal declaration of human rights, assumes **the rights of the individual person**. So, I have a right as Konai, irrespective of all my relationships. Where I come from, **I exist; I am a person only because I relate to my kin. So, I am defined by my relationships**. If that is how you are defined, you behave in that way. Relationships become so important. They are central to our existence. Of course, individuals are important, because you cannot have relationships without individuals, but the focus, the emphasis, is on the collective good, not my right. My right is an individual.

You can see, we do have challenges in our education, in our learning to explain those, simply because we grow up in cultures that are quite different from the cultures of those people who formulate a lot of these international recommendations. Education is a human right, of course, and I agree that that has to be contextualised in many places in the South, particularly within indigenous communities. And where I come from, the majority of our people are indigenous to our countries. They do not think the same way I do. So, there are a lot of contradictions in my thinking. So, I kind of think of my science lesson: You know, I am like an amoeba, just changing, going with the flow. So, if I am teaching a group of young people from rural areas in Solomon Islands or in Vanuatu (these are some of the countries that my students come from), I have to remember those cultural differences. **So, in order for governments to ensure that education is a human right, it should be inclusive, free of charge, and of good quality. We have been told by our benefactors, by our ex-colonial masters, by our donor consultants, that education is a commodity to be paid for.** So, we have parents who have to pay for primary school education for their children. They cannot afford it. It is well to say that government should ensure that education is a human right, but they cannot do that. Where is the money coming from?

There is a shift in the global scenery about what is education is. When I grew up, education was a service. You had to go to school, school was free, school was compulsory, but now it is a commodity to be bought. That is the challenge. Many developing countries, particularly in ex-colonial situations, **they are culturally undemocratic**. They do not take any consideration of the cultures, the teachers, or the learners, because they reflect the cultures of previous administrators and educational decision makers.

Now, we are all independent and most of our countries are political independent, but because we are donor dependent, we have our educational reforms funded by donor countries, including the EU. That is where the consultants come from. They come and tell us what you should do, what you should not do, because that is all part of the politics of aid.

And where did we learn how to govern ourselves? From ex-colonial masters. Our systems of governance? We have inherited that. The country where I live has serious problems with democracy. They have had several coups. Because, the assumptions that are made about the cultures and the people are incorrect when it comes to being governed through election. You do not go vote for a political party. You vote for your friends and relations, and for the people who belong to the same ethnic group that you have.

When you think about the UK, you think about political reforms in the UK being closely linked to educational reform. You have to educate the people for democracy, for elections. You do not just say, "well okay, now we are independent go to the polls". It does not work that way. **Before we were transformed, education was the role of everybody. People in the community, the eldest, taught our young people the various knowledge that they needed, the various skills, and the values. Schools were introduced, and these ex-teachers were totally disempowered. They did not have anymore a role in co-education.** What is happening now is that we are now going back to the community and saying, 'Please help us.' You as stakeholders, you should help in decision-making. And people are confused. In one minute, you do not want to take part, the next minute you want us to come and join the meetings.





As a result of that western domination of discourse, the UNESCO defines Education as schooling or formal education. Education has transformed most of the Southern societies, particularly those in post-colonial situations, by reducing education to formal education. For Konai Helu Thaman, ESD must be an approach to “re-socialise, relearn, and unlearn a lot of things that we have learned in schools”. Formal education as the only way to educate, has failed in many Southern countries, because of high school failure rate, the wastage, social injustices, and social problems that are created in societies and have been a direct effect of school-learning.

The fourth recommendation focuses on the relationship of local visions and global problems. “The UNESCO is asked to take the responsibility for coordinating and documenting (a process to integrate local visions) by establishing platforms for different world regions: in order to allow individuals and organisations to share experiences and research on ESD and develop their own agendas and strategies”.

Lorna Down, also a member of the International Advisory Group of the “UNESCO World Conference on Education for Sustainable Development” and Teacher at the University of West Indies, reports that there are several UNESCO Documents underpinning the importance of ESD being locally relevant. The UNESCO implementation scheme on ESD emphasises that ESD should be locally relevant, addressing local as well as global issues and using local languages. Further on, the document speaks of the particular role of indigenous peoples having an intimate knowledge of the sustained use of their environments and being particularly vulnerable to unsustainable development.

Concerning practical politics, Lorna Down reminds that ESD practices sometimes conflict with the harsh economic realities. She gives the example of tourism, as tourism is the number one earner for countries in the Caribbean. That leads to the building of many Hotels on the beaches and the destruction of the sand, the coastlines, and the reefs. - On the other hand, tourism provides jobs for many people. So, the government must decide whether to reduce the success of the tourist trade to preserve the environment and the local and important traditional practices.

Shifting back to the specific input of voluntary programmes, the fifth recommendation recommends that global volunteering programmes all over the world are required for the successful implementation of ESD. They should be based, “on the principles of mutual learning exchange, accountability, and partnership between key stakeholders involved at all levels”.

Angela König, executive manager of EIRENE, an international exchange organisation, named the different motivations to volunteer. “When EIRENE was founded 50 years ago, the idea of the founder was that people devote some of their lifetime for the service of others, meaning our founders were Christians, and they were motivated by Christian belief”. With that start, she came right up to the tension between helping, as one motivation, and learning, as another motivation, for international volunteering. Angela König indicates that “it is often quite difficult to get the idea of help and assistance out of the young people who, for example, come to EIRENE. At the same time, I think it is a good motivation; it is not a bad motivation”.



Douglas Bourn, the director of the UK Development Education Research Center and one of the leading thinkers in volunteering and Global Learning in the UK, points out that this perspective has been influenced by some of our past colonial traditions, and that our practices today are still seen from this tradition. The dislocation between perspectives and approaches towards partnerships and volunteering, as he puts it, is today’s major challenge: **“In many cases, the will to help comes from a perspective, which one can recognise and understand, but does not necessarily lead to a transformation in perspectives and approaches to understanding power relationships and social injustice around the world”**. He gives the example of some NGOs that practice almost missionary traditions, in many cases with a strong religious connection. But, he also reports that there have been more recent initiatives linking education and partnership programmes. He points out the different perspectives of the people from the North and the South: **“Partners in the South receive our volunteers as an honoured guest. The volunteers go out thinking of themselves as a resource”**, he concludes. Due to this imbalance between peoples’ experiences and perspectives, there lies much danger in the concept of helping.



Angela König emphasises that there must be some basic conditions for a successful and power-overcoming voluntary service: First, there needs to be intensive communication between the volunteer, the organisation, which is preparing and sending out the volunteer and the partner organisation. Second, qualified and value-based preparation is needed, accompaniment during the voluntary service, and an appropriate follow up. And as third point, she points out the need for voluntary services being integrated in an overall concept of Education for Sustainable Development.

Regarding the point of accountability and partnership, Angela König emphasises that it is very important to be transparent in every step of the process: from the selection process to the support after the voluntary service. At a very general level, she thinks that “it is quite important that everybody has the chance to participate in a voluntary programme: people from the West, East, South, and the North”. In this sense, she raises the question of funding and she demands that programmes, which are only funding in one direction, should question whether they follow the principals of inclusiveness.

Prof. David Simo, a leading African intellectual and specialist in German Studies at the University of Cameroon, highlights the necessity of connections between people as a condition and a result of globalisation. He points out that the ways these contacts and connections between people and states are politically organised, nowadays, are just a continuation of what imperialism has reached. But, “as a matter of reality, people are also moving from the one part of the earth to the other - in either direction”. This is not a movement organised by any institution, but rather organised by people themselves.

Migration creates “a fact you cannot ignore”, and leaves politicians and people confronted with the situation that “you can not just continue to think the world in the same terms as we used to think in the last centuries”. The thinking of contacts in the old hierarchical ways, as the paradigm of “helping” suggest, makes the people feel themselves much more important. But, the moving across the border of thousands of people will, as he indicates, change also the ways we are thinking about these linkages. NGOs should see voluntary services as a way to send people to learn how to live in the world - in a “world that is no longer centred around Europe, but it is getting much more complicated”.

There is no answer to the challenges of today’s world problems, but as David Simo suggests, we can produce a “cooperative production of knowledge that might be the path for the future”.

The sixth recommendation picks up the idea of global voluntary programmes and states that for the “successful implementation of the above mentioned recommendations, e. g., global volunteering programmes, we need both global and national funding mechanisms”.

Rilli Lappalainen highlights that the UNDP already made a decade ago the recommendation that all donor countries should allocate at least three percent of the official development assistance for development education and awareness-raising in the North to underline the importance of solidarity. So far no country has achieved this three percent. Concerning the funds coming from the European Union, she explains that there exist some kind of dilemma or a case of incoherence. On the one side, there are the Ministries for Education, the special commission dealing with the education issues in European Union, and on the other side, there are the responsibilities in charge of development cooperation. Rilli Lappalainen states that these two departments do not talk to each other. The result is that the funding for development education is very little. Beside that, only ten percent of the applications are able to receive the funds they are applying for. Further on, NGOs should learn more about the educational part of the EU’s budget and try to use these resources. It will need the NGOs to become more creative and more coherent in terms of: “talking to the colleagues in the bigger NGOs, in the other departments of the development education, and also on the Ministry level”. She finishes with looking forward, and states that “we will have to put a lot of efforts on this point”.

Some adds were made by the other participants of the conference by the end of the panel discussion. Moacir Gadotti, from Brazil, pointed out that the Declaration will make an “important contribution with its very positive and cooperative vision stressing the human education as a human right (...) and stressing also the transformative education”. Loyce Lema, from Tanzania, adds that the recommendations reflect the visions from the African Working Group, and that she would like to take part at a follow up meeting to see how the declaration will be implemented. Eva Eckermann indicates that more time would have been needed to discuss among the professionals the specific implementation of the declaration.

The Panel Discussion ends with the handover of the Declaration to the three Members of the International Advisory Group of the “UNESCO World Conference on Education for Sustainable Development”: Moacir Gadotti, Konai Helu Thaman, Lorna Down, and Lenelis Kruse-Graumann, the Vice Chairman of German National Committee for the Decade of Education for Sustainable Development. The participants thank the four for being

their ambassador at the UNESCO World Conference and finish by wishing them “all the strengths for this important job”.

CLOSING REMARKS

Heike Spielmans, Association of German Development Non-Governmental Organisations

Dear colleagues, ladies and gentleman, on behalf of the organisers, first of all, I would like to thank you for your participation in this conference, for your valuable contributions, and for the sharing of your expertise.

In VENRO'S view, it is crucial and important that everybody has the opportunity to contribute to defining the objectives of a desirable concept of development and of society. For this reason, Sustainable Development requires a participatory concept of politics. Priority must be given to measures, which overcome social exclusion, liberate people from constraints caused by poverty, expand their scope of action, and encourage them to advocate for their own interests.



Education for Sustainable Development is a means to empower people in the North as well as in the South and to enable them to take responsibility for their own concerns. We talked about the German voluntary programme ‘weltwärts’, which aims at supporting 10,000 young people every year, as the guideline states, “to learn and serve 10,000 young people every year”.

What a chance, if all of them are willing to learn and change the future. But also a responsibility! A responsibility, not only for our own society, but also for the projects the people work in and work with. A voluntary service can only become a Global Learning experience if it is designed to reflect cross cultural interests and the perspectives of the host countries as well.

Let me briefly mention some of the most important lessons. First of all, I think a great idea came up yesterday that we need a concept of global volunteering, instead of thinking in North-South, South-South, and West-North. It has to be a global volunteering and a Global Learning. The challenges we face are global and can only meet by a global society. Although, as we discussed also, it is global; it must be based on the local visions, identities,

and experiences. Yesterday, somebody said, “everybody has something to give to the world”, which in my mind underlines this idea very nicely.

If we look at Education for Sustainable Development and the role the returnees can play, we must not only look at schools and universities, but also include the various forms of non-formal education. A lot of work in this is done by NGOs, which play a crucial role in providing different means of education. And to do this, they need to secure financial bases, and here the responsibility lies with the governments. This is reflected in our recommendation number six.

Our aim must be to make Sustainable Development more popular and better known to all levels of society. The question is, and a lot of people are thinking for a couple of years already about this: how we can do it? I think we understood that voluntary services could improve the understanding of Sustainable Development through the personal experience, which is then shared when the participants come back to their home country.

To ensure this, we need quality standards that really make it mandatory and ensure that the Education for Sustainable Development is part of the volunteering programmes. Last but not least, a strong partnership is the key to successful learning experiences. Regular communication and exchange is not only important in volunteering programmes, but also to bring forward our common vision of a sustainable future. Therefore, I think we also need to strengthen global partnerships in Education for a Sustainable Development.

The “UNESCO World Conference on Education for Sustainable Development” starts in two days from now. We, the civil society, will only be partly represented, but some of us will present the results of our discussion in this important event. Civil society is not only crucial for the implementation of the Decades’ objectives, but also here, I come back to the thought of empowerment, for their formulation.

» A voluntary service can only become a Global Learning experience if it is designed to reflect cross cultural interests and the perspectives of the host countries as well. «

(Heike Spielmans)





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VII. EVALUATION

Evaluation data was collected at two survey points during the realisation of the conference. First beforehand, when data for the application to the conference was collected. It is information concerning origin, gender, target group and data on the field of engagement of the participants. It is available for all 175 participants and built the basis for their accreditation to the conference. The second survey at the end of the conference asked participants to evaluate the conference on a questionnaire that was returned back by 109 of 175 participants. The conference questionnaire is available within the annexes of the documentation of the conference.

Statistical Information

The arrangement of participants of the conference was aimed to establish a balance of continents, generations, gender, and target groups. Chart 1 shows the representation of continents and gender ratio at the conference.

All participants were supposed to come from civil society and to be committed to Global Learning, voluntary services (particularly 'weltwärts'), or development education. The European group combines three of the main target groups that were 28 representatives from German NGOs, 25 representatives from European NGOs, and 24 German returnees from volunteering abroad; 26 Persons from Europe were panellists (10), observers (6), or organisational staff (10).

Overall, women were slightly over represented at the conference with a quote of 55 %. Exception to this trend was the African Group, where men quantitatively prevailed.

The aim was to have highly experienced professionals participating at the conference as well as young people who are committed to ESD. 47 young people, either returnees (26) from volunteering abroad, or young adults from the global Southern countries situated in Germany,

Chart 1 Continents and gender ratio

Continents	Total	Women	Men
Africa	25	7	18
Asia	20	14	6
Latin America	25	15	10
Europe	105	61	44
Total	175	97	78

who are engaged in the field of Global Learning (21), met 121 representatives from different NGOs from all over the world who built the group of professionals, sharing their experience in very different fields of ESD, Global Learning, and Voluntary Services to the conference.

The conference questionnaire asked in which decade participants were born. As graph 1 shows, more than 38 % of the participant's were born in the 1980's, 23 % in the 1970's, 22 % in the 1960's, whereas 12 % were born in the 1950's, -40's or -30's.

Major future challenges

Empowerment seems to be the most important future challenge for the participants of the conference. Question 1 asked what are the most future challenges after five Years UN Decade. 26 % of the participants answered that the impart of competencies, like change of perspective, critical thinking, conflict resolution, and participation are the most future challenges.

23 % answered that it is the strengthening of the political participation of civil society.

To fulfil the MDG, "Education for all" is the most future challenge for about 19 % of the participants.

Finding solutions for global challenging topics like water management, climate change, or diseases like HIV or malaria is the greatest future challenge for about 18 % of the participants. To ensure a broad overall education and to empower civil society to be aware of and to solve global problems, seem to be more important than the solution of environmental and sanitary questions.

Open commentaries to the question were centred on conflict prevention, the protection and implementation of basic human rights, and the preservation and respect of Indigenous knowledge. Graph 2 shows the overall ratio of answers to question 1.

ESD and voluntary service

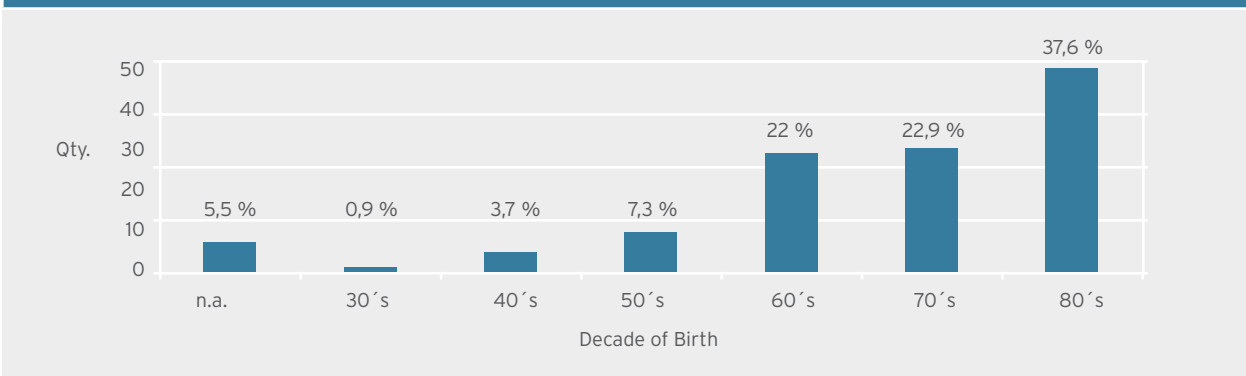
The conference brought together representatives from NGOs working primarily on the implementation of Education for Sustainable Development with professionals working in the field of voluntary services and international exchange. The assumption was that this assembly would result in realising two aims of the conference:

- >> To promote ESD as an essential part of voluntary services especially the voluntary programme 'weltwärts',
- >> To create synergy effects between voluntary organisations and organisations engaged in development education.

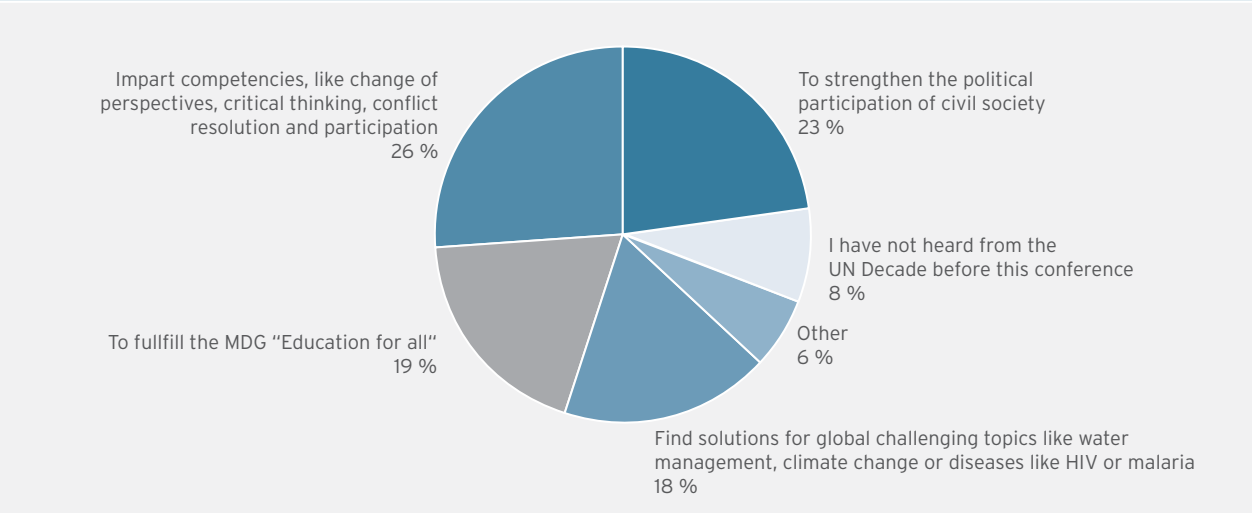
Graph 3 shows the participants' references to ESD and voluntary services respectively the 'weltwärts' programme.

Being asked about synergy effects between 'weltwärts'-sending organisations and relevant actors of development education (question 2), a participants majority of 83 % confirmed that synergy effects between voluntary organisations and organisations engaged in development education have been well, or even very well, created. None of the participants neglected that synergy effects were created. Graph 4 shows the overall ratio of the answers to question 2.

Graph 1 Participant's age



Graph 2 Most future challenges



An examination of the answers to the open question on how to implement the conference recommendations into the own daily work (question 5), tells more about the quality of synergies between participating organisations and the perception of ESD as an essential part of voluntary services.

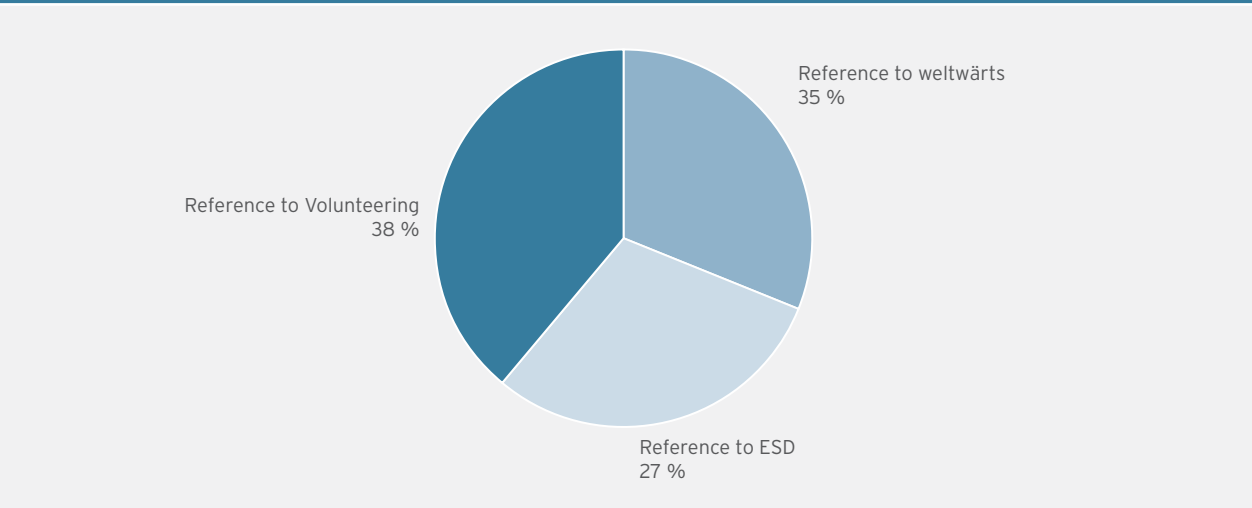
According to that, most of the participants are willing to implement the recommendations in their daily work, due to their position in very different organisations and institutions. Some of them are teachers in schools who try to involve ESD into their classes. Others just finished school, started studying, and have been already abroad for a time as a volunteer. One of them has put it like, "as a former WW [weltwärts] volunteer, I will try to create a follow up to keep on talking about this subject."

Another group of participants is actually working in global networking NGO structures concerned with voluntary services. They all would like to intensify their

work, "preparing young Germans going abroad", and want to "integrate ideas of the conference in concepts of WW preparation". "Securing the quality of 'Rückkehrerarbeit'[work with returnees] for volunteers" and involvement of ESD into the preparation of volunteers, are recurrent statements of the participants. Some are providing conceptual framework like, "exploring more about the area of Sustainable Development plus cultural knowledge as the preparatory for voluntary services."

The open formulated answers to the question on how to implement the recommendations indicate that many NGO representatives from the South are planning to promote volunteer work, respectively the 'weltwärts' programme, in their respective countries and seek for a management of volunteers by the NGOs and their regional networks. Reviewing the answers as a whole especially considering their diversity and creativity allows the conclusion that the conference provided a lot of

Graph 3 Participant's references to the conference main topics



ideas of how to intensify mutual partnership, exchange, and volunteering. Many participants who have not yet been working with volunteers up until today, but who are working in the field of ESD in their respective countries, are thinking about how to implement voluntarism in their organisations. Bringing together professionals with background of ESD and voluntary services fruited into the strong wish to implement more ESD elements in current voluntary programmes, or to plan to “include sustainable activities related to environment and education in the projects” to be “more active in the promotion and the achievement of the ESD” and in “carrying ESD perspectives in the review of environmental seminars”, just to mention a few typical statements.



Another aim to many of the participants that reads from the answers is to use the recommendations from the NGO Declaration for lobby-work regarding ESD, on the non-formal education level and throughout the entire society and to: “state and note clear that ESD is essential in the work towards sustainability”, “to foster the understanding of EVERYONE’S responsibility in ESD, participation, and opening up target groups, reaching not only school and the public, but even immigrants, old people, young kids, etc.”

The conference communicated Global Learning as an essential objective of ‘weltwärts’ towards public inter-

est. The dialogue between the target audience of Global Learning and civil society was highly promoted throughout the conference. The event was strengthening development and social aspects of Education for Sustainable Development.

During the adjacent “UNESCO World Conference on Education for Sustainable Development” held from march 31st to April 02nd in Bonn, the Bonn NGO Declaration found its way into the drafting process of the UNESCO BONN Declaration. This was possible due to the broad and quick distribution of the NGO Declaration and the sending of ‘ambassadors’ to introduce the NGO declaration to the UNESCO World Conference.

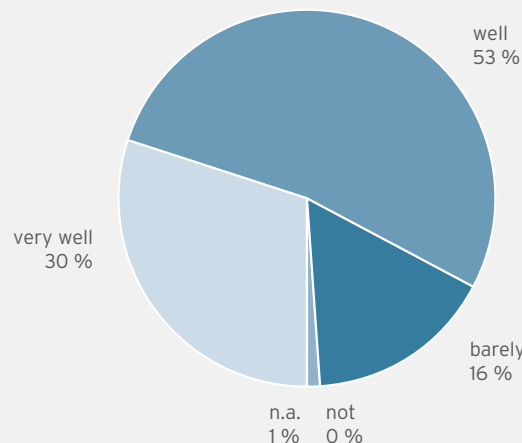
The conference altogether

92 % of the participants confirmed that they were very pleased or pleased about the choice and performance of speakers and panellists.

For question 3 about the choice of the topics of the working groups, answers differed from excellent and very well chosen to some good and constructive critiques on the complexity and range of topics. Participants appreciated the topics and found them “touching the important problems of sustainable education”. The keywords characterising the choice of topics are “well-covered”, “reflective important issues”, “challenging and interesting”, or “including all the major questions of ESD and voluntary service”.

Answers to question 7 on the overall organisation of the conference show that participants were highly satisfied with the organisation and implementation in form and content of the conference, and were appreciating the “given opportunities for people from all over the world to meet and exchange ideas about environmental sustainability and about the way to improve our life on earth.”

Graph 4 Synergy effects between voluntary organisations and organisations engaged in development education have been created:





VIII. WORKSHEETS OF THE WORKING GROUPS

Each working group was invited to propose its recommendations for the conference declaration. The working groups nominated an editorial representative for the editorial staff, responsible for discussing and adopting the declaration in the editorial meeting on Saturday evening.

Resource persons provided input for the workshops issuing themes and questions. The following are their worksheets.

Working Groups: Education for Sustainable Development

What has been achieved? - Where are we heading? (Africa)

PREPARED BY LOYCE LEMA, ENVIROCARE, DIRECTOR;
DAAR ES SALAAM, TANSANIA

1. What is the political environment that shapes our decisions and discussions about ESD?

Most African policies on Education for Sustainable Development are inadequate.

Education for Sustainable Development is a concept which dates back as far as 1987 to the UN intervention on environmental issues. ESD is meant to equip people with knowledge, skills, perspectives and values that enable them to live in a sustainable manner. It targets children, youth, women, and men.

ESD aims to bring transformation that recognises social interdependence in human life and social equity and security for future generations.

The current educational structures we have in most African countries limit Sustainable Development options and plans for the present and the future.

In Tanzania, for example, pupils stay in primary school for seven years; this is accepted as basic education. During these years, pupils achieve very little that enables them to become self-reliant.

Education policies developed after independence in 1961 focus on other priorities and not on Sustainable Development.

As noted earlier, the number of years of schooling is important but not a sufficient measure for Sustainable Development. There are basic factors that need to be considered by the educational system in place, including the contents of education (curricula) the pedagogical issues (teaching methods) and quality and quantity of learning materials and school environment as well as the quality and quantity of teachers (including their level of motivation).

2. What is our approach to ESD and what are our main concepts and strategies?

Many NGOs play a large role in ensuring the integration of ESD into social and community work, this is because they work with volunteers, schools and communities in general. For example, Envirocare had a project on culture and biodiversity where pupils, volunteers, and teachers came together to learn about the use of seeds, herbs, and trees.

Pupils learned a lot about environmental conservation after realising the value of trees, medicinal plants and seeds.

3. Challenges ESD faces

Education in general in developing countries, like Tanzania, is facing several challenges like curriculum development, liberation-oriented pedagogy and teacher development.

» Curriculum

Curriculum is one of the main inputs for quality education where emphasis is supposed to be placed on the local cultural environment (socio-economic and political).

In Tanzania, curriculum at all levels of education is currently overloaded for various reasons. Because of this, education does not promote learning and the pupil or student does not get the necessary scope to understand what they are supposed to learn. Therefore the curriculum remains of low quality, inefficient, and contains unachievable aims and goals.



4. What have NGOs achieved in the context of ESD? What did we fail to achieve and where are we heading?

Achievement:

- » NGOs have managed to get their governments to improve their policies on ESD; they have also supported the government in implementing the policies by raising awareness and performing practical work in schools at the community level.
- » NGOs have limited resources to cover the schools and communities although NGOs are willing to promote changes by influencing the Governments and communities, the challenge remains on achieving the capacity to deliver, as very few development partners are interested in supporting ESD.
- » Most NGOs in developing countries do not have ESD policies in their organisations, hence they fail to raise funds for it.

Where are we heading?

- » The government needs to examine the curriculum at all levels, from preschool to professional education.
- » Emphasis on education that is locally relevant and culturally appropriate, reflecting the environmental, economic and social conditions of the targeted community through improved teacher management and use of appropriate performance and assessment.

What has been achieved? – Where are we heading ? (Asia)

PREPARED BY SANAIYYA F. ANSARI, AIN O SALISH KENDRA,
SENIOR DEPUTY DIRECTOR GENDER AND SOCIAL JUSTICE, BANGLADESH

Five Theses

1. Clear objectives, strategies, instruments and verifiable outcomes are necessary on a regional and national level to enhance ESD. Therefore an assessment of primarily national and secondarily regional ESD focus areas is essential (needs assessment on the local, national and regional level). NGOs should take a leading position in this regard.
2. Without national advocacy strategies developed by a network of NGOs, ESD will fall short of its objectives: among others in achieving national objectives and in sensitising and including government agencies in ESD (e. g. including ESD related topics like human rights, social and ecological responsibility etc. in school curricula). National advocacy is essential to improve present teaching methods (at governmental and NGO schools).
3. ESD should focus on four main areas: 1) awareness building, 2) including target groups in developing objectives, strategies and instruments, 3) providing input to target groups on Sustainable Development and 4) national and regional advocacy activities.
4. Capacity building of ESD stakeholders should get greater attention. International partners could provide training as well as technical and financial support for regional exchange visits and national advocacy campaigns. A needs assessment is crucial for this.
5. Part of each German volunteer's Terms of Reference for their service abroad (as well as after their return to Germany) should be clear-cut tasks in ESD.

Working Groups: ESD and Voluntary Services**“Volunteering and Global Learning” – Group I**

PREPARED BY BARBARA VODOPIVEC,
SOCIETY FOR HUMAN RIGHTS AND SUPPORTIVE ACTION HUMANITAS;
BRUSSELS / BELGIUM

Volunteering and Global Learning/Volunteering and its contribution to Education for Sustainable Development

The short presentation will be based mainly on the research I carried out last year in Guatemala through Leiden University in the Netherlands on international volunteer work, volunteer tourism and perceptions of development. I will focus on those parts of the research that relate to the question “to what extent is volunteer practice a Global Learning experience” / what elements are needed to make it a GL experience.

Volunteer work (in the ‘South’ - the entire presentation is based on the volunteer work in the so called ‘South’ or ‘developing’ world) as a new trend - its transformations in the last 10 years; an activity promoted today by NGOs, schools, governments, travel agencies; acknowledging different types of volunteer work but also recognising similarities

Volunteering - promoted as Sustainable Development work, sustainable travel and non forma Global Learning experience; (Volunteering as a Sustainable Development work: question of impact - need for in depth qualitative research, interdisciplinary connections (I will not focus on this in the presentation, maybe we can discuss it in the debate))

Volunteer work and GL: volunteer work has a great potential to contribute to GL but needs to be extremely well structured and needs constant critical reflection in order to search for improvements.

1. Lack of preparations and follow ups: Looking at the NGOs, volunteer travel agencies and schools encountered in the field there is a tendency to promote international volunteer work not as a complementary activity - or maybe a tool - of Global Learning but as a self-sufficient GL experience, a GL experience per se. This refers to the fact that the majority of volunteer sending organisations provided no space for volunteers to reflect on their experience, their work and the place visited. There was an

extreme shortage of preparations, mid-term evaluations and post-volunteer seminars. Even where 'preparations' were made, they mainly rested on old anthropological models of cultural shock or guides on how to integrate into a completely culturally and developmentally different society. Mainly emphasising cultural and development differences without recognising similarities and offering explanations as to how these differences came into being in the field of power relations. This lack of educational activities around volunteer programmes not only resulted in some unsatisfactory volunteers' experience but also included the danger of disconnecting volunteers' experience from their own lifestyles, behaviours and the world back home – the simple act of doing volunteer work appeared more important than the volunteer's attitudes inside and outside of the volunteer project;

2. Messages and images about volunteering, destinations and hosts are already part of GL experience: How is volunteer work (and destinations and its people) presented and promoted? Language used: notions of need and help still seem to prevail (instead of, for example, support, collaboration, cooperation); use of labels such as underdeveloped, developing; emphasising differences and obscuring similarities between people in volunteer's country of origin and people in volunteer's country of destination; danger of bringing in divides and stereotypes that we are trying to question or challenge through Global Learning; By promoting volunteer work only in the 'South' and by promoting 'Southern' destinations as poor and underdeveloped, there is a danger of 'outsourcing' poverty and the need for improvements and developments to the world 'out there', far away from us but we might not see what needs to be done in our own environment.

Maybe within the debate we can also tackle the topic of duration of volunteers' placements (how much time should volunteers spend on their placements in order to make it a GL experience? How do we determine the limit?) and the question of skills (should unskilled volunteers do responsible work like teaching? Should volunteer sending organisations require skills? What kind? Is it fair to require high qualifications for non paid work? Is having good will enough for doing volunteer work?) - but that is merely a suggestion; it depends on the way the workshop is to be carried out.



“Volunteering and Global Learning” - Group II
 PREPARED BY ERIKA ECKESKOG, THE SWEDISH CENTRE FOR
 INTERNATIONAL YOUTH EXCHANGE (CIU), ACTING SECRETARY GENERAL,
 PROJECT MANAGER, STOCKHOLM / SWEDEN

1. Youth volunteering is a shared responsibility between sending and receiving organisations.
2. Mutual cooperation between partners in Europe and the South is the key to creating real ESD.
3. If we aim at reducing poverty and increasing democracy, youth volunteering should be performed in the South as well as in Europe.
4. Creating and working with “returnee networks” should be implemented as a prerequisite in all countries sending out volunteers.
5. A common framework for evaluating the impact of youth volunteering can be created and shared between countries.

NGO reality in the South – Group I

PREPARED BY JEAN BAPTISTE EKEN; ACTION FOR DEVELOPMENT
CAMEROON; NATIONAL COORDINATOR, MAROUA / CAMEROON

THESES BASED ON THE ABSTRACT AND THE CENTRAL QUESTIONS OF THE SESSION.**1) The needs and the selection of volunteers**

An in-depth analysis must be undertaken by the hosting and sending organisations to identify the qualifications of the volunteer needed.

NGOs in the South and volunteers bring together the skills and talents of professionals and share them with other individuals for the betterment.

Volunteers must equip people with skills so when they leave the skills remain.

The presence of volunteers must contribute to:

- » Increasing inter-cultural exposure by linking different communities, volunteers and partners.
- » Increasing the volunteers' and the partners' understanding of wider development education issues and trends.
- » Increasing awareness and understanding of specific development issues amongst populations in the country

In addition to professional skills, volunteers must have the right personal qualities, which include confidence, flexibility and the ability to work effectively with others.

As volunteers, they have to leave a lasting memory in the minds of their beneficiaries.

2) The preparation of hosting organisations and the volunteers before their assignment

Both partners must have all the information concerning their situation (historical, social, political and cultural, relations with other partners, resumes, the last report...)

The sending organisation must do a field visit to the hosting organisation to be sure the minimum requirements are met regarding volunteer assignments.

3 Favourable conditions for the southern partner to receive volunteers

- » An accurate definition of their needs
- » Clarification and details concerning the job description
- » The hosting organisation must be ready to provide the volunteers with a minimum standard of working conditions (office, house, work materials, security, pocket money...)
- » Volunteers must also have information regarding local government offices and Ministries of Education in areas such as assessment, strategic planning, national curriculum development, monitoring, evaluation and national quality standards
- » An existing contract between the hosting organisation / sending organisation and the volunteer.

4) The monitoring of Volunteers

Usually, every volunteer must have at least a two month trial period in the hosting organisation before the final decision.

There will be a conjoint plan of action with a component of monitoring and evaluation. The hosting organisation must choose a contact person for permanent exchange. This person will coordinate and accompany the volunteers during their placement.

A conjoint evaluation must be done regularly with an exchange of feedback and addresses with the sending organisation.

5) Volunteering as a Global Learning experience

Volunteers and southern partners must work to promote cross-cultural learning and understanding in order to implement local development more effectively.

The southern partner must learn from the volunteers and they must learn from them - it must be a shared endeavour.

NGO reality in the South - Group II

PREPARED BY ALBERT RECKNAGEL, TERRE DES HOMMES
DEUTSCHLAND E. V., OSNABRÜCK / GERMANY

Five theses:

1. Young volunteers (mostly between 20 - 25 years) should be considered cultural learners and not development workers.

Many NGOs in the South see volunteers as unpaid helpers or even professionals to raise the living standard of the poor people. I think this is an excessive demand for young people visiting a totally different culture and work environment for the first time. Besides the personal desire of many of these young people "to help the poor" we should be realistic and see voluntary services like 'weltwärts' as an intercultural learning experience, but not as development work.

2. There is a need for an adequate preparation of the partner organisations (and not only of the volunteers).

My experience is that the "cultural shock" sometimes is stronger for the inviting NGO than for the volunteer. It is not only necessary to prepare the volunteer before his / her assignment but also the NGO personnel in the South. Western values and mentality, religious topics, life style and personal behaviour (e. g. sexuality) should be brought up and introduced by intercultural training. In this way, misunderstandings can be reduced and an open dialogue about upcoming "problems" is facilitated.

3. During their stay volunteers should get a close mentoring by a responsible person of the South-NGO and their own organisation.

The exchange programme must have a component of monitoring. For the volunteer, the contact to a sensible, responsible person from the partner organisation is as important as the permanent exchange (possibility) with his / her own organisation. There should be someone coordinating and accompanying the volunteers during their placements.



4. The hosting NGO has to assure safe and friendly living conditions to the volunteer.

For the volunteer it is understood to live and work in the local community. He / she do not expect a perfect infrastructure but it should be assured that living and working conditions are safe. Volunteers should not be sent to conflict areas or regions / communities where people do not want them. A warm welcome, friendly communication and good integration are conditions for an adequate learning ambience.

5. The implementation and monitoring of voluntary exchange programmes needs proper resources for the hosting partner organisation in the South.

Training, monitoring, as well as result and impact management do need a certain amount of manpower and a certain budget. Part of the contract between voluntary programmes (in the North) and hosting organisations (in the South) should be a minimum budget for these activities. This seems necessary to give adequate assistance and make the placement a common and sustainable learning process for both.

PART II: COLLECTION OF ESSAYS ON ESD



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IX. ESSAYS FROM THE CONFERENCE PARTICIPANTS

Each participant was asked to write an essay beforehand on relevant points concerning Education for Sustainable Development from their perspective. The essays were used to evolve guidelines for the workshops during the conference and delivered a valuable and creative input to the conference as a whole. They are published in the following chapter **ordered by continent, country and last name** of the author. To find the essay of a specific person please look up in participants list in alphabetical order at the end of the documentation.

Essays from Africa

SENAMI PARFAIT BOKOHONSI
BILDUNGSINITIATIVE FÜR WESTAFRIKA
BENIN

The United Nations have declared the years 2005 to 2014 the world Decade of „Education for Sustainable Development“. Sustainable Development is a political goal with great priority for the Federal Government of Germany. To achieve this goal, innovative solutions are needed to bring into line economic performance, social equity and responsibility for the natural environment. The most important source of ideas and resulting innovations are people with a good education. Education is a key factor to knowledge. Education provides orientation in an increasingly complex world. People will only be able to truly participate in social life through education.

Education is often one of the largely shared resources in the diasporas. It is well known today that the potential of the diaspora communities in Germany and Europe can be fruitfully exploited with respect to the development of each country of origin. The Association "Bildungsinitiative für Westafrika - praxisorientierte Integration und politische Schulung für junge Akademiker (BIW) e. V.", of which I am a member, would like to contribute and focus more on the exploration of the question about the specific benefit of diaspora in education.

Diasporas are complex phenomena. They may develop new identities and rights in the nations of destination, but at the same time they may claim rights in their nations of origin. The new and specific question is how and to what extent they can and do interact with their source families, communities and governments to help bring about development. This is an issue growing in salience because migration is less and less a definitive movement and sparks instead a constant flux of people, resources, political pressure and ideas between a nation and various groups partly identifying with it abroad.

This may be explored as a function of government policy, and this is a valid approach. However, diasporas develop and sustain, often for hundreds of years, contacts and relationships that bypass or are not necessarily regulated by government intervention. With globalisation, this has become increasingly the case. Interactions between the diaspora and a nation become multiple and variable, as the notions of transnationalism and transnational communities tend to highlight. But in this complexity there are trends and major characteristics that can be defined and explored.

"Global Learning, weltwärts and beyond" aims to struggle for an Education for Sustainable Development in the world and particularly in Africa. This high-minded goal requires in the view of BIW e. V., a profound involvement of those people whose daily lives consist of contributing to the development of their country of origin. In this same way, it would be important to insist on the key position of the educated people of diasporas.

This part of diasporas is particularly sensitive about education questions. A major characteristic is often the usage of the factor education as a resource to improve people's own way of life. They incorporate, before the implementation of any new programme, the awareness of using education as Sustainable Development. This way of thinking, which, to a great extent, can be observed in all categories of the diasporas, face many difficulties. This includes first of all, a true reintegration in their country of origin after having reached a certain level of knowledge. However, this position as a transnational or transcultural community conveys to the diaspora the most appropriate qualities of a valid actor and partner in order to achieve the above mentioned goals.



What is the role allocated to diasporas in this project?

In order to avoid old stereotypes in development politics which implement the disastrous consequences we know nowadays, the BIW e. V. suggests including, in a timely manner, the transnational communities in this project. This poses an ideal approach to ensuring the function of education as a sustainable factor to the transfer of know-how and knowledge and a peaceful transformation of social, cultural, political and economic structures in these countries.

In this international conference we would like to seize the opportunity to discuss and interact with other groups and participants in order to improve and reinforce the strategic role of the diaspora for a Sustainable Development in education.

MARIUS KUESSI SOHOUDÉ
KULTUREN AFRIKAS E. V.
BENIN

Realities of Global Learning in the South

I'm a member of some associations which organise presentations or show some films followed by discussions. One evening we showed a film in the organisation Afrika-Forum Mainz about gene-modified organisms. The initiative Afrika-Forum Mainz organises presentations and debates on issues concerning Africa or the Africa policy in the world most of the time. But that evening, it was a subject that concerns all countries and continents. The film and discussion which followed made me realise that the consequences of an uncontrollable organism can affect the entire world, since it can move in the air. The questions of the people who came from African and European countries showed that they were also very interested in the theme. So it was a sensitisation of common people and scientists about global problems that we human beings just create when we don't think profoundly about the impact of our creations upon us and the rest of the world. This means that information on topics that concern all of humanity should be spread as widely as possible so that the consequences can be at least reduced, if it is impossible to avoid them. In that way we also help to avoid that the same problems occur with the same consequences in other regions of the world.

I think I can use my experiences in a Global Learning Activity after I return to my home country. For example I can read and comment some texts with global importance with students in my classes. I can also create an organisation which informs many people about global topics that already existed or that are current in the world. I can also attend an organisation that has the same aims. The activities may be presentations or the projection of films followed by a discussion, public reading of important books or the support of debates in the media etc.

In my country Benin, the obstacle could be that some people may see their interests attacked and try to disturb or to confound the activities. We may also have a lack of means to organise our activities. It could also be difficult to mobilise people to work on the projects, but it is not impossible.

SOLEYMANE SOW
ENERGIE SOLAIRE POUR L'AFRIQUE DE L'OUEST
BURKINA FASO

Global Learning and Volunteer Services

In my opinion, one of the most important conditions for a successful voluntary service is a reasonable and well-defined relation between the volunteer, the sending organisation and the partner organisation. Every involved party has to know its role well in the enterprise 'voluntary service'. SEWA e. V. as the sending organisation and SEWA Burkina as the partner organisation, have been working with volunteers for over a decade. While the cooperation between SEWA e. V. and SEWA Burkina is already well established, the volunteers are new every year. Therefore our focus lies on preparing the volunteers and helping them understand their role as well as the role of SEWA Burkina and SEWA e. V. In order to do this, the first thing it takes is enough time. Therefore our volunteers are chosen already seven months before the beginning of their service. Perhaps the most important point is that a great part of the preparation is done by the direct predecessors of the volunteers. Via the Internet, they start being an important contact person for their successor's right after those have been confirmed. They write a detailed manual, produce a small welcome-video and are always helping with questions - after all they are the ones who have lived through the preparation process most recently and who have the most up-to-date information. Every year the active members of SEWA e. v. - all of them former volunteers themselves - do a workshop with the newly chosen volunteers. Here the volunteers get to know the contact persons for all different concerns. This workshop is essential to enable a trustful relation between the volunteer and the sending organisation.

All of these efforts aim at starting an identification process so that volunteers understand already before the beginning of their service that they will have a clearly defined role and a very important function in the SEWA organisation and its projects. This strong identification with SEWA, its projects and its goals is not only one of the most important ingredient to make a voluntary service for SEWA a real Global Learning experience but it is also the reason why today the work of SEWA e. V. is almost entirely based on former volunteers who decided to continue their service for SEWA in Germany because, with their one-year experience of working in Burkina Faso, they are well qualified and motivated for helping advance the non-profit development organisation SEWA for example in the field of public relations or acquisition of new partners.

Realities of voluntary services

In my opinion, a good work place for a volunteer is characterised mainly by a precise task that constitutes a demanding challenge for the volunteer but at the same time does not overstrain him or her. To reach this goal it is necessary to insure a form of communication between the volunteer, the partner organisation and the sending organisation which allows constant evaluation of the success of the voluntary service and reacting to possible deficits by improving the working conditions. Regular telephone conferences are often held with the sending organisation in Germany by SEWA-Burkina and the volunteers write a weekly email report. With respect to communication with the partner organisation, it is important that I - as their supervisor - am always available for any concerns and that all persons with whom the volunteers team up with in their daily work are well briefed on the background and the objectives of the voluntary service.

The main interest that I see in voluntary services for Southern partner organisations is the ability of volunteers to facilitate communication between organisations with a different cultural background. With the beginning of his service a volunteer will start to acquire and to improve his communication skills in the culture of his hosting country. Soon he will have the valuable qualification to serve as an intermediate between two cultures and people with such a qualification are absolutely necessary for a successful intercultural collaboration and a Sustainable Development cooperation. For example, in the case of SEWA, our organisation, a major task of our volunteers is the organisation of various projects. Therefore they have to collect information on the ground and communicate them to the project managers in Germany. Together with all concerned they help to work out a project strategy that meets the objectives of both sides. Another one of our volunteers' important tasks is the documentation of our projects that shows our German partners that the funds they have provided are well invested.

JEAN BAPTISTE EKEN
ACTION FOR DEVELOPMENT CAMEROON
CAMEROON

Global Learning and Education for Sustainable Development (ESD)

The central challenges ESD has to face in my country are:

- » Efficient and realistic studies concerning ESD
- » Real inclusion of beneficiaries and all partners (donors, administration, state, civil society...)
- » Organisation of project monitoring and evaluation

To Global Learning, ESD adds the inclusion of all projects partners, and the sustainability of the implemented project.

Presently, my organisation 'ACDEV' carries out a Community-based Project of Health and Nutrition Education (PCESN), financed by the HIPC fund, in two health districts in the Far North province: Mora (Department of Mayo-Sava) and Kar-Hay (Department of Mayo-Danay). In this project, ACDEV is active in 230 villages / quarters where 460 Community Animators have been trained to carry out the educational activities and 230 Village Committees of Health and Nutrition have been created to sensitise and mobilise the communities. In June 2005 we have finalised a similar project in the health district of Meri (Department of Diamare), where 72 community animators covered 36 villages. In these projects, the community animators carry out educative talks on themes of nutrition and public health. They target pregnant women and mothers of children aged 0-2 years; primarily lactating mothers (with children aged 0-6 months) and mothers of malnourished children. The nutritional status of their children is regularly monitored and advice is given when the child is malnourished. The activities of the community volunteers are supervised by promoters and one supervisor per district. The activities are being carried out in close cooperation with the local health centers: the educative talks are joined with vaccination days, and the heads of health centers supervise the activities regularly. Due to these projects, ACDEV has already established good contact with the Ministry of Health at the different levels (country, province, district). ACDEV is highly valued for the community-based approach applied to health issues, and consequently the positive results and the high effectiveness of the project has prompted the funding organisation to decide to prolong the project for one more year.

Realities of voluntary services.

Which conditions must work places fulfil to offer an adequate learning area for young volunteers?

To offer an adequate learning area for young volunteers, workplaces must:



- » be safe
- » permit optimal integration
- » cover all basic needs
- » encourage communication, dialogue and professional friendship

What interests do our Southern partners have in voluntary programmes?

Southern partners have many interests in voluntary programmes, such as:

- » An exchange of knowledge and experience
- » Opportunities for fund raising and the implementation of new projects
- » Improving the skill set of local staff

NESTOR KAMDEM
STUBE BERLIN-BRANDENBURG
CAMEROON

Realities of Global Learning in the South

No development without knowledge sharing.

Knowledge is indeed what is needed for implementing Sustainable Development not only in our country, but also around the world. Thus, sharing knowledge is the best way to help people.

Global Learning is a forum where people can share their knowledge.

How can one become a part of the Global Learning network? One should be able to learn from other people but should also be able to make significant contributions. I see Global Learning as a kind of knowledge exchange.

There are many points of exchange including culture, technology, science, research, doing business and many other interesting things that can improve the lives of human beings.

To make Global Learning efficient, education is the starting point.

In Africa, there is not enough infrastructure for education. There are not enough primary schools and not enough secondary schools. The direct consequence of this situation is that, in many primary schools and in secondary education, the student / teacher ratio varies from 60/1 to 100/1.

The situation is even worst in many universities of the continent. The carrying out of research in a university is very difficult in Africa. University libraries are not well equipped. Existing laboratories are not well equipped, either. The situation has become more complicated since the year 1980, with the declaration of the IMF that research and universities are not priority sectors for Africa.

With the idea of Global Learning, the UN is appealing to developing nations to invest in their education system and to reform it. Educating people is the foundation of any development.

Many positive points in Germany concerning the education system have attracted my attention. But I will only talk about one point: libraries in Germany

I am really impressed how the library system is organised in Germany. There are libraries everywhere in Germany. These libraries are intensively used by citizens. I believe that these libraries are the core of the German education system. People educate themselves through these libraries.

There are also electronics libraries with online journals that contribute to improving research in Germany.

Organising the library system in my home country like it is set up in Germany would be great.

This could be done through the state, the municipal council, student associations or any other organisation that aims to educate people. It is a great challenge. How can the Global Learning Programme contribute?

VIVETTE TCHUISSANG TCHIWE
WORLD UNIVERSITY SERVICE (WUS)
CAMEROON

Stube Hessen is a programme conceived for students from Hessen, Germany during their studies. This programme concerns every student from Africa, Asia, Latin America and also Eastern Europe.

In the context of Global Learning, Stube Hessen aims to improve, to assist and to sustain this addressed student group in various domains.

The main method used in Stube Hessen is the organisation of seminars. This includes appointing a leader for the seminar. This is the course instructor who is in charge of the

organisation and the supervision of the seminar. His closest assistant is a student, who plays the role of co-leader. He is responsible for the moderation, the communication with other students who came to help in organising the seminar and course activities. The seminars themselves are made up of presentations held by experts (sometimes students) about a specific topic.

Another strategy of the Stube Hessen is to organise round table conferences or to get involved in academic ceremonies and intercultural events. The main actors are enrolled and active student participants of Stube hessen, who encourage their fellows to join it too.

The benefits of membership in Stube Hessen are numerous, both for the individual and the whole community.

Every student who takes part in the seminars or activities of Stube Hessen develops as a person. As a foreigner in Germany, he learns how he can better and more easily integrate into the society. He will get to know how he can manage his life well in order to meet his goals, such as to quickly complete his studies, acquire a specialised degree and then be competitive on the work market. Participants in Stube Hessen will be accountable citizens with the capacity to handle various responsibilities in their lives. In Europe or in their native countries, they will be role models and a great help to their fellows. With the acquired knowledge both in university and in the Stube Hessen Seminar, they are the cornerstones for the development and the social coherence of their country. On the one hand, this is because they are not ignorant of topics outside their field of study. In Stube Hessen, one comes into contact with global topics and becomes involved in various domains. On the other hand, the students will be more socially conscious. This is because they will have encountered a different culture, ideology and way of thinking. The Stube Hessen seminar offers an appropriate context for this multicultural exchange, where you may encounter up to 13 nationalities.

As an evaluation, the results are not yet conclusive at all, but they could still be better. By comparing the number of foreign students in Hessen to those who participate in Stube Hessen, one can conclude that there is still a lot to do for the achievement of the goals laid down.

The main obstacles are that students are very busy during their education. At the same time, they have to study and are invited to attend Stube Hessen seminars during the weekends. Usually students work during the weekends and they live off that work. So they can't see any benefit in forsaking their job and taking part in seminars. Though once they do it, they come back happy and satisfied.

I think that a method of gaining students will be to grant active participant rewards such as scholarships or awarding prizes. Another way may be helping students find internships or accommodation.

BERHANU BERHE
ASSOCIATION OF ETHIOPIANS EDUCATED IN GERMANY
ETHIOPIA

Education for Sustainable Development (ESD) in the Ethiopian context

I. Definition and guiding principles

1.1 Sustainable Development

Sustainable Development is a development approach which is geared towards bringing about a fundamental change in the social, economic, cultural and political life of the people in a given community. The achieved development has to last long, it has to be accepted, recognised, owned and responsibly handled by the community. The development has to consider the natural resources and the environment and preserve them for the coming generation.

Sustainable Development can be successful only if it is globally understood by all countries and people irrespective of their economical and political power as well as their geographical allocation.

One of the instruments for Sustainable Development is education. When we say education we mean education which integrates adult women and men into the community, it does not mean the formal education which enables one to acquire academic qualifications but an education which brings a permanent change in the life of the people, improve their quality of life, an education which addresses issues like natural resources, environment, climate change, democracy, human rights, peace and justice.

1.2 Guiding principles and core values for Sustainable Development

Some of the guiding principles and core values for Sustainable Development which my organisation (the Ethiopian Evangelical Church Mekane Yesus) follows in its development and social service projects / program activities are:

- » Sustainable Development has to be a holistic process,
- » Sustainable Development has to be people centred.
- » Sustainable Development has to be participatory.
- » Sustainable Development has to promote human rights, peace, justice and reconciliation.
- » Sustainable Development requires equitable and effective resource sharing

In line with these principles and guidelines, the Mekane Yesus development and social service commission has chosen the following program priorities:

- » Food security and natural resource management and environmental protection
- » Water and sanitation



- » Education and health
- » HIV / AIDS
- » Gender and development
- » Child and youth development
- » Advocacy, human rights, peace and justice

Remark: The above program priorities are in line with the national development program and they cover almost the entire Millennium Development Goals.

II. Education for Sustainable Development in the Ethiopian context

The current state of education in Ethiopia

Since the introduction of modern education in Ethiopia, around the beginning of the 20th century, there has been constant change in the educational system. It started with the adoption of the Western education system and went on until the fall of Emperor Haile Sellassie. Then came the military regime and the education system was based on Marxist and Leninist philosophy.

Today, one can say that the Ethiopian Government under the leadership of the Ethiopian Peoples Revolutionary Democratic Front is experimenting with different types of educational systems which could promote the social, economical, political and cultural development of the country. Since 1994, a new education and training policy has been proclaimed which has to be implemented through out the country. But there still is constant change in the system and it is very difficult to find the right orientation which can be applicable for the Sustainable Development process in the country.

Of course, formal education up to the university level is expanding (the coverage but not necessarily the quality), whereas the non-formal, specially the adult education, which in fact has to be the motor for Sustainable Development, is at an infant stage.

It is here where the Ethiopian educational system has to give priority in order to achieve a Sustainable Development, which secures the basic needs, human dignity and healthy environment.

III. NGOs in Ethiopia

In short, the role of the NGOs is to fill the educational and other socio-economic gaps and work in cooperation with the government to achieve the development goals of the nation.

But, how far can the laws and regulations allow the NGOs to fully participate in the Sustainable Development activities?

What are the challenges / limitations and opportunities in the new NGO legislation in Ethiopia?

These could be points of discussion in group work.

Thank you

Berhanu Berhe

JODITH DEBESAI
STUBE HESSEN
ETHIOPIA

Realities of Global Learning in the South

Please describe an experience from your stay in Germany or Europe, which you would like to share with your friends in your home country. What do you think are the most important lessons you have learned?

Do you think you will be able to use your experiences in a Global Learning Activity after your return to your home country? In what way could that be? What could be the obstacles?

I have learned that it is essential to have people with different backgrounds living in the same country. Heterogeneity and diversity are proven to be a requirement for positive change that reaches everyone. If we looked at the counter-example and pictured a country in which everyone has the same background, we would notice only slight development and only in very few directions. We would observe the same opinion on all issues and no matrix for critique. Every thought outside this range would not be heard or taken seriously, even worse; it could be seen as a threat. Yet it has always been the mind outside the normal range that has led to development. It has always been the minds able to criticise conditions and to see the need for change that have brought improvements. It was always the chance to be and think differently that was suggestive of freedom; the freedom of self-development and self-fulfilment.

Different people can be seen as ambassadors of different opinions, understandings and countries and broaden one's horizon. Living in a heterogeneous environment is a requirement for understanding globalisation and profiting from it.

As an East-African raised in Europe with some orientation towards other regions, I have learned to pay attention to similarities within different cultures and I can decide which aspects of one culture I find more useful or applicable for

the respective situation. Living in Germany has shown me that we all can learn from each other and change and broaden each other's minds. I have received feedback from many people about how the exchange of our different opinions has shown them where they need more information to really get the overall picture. Many times it has shown us how different histories and different experiences cause a different view on things and different ways of interpreting them. In many situations in which I have told people my interpretation of their actions, they understood why those actions have a different meaning to me than they thought they would. They not only understood my way of thinking but they adopted some parts of it for their own lives.

At times they now act considering my point of view without me being involved in the situation, which shows they do not simply consider my opinions but they have internalised them as their own. Those mind changing discussions can be understood as an individual process of alteration and development but they also accumulate access to the society by offering the opportunity to look at your current social environment, analyse and then criticise it. I have learned to understand the German way of life and adopted parts of it without forgetting my heritage. I found a good balance and I use the best of both worlds in my actions, and so do people who have adapted to aspects of the African cultures I represent. That is a premise on which partnerships and co-operations are built. I have learned that it is important to understand and even appreciate and welcome different opinions and experiences.

Originating from adjacent nations in conflict, Eritrea and Ethiopia, promoting international understanding is my main concern. I can see how being involved in education programs that target international understanding promote diversity.

I would like to remind people in Eritrea and Ethiopia - especially the north - of their similarities and teach them to use their differences to grow together. I would like to be involved in administrating two schools in Eritrea and Ethiopia that participate in student exchange programs with each other. Your neighbour is the first step you have to take to go global. I would consider this project to be valuable to Education for Sustainable Development and Global Learning.

The obstacles a project as this would have to face are the authorities and governments that would decline such a project and a few small groups that might even menace the students. Security must be assured. The governments are still accusing each other of being the cause of their own misery. The hostile atmosphere is definitely an obstacle not to be ignored or underrated.

I am still convinced these are not insurmountable obstacles and I am looking forward to the day those two countries recognise the need for this kind of exchange.

MULU WORKU
ASSOCIATION OF ETHIOPIANS EDUCATED IN GERMANY
ETHIOPIA

A synopsis on relevant points concerning Education for Sustainable Development (ESD)

Sustainable economic development is a global endeavour of sustaining development with a rational regard for energy and the environment. Without the optimal use of energy and globally integrated environmental protection, thinking of sustainable economic development would mean a short-sighted vision never realised. To give an optimal view of the rational use of energy of all kinds and of protecting the environment requires a massive grassroots level awareness and a society-wide information campaign. This in turn requires using effective social development tools where education serves as the best way to provide valuable knowledge to the population.

Education is a human right. That is why we find the right to education enshrined in all modern constitutions of the world. Education is the primary agent of transformation towards Sustainable Development, increasing people’s capacities to transform their visions for society into reality.

Education for Sustainable Development (ESD) is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future. It teaches people how to make decisions that consider the long term future of the economy, ecology and equality of all communities. Education teaches peoples to be better individuals, family members, community members and citizens. By education, we mean quality education, which is an essential tool and pre-requisite for achieving Sustainable Development.

Quality education upholds and conveys the ideals of a sustainable world. It takes into consideration the social, economic and environmental context. Quality education is locally relevant and culturally appropriate. It is informed (oriented) by the past and relevant to the present, and prepares individuals for the future.

ESD needs to focus in the following four areas of action for education:

- » Improve and promote the quality of basic education.
- » Reorient existing education programs to address Sustainable Development.
- » Develop public awareness and understanding of sustainability (Disseminate Information)
- » Provide training

These areas of action involve various stakeholders, including governments, businesses, international and non-governmental organisations, educational institutions, etc., (like the organisation I represent, which is one of the private



academic institutions in Ethiopia), each of which has its own vision of ESD. Hence the need arises to integrate contributions of every sector towards Sustainable Development.

After the world summit on Sustainable Development stressed the need to integrate Sustainable Development into education systems at all levels, from pre-school to higher education and non-formal education, in order to promote education as a key agent for change, various moves have been made at international, regional and national level. My country of Ethiopia is no exception in this regard. Having recognised the need to gear education towards national development, an education reform program is underway in Ethiopia. Recognising also that education is a fundamental tool for environmental protection, environment authorities and NGOs in the country are pushing the government to impart such issues in the national curriculum, in an attempt to build the culture of environmental protection nationally.

J. ADUBOFUOR
DEPARTMENT OF BIOCHEMISTRY AND BIOTECHNOLOGY
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
GHANA

Technical and Vocational Education and Training (TVET) for Sustainable Development

Introduction

There is a fresh awareness among policy makers in quite a number of African countries and the international donor community of the critical role that TVET can play in national development. The increasing importance that African governments have attached to TVET is reflected in the various Poverty Reduction Strategy Programmes that governments have developed in collaboration with the World Bank.

It has been the vision of the African Union to ensure an integrated, peaceful and prosperous African continent, driven by its own people as far as the development of human resources and the economy are concerned. In its plan of action for the second decade of education (2006 - 2015), the African Union recognises the importance of TVET as a means of empowering individuals to take control of their lives and recommends the integration of technical and

vocational training into the general education system. The African Union also recognises the fact that many young people are outside the formal school system and consequently recommends the integration of informal learning methodologies and literacy programmes into national TVET programmes.

It is within this framework that the African Union Commission is spearheading the development of a new strategy with the ultimate goal of revitalising, modernising and harmonising TVET in Africa in order to transform the continent into mainstream activity for African youth development, youth employment and human capacity building in Africa. The Commission also aims at positioning TVET programmes and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvements among others, in infrastructure, technological progress, energy, agriculture, trade and tourism.

Role of TVET

In the light of the above-mentioned goals, the Ministry of Education in Ghana seeks to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them in developing their potential to be productive so as to facilitate poverty reduction and promote socioeconomic growth and development. In this regard, TVET plays an important role in the following areas by:

- » Being an integral part of general education
- » Providing employable skills through formal and informal apprenticeship for the jobmarket
- » Being an instrument for promoting environmentally sound Sustainable Development
- » Being a system of education meant to facilitate poverty alleviation
- » Becoming an aspect of lifelong learning and training for responsible citizenship

These five dimensions are central to TVET and also reflect the broad concept of Sustainable Development adopted at the 2002 world summit on Sustainable Development and the goals of the United Nation's decade of Education for Sustainable Development (2005 - 2014).

As part of the educational reform in the year 2007 in Ghana, the government established a Council for Technical and Vocational Education and Training (COTVET) to develop policy, co-ordinate and regulate all aspects of TVET. The reform emphasises the need to ensure that Vocational and Technical Institutes offer courses which will qualify graduates for the job market and also offer them the opportunity to further their education at the Polytechnic level and at higher Technical Institutes.

Conclusion

Developing and strengthening TVET efficiently and effectively is an important building block for sustainable economic growth and social development. With market-based skills, migrant workers, urban unemployed and newly knowledgeable and trained graduates can find jobs. If better trained, many rural-urban migrants who are either already working in cities or urban centers or will be in the future can get better jobs and income. This will support balanced urbanisation and contribute to social development.

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KENNEDY BASSAW ARKAH
GHANA EDUCATION SERVICE
GHANA

Development Education

My Perspective

In my view, development education is about making people aware of their socio-economic conditions (giving them skills, training and the tools to enable them to take action to rectify this using varied approaches and skills). DE is a set of actions that are taken to enable children to have access to education.

Development education is bringing awareness of the 'self', the individual, to the forefront of formal education.

As an educationalist, a careful analysis of the school curriculum shows that it has no clear cut policy to consciously deal with development issues affecting our country, society or community, so that those who go through the educational system who fortunately take over the reign management of the country are made aware of the peculiar development issues that needs to be dealt with.

Development Education should aim at creating a yearning for patriotism, nation building and wealth creation for the benefit of all citizens in a country by its own people.

People must understand the acts of freely working for the development and well being of society without expecting any sort of return.



Development Education is any action (acts) that must be taken to ensure that children and young people have access to education - formal and informal. These acts include poverty reduction strategies, provision of educational infrastructure, rural electrification and water, training of teachers, skills training, micro-credit, rural employment and awareness creation amongst educational stakeholders.

Government must ensure an enabling environment to enable parents to be self sufficient in order to lessen the laundering of children with work to raise the family income. Issues of unemployment amongst parents should be solved.

People in rural areas, who are mainly peasant farmers, must be assisted with technical skills, training and agricultural credits to enable them to expand their farms, increase yield, grow diverse crops as well as rear fish (fish farming). Education in Africa should be transformed and not reformed so that there are massive improvements in educational facilities and policies.

Education policies should be revised to concentrate on the current and specific needs of each country and its people.

Education must move from the classical grammar oriented type of education, for which job opportunities are limited in Ghana and Africa, to skill training.

Development Education involves the inclusion of global dimension issues (Internationalism) into the curriculum and activities of schools.

There should also be intense and child centred community development.

Issues of health, nutrition and food security, water and sanitation should be dealt with.

Early childhood education and development, respect for children's rights and views, child protection against abuse, violence, molestation and trafficking must all be address in development education. People must gain the knowledge, skills and understanding necessary for becoming responsible citizens. People's values and their perspective of others must also be looked into in development education.

Social Justice is important in Sustainable Development and improves welfare for everyone. In order to achieve effective integration of internationalism into the school's curriculum and activities, the District Assembly and the District office of Ghana Education Service are encouraging schools to get linked using KAK School as a case study. I have also done research for action aid Ghana on Child labour in mining towns and the effect on their education in 2005. I worked for the Rural Aid Foundation working with women in Muslim communities on HIV / AIDS, nutrition and Girl-child education. Currently, I am the deputy executive director of the Ked Action Foundation. The organisation works in the areas

of poverty reduction, development education, nutrition, micro-credit as well as gender and development. These are areas that fit well into development education.

World events have always had a bearing on issues of development, including education.

My extensive reading and researching of world issues, especially those that relate to Africa and poor countries in relation to development education, have brought to light issues that must be of interest to anyone who dreams of a better world for everyone.

Thematic areas of development must be embedded in the curriculum of schools to enable children to understand how the world operates. Topical issues such as diversity, UN children's rights, water sustainability, environmental protection and poverty are issues that must be tackled holistically.

Development education should:

- » Raise issues that are relevant to the needs and concerns of the people.
- » Expand on the knowledge base of local citizens in order to strengthen their capacity to help them take an active role in the development of their communities and improve their socio-economic well being.
- » Enable citizens to seek answers to developmental projects and issues that will benefit them.
- » Enable people to take part in global events.
- » Raise academic standards for all pupils and their schools.
- » Encourage active involvement of community members in the organisation of development activities.
- » Make reference materials available to local government officials, teachers and organisations that are working in development education.
- » Be seen in every facet of the development agenda of every district assembly (local government) for the rapid development of the towns and cities.

FRANCIS MENSAH
SHAMA SISTER CITY COMMISSION
GHANA

I have established links between Chulmleigh Community College, Devon and Shama Senior High School and East Worlington Primary with St. Peter's Primary School in Shama. I am very keen on developing youth links which will hopefully involve volunteers going to Shama to help in promoting education and Sustainable Development. Although this project is in its early stages, I have already established links with several organisations in the South Molton area as well as North Devon and I am currently visiting the area and meeting important organisations to further establish the partnership. This morning, for example, I had a meeting with a large farming organisation who are promising to help provide us with second hand tools and I am arranging for books, computers and other teaching material to be collected to establish libraries in the Shama schools. The British Council in Ghana is organising a workshop for teachers to prepare them for the link up with the partner schools in the UK. I have visited the headquarters of South Molton Recycle, their shop and their depot to see how recycling and reusing materials can be developed. I see it as important to implement some of these ideas in the Shama region, so we can reuse many materials and avoid getting the countryside and villages littered with waste. I would love to attend this conference in my capacity as Sister City facilitator in Shama region and as a teacher so that I can bring back ideas which can be used not only in my region but throughout Ghana and I will report my findings back to the African President of the Global Sister Cities Foundation.

Shama is establishing a 'sister' city relationship with the South Molton area of Devon in England. This includes different organisations linking up to learn about the different cultures and also involves encouraging Sustainable Development in both areas. Organisations which are establishing contact include several schools, different churches, several businesses including Mole Valley Farmers, the business forum, the police, sports clubs, the media etc. This is hoped to develop so that exchanges take place and volunteers from South Molton will come to Shama, Ghana to help in the schools and with various projects.

One of the issues which has been at the forefront in Ghana is the problem of hunger and poverty and the need to sustain a school feeding programme, as well as the provision of education for all young people by the year 2015.

THOMAS M.H. TWEH
WEST POINT HEALTH AND SANITATION ORGANISATION
LIBERIA

Education for Sustainable Development

Education being the key to achievement in every new technology and other global challenges, it is important for every human person worldwide to have access to formal education. Since education is the bridge that enables a person to participate in every sector of life, it is a human right to have a formal education. Through education people learn, teach, manage, control, implement and provide services that are sustainable and promote development.

Education is the broad base for the proper use of all things, because life and its many facets must be seen through its lens in order for them to be used wisely and properly. Since all things are scarce, there is a need to properly and wisely put them to use, which increases a person's ability to sustain and develop him or herself.

Justification: Let me discuss the importance and advantages of education based on how I feel it works considering the following points.

Planning: A person needs to plan all of his/her activities in order to know what needs to be done and at what time.

Organising: He/she needs to organise the activities that have been planned and in order to achieve this s/he should be educated in the respective field or sector where s/he is operating.

Implementation: This also an important part of the activities that were planned; putting them into practice to demonstrate, if appropriate, that they will provide sustainable and developmental benefits.

Leadership: Since the participation and inclusion of people is necessary for all activities, the ability to lead people needs to be taught.

After one has fully mastered and utilised these aspects, the next question is what benefits him or her.

Disadvantage: When a person is not educated in all forms (traditionally or formally) s/he is limited in society because s/he lacks the will to support his/her inclusion for participation. Furthermore, his/her chances for employment are also narrow. Therefore I can say, s/he has a bleak future, meaning her chances are slim.

In conclusion, education gives birth to Sustainable Development, because when a person is educated, I think he/she has job security which support his or her chances for sustainability and development.

Education does the following:

- » Provides a person with a job or an employment opportunity.
- » Makes the job market accessible to a person.
- » Supports lasting peace and democracy.
- » Reduce the chance for war or instability.
- » Supports societal growth and development.
- » Strengthens the rule of law and equal participation.
- » Reduces corruption and cheating.
- » Supports economic empowerment for citizens.
- » Strengthens community participation.

BAIANE EUGÉNIO LANGA
ESCOLA SECUNDARIA DA QUISSÉ MAHOTA
MOZAMBIQUE

SUSTAINABLE DEVELOPMENT IN THE EDUCATION SECTOR IN MOZAMBIQUE

First of all, I would like to greet all the participants at this conference and express my gratitude for inviting us to take part in this important event.

The Republic of Mozambique is located on the eastern coast of Africa with an area of approximately 800,000 km², and is inhabited by about 20,530,714 people, (as of the 2007 census), of whom the majority live in rural areas. The capital city is Maputo. Constitutionally, Mozambique is a democratic, sovereign and independent republic.

For Mozambique, the issue of Sustainable Development is complex and very important for our future.

In accordance with the Plan of Action for the Reduction of Absolute Poverty (PARPA II-2005-2009) and in accordance with the Government's Five-Year Programme, the poverty rate is to be reduced down to 45 % in 2009. In this context, the education and cultural domains becomes of extreme importance, because education contributes to human development.

The development strategy extols the human capital as one of its pillars where education plays a preponderant role, because only educated and competent people will participate fully in the life of their society (PARPA II, 2006-2009: 342).

It is in this context that the Ministry of Education and Culture (MEC) envisions a strategic plan of the educational activities that aim at enlarging its capacity so as create more access and quality in education. The Education Sector Strategic Plan II (2005-2009) considers as a priority the curricular reform which offers not only the skills needed for further education but also life skills and skills necessary for access to and success in the job market.



The reform is meant to offer flexible training programs with content that is relevant and promotes professional competencies, a life-long desire to learn, to prepare the individuals for the world of work, not only in terms of being employed but also in terms of self-employment.

The perspectives for the education sector are defined in the main documents that contain the options and global strategies of the country, namely: the 2025 Agenda, the Plan of Action for the Reduction of Absolute Poverty (PARPA), the Government Five-Year Plan and the Strategic Plan of the Education and Culture Sector. These documents take into account the decisions and conventions ratified by Mozambique in the regional and international arenas, with special reference to the SADC on education, the International Report on Education in the XXI Century, The Medium Term Strategy of the United Nations Organisation for Education, Science and Culture (UNESCO), Action plan from the Dakar World Forum, among others.

It is within these policies of illiteracy eradication and absolute poverty reduction that the schools have produced their own action plans and strategies with the aim of putting theory into practice. The community where the school is located determines the definition of its important activities. These activities are geared towards the perspectives of social and economic development of that area, taking advantage of the human and natural resources available.

The actions carried out give value to the practice through concrete tasks such as the planting of shade and fruit trees by each child. Each planted tree is a plant the child offers her school from her own home. The same child is responsible for watering it.

Another action is related to learning and the repairing of the school furniture (painting, repair of the desks, chairs, windows and doors, etc.). Mozambique being a mostly agricultural country, some schools, in rural zones, practise agriculture by looking after school vegetable gardens (tomato, collard greens, onion, beet, lettuce, corn, potato, etc.) depending on the local conditions.

There are also schools that are devoted to the rearing of livestock (cattle, swine, poultry, etc.). The acquired learning at school is used in the community, at the student's house. For

instance, some students have reported that there have been improvements in the quality of life in their homes as result of the use of what they have learned at school.

The partnerships that the schools establish with visiting groups of students from different parts of the world such as Germany (Hamburg and Garmisch) are opportunities for intercultural and technical exchanges. In the schools where this twinning exists, the positive change of attitude in the students involved is visible in everything they do. This is a great asset for everyone involved. For a global and broad vision of the world, this cooperation has also prioritised exchange visits to promote mutual knowledge and understanding of the cultures and lifestyles of different peoples.

Starting in 2008 in the general secondary education, vocational disciplines such as entrepreneurship, livestock breeding, psycho-pedagogy and tourism were introduced with the aim of preparing students for life. These disciplines were introduced through the involvement of students, teachers and community (the local businesses) as partners in different activities of the education process. These entities collaborate in the identification and implementation of the disciplines that make up the practical component of the vocational disciplines. The schools celebrate agreements and partnerships with associations, non-governmental organisations, religious confessions, companies and other partners for the development of concrete projects. The motto is learning by doing.

EMGARD MERORO
BAUMGARTSBRUNN PRIMARY SCHOOL
NAMIBIA

Education for Sustainable Development in the Farm School Baumgartsbrunn

My name is Emgard Meroro. I am a teacher at the Baumgartsbrunn farm school in Namibia. The school is about 30 km from Windhoek in Khomas Hochland, a rural area. It was built in 1973 as a private school by Helmut Bleks, a German emigrant. It was his aim (during the time of apartheid) to give the children of the workers at the surrounding farms a chance to get an elementary school education because no one took care of them.

Today the school is a government school. At the moment 270 children are attending it. The pupils are coming from the surrounding farms which are up to 50 km away from the school so the learners are boarders with 4 hostel matrons taking care of them and 9 teachers. The standards of the hostels are very low.

Since 2004, we have been working together with the Solar Net International Association and have been pursuing the aims of spreading renewable energies, media education and youth exchanges successfully. The school kitchen and the hostels are already equipped with solar water panels.

Furthermore we carried out solar energy training about renewable energies (particularily solar energy) with pupils of the Münster Schillergymnasium in Germany.

This is important because Namibia is an expansive country and doesn't have a power supply everywhere. Because of the climatic circumstances the use of solar energy is useful. That's why the pupils have to be taught the utilisation of energy very early. Because of the global extent of these energy problems we have to work together internationally.

We cultivate a close partnership with the Münster Schillergymnasium in Germany. Every year since 2004, a group of pupils from the Schillergymnasium has visited our school in order to work on joint projects with our pupils (solar workshops, media workshops, language projects, cultural projects). Since 2004 teachers of our school have also visited the Schillergymnasium in Münster. This year, our pupils will be visiting Germany for the first time.

Our partnership has been honored with prizes several times (for example, first prize Eine Welt für alle and Sonderpreis Mädchenwelten of the German President). A special sustainability is added to our relationship through our media-based cooperation. Our pupils come in contact with digital cameras, photo- and film handling and the communication techniques the Internet offers. In this way our pupils are able to tell their story, show their workshop results and communicate on the internet.

My colleague Gabriel Mubasen Khoeseb, who sadly passed away a few months ago, looked after the work on the Internet. After being trained by the association Solarnet International e. V. I, Emgard Meroro, am continuing this work.

LIONEL ANDREW ADRIAAN
GLOBAL CLASSROOM PARTNERSHIP
SOUTH AFRICA

SYNOPSIS ON GLOBAL LEARNING AND EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

- » Education is said to be the handmaiden of society.
- » Result of the Apartheid era (1948-1994) – South African society is diverse and fragmented along racial and socio-economic lines.
- » Diversity and fragmentation is reflected in the education provided.
- » The educational budget was differential – monetary allocation per learner was on a sliding scale basis – ‘whites’ getting the most and ‘blacks’ getting the least. Allocations for ‘Indians’ and ‘coloureds’ were in between.
- » This created superior advantaged schools where learners were trained to become the bosses and disadvantaged inferior schools where learners were trained to become labourers –‘werkgereed’ policy!

- » With the overthrow of Apartheid in 1994, the vision of a progressive education system seems to have been given up.
- » We are now stuck with detrimental anti-educational policies and practices.
- » An education system should make children aware of the rich cultural heritage of humankind with appreciation and love for it.
- » The Freedom Charter of the ruling African National Congress (ANC) government states that “the doors of learning and culture shall be opened to all”. This becomes a mockery when we realise that the World Bank (WB) and the International Monetary Fund (IMF) orchestrated that education become largely privatised and subject to “user charges” i. e. learners pay school fees!
- » This system effectively shut the doors of learning for millions of underprivileged children – education becoming reduced to a commodity!
- » We believe that children should have the right to compulsory, equitable, non-racist, non-sexist education provided free by the state.
- » The introduction and implementation of Outcomes Based Education (OBE) has been criticised as being flawed, sterile, energy-sapping and completely unsuitable for post-Apartheid South Africa.
- » There have been many demands by prominent people for the scrapping of the OBE system. The system has been dumped in Canada, the United Kingdom, Netherlands and New Zealand!
- » Demands are also being made for the re-introduction of the 4 R’s (Reading, Writing, Arithmetic and Reasoning).
- » The constant changing of staff at certain schools has also been very challenging – disturbing the stability and continuity in schools.
- » Many staff tend to move to private schools and also schools overseas e. g. to the Middle East where remuneration is much higher.
- » French education researcher Hughes de Jourenel states that our concept of education must be linked to our vision of the world of the next 30 to 40 years.
- » Quality education will only flourish if education systems favour the masses with enough qualified educators, physical resources and a living salary for educators. This should be supplemented with radical changes in social welfare, housing and recreation.
- » In conclusion, Education for Sustainable Development will not be realised easily and in the near future in South Africa unless drastic and dramatic changes are implemented on the basis of and considering the points highlighted above.



THE EDUCATION PROJECT THAT I AM INVOLVED IN:

- » I am involved in the Global Classroom Partnership (GCP) which is a unique, educational, international, social, cultural and sporting project involving high schools in South Africa, the Shetland Islands, Sweden, Germany, the Czech Republic, the United States of America (USA) and Japan.
- » The GCP engages in the following programmes - annual conferences, short and extended student and educator exchanges, LEARNING SCHOOL (LS), Enterprise and Development, Video-Conferencing, School of Ambition, etc.
- » The Learning School(LS) is a school self-evaluation model.
- » Research in various fields of learning is conducted by learners from all partner schools under the guidance of graduate co-ordinators.
- » Vast academic and guidance input to the project is provided by John Macbeath (Professor at Education Faculty, University of Cambridge) and Professor Hidenori Sugimine (Nara Women’s University, Japan).
- » The hard work, enthusiasm, foresight and intellect of Stewart Hay(Depute Head at Anderson High School, Shetland Islands) made LS a reality.
- » Research is done over a period of ten months at each partner school with comprehensive reports produced at the end.
- » Research exposes learners to rich, personal and academic learning experiences with a wide range of social, economic and cultural situations.
- » The LS project started in 1999 / 2000 and is now in its tenth year.
- » The topics that we have researched are the following: school ethos, motivation, student self-evaluation, teaching and learning, effective learning, assessment, student participation, responsibility, curriculum in 21st century and student leadership(2008 / 2009).
- » Please find more information about LS by consulting the following website: www.global-classroom.org

REALITIES OF VOLUNTARY SERVICES

- » Sebastian Zedler, a former student at the Graf-Friedrich School is presently doing voluntary service at St George's Home for Girls, South Peninsula High School and Red Cross Hospital.
- » Workplaces must fulfil varied and favourable conditions to allow for an effective and productive learning experience for volunteers.
- » Each individual in charge of workplaces (institutions) must be friendly, approachable, knowledgeable, organised, principled, good administrators and generally, a "people's person".
- » The workplace must cater to the specific interest of volunteers e. g. volunteers who are not child-friendly should not be placed in a children's home.
- » Workplaces should be well resourced to make work exciting, worthwhile and innovative.
- » Workplaces should be easily accessible e. g. public transportation.
- » Workplaces must be in a safe location.
- » Workplaces should expose volunteers to situations which they might not be used to in their country e. g. a volunteer with musical skills should get participants to be innovative and original and to make musical instruments using ordinary cheap materials (tins, beads, shells, bottles, etc).
- » Southern partners are very interested and enthusiastic because of their youthful, adventurous and humanitarian spirit.
- » The Southern partners are also keen to experience travel, a new way of life and culture in a first world country.
- » Southern partners' interests will be influenced by willingness and adequate financial support and resources of their parents.

LOYCE LEMA
ENVIROCARE
TANSANIA

With respect to ESD, I have a background in science and 23 years of working with environment and development programs in rural communities. I have successfully managed many environmental and agricultural programs. As overall in charge of the programs I have experience in mentoring students in many fields.

Presentation of Envirocare

Envirocare is a non-profit organisation advocating the protection of the environment with a gender and human rights based participatory approach. Since its inception in 1993, Envirocare has evolved remarkably and has become renowned for being an organisation strengthening civil

society and improving livelihoods using a participatory and holistic approach. The main achievements have been in projects promoting sustainable farming and awareness raising on the hazards of pesticides, sustainable forest management, natural resource management, land rights, women's inheritance rights and promotion of legal literacy. Currently, the organisation has staff with multi-disciplinary expertise in agriculture, law, human resources, gender, sociology and the environment. Over a period of 13 years, the organisation has seen milestone achievements in Dar es Salaam, Kilimanjaro, Tanga, Mara and Coast Region. A more detailed profile is attached as an appendix.

Vision Statement

Envirocare's vision is a society with a clean and safe environment that can benefit all citizens equally and in a sustainable way.

Mission Statement

Envirocare's mission is to promote and support environmental conservation and livelihoods with a gender and human rights based participatory approach through advocacy, capacity building and action research.

Overall Objective

To achieve the vision and mission, Envirocare will constantly and diligently subscribe to a culture built on the following values:

Envirocare Values

Environmental conservation and improved livelihood achieved with a gender and human rights based approach.

Unity of purpose, team spirit, cooperation and networking, diversity (freedom of expression, respect for one another), good governance, participation, creativity and gender equality as well as social justice.

Community based

Envirocare's primary target groups as well as main stakeholders are and will remain the communities that we have chosen to work with. From the inception of ideas to the implementation and evaluation, we ensure that the communities are engaged in a meaningful way in order to ensure ownership and enhance sustainability and impact. We are committed to helping people build on the resources readily available in order to bring about positive changes. Working with communities means empowering people to speak out for themselves and in doing so Envirocare pays special attention to youth and women as the key-holders to Sustainable Development. Working with rural communities, students find many opportunities to learn and reflect.

Participatory

Envirocare believes that everybody has a right to participate in development work. We are aware that cultural norms, values and practices in many communities in Tanzania do include gender specific constraints, which particularly limit the capacity of youth and women to participate effectively in decision making and development processes; hence Envirocare's attention is focused on involving youth and women at all levels of our interventions.

Partnership

Envirocare enjoys good working relations with a number of development partners as well as with government bodies at the national and local levels. The organisation values collaboration with like-minded organisations and has joined a number of local, national and international networks as a means to increasing achievements and specifically as one methodology of our holistic way of working.

Holistic approach through gender sensitivity and rights based interventions

Envirocare sees a close link between the multi-dimensional nature of poverty, its interdependence with social injustice and environmental degradation. An environmental problem cannot be solved successfully without analysing and addressing these links. This encompasses issues of land rights (who owns and decides on the use of natural assets), gender equality (who in the family has decisive powers over the family's (natural) resources) and democracy (how can people participate in decision-making that influences their livelihoods and their environment). A focus on human rights when promoting environmental protection provides a people-centred focus that also helps in mitigating conflicts of interest and enhances the sustainability of interventions.

There is inadequate employment of youth in Tanzania. This is because the majority of students are not exposed to practical work. The ESD program gives young people the opportunity to practice what they have learned in the classroom, rather than just depending on the written exams.

LAURIANO ELIAS MAHALI
VENITE SECONDARY SCHOOL NJOMBE
TANSANIA

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for Sustainable Development is a form of training which transmits both theoretical and practical skills and knowledge to the present generation in order to enable them to meet their needs without compromising the ability of future generations to meet theirs. It therefore has to deal with all human needs, namely economic and socio-political ones as well as environmental sustainability, which are all interdependent.

Since Education for Sustainable Development is the key to true advances in human society, which will make planet earth a safer place for human habitation now and in the future, this education therefore has to be provided to everyone, from the youngest learners to the oldest citizens, in every community.

All human societies depend on the sustainability of natural capital. Its destruction can make life impossible for the inhabitants of a habitat straight away. Hence, education for everyone on how to preserve nature has to be at the forefront of political action. Education on how to deal with atmospheric pollution, massive deforestation, water pollution resulting from factories, industries, transport locomo-



tives and the like need strategic educative measures with long term and short term preparations, plans, objectives and follow up. This, of course, has to consider every social setting and must be adapted to every group or location.

We are in great need of education concerning the economy. As a first priority, no project with the purpose of generating income should impede environmental sustainability. Secondly, these projects have to create more room for others to benefit economically or socially and enjoy the environment they are in. A tea plantation, for example, must not only enable people to make economic gains, but must also educate them through seminars, discussions, schools, colleges and numerous other human related facilities. Small and large scale economic activities should take into consideration the lives of the next of kin and future generations. Such education will enable Sustainable Development in any society.

The socio-political aspects need to be properly handled, so as to make our society sustainable in its development. There is a need to educate the future politicians and social workers in such a way, that they always focus on Sustainable Development in what ever they plan to do in order to ensure a safe future. Socio-political groupings have been a source of future human problems and insecurity in many countries. If training for Sustainable Development is provided to such groups, we will experience better decisions concerning the most dangerous matters, that are now controversial and cost lives and cause suffering in many nations.

The government plays an important role in these education efforts. It must prepare curricula with appropriate content. It must also ensure that modern educational facilities are available from the pre-school to the university level. In addition to this, it must prepare practical training facilities in addition to formal schooling. Governments can also build social support groups, supporting Education for Sustainable Development. Non-governmental organisations can work hand in hand with the government so that these goals are realised. This has proved successful in projects fighting HIV / AIDS.

It is good not to ignore the contributions of committed individuals. For instance, if many people take part in replanting trees where they have been cut down, this will automatically contribute to restoring the environment

Local communities can solve the problems already present, like avoiding the plastic bags that are now simply discarded everywhere in our country and instead using paper bags that can easily disintegrate, or going to the market with leather or canvas bags that can be permanently used for shopping purposes.

Voluntary movements are needed to campaign for the use of natural additives to farms like manure, pesticides and insecticides, since the artificial ones have already been proven to be harmful to the environment.

Strategies for lessening or ending unemployment must be found. Different nations need to train people to think of possibilities for self-employment, rather than always depending on someone else to employ them. Self-employment in countries like Tanzania is still very low and this would probably best be addressed in the context of the development of a new curriculum.

Rural areas, which encompass the majority of the inhabitants in many countries, unfortunately have poor social facilities and few opportunities for economic success due to market difficulties and the like. Hence, they contribute to destroying the environment as a short-term solution. Eventually this causes rural-urban migration which is an indicator of negative developments in the future.

Education for Sustainable Development is the strongest and most appropriate solution for guaranteeing future success in all aspects of human life. An elite community focusing on this aspect is hopefully going to lead us to a brighter future!

KOUTOGLO ATIYE GRENZENLOS – GLOBAL LEARNING IN DIALOGUE TOGO

My decision to take part in activities of Global Learning in Germany was motivated by two factors: first, the widespread and deep-rooted ethnic and racial prejudices mostly based on our social and cultural differences, and second, the fact that the world we are living in is one and we have the moral obligation, individually and collectively, to protect it. My slogan was: "Diversity and differences make us rich, so let us know more about each other in order to make this world a better place for all!".

Most of the time, ethnic and racial prejudices are the result of our ignorance about our cultural and social differences most of the time. The aim of my engagement is to increase the awareness for my culture among the German students and pupils. This awareness will hopefully create optimal conditions for a future cooperation, which will be necessary in order to deal with the challenge of creating a Sustainable Development for all. This is a global challenge and also requires global answers involving all of us. For example, if my target group can understand the conditions in which coffee is produced in the south, they will probably change their consumption behaviour and contribute to improving the life of the farmers producing it.

In my opinion, the world we are living in is one and, directly or indirectly, the daily activities of people in all parts of this world affect each other. We should therefore face the challenges of the Sustainable Development together. This approach can only be successful, if we are well aware of our differences and diversity, accept them and include them in our attempt to find sustainable solutions to the problems we are confronted with.

While carrying out the units of the project: Beyond borders: Intercultural Learning in Dialogue, initiated by the World University Service Germany (WUS Germany), it became clear to me that education, especially intercultural education, remains one of the major keys to Sustainable Development in any country. This is the lesson I have learned from the project. Intercultural education enables us to free our mind from every prejudice. By improving our knowledge about foreign cultures, intercultural education contributes to creating the conditions for peaceful relations between different ethnic groups in a country and between different countries. It therefore contributes to consolidating social peace, which is necessary for Sustainable Development.

I intend to initiate a similar project throughout my home country after my return. My ambition is to help restore and consolidate confidence among the different ethnic groups and prevent social unrest. Moreover, I would like to share with my friends and other people of my home country the experience and the approach of a Global Learning activity. I will probably concentrate my efforts on the rural areas. My aim is to make people conscious of their place in their environment and the impact of their daily activity on their immediate surroundings as well as on the whole world.

At the moment I am trying to create a non-governmental organisation together with friends from Togo and from neighbouring countries such as Benin. All activities of our future projects will be carried out through this organisation.

I am well aware of the obstacles we will have to overcome. Our engagement will basically be voluntary work. It is obvious that it will not be easy for us to find people who will be ready to work together with us, since they have to fight for their life every day. Nevertheless, with courage and dedication, we will overcome all of these problems.

EVANS MUSONDA YOUTH ASSOCIATION OF ZAMBIA ZAMBIA

Global Learning and voluntary services

Volunteering has become increasingly important worldwide because of the many benefits it offers to the countries and their people. Many organisations today have been able to survive as a result of input from volunteers who offer their time, energy and skills to contribute to meeting the set objectives.



In order for volunteering to work and yield the desired results, there are important ingredients that have to be put into place. First, it is imperative to have motivated and enthusiastic volunteers who are prepared to live and work in other communities. The volunteers must also understand some of the global topical issues such as Millennium Development Goals and the culture of their own country as well as the receiving country. This allows volunteers to have a deeper understanding of living and working in a foreign country. In order to ensure that the right volunteers participate in the exchange programmes, there is a necessity of interviewing prospective volunteers. All volunteers who qualify for participation in the exchange programme should be adequately prepared by conducting an intensive orientation program before leaving their country and another one conducted by the receiving country. This orientation should include common exchange programme rules that should be followed and respected by the volunteers. Host families should be prepared to understand the objectives of the exchange programme as well. They must also volunteer to host the volunteers based on their interest in the programme and its objectives and not because there is financial support coming from the exchange project.

It is necessary to partner with an organisation with a good track record and one that understands the concept of volunteering and exchange programmes. This host partner must be in a position to understand the country's landscape and must be able to have local contacts that can make the exchange meaningful and successful.

The exchange programmes must have a component of monitoring. Monitoring and evaluation should target all components of the programme, such as the host family, the host community or organisation and the volunteer work being done. Monitoring of the programme should be done at least at regular intervals so that the programme direction and guidance is provided. It is always important to conduct evaluation camps with the volunteers so that, should there be any challenges in the programme, solutions can be easily found before the situation worsens. Involving the partner or sending organisation in the monitoring helps volunteers in having confidence and creates a feeling of being cared for.

A post exchange meeting with the volunteers is an important ingredient of the programme. This brings together volunteers who participate in the exchange programme in order to share lessons learnt and how the skills are being used after the programme. Documenting the good skills experienced by the volunteers creates a knowledge database for other future volunteers. It is always helpful to encourage volunteers from the onset of the exchange programme to keep a diary of their experiences. The journey of experience can be used to glean important skills from the volunteers and these can later be documented in a book.

Realities of voluntary services

There is no doubt that workplaces are an important factor in making an exchange programme work because of the space it creates for the volunteers to gain hands on experience. By and large work places help volunteers turn theory into practice and help them understand work culture. However, there are certain conditions that a work place should fulfil in order to provide adequate learning space for young volunteers. The workplace must be in the position to offer meaningful work that can provide an opportunity for volunteers to learn and share skills for collective and personal growth. The work place must guarantee adequate safety for the volunteers. In normal circumstances there must be a meeting between the host organisation and the workplace in order to discuss in detail what the exchange programme is all about and why the volunteers would be placed in the organisation. There must be a clear understanding of the obligations of the workplace, the communication channels must be well defined between the host organisation and the workplace and also the volunteers on the other hand. The work place must also offer a person acting as a focal point, who should be in charge of the volunteers for the duration of their placement. This focal person should be able to provide necessary information and guidance to the volunteers. The work offered by the work placement should be in line with the theme and objectives of the exchange programme.

Many Southern partners, including the Youth Association of Zambia, have a lot of interest in voluntary programmes. This is so because we believe that voluntary programmes offer a wide range of opportunities for volunteers to acquire skills in both informal and formal ways. Volunteers are exposed to international work through voluntary programmes and this helps them understand different work environments. On the other hand, voluntary programmes bring in another dimension of solidarity and skills sharing and they contribute to peace building across the globe. It prepares the young people for many challenges and helps them with their personal development and in becoming responsible.

Through voluntary work, many community projects have been initiated that, without the involvement of volunteers, could not otherwise been achieved. It also acts as a unifying factor among communities who see volunteers as a source of hope and inspiration.

Essays from Asia

SANAIYYA ANSARI
AIN O SALISH KENDRA
BANGLADESH

Education for Sustainable Development

In order to create an enabling environment for promoting good governance, non-discrimination and social justice, my work concentrates on ensuring human rights awareness spreads throughout society via schools, youths, teachers and cultural activists as well as on increasing the capacity of partners of ASK's and other local organisations to replicate the proven model of human rights programming in the area with proper knowledge, skills and attitude. In addition, strengthening the Community Based Organisations (who are working as a human rights defenders without any financial cost to us) and ensuring that CBOs take conscious and organised action, as well as holding the supply side accountable and making it transparent to ensure justice to the victims is another important task I face. Women's groups are breaking the silence and are demanding equal participation in all decisions and are making progress. Also, finally, lawyer groups are gradually beginning to understand that, by ensuring voluntary support, they benefit as well. It is also true that they are extending their support by attending CBO programs, filing cases and providing counsel on various topics. ESD is one instrument we can use to achieve the results we are aiming for. Volunteers from Germany are involved at different levels.

The following are the most important steps we must take in order to promote Sustainable Development:

- » The pursuit of gender equality is central to Sustainable Development, as it allows all members of society to participate in it and to fulfil their potential. Gender equality is a societal goal to which education, along with all other social institutions, must contribute.

Discrimination based on sex is often structurally embedded. In many societies women bear the major burden of responsibility for food production and child rearing, they are excluded from family and community decisions affecting them and they have little or no access to means of income generation.

Gender issues must therefore play a prominent role in educational planning – from infrastructure planning and material development to pedagogical processes. The full and equal engagement of women is a crucial factor in ensuring a sustainable future.

- » Issues of development, environment and health are closely intertwined – ill health hampers economic and social development.

Hunger, malnutrition, malaria, water-borne diseases, drug and alcohol abuse, violence and injury, unplanned

pregnancy, HIV & AIDS and other sexually transmitted infections are just some of the problems that have enormous implications for health. Education and basic medical information are powerful ways to drive behavioural change. The school environment itself must be safe and healthy. Schools should act, not only as centres for academic learning, but also as supportive venues for the provision of essential health education and services, in collaboration with parents and the community.

Environmental perspectives cover several major topics, reflecting diverse goals and audiences, including:

WATER
CLIMATE CHANGE
BIODIVERSITY
DISASTER PREVENTION

- » Education must respect diversity. The values, diversity, knowledge, languages and worldviews associated with culture predetermine the way issues of Education for Sustainable Development are dealt with in specific national contexts. ESD aims at promoting teaching which respects indigenous and traditional knowledge, and encourages the use of indigenous languages in education as well as the integration of worldviews and perspectives on sustainability into education programmes at all levels.
- » The preservation of cultures is linked to economic development. Tourism and cultural industries can run the risk of modifying culture and making it a mere object of interest for outsiders. Cultures must be respected as the living and dynamic contexts within which human beings find their values and identity.
- » Peace and security are fundamental to human dignity and development. The Sustainable Development of any culture is always endangered by a lack of security and conflict. These result in significant human tragedies, overwhelming health systems, destroying homes, schools and often whole communities and leading to increasing numbers of displaced people and refugees. Education for Sustainable Development plays a key role in promoting peaceful values.
- » ESD promotes responsible citizenship and fights against the social and resource impacts of unsustainable lifestyle consumption habits.

I am concentrating on making people aware as well as competent to demand Education for Sustainable Development, not only in order to prevent injustice and discrimination. People are educating themselves in order to see changes in the schools, society in general as well as the state. The people do not only consider themselves as people, rather they think of themselves as human beings and this includes everyone, from children to seniors. Sustainable Development is taking place in all spheres of human life.

MADHAVI JOSHI
CENTRE FOR ENVIRONMENT EDUCATION
INDIA

Global Learning and Education for Sustainable Development (ESD)

The geographical size of the country and the population as well as the diversity of languages is a big challenge facing anyone wishing to implement ESD here. The country also has a large number of institutions and organisations involved in Sustainable Development. While there are efforts to build networks and create partnerships, sustaining them is a major challenge. The governance model for the country is based on decentralised management and decision making on the state level in many areas including education, with the central government setting the guidelines which the states use to develop their implementation plans and strategies for various programmes. Therefore, there are significant differences regarding the level of development in different areas among the states as well. This is an important obstacle when trying to develop a strategy which is adaptable to the varying situations and still retains a common core in order to tie the nationwide efforts together. Interdepartmental coordination and cooperation is a challenge, though the Five Year National Plans provide for an integrated approach which requires various departments of the government, other organisations and experts to work together. Giving education a key role in the process of Sustainable Development is a challenge, as the focus lies on development and education is yet to get recognised as an integral part of such a process. Financial constraints for educational processes are another challenge, as a large part of the funding gets used in the development of infrastructure etc. The priority of education in Sustainable Development project financing is an issue and would need to be addressed. India has many examples of ESD owing to its rich tradition of environmental protection practices and its systems of education and learning. These need to be documented and shared widely in order to motivate and encourage other people to adapt them to their individual situations.

ESD fosters partnerships and networking among large and diverse stakeholders groups, enabling the sharing of learning and approaches to Education for Sustainable Development. While ESD is grounded in the local, it is also global, as Sustainable Development processes are complex and need to be addressed at various levels from local to global. ESD builds upon global EE, SD and educational initiatives to develop a Global Learning space.

Hands for Change - Teach India Initiative:

The Teach India Initiative was started by The Times of India, a newspaper group with the largest readership in India, to involve volunteers through civil society organisations in



cities of India to teach underprivileged children. CEE joined this initiative through its own campaign called Hands for Change which promotes "Action towards Sustainability". Over 175 volunteers from various professions and age groups have joined this initiative in Ahmedabad city and are engaged in a teaching-learning process in about 97 learning groups. CEE worked on a Sustainable Development theme including environmental and Sustainable Development issues in the immediate vicinity of the areas where children live. The volunteers, most with almost no teaching experience, were introduced to the content and the method of an interactive teaching-learning process. As most volunteers say, it has been a learning experience for them and has motivated them to continue the relationship developed with the children.

Realities of voluntary services

Which conditions must workplaces fulfil to offer an adequate learning area for young volunteers?

Work places need to have a prior understanding of the profiles of young volunteers which would enable matching them to the learning opportunities available. While being flexible to accommodate the volunteers needs, the work places need to have systems in place to enable the volunteer to have a pre-work briefing and interaction, a mentoring process and a well defined output towards which the volunteer would work. A clear briefing would help focus the attention and work of the volunteer towards well-defined goals. Adequate access to opportunities for discussion, exposure to expertise through lectures or interaction with visitors etc. are important learning opportunities for young volunteers. They also need access to institutional libraries, web-enabled services etc. It helps young volunteers to have a peer group in order to share and exchange notes. Therefore, it may help having a team instead of one person.

Voluntary programmes bring in people who are interested and committed to a cause and therefore bring energy and zest to a programme. Volunteers often have skills and experience which would be useful to organisations while they can provide the volunteers with learning opportunities.

KATTANPATTI SANTHANAM MALATHI
KARL KÜBEL INSTITUTE FOR DEVELOPMENT EDUCATION
INDIA

Sustainable Development through Education: Be non-stereotypic!!

Education is one proven tool for reaching sustainability. Time and again, the road from stone age to machine age exhibits this. Attempts have always been to bring a variety of changes to forms, systems, methods and policies. But the larger question is whether what has been achieved promotes Sustainable Development in the future.

Societies are bogged down with stereotypic behaviour despite advancements in technology and science. We can see this most prominently in education. We tend to be stereotypical in our thoughts, practices, contents and techniques of imparting education. The concepts of sex education, co-education and reproductive health as well as gender differences, while certainly accepted as topics for discussion, are sensitive subjects.

Compared to the West, in the Third World, accessibility, availability and opportunity for education are by and large governed by caste, class and politics. Gone are the days when education was reserved for selective caste groups and now is in the hands of select class groups. We tend to compromise quality of education for mere paper, no matter the degree sheet or currency. Politicians decide the quality, policy and cost of education. We always opine that sustainability is attained through the long-term management of an aspect. How far the so called formal education provides a sense of security to replenish one's own material and non-material wealth of information is what we have to think about at this point in time. Present education focuses more on the material aspects like infrastructure and development brought on through the use of technology. Neither the traditional institutions, like the family for example, nor the smaller traditions of community life prevail to socialise the next generation in regard to trivial aspects like values, knowledge, attitude and skills.

I constantly ask myself what I have got that I can pass on to the next generation through education. The pace of development is so high that every individual and institution is striving as well as struggling to strike a balance between materialistic and non-materialistic culture.

The pattern of education differs and demands lots of attention across the levels of education. At the primary level, there is a lack of the inclusion of play based teaching, while at the higher levels of schooling there is too little room for learning by doing. The collegiate level of education is not sustainable, as the values and knowledge taught do not lead to a high degree of employability. There are different domains where the employability quotient of graduate students can be improved: the quality of teaching, modern teaching techniques, allowing students to go to their school

of choice etc. But all of these areas are only of secondary importance to the primary stakeholders: the parents and teachers.

Parents are caught up in trying to keep up and show off to their neighbours and peers. They tend to make decisions based on their stereotypical views of what is a respectable position rather than appreciating what the child truly wants to do. On the other hand, the child is equally powerless to make decisions or negotiate strongly in order to choose courses more suited to their talents and interests.

There are many opportunities for success and still, everyone seems to fail to seize them, mostly because of a lack of guidance and proper counseling. Teachers are caught up in the traditional orientation techniques and make no efforts to improve themselves and their performance. Appropriate intervention by the right people – parents, teachers and peers – will encourage the child to explore his or her own innate competences through which he or she can contribute to society. In one of the recent meetings it was shocking to observe that the syllabus has remained unchanged for the past two decades! A recent conversation with a group of professional students showed their ignorance of simple ways of living in diverse communities! Another such dialogue showed they have a limited understanding of their own competence and goals! In contrast, there are also cases where people with little opportunity in their youth, later come to utilise them and change their life. In one of our training sessions we had a first-time visitor aged 35 who had previously lived in a cave; we had a person who was holding a pen for the first time at 50 years of age; we witnessed someone writing in a book for the first-time at 25 years of age.

Training is one substitute for the large gap in formal education that must be filled in order to ensure sustainability!!

The gender differences in higher level education for women further paralyses the progress towards sustainability. As the general definition of Sustainable Development reads, let us first meet the needs of the present without compromising the ability of future generations to meet their own needs. To sum up, Sustainable Development can be achieved only by supplementing formal education with training and development. The short term changes in values, norms and ideologies leave a strong imprint in the heart of an individual.

To benefit from these programs and to progress on the path towards Sustainable Development, all participants – students, parents, teachers, policy-makers – should first leave behind their stereotypical dreams and ready themselves for change.

Secondly, the core education decisions should be vested in the hands of the individual learners to choose and reflect with proper guidance rather than being imposed upon them.

Third, the gaps in non-material aspects of learning that shape one's attitude and mould our behaviour can be bridged only through learning.

Fourth, different core agents of education should join hands to promote uniform and useful education. This should also encompass experiential learning.

Fifth, the art and feel of peer learning should be invoked in the minds of the individual to share, reflect and gain.

Sixth, the current e-revolution provides considerable scope for e-grouping, e-learning, e-teaching etc. which can be utilised to learn and reflect diverse cultures and practices. Also, intercultural exchange programmes like the one going on at present will open the eyes of many stakeholders.

Seventh, a sense of self control should be instilled in the minds of each learner through the spiritual power of one's own choice. Self control tools like yoga and meditation will enhance one's view of life and reality and shape one's attitude towards society and the world at large.

BRIAN NELSEN

KODAIKANAL INTERNATIONAL SCHOOL (KIS)

INDIA

"Lord, it is getting late. You've preached and healed many. We are all tired, hungry and need rest. We need to be moving on, please send the people away to the villages so they can buy themselves some dinner and let's get moving. Jesus responds to his disciples by saying," They do not need to go away. You give them something to eat." But we only have five loaves of bread and two fish!" they answered. Jesus gave thanks, broke the bread, and gave them to the disciples to pass out to the 5,000. They all ate, were satisfied and the disciples picked up basketfuls of broken pieces that were left over." Matthew 14: 13-21

As I prepared to write on Sustainable Development, I was reminded of the challenges inherent in the story of the miracle of Jesus feeding the 5,000 described above. Many of the central challenges ESD faces in South India, specifically Kodaikanal, Jesus addressed in his response to his partners - the disciples - and the community. These challenges include a dependency of community on developers to continue the work and the misinterpretation and sometimes a neglect of the core needs of the community.

At times, projects in India focus on needs identified by persons outside the community and do not represent the voice and needs of the local people. Groups neglect to take the time to truly get a holistic view of the community and all of its components: social, emotional, spiritual, physical and intellectual. When the disciples suggested they send the people away to eat, they were neglecting the physical needs of the people. When Jesus commanded them to give the crowd something to eat, he taught them the importance of heeding the whole picture of needs, both spiritual and physical. An effective volunteer program needs to provide learning experiences where students, young volunteers and project leaders spend sufficient time researching the community from a holistic viewpoint before any action is planned.



Another challenge that hinders the sustainability of development in India is the tendency for the community to become dependent on the service organisation to continue the work. At times the volunteer organisation leaves the site, the project ends and the development ceases. In many cases the helping organisation is to blame because their plan for helping created a dependency due to the lack of a plan to empower the local members of the community to continue the work. When Christ left his disciples to be with his Father in Heaven, he gave them a command to go throughout the world and preach the gospel - spiritual need. Not only did he tell them, prior to the command he empowered them by example, through challenging teaching experiences, through their mistakes and later with the Holy Spirit in the upper room in Jerusalem to complete and continue the work. In the passage above he placed the responsibility for feeding the 5,000 hungry people in their hands and as they took a step of faith and began passing out the bread - the work multiplied - the multiplier effect. Jesus could have easily, and with fewer struggles, fed the 5,000, but He knew that, by placing the responsibility in the hands of his imperfect and faithless team of 12, he was preparing and empowering them for future work that would last for generations. Herein lies our challenge as leaders-educators in Sustainable Development.

As an educator who is passionate about providing opportunities for elementary-school aged kids to make a difference in the world, I have learned many lessons about effective service learning through both success and mistakes. Our first project involving global partners from the U.S. providing proper footwear for 2,000 students and numerous teaching staff of three neighboring village schools and was called the Great Flip-Flop Drive. A team of teachers from a Florida elementary school visited us in India for a week of teacher training. At the end of their training session, I took them to surrounding village schools we partner with to play games with the children and they noticed 90 % of the children had no footwear. They returned to the U.S. and began the Flip Flop Drive where students and staff raised money for 2,000 pairs of flip flops and mailed them to us to distribute to three village schools serving approximately 2,000 kids. Prior the distribution, our KIS kids planned a health education presentation including dance, music and drama in the local language, Tamil, to show the importance

of wearing the new flip flops. As a result of our project, we won a cash award for the school-wide community service project from NESAs (Near East South Asia Council of Overseas Schools) which, when added to the money our students recently raised by a student-initiated read-a-thon, will fund our next project: building a playground, classrooms and dormitories for a school called Kombai School which provides education for children who have no access to schooling as a result of their rural location and their position in the cast system.

When we started service learning with the Great Flip Flop Drive, much of the planning was driven by teachers and as a result, students demonstrated a superficial attitude towards the project and service. Just as Jesus empowered his disciples, we needed to empower our kids by allowing the next project to come from their hands and hearts. We brought the kids to Kombai School, reflected on the experience, took a step back and allowed the kids to drive the project.

I believe proper relationship building is key to establishing long-term partnerships which provide Global Learning experiences for many generations. Again, as we look at Jesus Christ's time working with his disciples, before he required his disciples to do any project work, the Bible states, "He was with them." They spent time together eating, praying, learning, and discussing life together. Once their 'learning community' was established, they moved out into communities to work together – as partners. This work continued even after Christ left after 33 years on earth and multiplies into the entire world even today.

Considering the selection and the development of volunteers, I believe the process must begin with relationship-building opportunities which develop the following qualities. First, volunteers need to catch the vision for the work either through a visit to the site or other methods. The disciples were willing to leave their 'nets' (careers) and immediately follow Christ because they were familiar with his work and they felt called to the vision. Second, a volunteer must develop a love for the people in the community where they will be working which leads to action out of compassion. The disciples were ready to leave the 5,000 hungry, but Christ modelled action out of love and empathy for the people by placing this task of feeding them in their hands. Third, voluntary workers must be risk-takers and reflective. They must be willing to try new things, make mistakes, learn from them and start anew the next day. At least here in India, some days are smooth, some days rough, and some days you must simply stay in a place Dr. Seuss calls, "the waiting place." Lastly, volunteers must be strong and courageous. Courage is not the absence of fear; instead, it is doing things in spite of fear. Fear is always present – true courage requires you to take a step even when you are afraid. As Martin Luther King Jr. said, "Take the first step in faith. You don't have to see the whole staircase, just take the first step." The disciples took a step of faith as they passed out the bread. They trusted Jesus and it multiplied. This faith

and trust developed out of strong relationship building within the learning community model.

I believe organisations must provide the same "learning community" approach for selecting, preparing and following-up on volunteers. Whether the relationship building happens within the home country prior to visiting the development site or upon arrival, this is paramount to long-lasting learning experiences. The organisers, partners and volunteers must "be" together to make service experiences transformational for all involved. I believe discussions and sharing with those attending the VENRO conference in Bonn will help sharpen our vision for development in India.

RANJITA PATI
STUBE HESSEN
INDIA

Realities of Global Learning in the North

In October 2004, I received the opportunity to start my studies in Germany in the field of human medicine at the Philips University, Marburg.

In January 2006 I was invited by a very dynamic school-teacher, Mr. Armin Hedwig from St. Johann Stiftsschule in Amöneburg, to organise and participate in the 'Indian Project Day' for the schoolchildren, which was arranged by the office for foreign students in the university. I joined this programme very gladly with great enthusiasm and interest as I have always looked forward to intercultural activities.

I began with a presentation on Indian culture, traditions, values, languages, caste systems, religion, various problems like child labour, street children etc. which was followed by a pleasant and interesting discussion with the school children and teachers, where I was able to clear certain doubts. Then some of the children also reported on certain interesting aspects of India, which I must say, was very astonishing to hear from children in Germany. This was only possible because of the increased use of various media like the internet and television. At the end of the day, I cooked some delicious typical Indian food together with the children, which was loved and appreciated by all. During the cooking session, we had the opportunity to exchange thoughts, culture and traditions and in the process we learned a lot from each other. Then I had regular contact with the teachers and children of this school. Based upon this contact, Mr. Armin Hedwig, is at present the chairman of our NGO Chetana e. V., which was founded in 2005 together with some of our German & Indian friends with the aim of establishing and supporting the self dependent living of persons with mental retardation in India & Germany. Student and teacher exchange programmes with our partner NGO, Jewels International Chetana institute for the mentally retarded persons, Bhubaneswar, Orissa, India is part of the activity of our organisation. This organisation is supported directly by various students, teachers and all others who work on

a honorary basis with a great motivation to help people in achieving their human rights which include education, food, shelter, healthcare etc.

Indirect support is extended from different sources like Marburg, Kassel and Dortmund University and Lebenshilfe, Gießen. In Stube Hessen, I had the platform to collect information, exchange ideas by group discussions with students from all over the world and also had the nice experience of organising a programme as I worked as a Co-Leiterin (co-leader). Also the financial support extended from the Heinrich Böll Stiftung has helped me immensely to spend more time and energy in various intercultural activities and projects concerning Sustainable Development.

For the improvement and fulfilment of various goals, financial and moral assistance is required from various organisations working in the field of Sustainable Development, which support projects in developing countries like BMZ, GTZ, WUS, private companies, political parties etc. A high motivation, interest and cooperation between the members is very much expected for the successful functioning of Chetana e. V. which works in the field of Sustainable Development and Global Learning.

RAGATTE VENKAT REDDY
M. VENTATARANGAIYA FOUNDATION
INDIA

**Partner in the Alliance 2015 campaign:
 Stop child labour - school is the best place to work.**

M V Foundation is the Indian partner of the Alliance 2015. This is a partnership of six like-minded non-government organisations working in the field of development cooperation. The Alliance members are Cesvi from Italy, Concern from Ireland, Welthungerhilfe from Germany, Hivos from the Netherlands, Ibis from Denmark and People in Need from the Czech Republic. They founded the 'Stop Child Labour' campaign. School is the best place to work.
www.stopchildlabour.eu

In its 15 years of campaigning for the total abolition of child labour and ensuring that all children enjoy the right to an education, the M.V.Foundation (a voluntary organisation based in Andhra Pradesh-India) has been instrumental in rescuing over 500,000 children from work and integrating them into formal schools. Its success depended on its recognition of the latent demand for education among poor parents and their willingness to make enormous sacrifices to realise this goal. Its activities were based on a process of social mobilisation that created a norm in favour of the children's right to education, which resonated with the aspirations of the poor. It gave them the confidence to withdraw children from work. Over 80,000 volunteers, especially youths from all sections of society - rich and poor, upper and lower castes - joined the Child Rights Protection forums in the villages. They contributed time and networked



to resolve conflicts between employers and child labourers, taking risks in support of released child labourers or stopping early child marriages. They also negotiated with authorities in order to strengthen public schools and also to improve school monitoring. Thus, over 1,500 villages are now child-labour free. The M V Foundation's categorical stand that 'no child should work and every child should attend full time formal school' has enabled the building of a ground swell of support. Further, its success depended on working with the existing school system and not attempting any parallel program.

The interventions of the M V Foundation strengthened local bodies and their capacities to monitor the status of child rights in their respective constituencies. It established processes for review of the functioning of local public institutions such as schools, early child care centres with community involvement, Parent Teacher Associations and the local officials. Such institution building processes fostered transparency and accountability. With children being removed from work, a demand for adult labour was created and consequently, the wage rate for adult labour, especially among women, increased three-fold. In fact, it showed that child labour depressed wages and the quality of life of the poor. The profound act of putting every child in school thus had an impact on the culture in the society that looked at issues of equality and social justice as mainstream issues, strengthened all local institutions, changed production relations and deepened democracy.

MV Foundation's strategy of residential bridge courses for the preparation of older children through accelerated learning to an age appropriate class is now a national policy, and its emphasis on linking the abolition of child labour with the provision of full time formal schooling has gained wide acceptance.

MVF also joined the global campaign of 'Stop Child Labour' (SCL) for a rights based perspective on the education of children and the non-negotiable principle that all forms of child labour are to be abolished. In this regard, it partnered with European based NGOs, Trade Unions, and youth groups from Germany, the Netherlands, Ireland, the Czech Republic and Italy. It was actively involved in collaborating with SCL to mobilise the NGOs and Trade Unions in Africa and Central America. It gained from its interaction with NGOs and youth in Germany through Welthungerhilfe (a campaign

partner of SCL). Indeed it took part in several programs in collaboration with German groups such as visits to German schools, for instance in Munich (München) in October 2006 along with the big school project “WeltFrühstück”, where Mr. Venkat Reddy gave a realistic impression of the hard life of children condemned to child labour in rural areas of South India. The German children showed a lot of sympathy and understanding by dealing with the subject of child labour in their school lessons and by creating, for example, theatre plays, posters, statues etc. This expression of solidarity demonstrated that protection of children's rights requires a flow of energy from local to global and in doing so, societies are harmonised, there is mutual respect and all ‘walls’ collapse.

Undoubtedly, there is no substitute for education for citizenship and building of self-confidence and self-esteem; bridging inequalities and combating all forms of exclusion and discrimination. Education alone can pave the way for building communities, districts, state capacities and democracies. It is through democracies that dialogue and discussion take the place of violence and destruction. Education is key for freedom and a new world.

MOHAMMAD ABO KAZLEH
INTERNATIONAL YOUTH FUTURE FORUM
JORDAN

Realities of Global Learning in the South

I have general experience in education and learning processes. I worked as a research assistant in the University of Jordan and also taught in two international schools in Kuala Lumpur. During my work in the school, I participated in developing the curriculum of the Social Studies Program for primary levels.

At the same time as this was going on in my academic life, I participated in several international student forums, summits and conferences such as the Student Forum 2000 in Prague and the Asia Pacific Forum in Chiang Mai. At the moment, I am directing the Islamic Educational and Cultural Centre and its School in Darmstadt, which is voluntary work. Meanwhile, I am a member of International Movement for a Just World (JUST) located in Kuala Lumpur, which seeks to develop global awareness of the injustices at the national and global levels with the aim of evolving an alternative international order which will enhance human dignity and social justice. More specifically, the primary goal of this NGO is to establish a spiritual and intellectual foundation for a just world. I have represented JUST in several international functions and activities.

With respect to my experience in German, I have been involved in several activities related to learning such as the Wissensmanagement Forum held in Wiesbaden 3-5 October 2008. During my stay in Germany, I have learned a lot of very important things and lessons related to education and learning which I will transmit to my country. One of these experiences is the significance of voluntary work in general.

In my country, voluntary work is generally weak and has only just started. Curricula in both schools and universities here are developed and concentrate mainly on developing skills rather than the transmitting of knowledge. We need to develop our curricula at various education levels to include current global issues, specially those related to the environment, poverty and health. Moreover, in Germany, great attention is paid to scientific research, which is not the case in my country. I believe there is an urgent need in Jordan and in other Arab countries to pay real attention to scientific research and support projects aiming at enhancing the role of education in Sustainable Development. I think that, without conducting real reforms in our prevailing education systems, Sustainable Development processes will take longer than planned and expected.

YUNHEE JUNG
STUBE HESSEN
KOREA

Global Learning and Voluntary Engagement

Without any hesitation, I am going to introduce STUBE Hessen of the World University Service (WUS) as one of best practices in Global Learning which I have ever experienced in Germany. The STUBE Hessen, abbreviated from the German term “Studienbegleitprogramm” is a study-accompanying program for students from Africa, Asia and Latin America who are studying in Hessen. The program offers foreign students, especially from developing countries, seminars and academies with diverse topics, in particular focused on development political questions like good governance, Education for Sustainable Development, human rights and so on. Its overall objectives* are to support the students to get professional perspectives for the time after their return to home; to help their reintegration in their home countries; to encourage them to make use of the knowledge acquired here in their country of origin. Besides seminars and academies, the STUBE Hessen also supports local activities like initiatives and working groups of foreign students. I participated in a weekend-seminar and a winter-academy. Without any special expectations and information, I took part in the first seminar in Kassel.

After the seminar, I became a fan of the STUBE Hessen. The seminars took place from Friday to Sunday, were organised in a creative way with much diversity and interactivity. Participants from different countries could learn from each other by exchanging various cultural and political aspects. It was casual, but intensive, very multicultural, but harmonious. I felt like being at home, even if we all had different backgrounds. Many foreign students in Germany are relatively passive in the monocultural surrounding which is often dominated by someone whose mother tongue is German. During the STUBE seminar, however, we were encouraged to formulate our opinions without any anxieties, and hence we could more actively participate in discussions. Furthermore, I was very impressed by the fact that the seminars aim to support students to develop, not only the

technical expertise, but also their own critical stand point to apply their professional knowledge as potential multipliers later on in their home country. I think that it is very important for local people to plan and conduct development projects and programs with their own perspectives. It is actually somewhat true that development is occurring more or less according to western standards in the course of ODA management and implementation. The STUBE seminars are definitely aware of these issues and adequately designed in this regard. I also experienced the seminars as a different form of education which serves the public good. For me as well as most Koreans, education is a means of promoting one's own well-being and better life. "Learn hard! You learn not for others, but for yourself."

It is this that I have often heard throughout my last school days. During those days I rarely realised the important role education should serve for our mutual well-being. Of course, education can be considered as an important basis for fast growth and getting out of the poverty. It was just about 50 years ago that South Korea still belonged to the poorest countries in the world. Since the Korean War, Korea has been significantly developed and is now a member of the OECD. However, the Korean educational system has emphasised only the velocity of this significant growth and development during the last decades and closed its eyes towards a mutual, Sustainable Development for our next generations. The participations in seminars of the STUBE program made me see things differently and I started to think about the role of Korea in the context of ODA. I think Korea, as a recent graduate from the group of developing countries should play an important role in demonstrating its success and mistakes in cooperation with other countries. I deeply appreciate the opportunities to take part in the STUBE seminars and am willing to share what I have learned. It was real Global Learning without traveling the world!!!

* from the website of the World University Service
www.wusgermany.de

NADA SAEED BAIT SALEEM
SA'ADA SECONDARY SCHOOL DHOTAR
MINISTRY OF EDUCATION
OMAN

Central Challenges ESD has to face in Oman:

Awareness leads to understanding, understanding leads to concern and concern motivates the development of skills and action. Some of these values are not fulfilled, due to the following factors that interfere with them:

1. Teaching and learning styles are linked to the concept of Education for Sustainable Development. ESD enables teachers to focus on the process of teaching as well as the control of the curriculum. In Oman, teachers often want to bring in new ideas or forms of learning but feel they do not have the time or support.
2. There is a lack of experience of implementing ESD in schools.



3. The huge inequalities in life styles make for a community which can hardly be said to be sustainable.
4. People are not unaware of the social and environmental problems we face , but there is a gap between awareness and actions. This 'awareness - action gap', the difference between what we claim, we believe and what we actually do is recognised as being hard to measure, but not unchangeable.
5. In Oman, we are classified as overconsumers, but we need to learn how to do better with less, and we also have to prepare human beings for being citizens and facing the world in better ways.
6. There are many values and attitudes in dealing with the environment which need to be changed.

ESD provides a teaching approach that starts where learners are, draws on their interests and experiences and enables them to see that they can get involved in issues and make a difference, and thus they will be more motivated to learn.

It encourages the children to think about the features of their local environment and to consider the factors influencing their environment in the past and future.

It promotes natural disaster preparedness in order to reduce the loss of life. This is fundamental for preparing citizens on how to protect themselves.

We chose to work in the renewable energies field because Oman is one of the countries which are heavily reliant on oil and natural gas. Unfortunately it overestimates the importance of renewable energy sources in which it is rich. One of these sources is the biofuel which we can extract from the *Jatropha* plant easily because it can be grown on arid land and requires little care.

Solar energy is another renewable energy source. Last year, I examined solar cells with my students in Sa'ada School to convert the sun's energy directly into electricity. After many experiments, students learned why we are getting closer to using the sun's energy on a daily basis. They also learned that sunshine provides approximately 1,000 watts of energy per square meter of the planet's surface, and if we could collect all of that energy we could easily power our homes and offices for free.

On November 12th, 2008 the agreement of that partnership has been signed and the Sa'ada school started working in the field of renewable energies and focusing on the *Jatropha* plant. First of all, we communicated with all the institutions which were concerned about this field in order to get them to cooperate in planting *Jatropha* in the school. We are also trying to be updated about new projects on which these institutions are working.

As the result of these communications we succeeded in planting *Jatropha* in schools with the help of experts and now we are looking for more ideas to extract biodiesel.

GRIZELDA MAYO ANDA
ENVIRONMENTAL LEGAL ASSISTANCE CENTER, INC. (ELAC)
PHILIPPINES

A Perspective on EDUCATION FOR SUSTAINABLE DEVELOPMENT

Almost two decades of environmental legal education and advocacy work with indigenous peoples, fisher folk, farmer communities, women and youth in the Philippines have taught me that mainstream modes of learning and educational systems are insufficient to enable citizens to understand Sustainable Development.

Mainstream forms of learning and education have generally not been linked to sustainability and have been subjected to the pressures of corporate globalisation. For instance, the demand for health workers (nurses, doctors and care givers) by industrialised countries has resulted in the development of courses and training to address this manpower need. There has been an exodus of health professionals from the Philippines to first world countries, thus threatening the health care system of the country and putting the welfare of many Filipinos, especially the poor, in peril.

The attainment of Education for Sustainable Development necessitates the pursuit of a transformed educational paradigm rooted in a holistic perspective and fostering a sustainable human culture. Sustainable Development advocates and educators need to work hand-in-hand in order to develop an ecological educational paradigm. Ideally, educators must have a clear ecological perspective and a good understanding of Sustainable Development. In this context, education can transcend narrow interests and serve the public good.

Education for Sustainable Development entails the pursuit of a broad range of issues dealing with ecology, governance, community empowerment, biodiversity conservation, social justice and gender equality.

Modesty aside, I believe that non-government organisations (NGOs) like ELAC have done their share of pursuing Education for Sustainable Development. Through ELAC, I have been involved in the conduct of seminars, trainings, information campaigns and public fora, including the preparation of designs and reading materials dealing with

biodiversity conservation, watershed conservation, coastal resource management, environmental laws, rights and law enforcement, climate change, gender and governance among students and out-of-school youth, farmers, fisher folk, indigenous communities, village officials and municipal officials.

ELACs educational activities have dealt with mining, illegal logging, wildlife smuggling, mangrove destruction, global warming, clean air and solid waste management. A highly debated issue which has been the subject of public forums and information campaigns is 'responsible mining'. NGOs like ELAC have assailed the focus on mining as a key development initiative of the government because of its adverse impacts on biodiversity conservation, land and resource use rights and the legal or policy issues that it has generated.

An example of education work in pursuit of Sustainable Development outside the mainstream educational framework is ELACs conduct of ecological awareness seminars and paralegal training. Paralegal training has become a tool for community empowerment or involvement in resource management and environmental protection.

Paralegal training consists of two- to three-day workshops, lectures and group dynamics on the law, national policies on resource use and the environment, specific environmental laws, legal and metalegal remedies, skills training in investigation, arrest and search and preparing complaints and affidavits. Participating local communities, ranging from marginalised fisher folk, farmers and indigenous communities, youth, NGOs and Barangay officials become aware of their rights and available remedies through their knowledge of significant environmental laws, the legal system and procedures and paralegal skills.

Since 1996, local communities in Palawan took concrete action to address community-specific environmental problems, such as the use of citizen's arrest and / or seizure / confiscation of illegally gathered forest or fishery products, quarry resources and paraphernalia used in the commission of environmental crimes, the conduct of community patrols, monitoring and reporting of these violations to concerned authorities and NGOs such as ELAC and the filing of criminal and administrative complaints against violators and derelict / corrupt government officials.

I believe that these type of educational activities must be sustained, even outside the formal educational system. However, the perspectives that these paralegal training sessions bear need to be considered in the development of an ecological educational paradigm. Trainings given to local officials, law enforcers and out-of-school youth can therefore include the substance and methodology of these training sessions.

Hopefully, if these initiatives and processes are sustained, the pursuit of an ecological educational paradigm will become concrete and meaningful.

FELIPE C. CANLAS
HUMAN RIGHTS ADVOCATE FOR PEACE, EDUCATION AND DEVELOPMENT
PHILIPPINES

SYNOPSIS ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education. For many in developed countries, it comes as a privilege. A brand of prestige reserved for those who can afford it. For a lot different reasons, the same can be said for the many not so lucky people living in developing countries. Education has also become a privilege for these people. Not so much for prestige but more importantly, as a way out of poverty. Indeed, education is not only knowledge and career promoting activity. In many ways, it is liberating as it is the only way up for many and their only option in order to gain social mobility. For this paper, it serves yet another higher purpose: that of liberating the mind of people from the chains of traditional conception and interpretation of development.

With widespread poverty as the backdrop, developing countries

» where majority of the world's population lives – become the stage where Education for Sustainable Development (ESD) must recite its agenda of the future. This is the same crowded playing field where a cacophony of voices advocating for various and differing ideas of change compete for space and time. Still, it is the playing field advocates of ESD must play. And it does not stop there. There is an even greater paradox.

In a country like the Philippines, with a relatively well-educated population for example, the level of public awareness of ESD, let alone issues concerning development, is rather minimal at best, unmeasurable at worst. It is principally this convoluted tugging and pulling of priorities on what type of development agenda to pursue by individuals and groups that makes the writing of a credible synopsis on ESD especially challenging. The greater irony is that, if efforts to sustain ESD as a strategy of and for the future are to succeed, we in the development and education communities must find a way out of this dilemma. Otherwise, there will only remain the cemetery of failed strategies and abandoned visions for us to visit and recollect in the future.

Having said this, I can say that the greatest challenge advocates of ESD face in developing countries is bridging the gap between the language of Sustainable Development and the language of economics and everyday survival. For us to become successful at what we do, the debates and discussions on ESD should address this palpable and inescapable reality. Hence, from this framework, the synopsis for the discussions on ESD should contain at least the following issues and topics:

» Social Exclusion – no discussion on ESD can be undertaken without confronting the issue of social exclusion. More than the segregation of the rich and the poor, the market



economy of the present has excluded a large majority of the population of the world from participating in societal building and transformation by virtue of their social status and class. Unless advocates of ESD can find ways to bridge the gap between the over active, overachieving few players in the market economy and those who barely have access to societal and private resources, the majority of the people around the world will continue to live without knowing about or benefiting from developmental advances. Not in the present, not in the near future.

» Food sovereignty and food identity of and by local communities – any discussion on ESD should not veer away from the politics of international trade. Trade is no longer just the domain of business and economics. In many cases, it speaks of communities struggling to balance the dictates of the global economy against the survival of the traditional ways of living of many local communities. Development spurred by trade should never infringe on the rights of people and communities to preserve their ways of doing economic exchange, especially those related to food and local staples.

» Discussion of water, air, and other communal resources – From a basic necessity, water has become a tradable commodity in many areas around the world to the detriment of the many who cannot afford to have a steady supply of clean and potable water. Air, access to arable land, rivers, and lakes are also slowly being 'privatised' and commoditised, thereby further reducing the already limited choices and resources of the poor. With water and air being the most important and omnipresent gifts of nature, the success and shortcomings of the movement to keep these resources clean and accessible shall redefine how debates on Education for Sustainable Development should be seen and discussed.

» Discussions on renewable energy – Perhaps the core issue of the talks about sustainability rests on the particular concern of finding renewable sources of energy. No amount of development can compensate for the continued damage to the environment through the use of fossil fuels. While many parts of the world have already recognised the urgent need to restructure the way we live, work, and do business to accommodate the reforms needed for energy efficiency efforts to succeed, a great majority still either refuses to abandon their wasteful ways or cannot

afford to plan and pursue an expensive agenda of reforming the way they use energy. Some say we can only hope for time to reshape people's idea on this issue. Others argue that the search for and adoption of renewable energy is but another imposition of Western countries on Third World countries in order to slow down their growth. Regardless of the intention and focusing more on the results, the debate on renewable energy should be part and parcel of the dialogues on how to pursue future development.

- » Respect for non-Western and alternative development trajectories and principles – another debate that should become a permanent feature in ESD circles – concerns the capacity of the world to sustain the Western and capitalist driven form of development. The adoption of the mainly profit-driven and race to the bottom development paradigm by many nations around the world has not only resulted in the destruction of the natural resource base in many parts of the world but also in the dislocation of communities and indigenous forms of understanding progress and development. Quite a few development advocates believe that it is time to re-evaluate this adherence to a flawed interpretation of progress, especially in the wake of the latest global financial and economic crisis rooted in greed and profligacy.
- » Reforming Education for Sustainable Development – There can be no genuine development if there is no genuine effort of educating the people. The MDG on universal access to education is but just a first step towards changing the minds and the lives of the people towards adopting and advocating for sustainable lifestyles. Unless the educational structures, both formal and non-formal, will be restructured to allow not only more access by underprivileged people but also a deepening understanding of all our connections, individuals and societies will continue to pursue their development goals apart from one another. Education itself must be equitable and sustainable if development is to be equitable and sustainable.
- » Bridging the gap between the rich and the poor – The last five decades has seen tremendous amounts of wealth produced. For the few who benefited, life has never been this good. For the many who have seen their real income fall or who continue to have no access to basic social services, development has no other meaning but finding the means to survive for another day. The income and wealth gap is not only between the countries in the north and the south but within them as well. If development effort is to be effective, it must first address what is perhaps the ultimate question of our time: that of finding a development paradigm that has wealth redistribution at its core and not only that of wealth creation. While these points refer to the many challenges faced by ESD advocates and supporters, they must also contend with communities at a loss on how to incorporate new discussions on climate change within the socio-economic and political framework of economic exigencies. In many local

communities climate change – or environmental concerns in general – are seen as abstractions at best. Abstractions because they are not as pressing as the concerns for the 'basics', like jobs and livelihood, food and health. ESD people must face head-on the prevailing opinion of the many in developing countries that environmental conservation and protection is hampering their daily pursuit of livelihood and economic survival. They must have an answer to the claim that holding back on economic routines for the sake of sustainability and future generations means forsaking the present and the means of livelihood of many of those in developing countries. Henceforth, the link between the need to re-educate people and attaining a sustainable present and future cannot be overemphasised. And this basically calls for the need to change our schema of things and reframe the issue of development in a way that makes our message hit closer to every heart and home around the world. For practitioners and advocates of Sustainable Development, this is perhaps the greatest challenge, since the sustainability of the Sustainable Development movements lies in educating the ordinary people who are, first and foremost, both the victims and beneficiaries of all our efforts.

ZARINA KHALIKOVA
DVV INTERNATIONAL
TAJIKISTAN

Education for Sustainable Development

Sustainable Development will require balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life. Principles of sustainability include: intergenerational equity, gender equity, just and peaceable societies, social tolerance, environmental preservation and restoration, poverty alleviation and natural resource conservation. Education is an essential tool for achieving Sustainable Development:

- » Improve the quality of basic education;
- » Reorient existing education programmes to address Sustainable Development;
- » Develop public awareness and understanding; and
- » Provide training for all sectors of private and civil society.

Education for Sustainable Development is education to empower people to assume responsibility for creating a sustainable future. Central to ESD is the concept of culture as an essential underlying theme. It has been acknowledged that there is no single route to Sustainable Development. Further, it is clear that understandings of, and visions for, sustainability will be different for each of us and that we will need to work together to negotiate the process of achieving sustainability. There are many different stakeholders in Sustainable Development (for example, governments, businesses, educational institutions, media, youth, etc). Each of these sectors has a different vision of Sustainable

Development and how it can contribute. Some are interested in environmental preservation and protection, some have economic development interests while others may be more interested in social development. (UNESCO (2005). International Implementation Scheme for the DESD).

Problems

According to the "Education for All Global Monitoring Report 2008", while the adult literacy rate in the period 1995-2004 for the Central Asian sub-region was 99 per cent, it was only 60 per cent in South Asia, which is home to half of the world's illiterate adults, some 388 million people. Gender disparity also remains a persistent problem: of the 124 million adults in East Asia without basic literacy and numeracy skills, 71 per cent are women.

Although Tajikistan boasts of having a near-universal literacy rate, the Central Asian nation's education system is failing. Deficiencies in primary, secondary, and higher education mean that, in perhaps most cases, parents in Tajikistan are better educated than their children. At the root of the problem is low salaries paid to public school teachers, resulting in understaffed schools and unqualified instructors. The Tajikistan State Statistical Committee claimed the average monthly wage in the educational sector was 141 Somoni (or USD 41) in 2007. Unable to survive on just over USD 1 a day, many experienced teachers have sought better - paying jobs, or seek to subsidise their salaries with payments from students.

Educational events for Sustainable Development - Tajikistan

Washington, 27th February 2003 - The World Bank Board of Executive Directors discussed a Country Assistance Strategy for Tajikistan. The CAS is a document that details the World Bank's work program in client countries and outlines how such support will help achieve specific development goals. It describes all the bank's planned country operations, including lending, analytical and sector work, and technical assistance.

The new CAS for Tajikistan covers the period of FY 2003-2005 and envisages a lending program of up to USD 80m. The new CAS is largely based upon, and supportive of, the Poverty Reduction Strategy Program (PRSP) developed by the government through a highly participatory process and adopted by parliament in June 2002.

Primary objectives of the strategy include improving community-based support of public infrastructure and services, particularly health and education; fostering growth through private sector development; and strengthening institutions needed to promote a market economy.

The CAS focuses on three key objectives which are consistent with the PRSP:

- » Improving community-based support of public infrastructure and services to keep the basic community infrastructure functioning and support schools, health facilities and other basic services that most affect the lives of the poor;



- » Fostering economic growth through private sector development. The CAS will support the country's economic growth through the program of micro- and small-scale credits, transferring land use rights to farmers, and lowering the cost of doing business; and
- » Strengthening the institutions needed for a market economy through a longterm program of institution building scaled to Tajikistan's modest implementation capacity. The CAS will continue the bank's ongoing focus on public sector management reform, including civil service reform, strengthening customs and tax departments, and improving the budget process.

Poverty Reduction Strategy Papers (PRSPs) (June 2002) are prepared by member countries in broad consultation with stakeholders and development partners, including the staffs of the World Bank and the IMF. Updated every three years with annual progress reports, they describe the country's macroeconomic, structural, and social policies in support of growth and poverty reduction, as well as associated external financing needs and major sources of financing. This country document is being made available on the IMF website by agreement with the member country as a service to users of the IMF website.

Many international organisations realise projects on Education for Sustainable Development in partnership with government and local organisations. For example, dvv international, Norwegian refugee council, GTZ, Swiss cooperation organisation.

USAID began work in the education sector in 2003 to assist the country in reforming the education sector. Early USAID support went to efforts such as the early childhood education program Step by Step, and the primary and secondary-focused Participation Education and Knowledge Strengthening (PEAKS) and Improvement of Basic / Secondary Education in Tajikistan (IBET / ISET). These programs represented important steps forward in the educational reform process; however, significant work remains to be done to improve educational quality and access.

In August 2005: National strategy for education development of the Republic of Tajikistan (2006-2015)

CAO BAO NGOC
STUBE HESSEN
VIETNAM

Questions concerning Education for Sustainable Development from my point of view

It is my contention that an Education for Sustainable Development must cover the following areas:

First, finance education teaches learners how to manage their budget and how to invest in order to achieve financial freedom. This should be learned by every one at school, because this knowledge is essential to creating a sustainable, pleasant life for all of us. I strongly agree with Kiyosaki in the bestseller 'Rich dad poor dad', that most people are poor because they do not know how to manage the money they earn. At state level how much money a developing country receives does not decide if it develops sustainably, but what it does with the money, does.

Second, sex education can solve many problems and make a great contribution to making people aware of gender equality. Through knowledge about sex, women can protect themselves from abuse and increase their self-awareness during sex. They come to know how to plan when and how many children they want to have. Through sex education, boys and men learn to respect their partners, to care for them and to pay attention to gender equality in their sex lives. Here I would like to emphasise that a true sex education must be scientific and neutral, open and participatory, and not like propaganda for any religion or tradition. It is a pity to see that Vietnamese pupils now learn too little about contraceptives and hear for the hundredth time from their teachers that having sex at school age is unacceptable.

Third, Sustainable Development includes the protection and development of the environment. People should receive environmental education from an early age to be able to practise environmentally responsible behaviour quite naturally. And when young people become aware of their responsibilities for the environment and go on to become leaders in companies or organisations, they will take care of the environment in the activities of their institutions.

Fourth, education concerning development policy is indispensable in Education for Sustainable Development. The globalised world expects from everyone to be a global citizen. It means that people not only know the language, the history and the laws of their home country but are also be able to communicate and work together with people from other countries. At a higher level they should know about problems of the world and be able to think in terms of the whole world, e. g. for a clean environment or economic welfare of all people in all nations. Today education should make a pupil the most useful citizen for the world.

Fifth, this world always changes. There is nothing that people learn in school and can use for their whole life. The most important thing that schools do, is to prepare people with

the competence for self-education and life-long learning, e. g. how to think about a problem, how to find a solution, how to search for information, etc. With these skills, people can adapt to every situation and develop themselves.

Sixthly, the results of scientific researches must be applied more in the reality of early childhood education, which plays a very important role in building physical and mental foundations of a modern person. In Vietnam there was an attempt to determine development standards for 5-years-old children. Due to inadequate scientific knowledge these standards were, nevertheless, so ridiculous that the public was very angry.

And finally, multicultural classrooms are more common nowadays than ever before as the result of globalisation. Nowadays it is not rare to see many children from different countries, with different mother tongues, cultures and religions studying together in a classroom. The teachers in Germany are not always German any more either. This situation brings a great chance for intercultural education. Global thinking is only possible if people know, experience and understand other cultures.

In conclusion, I have explained the most important topics of Education for Sustainable Development from my point of view. It has been always believed that education is the best path towards Sustainable Development. However, to contribute more to Sustainable Development, education must be modernised itself.

HOA BUI
INTERNATIONAL YOUTH FUTURE FORUM
VIETNAM

Do you know how many languages there are in the world? One hundred. Two hundred. Three hundred... One thousand. Two thousand. Three thousand... No, not nearly as many... We have only one language on Earth, the language of human beings. It's a precious lesson I have learned from my voluntary services because it seems that our differences are more numerous than our similarities, but we have one thing in common - helping other people and making our Earth a better place to live.

A turning point in my life occurred when I was a fourth-year student at university. Although I achieved very good results during my studies as well as a number of awards and scholarships, I felt bored. I suddenly recognised that everything I knew was only from books and classes and I lacked real-life experiences. I needed a change... yes... a definite change to escape from routine tasks. Then I found a thread topic in a forum, that was exactly what I needed, about being a volunteer for the Mekong Performing Arts Laboratory 2006. This laboratory is an annual activity aiming at promoting gender, sexuality, and health issues by using theater and performing arts designed for the performing artists in the Greater Mekong Sub-Region. I was intrigued by the idea of using arts as a catalyst for change - to enhance the awareness

of other people surrounding me. I applied for this voluntary position and then accepted. The most interesting thing was, although English was used as a common language because the artists came from six different countries, they had another tool to communicate with each other which was the language of performing arts. In fact, they performed their own cultural work as a dynamic and evolutionary vehicle for raising people's awareness concerning issues of gender, sexuality and health within their countries.

Volunteering can also be an excellent networking opportunity. You will never know who you will meet, what you can learn and what impact they may have on your life. This happened during my two weeks of working as a fulltime volunteer in SOS Children's Village in Viet Tri, Phu Tho, a mountainous area. I learned how to create an intercultural community and how to create a family of unrelated people. Our voluntary group consisted of five girls: one Korean, one Japanese, one Danish, and two Vietnamese girls, including me. All of us belonged to different cultures and brought with us many ideas, many worldviews and many ideologies. We cooked together, we talked about our studying, we talked about what was important for us and we also talked about our feelings. Certainly, there were times of conflict, sometimes just because of daily activities such as cooking, washing clothes, etc. However, open communication, love and respect for other people regardless of different backgrounds were the keys to solving these conflicts. More importantly, we could overcome our differences because we were there to dedicate our time and energy to the people who needed love and sharing. We did not help the children much and could not change their life, but at least we shared our smiles with the children and they understood that there were still a lot of people who cared about them and that they were not alone.

When I finished my bachelor's degree and became a university teacher, I didn't have much time to take part in voluntary activities, but I always encouraged my students to be a volunteer and provided them with any information I knew. Later, when I came to Germany to study in a master's program, many opportunities opened up to me, not to be a volunteer but to be able to participate in international workshops. I took part in two conferences, one was the International Youth Future Forum in the run-up to the UNESCO World Conference on Education for Sustainable Development and the other was the summit Our Opportunity on Energy and Climate Change. The two workshops were different because, in the former one, the participants discussed and worked out visions, values, and actions but in the latter, the participants chose the best policies related to the issue of energy savings. In other words, one was general because it would be submitted to the UN and the other was in detail, because the aim was to create a pool of ideas and solutions for shaping Europe's energy future and to help develop a climate and energy plan for the European region for the year 2030. Although the participants came from different regions of the world or different parts of Europe,



they could gather to raise one voice, the voice of young people, which is listened to by different stakeholders such as governments, organisations, entrepreneurs, community members and so on. In order to have a common voice, we had to accept a lot of different views and debates during our discussion. Once again, open-mindedness and accepting other people's ideas is a necessity which kept us going on the right track. For this, it is important that every opinion was considered valuable and taken seriously.

All in all, more volunteering should be done, as there is so much help needed in every corner of the world. It is true that one person cannot solve all the world's problems, but what you can do is to start with yourself in a small corner of the world where you live, and then join forces with other people to make the world a better place. We are different, but when we have a common goal, we are the same. Why don't we stand together and go hand-in-hand and sing the song Heal the World? It'll change you and it'll change many others. Just make it happen, easy as that!

*Heal the world
Make it a better place
For you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for
You and for me.*

DINH NGOC LAN
THAI NGUYEN UNIVERSITY OF AGRICULTURE AND FORESTRY
VIETNAM

Vietnam covers an area of some 32,924,400 hectares, three-quarters of which is situated on sloping land (GSO, 2008). Vietnam in its entirety consists of 19 mountainous and upland provinces and 23 provinces with several mountainous districts and communes. 28 million Vietnamese people live in the mountainous regions (GSO, 2008).

Thai Nguyen University of Agriculture and Forestry (TUAF) was established in 1970, and it is located in the Thai Nguyen city where it is the capital of the Northern mountainous regions of Vietnam. The mission is an educational and research institute for agriculture, forestry, environment and resources technology and management. The goal of the

university is to provide highly-educated manpower, research and technology in the fields of agriculture, rural development, the environment and resource management for the Sustainable Development of Vietnam, especially the Northern mountainous regions of Vietnam. The teaching staff consists of 268 people, 17 are Professors, 52 are Doctors and the remaining teachers are master's degree holders or, in the case of some teaching assistants, they have bachelor's degrees. About 30 % of teaching staff can communicate in English in their work and teaching. The number of service staff is 124. The number of students in 2008 was more than 9,000. The fulltime students amounted to more than 4,500 and there were 202 graduate students.

Some years ago, the level of basic education in the Thai Nguyen University of Agriculture and Forestry was not so high. Teachers' salaries were low, some of the teachers were not enthusiastic about teaching, they held poor lectures, which affected the learning attitude of the students, the library had a very limited literature for students to read, the institution lacked modern teaching equipment, the students were too passive, etc... From this situation, we understood that change towards Education for Sustainable Development was required in order to allow TUAF to provide highly qualified staff and researchers in the area of agriculture and forestry, technology and management for the Northern mountainous provinces of Vietnam.

Education is an essential tool for achieving sustainability (Roselyn Mc Keown, 2002). TUAF has changed education it's system step by step, it appropriately reoriented education including its principles, skills, perspectives and values in order to guide and motivate that will guide and motivate all members of TUAF to pursue sustainable education.

At present, in pursuit of excellence in education, researches and public services, Thai Nguyen University of Agriculture and Forestry as well as other universities in Vietnam are continuously attempting to improve the quality of their education and research programs to meet the demands of global integration and market oriented labour. Diversifying education and training programs, improving training curricula and teaching methods and upgrading research facilities have been recognised as the key issues for the development of the university in the 21st century. The development of international cooperation is being promoted to improve the capacity of the University staff, training program, curricula and research facilities.

Thai Nguyen University of Agriculture and Forestry has successfully established a relationship with many universities, institutions and organisations in the world, in order to improve the quality of education, research and training through cooperation and exchange activities. TUAF, as well as other Universities in Vietnam, has developed a comprehensive development strategy to make an innovative change in training programs and teaching methods

Vietnam is in a transition period to a credit training system, so there are many workshops that discuss educational policies, pedagogical approaches and current educational praxis in higher education among institutions. Specifically, there are many workshops where ideas and principles about change in teaching and methodology are shared. That workshops focus on skills, values, and perspectives that encourage and support the students' decision making. We also discuss sustainable education and how to help teachers and students develop thinking, organising, question formulation and analytical skills. For example, does teaching need to combine various methods such as: electronic presentations using computers and projectors (power point, videos), writing boards, seminars, discussions, group exercises, the question and answer method? Or should a more student-oriented approach be taken? This allows for immediate feedback and stimulates discussions between teachers and students as well as students and students. It also encourages contact between students and others, seminar and group discussions. It promotes teaching the students the capacity to train themselves instead of only teaching them knowledge.

One important principle we found was that teachers should be equipped with the ability to help students identify and think about the complexities of issues from the perspective of many stakeholders. Teachers also must give practice skills that will enable students to continue learning and implementing in their local environment after leaving the universities. On the student's side, the students need to acquire skills in order to analyse issues, analyse proposed solutions to those issues, to understand the values underlying opposing position etc.

At present, various sources have been identified by the teachers and students as leading to specific aspects of Education for Sustainable Development. Although many of the accounts illustrate a combination of sources, implications of the findings for Education for Sustainable Development need to be discussed.

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SIEU HANH NGUYEN
SOLAR NET VIETNAM
VIETNAM

The central challenge in Vietnam we face is still having too many street children, who cannot go to school just because they do not have any money. Many children are forced onto the streets to escape a dysfunctional or abusive home. Others live on the street with their families due to economic hardship. Some are 'working children', who may have a home and go to school but must support their families with street work. Every day, when they wake up, the main thing on their mind is how to earn as much money as they can. They have to sell everything on the street: chewing gum, flowers, lottery tickets, etc... Life and work on the street is harsh and dangerous. Children are vulnerable to abuse, exploitation, crime, imprisonment and physical and emotional suffering. With the biggest problem in our societies being HIV / AIDS, the most horrible thing that the children have to face is the child abusers. The children could get HIV / AIDS from having unsafe sex. This is a rather hard task in countries such as mine (Vietnam), where an important percentage of children have no access to education, or have to quit it after elementary school, and where not few adults didn't go beyond basic education. In Vietnam, I am a volunteer in a project for street children in Ho Chi Minh city. This project reaches over 100 children every year. In this project, I and other volunteers work as the teachers for the children. We have a class every weekend and try to give them a healthy playing environment. In this class, we teach basic literacy, maths and English. We also have workshops on children's rights, HIV / AIDS prevention, drug awareness and basic life skills.

In special events, we organise activities and awareness campaigns around major Vietnamese holidays, including Christmas, the Lunar New Year, Children's Day, and the Mid-Autumn Festival. Concerning the voluntary services, the young volunteers can improve their skills through campaigns and projects with the help of NGOs and similar organisations. The main point here is that NGOs or organisations should have a good program and appeal to all young people. Simultaneously, the volunteers should be trained with some basic skills before they join a project or campaign. Also, we cannot solve the problems completely with the voluntary services, governments and societies need to know that without an integral education, the children will not be able to evolve and exit the circle of misery. We can appeal to young volunteers to join a project for the short or long term, but without the cooperation of governments and societies, we can only solve the problems provisionally. The main point here is that the most important thing that I want to draw attention to is the "living environment". They cannot develop and grow into a good person if they live in



a family or an environment with many social evils. The children have to be educated with the cooperation of their families. I know that we cannot do this instantaneously, but if we want to give them a better future from now on, we will have to cooperate with not only volunteers, but also governments, societies, citizens, etc... to create a good educational environment for the children, where they can develop and grow into a useful person for our societies.

HO THI THANH HA
HANOI TEACHERS TRAINING COLLEGE
VIETNAM

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

- From a personal perspective -

Hanoi, February 2009

The world now, more than ever, is facing the dilemma of improving humans' well being without causing negative impacts on societies, the global climate, energy and natural resources. The need to maintain sustainable consumption and production and to build sustainable communities, has become ever more critical. The task is even more challenging for developing nations such as Vietnam, because of the heavy reliance on natural resources and the lack of understanding of the human influence on the environment. One of the current debates on Education for Sustainable Development deals with issues caused by the rapid development of the tourism industry, for example the disposing of trash, especially industrial waste, into the sea and along the sea shore. Natural resources are being exploited carelessly to meet the demand for short-term profits, regardless of the permanent damage this causes to the environment. However, there will not be an easy solution to this problem, because it requires the involvement of people at all levels, from the decision-making power of the government, the partnership of local communities, the ethics of large and small businesses in the industry and education for the young generation.

During my 30-year career in teacher training, I have seen the increasing emphasis on Education for Sustainable Development (ESD) in Vietnam. Since the early 1990s, Sustainable Development has become an important agenda of the Vietnamese government's development strategies. The Vietnamese government not only focuses on economic development, but also gives great importance to social and cultural development and the improvement of the environment. Vietnam considers environmental protection a factor in ensuring good health and a high quality of life for everyone. Formal education programmes such as peace education, human rights education, gender education and environmental education have been carried out in many schools. For example, to implement ESD, the Vietnamese Ministry of Education and Training has launched the movement 'Friendly Schools and Active Students' in secondary schools in the period from 2008 to 2013. The new campaign aims at developing clean and green schools and at helping teachers develop a creative curriculum, where students can enjoy healthy activities in conjunction with school work. In addition, entertainment and sports activities will also be practically organised at schools.

Being the Vice-Rector of the Hanoi Teacher Training College, I have had the opportunity to be involved with strategic planning for Education for Sustainable Development for our students, so that when they graduate and become teachers, they will be able to pass on the knowledge to their pupils. The college was established in 1959 and trains, on average, about 3,000 students a year. After a three-year programme, graduates will become teachers at several primary and secondary schools in Hanoi and surrounding areas. Education for Sustainable Development is one of the main focal points, because of the great influence that teachers can have on their pupils and the local communities. The college's mission concerning Sustainable Development education is to help students understand the principles of Sustainable Development and provide them with the skills and values they need to carry out their mutual and individual action plans.

The students need to develop an understanding of the links between people and other living things, the value of diversity and the limits to the world's resources, so that they can contribute to creating a healthy environment, to using resources in a sustainable way, and to pursuing a nutritional health programme. We have introduced different types of materials on Education for Sustainable Development in our teaching curricula such as: human rights, children's rights, gender education, citizen's education, environment protection, population education, AIDS / HIV education, living values, safe transportation, etc. Many of our students have participated in various programmes such as recycling at home and within the college, cleaning the college common areas once a week, helping the local council clear up streets around the college and their residence and voluntary trips by students to remote areas every summer to help the locals. The contribution of the students has been warmly

received and has made a positive impact on the local communities and the students themselves.

I myself have attended several conferences on Sustainable Development at the local, governmental and international level. I have also supervised many formal educational programmes as well as 'learning by doing' programmes within the college, which have proven to be hugely successful. Since 2006, I have been participating in the "Child Rights, Classroom and School Management Programme" sponsored by SIDA. I also had the chance to participate in and successfully complete the Advance International Training Programme on Children's Rights, Classroom and School Management held at Lund University (Sweden). Recently, I attended the Impact and Dissemination Seminar in Bangkok from 11-18 January 2009. During that seminar, our Vietnamese delegation discussed environmental protection in Vietnam. At the moment, I am writing the proposal and raising funds for the 'Raising students' awareness of environment protection' programme which will be carried out in several primary and secondary schools in Hanoi, Vietnam. What I have learned is that Education for Sustainable Development requires that we, as individuals e. g. pupils, teachers and parents, as communities including school communities, public bodies and government departments and as nation-states, must take into consideration the impacts of our decisions on the environment-through resource use and misuse, on economic matters - with respect to aspects of trade and fairness and socially - in terms of equity and social justice.

Being a citizen, a teacher as well as a teacher trainer, I clearly understand that ESD has evolved from environmental education, experiential learning, development education and several other key fields of learning and education and is now simply understood as education, awareness raising and training that aims to develop the necessary knowledge, skills and values for building a sustainable world. It addresses not only environmental concerns, but also social and economic issues (natural resources, climate change, gender equality, citizen participation, social responsibilities...). It is well-accepted that ESD means different things to different people and that each societal group will choose to address ESD within the context of its own environmental, economic and ethical aspirations.

ESD is not only about learning in schools, but ESD is for everyone, at all stages of life and in all possible learning contexts. It may be better to speak of learning for Sustainable Development instead of ESD. It must encompass and promote all forms of learning, learning in education systems, in social settings, in community institutions and in the workplace

I myself would feel honoured to be a Vietnamese ESD change agent who will be given the opportunity to bring, initiate, promote and implement ESD projects, programs and activities in Vietnam and therefore to contribute to the noble cause of keeping our planet sustainable.

Essays from Europe

JEAN-MARIE KRIER
KOMMENT
AUSTRIA

Global Learning and Education for Sustainable Development (ESD)

The central challenge of ESD in Austria is the implementation of the National Austrian ESD Strategy, which was passed by the Federal Government in November 2008. Unfortunately, it has taken until 2008 before the Federal Ministry for Education, Arts and Culture and the Federal Ministry of Agriculture, Forestry, Environment and Water Management joined forces to set up a joint central ESD office. Since then, the Dekadenbüro (decade office) in Vienna is busy coordinating decade-related activities all over Austria and making them more visible.

It is no wonder then that it has taken some time before the central ideas of the decade have become widely spread in the respective sectors of society. This has also led to the Austrian UNESCO commission, which is the second important player in the field, having difficulties in finding enough initiatives to be officially recognised as a true UN Decade project.

With the first five years of the decade over, much therefore still remains to be done.

Ideally, ESD should contribute to further exploring questions concerning society's impact at the global level and to finding a fair balance between today's realities and pressures and the necessity to leave a healthy planet to our grand-children.

As far as Austria is concerned, ESD for the time being does often not really add too much of a new perspective to Global Learning. This is due to the fact that, in many instances, ESD is being used as the modern word for environmental education, often leaving economic and social aspects out.

What can be seen, however, as a positive contribution, is the fact that ESD does, in many cases, add a strong local or regional perspective to Global Learning. This helps to better illustrate the importance of changes in individual attitudes and lifestyles. Together with a critical reflection of the necessary political framework, this can add up to a valuable contribution to an emerging culture of sustainability.

A local and regional lens also breaks down complex aspects of the prevalent economic system to a level which allows experimenting with alternatives (e. g. as far as consumption or mobility are concerned) and participating in concrete local networks, such as LETS, carpools, or local environmental groups.



The most challenging and innovative educational project I have been involved in in recent years was the "all we need" exhibition, shown as one of the highlights within the context of 'Luxembourg and Greater Region, European Capital of Culture 2007'. The exhibition, of which I was one of the three initiators, was all about topics related to globalisation and sustainability. It centred around the theory of human needs of the Chilean economist and Right Livelihood Award (the 'alternative Nobel Prize') laureate Manfred Max-Neef. The three leading lines of ideas were human needs, resources and fairness, seen from a global perspective. The event was staged in an abandoned steel mill in Belval, south of Luxembourg city, and attracted 30,000 enthusiastic visitors.

Based on the contents of the exhibition, a teacher's kit has been developed (180 pp.), suitable for 12+ pupils, which brings many topics for discussion and school working groups. More information can be found at www.allweneed.lu

Global Learning and voluntary services

Experience gathered in Austria shows that a good and intense preparation is key to making volunteering a real success. Preparation activities should include among others an in-depth introduction to the principles of Global Learning as well as making volunteers familiar with potential ways of going public and getting involved after their return.

Last but not least, the interviews conducted with returning volunteers show that a fair knowledge of the locally spoken language is not only important, but essential.

In general, it seems necessary to base the volunteering experience on a truly partnership-oriented approach. Ideas of providing some help to church-related missionary-inspired thinking should be avoided as much as possible.

Once the volunteers have left their home country, they should be given the opportunity to be in regular dialogue with a contact person within their sending agency. The absence of such a communication structure has been criticised by many returning volunteers.

In the receiving country or institution, it is also helpful to embark on a strictly partnership-focused approach. This includes the expectation that young volunteers should not be given tasks which are completely out of their reach in their respective home country, like assuming responsibility for a section of a small village hospital, or becoming a language teacher in a secondary school. Being assigned responsibilities which will be out of their reach after returning home seems to have, at best, ambivalent consequences: some of the volunteers certainly do make the best out of this extraordinary challenge, some of them, however, have difficulties with being forced back below that line of achievement and performance when back home.

It would be a pity if the European societies would not deliberately make use of the very special experience gained by volunteers abroad. As a matter of fact, they can become excellent ambassadors for a fair globalisation.

Coming back home should start with an individual-centred systematic debriefing by the sending agency, followed by a get-together weekend with other volunteers who have just returned home. An open, Internet-based platform should help keep ex-volunteers in contact and give them the opportunity to share their experiences with others.

Volunteers wishing to publicise their experiences and insights should be connected to existing networks and organisations from the development education / ESD field. There is no need to build up new structures for this purpose, existing organisations who have good contacts in the educational sector (schools, youth centres, etc.) should be brought into contact with interested volunteers instead.

There are indications that, within the school context, the best results can be achieved by tandems consisting of one volunteer and either a returning development expert, or somebody with roots in a so-called developing country, who has been living in Europe for some time.

CHIARA TRIPEPI
DEVELOPMENT EDUCATION EXCHANGE IN EUROPE PROJECT (DEEEP)
BELGIUM

Young people should be aware of and sensitised about human rights, global justice, Sustainable Development and cooperation among people in order to create a more just and sustainable world. Links between countries, people and cultures should be strengthened, and this is one of the overall aims of the volunteering programmes: giving youths the opportunity to meet with the rest of the world, share experiences and learn from and with each other.

I myself was never involved in a voluntary service programme in a Southern country, although I have been working for several years as a volunteer for non-profit organisations in several EU member states. I strongly believe that such an experience is necessary in order to better

understand the challenges of our interdependent societies. Going abroad for a couple of months, getting involved in a programme that will foster your skills, not only at the professional level but also at the personal one, is highly 'recommended' for young people willing to have an impact in changing the world in which we live, while trying to integrate the labour market.

Being part of a volunteering programme should be recommended to all young people, whether they want to get involved in development issues on the long term, or just want to experience new things, as it gives them the opportunity to change their perception of the world in any case.

The standards according to which the volunteers are selected should be debated. Should a strong background in development be required? Or should people who do not have this kind of knowledge be accepted as well? The choice of participants should meet the needs of partners organisations, as well as the needs of the volunteers themselves. Nevertheless, it should not be an exclusive experience, only for people already involved in development issues.

Furthermore, in my opinion, there should be much more information at the national level about these opportunities, in order to involve as many young people as possible.

In order for the programme to have a successful outcome, and in order to make young volunteers multipliers of awareness, volunteers need to be well trained. The organisations involved in the programme should be strong partners, and the training of the volunteers must be done jointly by the two organisations: before leaving, and once in the field.

Furthermore, volunteers need to feel a sense of "ownership" of the programme, they need to feel that they are a part of it and responsible for their share of work. In this way, they will feel deeply involved. Feeling like part of the team will enable them to become awareness raisers once the programme ends.

To ensure the effectiveness of such programmes, and the role of volunteers as multipliers, there should be a serious follow up programme after the end of the programme abroad. Volunteers need to be asked to share their experiences, through seminars, conferences, workshops, involving not only NGOs, but also for instance universities and schools, to increase the number of people informed about this opportunity. Volunteers should also be asked to participate in training the new wave of volunteers after their return. Lessons learned and best practices are a good tool for improving the work of these young volunteers (as well as the work carried out by the organisations involved in such a process).

Furthermore, the progress of technology allows the creation of virtual debate fora, where everyone can get information on the volunteering programmes and discuss cooperation issues. The new social tools can also be used to create networks for newcomers and previous or more experienced volunteers.

Therefore, the experience should not be over once the volunteer is back, as this would make it only a personal experience without any shared outcomes. Working in the field is an experience that needs to be shared with the Northern population, as it represents a way of engaging new people in this process of changing - or at least trying to change - the world as it is today.

Southern partners have several interests in these exchange programmes. Once a volunteer is back in the North, he will bring back with him a suitcase full of experiences and messages to give to the Northern population. Yet, it is in the interest of both Northern and Southern organisations, to keep on implementing the volunteering service, which allows young people to meet the challenges of our interconnected society.

BEN VANPEPERSTRAETE
EUROPEAN YOUTH FORUM
BELGIUM

Global Learning and Education for Sustainable Development (ESD)

The European Youth Forum (YFJ) is an independently established youth organisation, made up of 99 national youth councils and international non-governmental youth organisations, bringing together tens of millions of young people from all over Europe. It is the youth platform in Europe representing youth organisations and therefore young people in European and international institutions - mainly the European Union, the Council of Europe and the United Nations. The YFJ works to provide opportunities for youth organisations to participate in decision-making processes, and advocates for the creation of a role for youth organisations in global governance. The European Youth Forum adopted a policy paper on Global Education that addresses two great challenges facing our societies; firstly, the need to build a society that is socially just for everyone and is developed in a sustainable way. And secondly, to do this in a world that is becoming more globalised at an ever-increasing pace. Human Rights and Sustainable Development are the basis for all the work of the YFJ and one of the key fields in putting these principles into practice is education. To tackle these challenges, a new approach to education - Global Education - is therefore needed. Sustainable Development is the key principle regarding this new education and pervades all the work of YFJ in education but also in other areas.

The YFJ and its Member Organisations have been building expertise on Sustainable Development issues and have also started putting the emphasis on climate change as the main threat for current and future generations. Consequently, the YFJ has adopted a Policy Paper on Sustainable Development and a Resolution on European Youth Fighting Against Climate Change. Sustainable Development is being mainstreamed into the various areas of work of the Forum, such



as health or employment, and builds on the expertise it has developed over the years in other fields such as education. In 2006 and 2008, the YFJ has published a report entitled 'Development Needs Youth' which put the emphasis on youth and development and outlines the need to involve youth organisations, presenting examples of projects run by youth organisations. The main challenge on the European level is getting the European Commission to see Global Education and development education as an integral part of their workplan on education. The Education and Training 2010 workplan of the European Commission has a very utilitarian vision of education.

The European Youth Forum has, together with other educational stakeholders, been advocating a greater focus on the personal development and citizenship components of education. This is not a European issue, as it has to be implemented in the national or regional policies. For this, the YFJ works closely together with its member organisations, specifically the national youth councils. The European Youth Forum is one of the founders of the University on Youth and Development that is organised every year together with the North South Centre of the Council of Europe. This event brings together young experts in development cooperation, global education and non-formal education in order to learn from each other about educational practices and to develop new educational methods together and form alliances for advocacy. The work YFJ does in this area is always in cooperation partners outside of Europe, as the challenges require global answers and have to come through equal partnerships.

Global Learning and Voluntary Services

The European Youth Forum believes that volunteering and participation in youth organisations lie at the heart of democracy, that they are dynamic forces for social inclusion and active citizenship. The European Youth Forum adopted a policy paper on volunteering, that remarks that volunteering must be viewed as a vital dimension of democratic and social life, not merely to be valued for the services it provides or the activities it facilitates. Given the rich variety and spectrum of voluntary activities across Europe, there are many interpretations of what volunteering is and entails. The Youth Forum believes that an activity can only be

defined as volunteering when it meets the following criteria: • It is an activity undertaken of a person's own free will and involves the commitment of time and energy to actions of benefit to others and to society as a whole; • the activity is unpaid but can include reimbursement of expenses directly related to the voluntary activity; it is for a non-profit cause and is primarily undertaken within a non-governmental organisation and therefore cannot be motivated by material or financial gain; volunteering should not be used to substitute or replace paid employment. Participatory organisations are organisations where the members, activists and volunteers carrying out work or engaged in activities on behalf of the organisation have access to and can also be involved in the democratic decision making processes and have the capacity to decide on the direction and actions of the organisation through its internal democracy mechanisms. To use the full potential of volunteering, we need to acknowledge its contributions and further support and develop it. Volunteers are an example of active civic participation for many people. They put the European values of solidarity and diversity into practice. Volunteers are, in particular, the main agents when it comes to social inclusion through their work for the socially excluded or those at risk of social exclusion.

Volunteering also contributes to tolerance, peace building, conflict resolution and reconciliation of divided societies. It is a part of informal and non-formal learning for people at all ages and at all stages of their lives. Volunteering contributes to personal development and to learning skills and competences enhancing employability. Development policies are practically impossible to implement without the contributions of volunteers. Volunteers engage in humanitarian missions, provide assistance to refugees (humanitarian assistance, reception centres including legal counselling, health services, mental health care) and contribute to the education systems in developing countries, etc. They thereby help enhance the values of solidarity and intercultural learning when they return from their missions.

BARBARA VODOPIVEC
SOCIETY FOR HUMAN RIGHTS AND SUPPORTIVE ACTION HUMANITAS
BELGIUM

Global Learning and voluntary services

The last ten to fifteen years have been marked by rapid growth in and diversification of the international volunteer sector. The number of volunteers travelling each year to the so-called 'South' to volunteer has increased considerably and the volunteering practice has become extremely varied. International volunteer work has been put on the agenda of NGOs as well as schools, universities, governments and travel agencies. Under the umbrella of sustainability, it has become a working opportunity, a touristic undertaking and a learning experience associated with Sustainable Development, sustainable tourism and Global Learning.

For many volunteers, particularly youths, volunteering is about all these aspects – they volunteer to work and help, to travel and to learn. The learning element is becoming particularly important among them. Even when volunteer work does not completely fulfil their expectations (either they feel their work had no impact or they did not work hard enough), volunteers often feel that the learning experience is what matters most: "I came here to learn their way of doing things, doing projects. I didn't come to tell them what to do.", was stated by one young female volunteer in Guatemala.

International volunteer work therefore has a great potential for being a Global Learning experience, but it should be done with special attention and with constant critical reflection and analysis of existing voluntary programs.

By doing research on international volunteer work in Guatemala, I came across many volunteer sending organisations that had not provided their volunteers with any kind of preparations, mid term reviews / evaluations or follow up seminars. The lack of such educational activities around volunteer programmes has turned out to be dangerous in various ways, not only resulting in an unsatisfactory volunteering experience but also in the absence of any connection between this experience and the volunteers' own lifestyles and behaviours. By not providing volunteers with space for reflection upon their experiences and behaviours and by not encouraging them to think critically about broader issues surrounding volunteer programmes, NGOs risk sending the message that the simple act of doing volunteer work is more important than the volunteer's attitudes inside and outside of the volunteer project. A lot of attention should therefore be paid to the activities surrounding volunteer projects, particularly to the preparation and follow ups which need to focus on building the connection between local actions and global consequences and on critical thinking and reflection. Furthermore, (the concept of) intercultural communication can play an important role in the phase of preparation, for it enables volunteers to understand the construction of cultural and developmental difference between the so called 'North' and 'South' in the field of power relations and to recognise the similarities between people with diverse cultural, social, and religious backgrounds.

In addition to providing volunteers with space for reflection, organisations promoting volunteer work should also think critically about the ways volunteering, the destinations and their people are presented on their websites, in brochures and other materials. These messages and images are the starting point for the learning process, and we should be careful not to reproduce stereotypes that we are so eagerly trying to deconstruct. An analysis of various websites and brochures of volunteer sending organisations reveals that lots of material still rests on the notions of help and need instead of, for example, collaboration, co-operation, learning and exchange. While hosts are often labelled as poor,

underdeveloped and in need of help (for example: Explore the beauty of Guatemala while volunteering with those that need your help), volunteers are described as the privileged helpers that make a difference. That hosts are often also active volunteers is rarely recognised.

Aside from making poverty and underdevelopment the essential characteristics of the people and places volunteer visit, they also tend to be portrayed as exotic, timeless and culturally distant, at times described as having values in contrast to our own. These simplistic divisions between volunteers and hosts, between 'us' and 'them', obscure sameness across places as well as existing differences within a specific place, and may lead to the creation of stereotypical images distanced from the reality in the field. The design of websites and brochures (not just the language but also the pictures) is thus not something to be overlooked, because it already plays an important role in the learning process.

I believe that volunteering is a practice that should continue to be encouraged, as a working, learning and touristic experience. However, in my opinion it should not be portrayed as a Global Learning experience per se but as one of the tools of the entire Global Learning process.

MILENA BOKOVA
BLUELINK INFORMATION NETWORK
BULGARIA

Global Learning and Education for Sustainable Development (ESD)

Our current reality in Bulgaria

The current school system in Bulgaria utilises the pedagogical model, which often suppresses critical thinking (by asking students stupid questions, by forcing them to memorise texts and to repeat them later). The modern system constantly persuades students that they can't do more than that. This causes kids' natural ability to think to degenerate with time. Even the practical part of the education (conducting research and developing projects, papers and reports) makes them copy-paste from various sources and repeat the thoughts of someone else, but can't inspire them to think and create. Another fault of the Bulgarian school system is keeping kids indoors most of the time and thus breaking their connection with nature. This has not only severe health consequences, but it also doesn't allow them to connect with nature. Youngsters need to move, but instead they are forced to sit in classrooms more than half the day barely moving from their seats. After 10 years of such treatment at school, kids surrender not only to the school system, but to everything imposed on them from the outside later on. It affects their whole way of living and behaving - they follow what society says, marry, go to war, eat what is offered on the shop shelves, believe what is said in the media and so on. The one who agrees to surrender is very easily ruled. Such consequences might be convenient



for someone who wants to create brainless slaves or bio-robots, but they don't contribute to human and societal development and the negative impact they have on the people is enormous. Very few talented people manage to preserve themselves and to survive the Bulgarian educational system and they form the tiny share of progressive people on in our country, who later on try to change the system and society. However, the majority of people - victims of the modern education system - contribute to genetic engendering, pesticide and chemicals production, arms production, environmental pollution, drugs trade, corruption, crimes, violence and everything else which brings harm to somebody or something. In order to preserve nature and to have happy people, we desperately need a new educational system in Bulgaria. This new system can be called many names and there are many different examples from all over the world. Some call it Education for Sustainable Development. Unfortunately, in the official curriculum in Bulgaria it does not exist yet in any form.

A model for an educational system for sustainability and its contribution to Global Learning

The goal of the new education system is raising free willed and morally engaged individuals who create their own destiny. Kids do not need adults' postulates. They need and have the ability to discover the world by themselves. Children are free of corruption and are much kinder than adults. Despite being small in size, children are already a personality which needs to be respected. In the new system, kids of all ages live and study together. The parents are greatly involved in the education process. The tutors are mixed with students, they are not noticeable. Students are, from a very early age, engaged in building their own school buildings from scratch - including design, project development and construction of the buildings. In this way, a 10 years old kid will be able to build a house, to paint, to cook, to dance, etc. In the evenings, kids get together and jointly plan the activities for the next day, distribute assignments among themselves and make decisions.

It is very important for issues to be discussed and for decisions to be made jointly. There is no leader in the group. There is only a facilitator of the gathering. Kids in such schools are happy to attend and participate in all activities, because they do what they want, what they can and what

they like to do. In the classroom, kids are free to ask all sorts of questions and to leave the room whenever they like. The most important principle is freedom. It is very important for kids to live in nature and spend more time outside. In this way, they will learn directly from the source. They will also learn to respect nature with its all living creatures through experience. Another important principle is the production of the food for the students in organic farms. The students are also engaged in all activities, from planting to food preparation and serving. In a school organised in such a way, students are able to take the whole mathematics curriculum in one year that takes 10 years in the current school system; they are also able to learn three foreign languages in a year. How can this happen?

When all students are together and there is no age division, they are able to learn from each other. The younger students only need to find the older students, who already have the knowledge. In this way, kids not only learn how to search for information and knowledge, but also learn to communicate. The older students, who in this way play the role of the teacher, learn how to teach and to share the already acquired knowledge. When the education is participatory, it engages the emotions and feelings of the student which increased the speed of thinking. In this way, the brain is able to learn faster and more effectively. It is very important that what is learned in school has a direct impact on the surrounding people. Here students don't study for themselves, but to transfer the knowledge to other students. The marks are not important to them and there is no need for scoring, since the kids understand that later on they will need to teach others. The motivation to assist others is the most important motivational factor in the process. Instead of having exams, students have public discussions where they are able to present their research to other students and adults from the community. The public participates in the discussion and in this way enriches the results of the research and also benefits by increasing its abilities. In this way, everybody is able to learn from each other, even parents from children. These schools are not only for exceptional kids - the difference is that in such schools, kids have the freedom to express their unique talents. Here is a summary of the main characteristics of the education for sustainability:

- » Learning by doing, learning through experience
- » Parent involvement in the education process
- » Living and studying in nature and from nature
- » Participating

- » Joint decision making
- » Students teach students
- » Freedom
- » Facilitation of the process by teachers and students
- » No age division
- » No marks, instead public discussions and joint contribution for improved results
- » Accessible for all.

*You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one*
John Lennon

Resources:

1. <http://www.anastasia.ru/>
the web site with information about the advancement of eco-settlements establishment all over the world, in Russian
2. <http://www.vladirmegre.com>
the web site of Vladimir Megre - the author of the series of books "Ringing Cedars" about new outlook of the world, in English
3. <http://www.anastasia.ca/>
site of the communities working for establishing eco-settlements in Canada
4. <http://www.1tv.ru/news/n128134> -
video from eco-settlement in Russia, in Russian
5. <http://www.creatingabeautifulworld.org/>
Kin's Domain Eco-Village Initiative
6. <http://www.gen-europe.org/>
Global Ecovillage Network, Europe
7. <http://gen.ecovillage.org/>
Global Ecovillage Network
8. <http://ena.ecovillage.org/eng/>
Ecovillage Network of the Americas
9. <http://www.indigokinder.de/>
"Kids of the new millennium", Carolina Hehencamp
10. <http://www.waldorfschule.info>
Association of Waldorf Schools

LOIS CEMAL
FRIENDS OF KARPАЗ ASSOCIATION
CYPRUS

Global Learning and Education for Sustainable Development (ESD)

The ongoing political turmoil in Cyprus is the greatest challenge to it developing with sustainability. For the past 35 years, the island has been divided into a Greek Cypriot Community (GCC) in the south and a Turkish Cypriot Community (TCC) in the Northern part; the TCC have been under sanctions and embargo restrictions, involving the movement of its citizens, goods (trade) and communication services (postal, telecommunication). This widely supported embargo (to protest against the division of the island and the continued presence of the Turkish army) has resulted in an extended period (almost two generations) of isolation from the world. Among the TCC, this situation has created a very heavy dependency on Turkey, a country which itself has only recently started to develop its economy, social rights and political democracy along European lines.

Education for Sustainable Development (ESD) requires new technologies, flexibility, the sharing of information, volunteering; it does not flourish in isolation, or with communities that have xenophobic, introspective, nationalistic or narrowly focused outlooks. Yet, these are some of the challenges facing the TCC; because of the prolonged isolation there is excessive governmental control, little or no civil society, the practice of internal training of teachers continues with little updating or creation of new ideas, no volunteering and a general apathetic outlook among the general population.

Sustainable Development implies protection and preservation of the environment, its resources, traditions and the heritage of a country; in a fast changing world, it is important that the cultural identity, the essence of a place, is preserved for future generations. The world's tangible and intangible resources are not infinite; just as virgin forest is lost once cut down, so a people's culture can disappear beyond retrieval if special efforts are not made to preserve it. There has to be a level of global consciousness (awareness) and an effort to save the diversity of our world, in nature and in its people's multicultural facets.

For Global Learning to take place, there has to be free movement of ideas and people across borders without them being perceived as a threat to different nations. Communities have to learn from each other while preserving those aspects of their culture and heritage, that are their identity; there needs to be an exchange of information for all developing countries to be able to grow and cope with global challenges that menace our world today.



The Friends of Karpaz Association maintains the idea that Sustainable Development in the rural sector of the Karpaz peninsula is best achieved through ecotourism, a concept that works to protect the culture and environment of this unique area. The long physical distance of this area from central cities is a challenge to the population, causing a lack of awareness of new trends in tourism. Our association developed an education project together with a representative of the Department of Tourism for the area and another ecotourism CSO to visit the villages in the area individually, spending an evening at the local coffee house to explain the concept of ecotourism to interested members of the public. Examples were shown using power point presentations of ecotourism being done in other places, such as Turkey, and the possible benefits to the TCC were discussed. This endeavour to educate the general population is still having ongoing effects, for as the concept of ecotourism begins to be better understood, we are being approached for more information and guidance.

Global Learning and voluntary services

Volunteering, particularly among the youth of the world, is a great way to provide and exchange ideas across borders and boundaries. Young people are the seeds of change among those wary of embracing new ideas. A volunteer can be considered an ambassador of their country, one willing to learn and share knowledge, concepts and information; by offering their time and energy for the common good, they are not threatening but refreshingly welcome and an important factor in creating awareness between the volunteer's country and the place where he volunteers.

In this respect, it is important that there be enough monitoring of the volunteer process in order to ensure that the outcome is not negative. The selection of volunteers is very important; those holding fanatical ideas or those with a desire to change another country's ideas forcibly, despite altruistic or philanthropic ideals, are not ideal volunteers. As well, hosts have to be selected to see that they understand the needs and goals of the volunteers as well as their

own; inappropriate uses of volunteers or a lack of ability to provide a learning environment, will be detrimental to the process. Housing, food and work demands vary between countries and much groundwork has to be done to ensure the host and the volunteer are both aware of the situation. For example, sending modern young female volunteers from an EU country to an Islamic host country without proper preparation of cultural knowledge and monitoring could lead to misunderstanding and lost opportunities for learning.

Volunteering offers opportunities to underprivileged youth from developing countries to travel and experience other societies, cultures and environments; those who grow up in forests can see the desert and vice versa. These volunteers can give some of their time and energy to help others, do community work, learn new skills and gain information as well as make new friends, learn new languages and other life skills; this improves their quality of life. For this reason, it is important that all volunteering experiences are well planned, monitored and have follow-up plans incorporated into them.

There can be two-way traffic of volunteers between the EU and non-EU societies; this will create better understanding between all countries, whether they are from the developed or developing world. The people of a country can benefit, if they travel abroad as volunteers or are the hosts of volunteers from other countries; but it is best if there are mechanisms in place to make use of the learning. This means that, with good preparation, planning, monitoring and follow-up, the experiences of volunteers (and hosts) can be recorded and shared. Workshops, seminars, fairs or pamphlets are different ways of sharing experiences and can be organised to disseminate the results of volunteer work, with participation from volunteers and hosts at the end of each experience.

Networking in this way, establishing contacts that will last for years and promote understanding and tolerance, will create a more stable, humanistic outlook within and between the European societies and others.

TEREZA ŠIMECKOVÁ
FORS HUMANIST CENTER NAROVINU
CZECH REPUBLIC

Global Learning and voluntary services

I see a close relationship between Global Learning and voluntary services. Global Learning is based on a real experience, and volunteering makes this experience even stronger and purer. Choosing a voluntary service is the first step to making Global Learning successful. There are still a lot of other steps required in order to make voluntary service a real global experience.

A voluntary service is a special kind of job, and its substance is in giving and taking on the mental level, not the material one. This is the first issue: a volunteer does not expect any money or other rewards for his job and he is willing to share his skills, experiences or education with other people to help to improve their situation. The position of the volunteer as an intermediary between, let's say, two different worlds is very important. Voluntary service requires a lot of responsibility as well as clear and useful ideas in order to be able to achieve real change, to improve the situation. Also important is the communication with the community the volunteer works with, with the people from the foreign part of the world, from a different country and culture. The volunteer should listen to local people, because they know the situation they live in best. Empathy is another suitable word. The ability to feel and think with the community is an important prerequisite to being able to find out what can and must be done.

A volunteer needs enough time to get to know the society and culture of the country he goes to. To know how things work, what the people are like, what is allowed and what he had better not do, are important for an easier start and a smooth process of the service. Enough time is also necessary for the tasks of the volunteer. He is the one who comes from the "outside", who should show the people new ways or possibly how to do things better. He should cooperate with local people, as this cooperation is the basis of voluntary service. There is a famous saying that goes: if you give a man a fish, you feed him once, but if you teach him how to fish, you feed him for a lifetime. This is a good example of cooperation, I think. The local people must be involved; they must be a part of the project.

The sending organisation should provide the volunteer with a preparation course, which would show him the main differences of the culture and life in the foreign country. The course should also inform the volunteer about the job he is going to do. The hosting organisation should take responsibility for the safety of the volunteer during his stay there, so he can be sure that there is someone willing to help him in case of some health, social or cultural problems.

And last but not least, there is the question of money. It is obvious that a volunteer does not expect any financial rewards. Financial support is an issue, of course, which would cover the most expensive items like the flight, for example. Not everyone who has the desire to go and help in the Third World can also afford it and this can be discouraging.

How to spread the experience of volunteers in European societies? This is, in my opinion, a hard question. It is sometimes hard to spread experiences within a country... I think it is impossible to do so without the help of the press and the media.

It is important to cooperate with schools. It would be great to have a special subject on Global Learning, which would be interactive and funny. The teachers would be in touch with the sending organisations and some of the volunteers in order to know what is going on in the world. It is important to make children sensitive to the problems of today's world and show them ways how to make it better again.

Realities of voluntary services

The question of which conditions work places must fulfil in order to offer an adequate learning area for young volunteers is tricky. What is adequate for us here in Europe and what is adequate in countries of the Third World? Aren't these differences that we should learn from the most? The answer depends also on the kind of the job. If I want to work as a nurse I do not need a computer, but if I want to do fund raising, a computer is a necessary thing. Let's think about this question in general, however.

To work as a volunteer in the Third World requires an open mind and courage. A lot of countries are politically unstable, people suffer from serious diseases, criminality is high. Looking at the situation from this perspective, it can make us doubt and we can feel scarred or uncertain. We can look at the situation from other perspectives, too, though. And this is the reality of voluntary service, I think. This ambivalence towards the dangerous and the fascinating, between desperation and hope. The volunteer arrives in a totally different world and has to take advantage of it no matter how hard or impossible it seems to be in the beginning. 'Adequate' is too relative a term to be able to compass all the conditions of every single volunteer and every single working place.

People working for the hosting organisation should know, though, why the volunteer came there and what his tasks are. They should encourage him, cooperate with him and help him get used to the new life style. It is useful if the volunteer knows in advance, however, what he is expected to do and what he is required to bring with him.

HELEN VODRAZKOVA
COMMUNITY INSPIRATION
CZECH REPUBLIC

Community Inspiration is part of a broad network of Czech NGOs focused on Sustainable Development in developing countries, with the principal areas of our activities directed mainly and principally towards education and cultural exchange, but we are also working with fair trade and microfinance. Our strongest strategic partner is www.myelen.com, one of the first microfinance funding portals in Europe, which allows people to save with responsible microfinancing institutions, fighting poverty through the creation of jobs. This alliance gives us the potential of tying in education with



the skeleton of microfinance, giving us a great reach, security and information from very local sources, which allow efficient focus on areas where education of English is really needed and appreciated. In Mexico, where we currently operate, we are partnering with several microfinance institutions (Credicomun, Fips, Ambito Productivo), as well as with sustainable cooperatives (Tosepan Tomin), local NGOs that promote Sustainable Development (Prozona Mazahua) but also have close connections to Instituto Nacional Indígena and other public agencies.

Short Abstract on Education for Sustainable Development (ESD)

The basic mission of commUNITY inspiration is the implementation of cross-assistance and cooperation at the international and intercontinental level. We want to actively contribute to improving the living conditions of poor rural people in Mexico and offer the possibility of active involvement of the general European public. This leads to the logical outcome of a high level of cultural enrichment.

The commUNITY inspiration targets the developing and economically weak communities through permanently available knowledge and know-how from more highly developed parts of the world. The basis will be teaching English and we would also like to participate in areas of existing development programmes (microfinance, distance adoptions, fair trade, etc.). Knowledge of the English language will assist local communities in finding work (by improving their position in the labour market) and will help to develop their own small-scale entrepreneurial activities which they have already begun. CommUNITY inspiration will teach English only in the communities in which this effect is likely to occur. These communities must be located in attractive tourist areas (or very close to them), where some ecotourism projects have been already started which demand linguistically skilled personnel.

Teaching English in selected communities will teach volunteers commUNITY inspiration, while being trained and tested in highly effective methods.

A unique feature of our project is the involvement of the general public. Each volunteer will be supported by his/

her own sending community (circle of friends and family members, classmates, colleagues, members of sports clubs or church choirs, etc.) which together will help pay the operating costs of their volunteer. In return, the volunteer will provide personal feedback (information about events and situations in the supported community in Mexico – experiences, photos, etc.) to his/her 'sending community' during the whole duration of the project. As already mentioned this will lead to cultural enrichment.

The 'community money' will be used solely to cover costs associated with the volunteer's work. This will be an absolutely direct form of funding of the community volunteer, without any part of these funds used 'anonymously' for the operation of the organisation. The pilot project started in Mexico in the first two selected communities in the first half of October 2008 with the participation of two volunteers of commUNITY inspiration (Helen Vodrazkova and Ing. Filip Sena). Mexico, as a destination for our assistance, was selected because of the existence of links to local microfinance institutions, where one of the founders commUNITY inspiration, Ing. Tomas Hes. has been operating successfully for several years.

Originality and uniqueness

Citizens' Initiative – More efficient help and greater satisfaction (compared to 'governmental' projects) – Personalised help (a specific group of people, citizens are helping) – Co-operation with the lowest social levels (individuals, communities) – Independence from the state institutions (private, community-based financing) – The existence of follow-up programmes – Microfinancing – Adoption at a distance – Fair trade, Support of ecotourism etc. Everyone interested can benefit – Permanently usable and sustainable values (knowledge, personal development and cultural enrichment) – Motivational character of the project (systematic support; attractiveness of the environment) Addressing global problems – Poverty eradication, development of communication – The increasing of tolerance in society, peacemaking.

Currently, 120 people are actively being taught English in Mexico on a regular basis. There are two active volunteers (the founders of the institution), 70 members of sending communities in the Czech Republic, four communities with successful track records of Community Inspiration and several dozen candidates ready for training and the future waves of volunteering.

The organisation's contextual framework in ESD

The organisation is presided over by an educational specialist with a profound knowledge of teaching and a long career in sustainable lifestyle activism and by two economists, all with international working experience and an inclination towards sustainable economics. One of the founders, Tomas Hes, is also a co-founder of another Czech project, Myelen.com, which was, in 2005, the world's first internet

microfinance funding initiative, in parallel with Kiva.org – and is also living and working in Mexico, giving constant support to the organisation. This is one of the sources from which Community Inspiration's large base of contacts and networks in the developing world stems, even though it is currently limited to Mexico. There is a non-formalised fan club of Community Inspiration in the Czech Republic, mostly based on the members of sending communities who finance teaching volunteers, creating a multitude of supporters who read the blogs of the volunteers and participated in the fora. Up to now, there were three public lectures with a total attendance of almost three hundred participants, and a tour is being prepared in spring in the Czech Republic. We teach English only in communities with a drive towards self-sufficiency, self-help and sustainability. The foremost example of this is Tosepan Tomin www.tosepan.com, a cooperative in central Mexico living off of coffee beans production and microfinance, with a strong local development impact. Thanks to Community Inspiration volunteers, they now also included English in their education strategy.

One example of current debates in your country / region regarding ESD

The gallery on our web site could serve as an example of public debates, where members of the institution have exposed the purpose of the project to the Czech public and discussed topics related to Sustainable Development. www.communityinspiration.com/galerieeng.htm

MERLIN CHRISTOPHERSEN

SAVE THE CHILDREN – YOUTH DENMARK DENMARK

The central challenges to ESD in Denmark

The main idea behind ESD is that of changing people's behaviour towards, and perspectives on, Sustainable Development worldwide. In my opinion, the central challenge to this idea in Denmark seems to be political. Even though the responsible minister of education states that "[t]he strategy shall ensure that children, young people and adults become aware of the concept of Sustainable Development and learn how to act competently through knowledge and skills", it is only recently that the national government launched its own strategies for Sustainable Development, for example, with regard to environmental and energy politics. Also, the current government has been responsible for reducing Danish development aid. Luckily, last year what could be called a 'green turn' in the government's policies. Several educational campaigns about sustainable energy and energy saving have been run. But regarding foreign politics and development aid, we still have a long way to go. And one of the main obstacles in our path seems to be the xenophobia of the Danish Folk Party, whose great parliamentary influence on the government still remains.

Additional benefit ESD adds to Global Learning

ESD certainly adds a dimension of discursive awareness to Global Learning. The idea is to change behaviour, and create awareness about the necessity of Sustainable Development: to show that it is important, not only for those living in what is presently called 'developing countries', but, from a more holistic perspective, for the entire global population. ESD is therefore employing a strategy that focuses not on 'hard facts', but on the reality people create through the way they talk, think and feel about the world they are living in. Therefore, the focus lies on education. This is what I would call discursive awareness, which is very important for a future of mutual and Sustainable Development in our world (and lives).

A concrete educational project by Save the Children Youth Denmark (SCYDK)

I am currently working on a project whose main aim it is to create awareness about street children's rights in Cairo, Egypt, through advocacy. Also, this project is trying to change society's view of street children, by focusing on the children's potential capabilities, which society could also gain from. The project is a co-operation between SCYDK and the Egyptian NGO Arab Program for Human Rights Activists (APHRA). Furthermore, a secondary objective here is to educate young people in both Denmark and Egypt about this problem, and about finding ways to deal with it.

Realities of voluntary service

Conditions enabling workplaces to be adequate learning areas for young volunteers

From my perspective (and that is from my experience with SCYDK), there are several very important factors that working places (organisations) with young (or older) volunteers should keep in mind, in order to give the volunteers an adequate learning experience: transparency, knowledge sharing, division of responsibility and on the job training - are factors I see as of high importance. A high level of transparency in the structure of the organisation allows the volunteer to get familiar with the way the organisation works and to learn from it. Furthermore, it allows the volunteer to adopt a critical perspective of, and to come up with improvement proposals for, the way things are done. Knowledge sharing is very similar to this, but is also meant on an interpersonal level, emerging among employees and volunteers. The sharing of knowledge should not be seen as a randomly activity, but be deliberately planned and encouraged internally in the organisation, as well as also externally among other organisations (e. g. by conducting workshops or seminars). Both the described factors lead to the third: the division of responsibility. It is very important for a volunteer to be able to take responsibility upon her-/himself, in order to achieve a good learning experience. And volunteers should be allowed to do so. In addition the division of responsibility may also have a positive impact



on the volunteers' involvement in the cause. Last but not least, on the job training may enable the volunteer to get a good learning experience, while it may give him/her better opportunities to conduct his/her work.

The interest of our Southern partners in voluntary programmes

There may be various ways in which voluntary programmes can benefit partners outside of Europe, and therefore may be interesting for partner organisations, for example. In the programme I am working on, our and our partner organisation's greatest interest lies in the exchange of knowledge and the building of human capacity. Our partners have extensive insights into Egyptian society. In addition, we have knowledge about volunteer work, gained through a long tradition of conducting voluntary work (e. g. recruitment of new volunteers, how to engage people to the cause, organising groups etc.). From my perspective, that is to say my specific experience, there is therefore a mutual interest in conducting volunteer programmes: sharing knowledge affects both European and non-European organisations.

JAN NIERMANN
AYAMPE - PROJECTS FOR LOCAL DIVERSITY E. V.
DENMARK

Global Learning and voluntary services

One necessary ingredient - as we are talking about a real global experience - is to distinguish in the selection process between the different motivations of volunteers. Often knight errantry, frustration due to Western over-consumerism, backpacker curiosity, bridging of a time gap in the CV and the exoticism of the host country superimpose a true examination of why one wants to do long-term voluntary service or what it really means to work as a volunteer. I think that these motivations drive the majority of possible volunteers to some extent, but they also need to be viewed in a social context and are in some way alright to have. I assume though that an uncritical analysis of these motivations, that basically preserves our own ethnocentrism, gets in the way of a real Global Learning experience, because they camouflage so much of what is going on the host culture. Many volunteers (including myself) have constructed a

false understanding or need for help in the Southern countries – these regions are often considered to be one-dimensionally poor, underdeveloped and in the need for catching up. The apparent opposite, but equally harmful side of the same issue is a mystification of the host country, postulating the human richness of that society and romanticising its timelessness and rampant material conditions. How much more of an encounter would be possible if we let go of some of these misconceptions?

In this sense, we need to put a deepened focus on the preparation of volunteers because voluntary services should remain a space for the very process of Global Learning, not for the endpoint of it. 'weltwärts', however, is a voluntary program in terms of global and Sustainable Development policy. It carries somewhat the unproductive guise that there are needy people in the so-called Third World. Tragically, the massive influx of volunteers does not reverse or attenuate these global asymmetries, but rather help to further construct and generalise them. This binary dichotomy of people needing help and people coming to help is largely being disguised by postulations such as that of reciprocal learning, but it doesn't materialise. There are few, economically sustained, reverse programs that help the partner countries to have a level of participation that truly recognises them as partners. There are broad calls for whatever preparation and pedagogic monitoring of volunteers, but hardly any preparations or assistance for host families that are mostly either very much clueless or almost professionalised in having a guest from the West. So we need to re-think the very core of voluntary work as well as the way we are communicating it.

I regard voluntary services in this singularised dimension of basically sending an army of partially prepared volunteers with regard to interculturality and communal awareness as fruitless. In this respect, volunteers are just another neo-colonial force that might even produce some valuable intercultural effects, but still essentially maintain notions of stereotyping representation and of signifying superiority and inferiority. Voluntary services should primarily be programmes of Global Learning and they should be communicated as such. The actual volunteer work in a physical aspect shouldn't be as much in the focus of these programmes, but rather the very experience of cultural encounter. This is a process which also requires abundant work and engagement – it requires, first of all, guidance that provides didactically edited and simplified information drawn from academics, such as cultural studies, post-colonial and global studies, post-development, critical and identity theory. This is certainly a challenge, but inevitable. Second, the preparation phase should include these premises and above all take up more time, also in the host country, in order to stimulate personal, intercultural and political capacities. Third, volunteers should be involved in the whole organisation process (especially in terms of reverse programs and preparation of

further volunteers); they should take responsibility. Fourth, although I do call for a professionalisation and broadening of preparation, monitoring and follow-up, I think it is important to maintain very personal and intimate (small-scale) relations. This, of course, sets a limit on the extent and quantity of voluntary service. Fifth, it's all about respect, curiosity, commitment and interest – you simply cannot enter a country in the same way you enter a restaurant. Voluntary service should be conceptualised as a program for intercultural encounter and the dissemination of human skills, not as an international working program. I think, we should not hesitate to do so – globalisation demonstrates that the other is there and part of our own. Hybridity is an indispensable perspective.

Realities of voluntary services

In my experience, partners need to be fully included in all processes of volunteer work, which also comprises a reverse program. This sounds rather simple, but in detail it means to mutually encounter and discuss an enormous set of questions and ideas. It is a cultural encounter on its own terms and part of the experience of Global Learning. Primarily, it is an issue that demands time. I think Southern partners can have a benefit in voluntary programmes, when their voices are starkly represented in this discourse of volunteer work. But this is only the case if they are taken seriously as partners and not somehow racialised and constituted as merely receiving, needy and passive. Knowledge should be mutually shared. Southern partners might also have an interest in voluntary programmes in another perspective. The presence of volunteers can also assure a closer contact to the West, which doesn't lead to assimilation, but is a generating force of cultural affirmation, confidence and hybridity. The very basis of this notion is that the long-time stay of volunteers enables a kind of communication that crosses the boundaries of brief cultural contact. It provides more profound and honest information about the other; it often produces a personal relation of trustfulness and sympathy as well as friendship. The utmost important aspect about all this is the overall mutuality that bases in a consciousness that emphasises alterity by accounting for the certainty that no one can be liberated by others, although no one can liberate himself or herself without the other. My understanding here is that there is a reciprocal notion within the hybridising modernity that we have to implement in our work with and on global education and volunteer service.

My point of view towards the daily grind of volunteer service is that workplaces are sometimes either part of a larger development network or program conducted by development agencies. They are professionalised in terms of accommodating volunteers, or partner projects are chosen on the basis of the need to quantitatively satisfy the demand on the volunteer market. Both struggle with consequences that cannot be effective for global education.

Cultural involvement remains superficial; the perspective focused on the West purports to be the correct; volunteers come across structures that are not ready to meet the requirements of volunteer service and the possible confusion that arises with the volunteer's arrival may of course also result in surprising, unforeseeable and creative encounters, but often the involved camps cannot come to terms with each other. Undoubtedly, there are also quite a few very promising and interesting project's approaches, where young volunteers are given a meaningful task and many volunteers themselves identify to a high degree with that project, the goal and the people involved. This is often the case if there is true dedication towards what the project is about - both on the part of the volunteer and the local project workers. This is often the case when the project is locally rooted, community-based and with a scope within that local scale. A lot simply depends on the chemistry of the people working together. Projects with massive volunteer influx instead tend to be focused on the mere reception of volunteers. Their sheer existence revolves around providing volunteer service. Here it becomes very clear that volunteer services and working places are always at risk of being co-opted economically, especially when we concede that the global financial asymmetries play a powerful role in the organisation of volunteer work.

RUTA PELS
PEOPLE TO PEOPLE ESTONIA
ESTONIA

Global Learning and Education for Sustainable Development (ESD)

Global Learning and Education for Sustainable Development (ESD) is rather new in Estonia. It is part of global and development education, environmental education as well as education concerning HIV / AIDS prevention. There are almost no NGOs in Estonia - the first was just registered. Some NGOs are doing development education along with other activities. 11 of them organised the round table AKU (Aren-gukoostöö Ümarlaud, www.terveilm.net) in 2007. People to People Estonia is an AKU member. The general public is not very aware of Global Learning and ESD, so there are a lot of things to do concerning this issue. A first step would be to engage in fair trade, and there are a lot of challenges that need to be overcome in this area. But first NGOs have to explain what Global Education is about and why we should care about Sustainable Development. Nevertheless, there have been three World Days in the central park in Tallinn, the capital of Estonia, the next will be on May 23, 2009, the main theme will be Global Education. Many NGOs and other organisations will explain to people what they are doing and how the general public can get involved in different activities. For the first time, there will be a conference on May 22 about Global Education. Estonia as a EU country is a



donor to Georgia, Ukraine, Moldova and Afghanistan. Some NGOs have partners in these countries and cooperate on Global Education. But because of economical crises, Estonian ODA was cut by 10 % (in Latvia by 0 %), support for AKU was cut by 11 %. The main reason for these cuts was the need to find a way to get through the economic crisis in which unemployment soared to almost 20 % in Estonia and the state budget is smaller than before. A report on human development showed that Estonia is at the end of the list in EU and needs extra resources for its own Sustainable Development. Our NGO People to People Estonia was founded in 1993 as a chapter of People to People International (www.ptpi.org and www.ptpe.org). We are organising many local, national and international projects. An especially popular one is the home stay or foreign visitors project where people travel abroad and stay in the homes of People to People members. Thousands of PTPI members participated in this program and learned about foreign countries, not as tourists but as members of local families. Another PTPI program - School and Classroom - is a pen pal project for teenagers that offers the possibility of getting contact information from a PTPI data base in order to find partners around the world. Our NGO is trying to establish contact between Estonian schools and schools in Africa, Asia and Latin America. One year, we had a "Global Citizen" project at schools supported by the PHARE program and in April we will begin our three year "Policy Coherence in Development" project supported by EuropeAid with partners from Portugal, the Netherlands and the Czech Republic. People to People Estonia has coordinated the Global Education Week in the last few years and organised a two week summer camp for 60 teenagers in preparation for GEW. There are many different activities at schools during GEW but many schools still are not involved because of financial and time limits.

Global Learning and voluntary service

Most activities in the South are done by people from GLEN, our NGO is not involved in these projects. We have many local volunteers, though, that help us in our local and national projects. We have People to People International volunteers for our projects (English language teachers for

summer camps) and they come from USA and European countries, work for free and our NGO provides room and board. As a host, our NGO has had good and bad experiences with volunteering. Some Americans are not prepared to live in a former soviet country, they do not like our food and climate, but at the end of the projects we always solved these problems.

KATARIINA YLIPAHKALA
FAMILY FEDERATION OF FINNLAND – VÄESTÖLIITTO
FINLAND

Global Learning and Education for Sustainable Development (ESD)

Education for Sustainable Development is a future oriented activity. Global education and Education for Sustainable Development all play an important role in spreading the knowledge and skills needed in contemporary society and preparing citizens for the future. One of the central challenges for all educators is the speed that the global world we live in operates at. We are more and more interdependent and this interdependence is the basis for global cooperation and thus Sustainable Development.

Education that promotes Sustainable Development aims at the citizen acquiring the needed information, skills, vision and preparedness to develop and build a sustainable future with other citizens. The challenge of comprehensive learning is made concrete in interdisciplinary cooperation, everyday behaviour and developing an operational culture. Cooperation with the surrounding society is a key element as well. Courage is needed in order to address societal and economic issues and to be able to see local actions in their global context. Everyone should have the opportunity to gain experience in responsibility, participation and having an effect on surrounding issues. The challenge is to attract citizens to sustainable action and to gear their actions to enhancing global Sustainable Development. The challenge for NGOs is how to attract new members to participate in global activities and have members share their time, effort and knowledge for global Sustainable Development issues.

If the aim is to increase people's knowledge of well-being, the links between economic development and environmental sustainability, their own cultural heritage, knowledge of cultural traditions and cultures, to increase trust and fairness among people and global interaction, then the ideas behind Sustainable Development make global issues more local and easier to understand. The ability to understand local problems and actions makes the understanding of global problems and interconnectedness easier.

The last project I was involved with was called Raising Awareness on Global Sexual and Reproductive Health and Rights. It was run by several family planning associations. In the project, we raised awareness for the importance of

global sexual and reproductive health (SRHR) in Finland, Latvia, Georgia and India. The aim was to raise awareness of the importance of SRHR as a global development question and show the interdependence of SRHR with other development questions, as well as environmental and Sustainable Development. The main target groups were politicians, teachers and their pupils as well as journalists in the four countries. The main lesson learned was that cooperation is the key element. It is also important to look at global issues from a national, cultural and local stand point. What is self-evident for one person is not necessarily obvious for someone else.

Global Learning and voluntary services

The reasons why people donate their time, knowledge and expertise to any voluntary activity are complex. If the aim is to make volunteering a real Global Learning experience for an individual, it is key that the reasons for volunteering are looked at carefully. Not all people are able to volunteer for a variety of reasons. Local and national volunteering should be an experience that ought to be valued in the selection of volunteers for international volunteering.

Volunteers should be well prepared before their departure from the sending country and the tasks given to the volunteer should not go beyond their current capacity to understand life or global situations. Volunteers should be given support throughout the volunteering process, from the selection process onwards. The volunteer needs external support people who are independent of the hosting and sending organisations during the volunteering period.

For many, the period of volunteering is a very personal experience. It is hard to share the experiences with others, especially with people who have never volunteered themselves. To present the experiences of the period abroad soon after the return home can be difficult for a volunteer, as gaining a deep understanding of what one has learned and experienced can take time. Naturally, the volunteer can be a good spokesperson for the hosting organisation by sharing information about the activities of the organisation with members of the sending organisation and, why not, also other non-involved people. But for the volunteer to be a good multiplier, the sending organisation needs to put effort into gaining the trust of the volunteer in order for the volunteer to become an active member of the sending organisation after the volunteering period. It is easy for the volunteer to be sent abroad and then return home and forget all about the sending organisation, if one has no feeling of belonging or loyalty to the sending organisation. The loyalty is usually towards the hosting organisation.

The multiplier effect is not necessarily readily apparent and it cannot be attained by force. It cannot be measured. It is through personal contacts and personal stories that information is most effectively distributed. This is some-

thing that must not be forgotten. Volunteering is a personal experience for the volunteer, and sharing personal information is an intimate issue.

NADIA AUSTMANN
INTERNATIONAL YOUTH FUTURE FORUM
GERMANY

Mehayo Centre is a Tanzanian NGO that works with mentally handicapped children and adults. Children and adults with mental handicaps live in the centre. The children have school lessons in the morning and the adults have the chance to work, for example in the garden, the kitchen or the Art Centre.

I was involved in most of the daily work of the centre. In the morning for example I helped the staff watch the children brush their teeth and clean the centre. Then the children went to school. Sometimes I helped the teachers in school. They are not educated teachers and they wanted to learn more about how to teach children with special needs. I gave them some ideas during the lessons and I also taught the children myself. I prepared a seminar about special education and learning processes to give background information to the teachers.

In the Art Centre, adults can be creative and produce different things which can be sold. For example, they design cards or they colour oil lamps, which are made out of old cans. Together with other international volunteers, I started to produce necklaces and bracelets made out of seeds with some adults.

During my time in Mehayo, I was always integrated in the daily activities, but my projects changed, like the seminar in the school or the production of jewellery in the Art Centre. I was not involved in the management, for example in financial aspects.

Rajabu Simbano, who worked in Mehayo, was my official contact person until he left the centre at the end of November. In the beginning, he showed me a lot about his culture, about the center and life in Tanzania. We also talked about problems and difficulties both concerning the work as well as the culture or private concerns. I also talked a lot to Mama Linda Ngido, Mehayo's headmaster. I talked many times about my new cultural experiences with the other international volunteers who worked in Mehayo. It was helpful and also really interesting to talk about all new experiences with Tanzanian and European people. I think it can be helpful to have people around who are from the same cultural area, but it also can make it more difficult to integrate yourself into the new society. Private contacts to Tanzanian people were important to me. I had a really good friend in Morogoro, the town where I lived, who showed me around and gave me the chance to take part in his life.



Germany is a multicultural country and globalisation is a big part of our life. I think Global Learning is very important if this process is to be successful. We need to learn to understand different cultures and to accept our differences. This was one of my main reasons to go abroad. I still do not understand many aspects of the Tanzanian way of life and I could not describe it properly. But I think I changed my view of cultures, people and our consumer society.

UWE BERGER
CARPUS E. V.
GERMANY

Global Learning and Education for Sustainable Development (ESD)

Education for Sustainable Development is a relatively new synonym for basically two educational approaches which have existed for quite a long time: Global Learning (also known as Development Education) and Environmental Education. The acronym "ESD" became famous in Germany when the UNESCO Decade "Education for Sustainable Development" started in 2005. Thinking back to the beginning of the decade I have to state that most of the projects which the German UNESCO Commission considered to be ESD-projects actually focussed purely on environmental education. The aspect of "one world", meaning the global view, was mostly missing. This has changed since then. ESD is no longer dominated by environmental education. Nowadays, topics like human rights, peace policy, good governance, development aid, fair trade, worker's rights, globalisation or world trade systems are substantial parts of ESD. Therefore, although the consideration of Global Learning as part of ESD was challenging in the beginning, it cannot be considered as a challenge any longer.

One of the positive effects of combining environmental education and Global Learning is that trainers and lecturers of Global Learning developed an environmental view of their topics. Now, developmental and environmental issues are being discussed as one connected topic, e. g. poverty reduction is clearly connected to the protection of natural resources. Since ESD is a holistic approach, it is now possible to understand how both issues are interrelated with

each other. That is a fundamental win for Global Learning which before focussed merely on social-economic aspects in the majority of cases.

But still, there are challenges for ESD in Germany. One is how to make ESD effective. How can ESD really change society and the behaviour of the people? Can ESD make a difference at all if environmental education and Global Learning could hardly make a difference in 30 years? From a global point of view, we must say that developing countries became poorer despite increasing development aid and development education. Natural resources were depleted, despite environmental education and new environmental laws. Therefore, the question is what needs to be changed in ESD compared to Global Learning and environmental education? And a second question is, how can ESD reach policy makers worldwide? In my opinion, to make an impact on society, all ESD-projects must have an aspect of “what to do now?”, where the participants focus on basic actions, which they can easily implement in their daily life.

The ESD-project I initiated is called ‘totally global’ and is in fact an international student exchange program between German and Philippine pupils aged 15 to 18. We started in 2007, when I accompanied eight German pupils and one teacher for a three weeks exchange visit in the Philippines. Our topic was “Quality of Life in the North and South”. Together with 10 Philippine pupils and 2 teachers we organised several workshops about education, health care, the environment, MDG and visions of the pupils for their future. We experienced life in foster families. We presented our results in a German/English exhibition about quality of life. One of the six posters was showing how the pupils wish the world would be. We toured various schools and office buildings, presenting our exchange project.

In 2008 the reverse exchange took place. The 10 Philippine pupils and 2 teachers came to Germany, to the Spreewald Region, which is a swampy landscape declared a UNESCO biosphere reserve. The topic of the exchange was “Water - Commodity or Human right?”. In several workshops and excursions, we discovered which countries face water shortages, which products we buy from these countries, how much virtual water we consume and what we can do to save water. The results were printed in a German / English brochure, which is now being used in the two partner schools.

Global Learning and voluntary services

If a volunteer service like ‘weltwärts’ is supposed to serve as an ESD at the same time, then volunteers must get the chance to share their experiences in Germany after returning from abroad. Looking at past experiences, I must state that volunteers have different ways of sharing their experiences and not all of them are appropriate for an effective ESD. I often attended presentations of young volunteers which seemed to be slide shows of adventure trips, a col-

lection of holiday pictures (with lots of sunset pictures) or simply photo impressions of a different culture. But what was often missing was the view of the young volunteer regarding development problems and solutions in the country they served. Therefore, my question is, was the volunteer fully aware why he/she was placed in that particular country and what the aim of the development project was? Without focusing on developmental issues, the volunteer won't be able to implement an effective ESD after his/her service abroad. To allow volunteer work to lead to an effective ESD, the following criteria need to be fulfilled.

1. Teaching and knowledge transferring abilities should be one criterion for the selection of volunteers.
2. Discussions about development theory and development aid must be part of the preparation seminar for volunteers before going abroad.
3. Preparation and implementation of ESD-work in Germany should be a mandatory part of the volunteer program upon returning from abroad. Therefore, the volunteer service should be divided into service abroad (9 months, for example) and ESD-work in Germany (3 months, for example).
4. Together with his/her sending organisation, the volunteer must draft a concept regarding what particular topic he/she will focus on in the ESD-work and what form of ESD-work he/she will choose later on (e. g. presentation, project day, exhibition, video material, a brochure, etc.). With this clear focus, the volunteer has an easier time collecting appropriate information in order to perform effective ESD-work back home.
5. The concept of combining volunteer work abroad with ESD-work in Germany should be discussed with the local partner organisation abroad in order to support the volunteer in his/her data collection and also in order to include the local perspective of the partner organisation on the specific ESD-topic.
6. Foster family stays should be used as a helpful experience in order to get an insight into the real living conditions outside of the office, pension house or staff house. The ideas and visions of ‘normal’ people who do not work for the same organisation are sometimes different from those of people who are involved in the project.
7. Last but not least, the sending organisation should offer specific venues for ESD-work to the volunteer. In this context, it would make sense to choose the sending organisations, not only according to their partnership relations abroad, but also according to their experiences in the field of ESD in Germany. When organisations fail to offer their volunteers events for the implementation of ESD-work, the purpose and impact of the entire volunteer service comes into question.

MANUEL BLENDIN
WELTLADEN DACHVERBAND E. V.
GERMANY

Global Learning and Education for Sustainable Development (ESD)

The relationship between Global Learning and Education for Sustainable Development has not been an easy one in Germany. There have been many discussions and disputes between educators with a background in development education and those who are or have been engaged in environmental education, especially on the theoretical and political level. For those who have applied these concepts and methods in their practical work, the difference has not been as big. For these reasons, these concepts need to be defined at the conference in Bonn, to have a common base to build on.

As a result of the debate and the development of Global Learning and Education for Sustainable Development in the past years, environmental and development educators have started to communicate and cooperate more often. For me as a program coordinator for Global Learning (or Development Education?), who is often involved with the topic on a practical level (e. g. working directly with students), the focus of ESD is helpful for my daily work: It reminds me to bring together environmental, economic and social issues, even though my expertise is stronger in the area of Development. Nevertheless, I need to mention that the theoretical discussion of Global Learning has also included these ideas right from the beginning.

From my point of view, the central challenge in Germany is the implementation of Global Learning / Education for Sustainable Development in schools. Even though a lot of action has been taken by teachers as well as NGOs and many declarations have been signed by politicians, Global Learning / ESD still has not reached the educational mainstream in our schools. For me as an NGO-employee, it seems that the fact that other political aims are deemed more important, tends to complicate the implementation of Global Learning / ESD. One example is the recent reduction of overall school attendance time in the state of Hessen. Now A-Levels (German university entrance level qualification) can be obtained after 12 instead of 13 years. Consequently, time restraints for students and teachers have increased and there is - in most schools - less time for extracurricular and / or interdisciplinary projects.

One of the most interesting projects I have been involved in during the last couple of years was working with a group of school students who organised the visit of a Congolese youth theatre group at their school. These visits are a recurring project conducted by the world shop Marburg. Once a year, a youth theatre from the Southern hemisphere is invited for one week by the local world shop in cooperation with a local school. Usually, a group of university students



organises the visit, presentations in schools and in public as well as the intercultural exchange among students. In 2008, a group of school students of the cooperating school participated in the organisational process for the first time. In spring, after a thematic introduction to the D.R. Congo and world politics, the students started to organise the event. In the beginning, there were two separate groups. But in the end - in September - there was only one united group, which learned a lot, had a interesting exchange and was really satisfied with what they had achieved. And: these school students will be participating in the project in 2009 for a second time.

Global Learning and voluntary services

Volunteering in another country provides a really good context for Global Learning: there are a lot of learning opportunities, new experiences and a lot of possibilities for self-organised learning. A crucial issue is the support lent to the participants during the process - a support that has to take care of the individual needs of the volunteer in question. Not every 18-year-old has already learned all the skills necessary for a one year stay in Latin America. One goal of the selection process for the volunteers is to find out what kind of capacities and abilities the volunteer already has and where he or she needs assistance. Especially in programs like 'weltwärts' there can be differing ideas of what 'good' support is and how far it should go, for example between the sending organisation and the partner organisation. Therefore, good communication between the two organisations involved is necessary to offer a worthwhile visit for the volunteers. The extent of support has to be determined by the individual volunteer's needs.

The European Voluntary Service already gained experience by assisting volunteers with special needs, e. g. handicapped individuals. I feel that such experiences shed a particularly interesting light on how different people can be of benefit to and benefit from volunteering programs and have a good experience.

Also a good follow-up and a deep reflection of the experience are really important for all volunteers. Potentially, the stay in another country can deepen prejudice and it is important to reflect this before, during and after the time spend abroad.

It may be one of the most important points to state that, aside from working in an organisation in order to help, the volunteers are there to learn. It has to be kept clearly in mind at all times that 'weltwärts' volunteers are first and foremost learners and not development workers.

It is crucial to support volunteers in their commitment as well as their activities, and to offer them opportunities to multiply their experience. For the first point, the European Voluntary Service is a really good example: it offers volunteers the opportunity to apply for funds to turn their ideas into action. Apart from that, it is important to offer volunteers opportunities within existing NGOs or other corporations, so that they can use existing structures and exchange ideas with others who are interested in similar topics.

To multiply the experience of volunteers, it would be good to offer them educational skills. Young volunteers can be really good opinion formers for peers. A fitting example is the 'Weltwärts Vorwärts' project of the Weltladen-Dachverband (German World shop-Association). The project offers returning participants of the 'weltwärts' program workshops on basic education skills and methods to implement such skills in order to reach young people and to share the experiences made during the participant's stay with 'weltwärts'. World Shops that offer Global Learning projects can be partners for the volunteers.

CHRISTINE BLOME
INWENT
GERMANY

Global Learning by means of school-exchange projects between schools in Germany and schools in Africa, Asia, Latin America and South East Europe – The contribution of the ENSA-programme

In Germany, Global Learning and ESD are facing several challenges:

On the one hand, we experience conceptual debates about Global Learning (GL) and ESD. Among others, the following questions are part of the debate: How can / should the concepts of Global Learning and ESD be positioned towards each other? Is the current German position – GL as one major element of ESD – the final one, or will the debate go on, with the consequence that both concepts become one? (How) can / shall the concepts regarding competencies of Global Learning and ESD be integrated into one single concept? How can these competencies and the impact of GL / ESD in general be measured?

On the other hand, we are facing the challenge of reaching a wider audience and to establish GL / ESD in schools.

The aim of the ENSA-programme: School-exchange programme for Education for Sustainable Development is to support this process, by strengthening GL / ESD in schools. ENSA – which is administered by InWEnt gGmbH (Capacity Building International, Germany) on behalf of the BMZ (Fed-

eral Ministry for Economic Cooperation and Development) – financially and pedagogically supports school-exchanges that are embedded in partnerships between schools in Germany and schools in Africa, Asia, Latin America and South East Europe.

All the exchanges supported by ENSA concentrate on the issue of Global Learning (e. g. global interdependencies or development politics). By participating in joint activities, realised at eye level and in mutual understanding, the participants are able to share their knowledge and learn how to cope with cultural differences. The financial support of ENSA comprises up to 70 % of the costs of three-week mutual learning-encounters that take place in Germany, as well as in the partner countries. The pedagogical support comprises guidance for school-related preparation as well as additional preparatory and follow-up seminars for the participants in the fields of project preparation, teamwork, conflict resolution, intercultural learning and learning in the field of development politics. The pedagogical support furthermore comprises networking and training seminars for schools and NGOs.

The main aims of the programme are the following: first, to empower the participants of the exchanges (i. e. teachers and pupils) to gain competence and become multipliers of GL / ESD in their daily life, be it at school or at home. Second, it aims at linking up and qualifying schools and NGOs in order to sustainably establish GL / ESD in schools. A cooperation between schools and development NGOs is seen as an important quality control element for this, as NGOs working in the field of development are often experts regarding GL / ESD and can offer guidance for school-partnerships and exchange-projects.

The experience gained from the ENSA-programme shows that the combination of the intense preparation, the exchange projects/encounters themselves and the intense follow-up seminars and activities not only enables the development of competencies – such as, for example, the shift of perspective and empathy, solidarity and co-responsibility or communication and conflict-management. It also strengthens the capacity to act on global change as it strongly motivates the participants to become multipliers, a task for which the necessary skills are acquired during the process of preparation, exchange and follow-up.

While the immediate multiplication of the experiences works very well in practically all cases and the participants remain motivated to campaign for ESD for a long period of time, the challenge lies in the long-term integration and input of these experiences into class and regular school activities. The problems can often be traced back to the gap between the school exchange / school partnership taking place as extra-curricular activities and the curricular ones. Further obstacles are the teachers' tight time schedules as well as insufficient support from colleagues. A non-supportive headmaster or envious colleagues who do not appreciate their colleague working extra-hours in a school exchange, make it more than difficult to find room for Global Learning

in daily school life.

Experience shows that the following aspects support long-term effects of the exchange on classes and an establishment of GL / ESD in schools: Incomings (Partner-groups visiting the schools, a long-term school partnership that is supported and organised by more than one teacher, a convinced headmaster / headmistress who supports the teachers by allowing them to put a certain amount of their working time into the partnership, the integration of the school partnership into the school-profile and sufficient support for activities and school exchanges, making it possible to realise further exchange activities and to keep the partnership alive.

Through the financial and pedagogical support of school exchanges that are embedded in established school-partnerships, through the funding of incomings and by linking up and qualifying teachers, NGOs and pupils in the field of school-partnerships aimed at GL, the ENSA-Programme does its best to strengthen GL / ESD in schools. The well-proven cooperation with Development NGOs on all levels of the ENSA-programme is a major step towards reaching this goal.

REINHOLD BOEMER
VERBAND ENTWICKLUNGSPOLITIK NIEDERSACHSEN E. V.
GERMANY

Global Learning and voluntary services

a) A necessary condition for a long Global Learning session is that the work place is not isolated but integrated into north south partnership work. We call it GLOBOLOG (global dialog in local networks, see: www.globolog.net).

The partners in the south and in the north should define their cooperation and communication as Global Learning, not only as help from the north to the south.

The partner should choose the work places in such a way, that the volunteer is integrated in the communication between both partners.

The tasks in the work place should not be separated from the topics of the partnership.

When selecting volunteers, you should pay attention that they are interested and engaged in the topic you deal with.

The best method is to inform them about the topic the north partner deals with and about the topics of globalisation and intercultural behavior.

The supervision is successful if the volunteers are integrated into the communication between the Northern and Southern partners.

We hope that volunteers take the time to reflect and discuss their experience and transform it into a social or political engagement in Germany when they are back at home.



A very good solution is to continue working in and with the Northern partner organisation, but this is not always possible.

To organise Global Learning for both societies - in the north and in the south - we also need to have a reverse direction program. This means that volunteers from the south also get to experience work in the Northern NGO for some month, or, even better, for a year.

- b) After stabilising the 'weltwärts' programme and integrating the reverse direction program, the next step could be to emphasise the European dimension. Included in European voluntary services, European NGOs and Southern partners could organise a triangle dialog (trialog) and offer opportunities to share experiences between the continents.

Realities of voluntary services

- a) The reality of voluntary services has to be organised in such a way that volunteers can make positive experiences and work successfully. It is not helpful, when - because of bad construction, preparation, organisation, unprofessional leadership or minimal equipment - the efforts of the volunteer fail. Such negative experiences could support bad prejudices about the Southern partners.

Every work place must define a task for the volunteer in advance. He/she needs responsibility, but also limits. It is very unfortunate when volunteers feel that they are not wanted or unnecessary. They need clear structures to do their work and to reflect and spread it. The volunteers need an independent mentor to process conflicts with the other project participants or their inviting NGO.

In the midterm seminar the volunteers have to reflect their work with an independent moderator.

- b) On the one hand, it could be in the interest of the Southern partner to have part of his work done for him by the volunteer. But on the other hand, this will often go wrong, because volunteers are pupils and not experts in any topic. They are not development aid workers.

If you use the potential volunteers offer well, they can, for example, do children and youth work or can help in schools, they will bring new thinking, new methods, but also a Northern life style and many questions with them.

Not all Southern partners will like this. In reality, the wish for an efficient worker will often stay unfulfilled. More important is that voluntary exchange can strengthen the partnership between the North and South.

Volunteers can be multipliers for the interests of the Southern partner and, later, virtual ambassadors in Germany. They can help organise the communication and solidarity between north and south, if they are really interested in the ideas and projects of the Southern partners.

SOPHIA BÖMER
WELTHAUS BARNSTORF
GERMANY

Voluntary services and Global Learning

1. The experience I am going to describe is not from my long time stay in Ghana, but from my tour with the youth circus group Barbarella. (Please read the text about my Global Learning activity first, in order to grasp the context of the visit to Ghana better.) When the circus Barbarella performs in a city, the young people put up announcements in shops. This they did in Damongo, in Northern Ghana, too. They invited everyone for Friday at 3 p.m. On Friday, the German circus group and the workshop kids from the kids club were waiting for the audience to arrive. But only a handful of children came. The Germans were sad and they started thinking: "Where are all the Ghanaian kids?" – "They are playing on the streets.", was the answer. Because of this, all Ghanaian and German circus people got in the car and drove to the city centre. They got out and walked back to the performance location. On their way, the circus people sang, danced and juggled in the streets and they invited all kids on the streets to come with them. So finally, the Ghanaian and German circus group had a big audience.

This experience shows in quite a funny way that you have to get to know the local 'way of life'. You cannot adapt your ideas and plans one by one to a different culture, but you have to understand the regional distinctions. This is one important lesson I have learned about intercultural work. Furthermore, I learned a lot about poverty, of course, and about different ways of seeing time: "In Ghana, time waits for us."

2. My stay in Ghana and my experiences abroad influenced my life a lot after I returned.

First of all, I started working in WELTHAUS Barnstorf in an experimental exhibition called Café Africa, in order to familiarise children and young people with life in West Africa. For this project, I arrange a project day or week for youth groups or classes in which we play African games, cook and eat African food and learn a lot about the people, culture and history of Ghana, for example. In this context, I often show pictures of my stay abroad. Furthermore, I organised a trip to Ghana for the youth

circus group Barbarella (I have been working for circus Barbarella as a circus educator for some years now.). 10 young circus artists aged 15 to 23 took part in the tour. In one week, we travelled through Ghana, got to know the countryside and different parts of Ghana. In this week, the young people were supposed to get an impression of the history of Ghana (concerning slavery), but also of current topics (economy and social injustice). Because of this, we visited hospitals, schools and fair trade projects. But our main destination in Ghana was the "kids club" in Damongo, in the North of Ghana, which is an achievement of German and Ghanaian volunteers. The team from the circus Barbarella offered circus workshops for the Ghanaian kids from the "kids club". Together, they worked 5 days on juggling and acrobatics and, at the end, they presented a show together. The circus workshop was a possibility for young Ghanaians and Germans to get to know each other in a playful way.

TIMO BRINKMANN
INTERNATIONAL YOUTH FUTURE FORUM
GERMANY

Synopsis of personal experiences concerning volunteering and Global Learning

Promoting Sustainable Development is a very hard job:

First of all, it means to get to know the living conditions and all related problems in a certain area. In my experience, it takes a lot of time to become acquainted with the local people, traditions and the way of life. Especially in Africa, where the cultural influence from Europe and the western world arrived just a little more than a hundred years ago, you will find yourself in a completely different world. To save time, to accumulate money or to be competitive is not the objective of most of the locals.

People think differently! But this is only the first step, because to help development along means to talk to people, to ask people about their needs, to give people information and to integrate them into the collection of ideas for Sustainable Development.

During my stay in Tanzania, I met many volunteers from all over the world. Most of them came from well developed countries with a lot of money and little time to stay. Their motivation: helping people in developing countries.

At this point, I want to tell a short story about three volunteers proudly doing Sustainable Development: They bought a washing machine to support an orphanage. They spent a lot of money on it, but achieved nothing, because the people living there didn't want to use it. Apart from the fact that there was not enough water and electricity in this small village, they forgot to explain how to use the machine...

Still, helping people with financial and material support should be part of development aid, but, in my opinion, there are three aspects to be considered first:

There should be...

- » Knowledge of the people, culture and living conditions.
- » Empathy for what people need and want.
- » Information, to explain the purpose of a specific form of development aid.

Understanding among people from different cultures and nations, and therefore the exchange of information and education between them, seems to be the key to Sustainable Development. That is the most important lesson I have learned.

Timo Brinkmann, volunteering in Tanzania in 2008/09

UTE DEGEL
DRK-GENERALSEKRETARIAT
GERMANY

Making voluntary services a real Global Learning experience is a challenge all providers of voluntary services have to face. It starts with the setting up of the volunteering programmes themselves. The way volunteering programmes are designed by governmental organisations, foundations, non-governmental organisations and private / commercial companies lays the foundation for real Global Learning. Is it a national or international voluntary service programme? In a national programme, are there opportunities to achieve a global perspective? In an international programme, are partner countries involved in the process of setting up the programme? Are their expectations taken into account? Is the voluntary service envisioned as an exchange of volunteers or as a one-way-service? Is the knowledge of many people and especially of the parties involved being acknowledged and used? These are questions that need to be answered honestly.

Unfortunately, programmes are usually established by governments or non-governmental organisations in the 'North', without taking into account the needs and agendas of the countries we are sending volunteers to. For this synopsis, the question was asked: "What interests do our Southern partners have in voluntary programmes?" Countries in "the South" certainly expect a mutual benefit from voluntary programmes. They want to be treated as real partners. Of course, they wish to gain from the expertise of German people and also want to be involved in international networking. But there is always great interest in sending volunteers to Germany in return. Real Global Learning experiences for the partner organisations can only be achieved through a bilateral volunteer exchange, instead of a one-way approach. This means each of the parties involved should be sending and hosting volunteers. This allows organisations to take on both the perspective of the sending and of the hosting side and to benefit from returning volunteers. Closely related to this is the aspect of the global distribution of the sending and hosting of volunteers. In order to avoid reducing the



global experience to 'The South' learning from 'the North', volunteer programmes should be established between countries of 'the South' and programme suggestions should be developed by those who wish to receive voluntary services in their country.

Real Global Learning means global volunteering, learning from each other, not only in one direction, but cross-linked in all directions. Using global structures might be helpful for gaining global experience. The German Red Cross, as a provider of voluntary services within a European and worldwide context, is in the pleasant situation to be part of the International Red Cross and Red Crescent Movement. Therefore, it has the chance to send and host volunteers in national Red Cross/Red Crescent societies all over the globe. Volunteers can compare the work of their local Red Cross / Red Crescent with the one they find abroad and then bring back new perspectives to their national society. In this way, volunteers might be able to achieve a global view on the Red Cross / Red Crescent. Not only in the beginning, but throughout all phases of a voluntary service programme, an active dialogue between the sending and hosting organisation should take place.

As 'learning' mainly happens through communication, personal meetings should take place regularly to develop a mutual understanding of voluntarism, to exchange thoughts and concerns and to further improve the quality of the voluntary service and its learning opportunities. Now, looking at the ingredients that make voluntary services a global experience for the volunteers, it should be a rather long term service, in order to allow enough time to learn and to gain experience. How deep the learning impact will be for the volunteer greatly depends on the duration of the voluntary service - taking into consideration the time needed to adapt to another culture. The better volunteers are prepared for their service in another country, e. g. through intercultural training, the more they can gain and learn from being in another society. More important than the preparation is the follow-up after the return of the volunteers. How can they make use of their global experience? How can they continue their voluntary engagement if they wish to do so? The sending organisation needs to offer opportunities and support the volunteers in finding ways to reintegrate their experience into society. For this purpose, the value of the global experience has to be publicised. It has to be shown,

that volunteers contribute to our societies through their voluntary service and their engagement afterwards.

Volunteers need to be encouraged to act as multipliers in their society. They can report on their experiences and maybe, by doing this, revise stereotypical conceptions or presumptions about other countries or the concept of volunteering. They can become mentors for (foreign) volunteers in their local area and further support their placement project. Naturally, they can also help to further improve the quality of the voluntary service. In order to do so, the voluntary service placement has to be an adequate learning environment. Such a learning environment includes being supported by a trained mentor who is aware of the concept of 'volunteers as learners and helpers'. An activity plan for each volunteer should be set up, based on an assessment of the volunteer's skills and interests as well as the needs of the hosting organisation. The hosting organisation should enable their volunteers to design and carry out their own projects according to their interests and abilities. Regular supervision meetings should help the volunteer develop over the assigned time of placement. Creating a good learning environment will include caring for the personal well-being of the volunteer as well. Offering support for dealing / coping with life realities and personal matters strengthens the volunteer. Many aspects need to be taken into consideration, in order to achieve Global Learning. The most important one is the continuous and real dialogue between the partners – this is the core challenge.

GISELA FÜHRING
ASET E. V.
GERMANY

Main challenges:

1. The federal political system in Germany challenges us with a number of different syllabi for each state, which means a lot of additional work in order to integrate Global Learning and ESD.
2. Sometimes there is a kind of competition between Global Learning and ecological awareness teaching – especially if there is a battle for financial resources.
3. It is a challenge to reach young people in school and outside of school.

In school, teachers are overworked because of new regulations and more intensive social and psychological problems. On average, they are too old to start new ideas (burn-out effect); if you are invited to schools or to teachers' training sessions at all, you have to adapt precisely to the needs (curriculum, actual teaching program etc.) and cannot expect to discuss further issues or engage in a longer learning process with their students including out-of-school-projects.

But there are excellent exceptions as well!! If you have established a personal relationship with teachers – which includes a lot of communication – they could initiate wonderful projects or act as intermediaries for students' ideas and actions.

Outside school: young people seem to have little endeavour to engage themselves in political questions or clubs. What they do, may be sports and (PC-) games or dancing / parties. They often don't really have the feeling that the society needs them / that they are important... So Global Learning has problems finding them in their free time. Exceptions: if you meet them during their activities or offer interesting things like within school partnerships with the South or others – then you can give them the attention and appreciation that they need for their personal development. They may become experts and develop their talents within the group of peers and in the public.

4. At a time when one's personal social future is uncertain, people tend to be more self-centred. Their consumerist attitude appears unquestionable. On the other hand, there may be a feeling of vulnerability – combined with a search for alternatives. That is where ESD can offer new thinking and provide scope for visions of a better world.
5. Older people are not yet found often enough among the target groups for Global Learning and ESD.

Additional benefit of ESD:

6. ESD offers anticipatory thinking in alternatives. The current realities and political as well as socio-economic tendencies do not have to remain as they are but can be changed. This is encouraging and nourishes creative thinking and a new way of communication among people – including the young and old.
7. ESD offers a combination of both: a view towards the outside world and a view back towards our own life, attitudes and world views – including ecological, economic and social structures.

Concrete educational projects:

8. We have experienced the process of how to bring young people to develop an attitude of self-confidence and openness to others by involving them in events on fair trade with the so-called 'coffee parcours' in Berlin-Kreuzberg. This is a form of action where you follow a series of stations that depict the path of coffee beans from harvest into our cups of coffee. Young people who coming regularly to these events, which we offer several times during the year, have developed their own expertise and show it to others – including alternatives to unjust structures on the world market. Then they try to convince other participants to think about their own lifestyle!

ANDREAS GEYER
WELTHAUS BARNSTORF
GERMANY

Voluntary Services and Global Learning

1. In the winter of 2006, I stayed for four months in India. And there I made a really special experience. I wanted to go to the tourist office of a city and therefore I was hitchhiking. A boy in his mid twenties gave me a lift on his motorcycle to the tourist office and when he let me off, he said that he would come in half a hour and we would go and drink something. So we went for a drink and were talking and I told him that I wanted to drive around to visit a national park. And without hesitation he said that he would go away for two days so I could have his motorbike and could sleep at his house with his family. And we were talked a lot about Europe and India, about the people, politics and so on.

From this person and also from similar experiences in India, I learned about candidness and confidence. We knew each other just for an hour, but this person had complete confidence in me. This was really very impressive.

2. My experiences had such an influence on me that my friends and I started to give a consumption-critical tour of the city. In this tour, which is designed for school classes, we have different stations like McDonalds, H&M, a mobile phone shop and so on, where, on one the hand, people can have an opportunity to know what power they have with their consumption. This means that they should become aware that, whatever they buy, it has an effect and we can decide what we buy (for example organically-grown food or not) and what company we support if we buy a certain product. It is not always easy to know which company is behind a product and what effect is incurred depending on which product somebody buys. For this reason we want to give people the possibility to understand and be aware of looking 'behind' the products they buy.

On the other hand, we want to show people what is 'inside' a product. This means that we want to show them, for example, that a pair of jeans has to fly several times around the world before you can buy it. (This creates a lot of pollution and it may be produced with child labour etc.). Another argument is that McDonalds uses a lot of soy, for which the rain forest has to be cut down. In addition, the soy is genetically modified.

All this is not to be done in a way that we point our fingers to show people how bad they are. After all, we do not want them to feel depressed about themselves. We do the tour in an interactive way because we think people can feel more inside if they have a deeper connection. We tell them that nobody is perfect and nobody knows everything. We also show the students which other possibilities there are instead, like a bio-supermarket, fair-trade products etc.



For myself, my experience showed me a truly different point of view and a different way of how to interact, communicate, get in contact with people. It let me think about questions like, why are we so closed to others, against foreigners in our country? How does it come about, that these people are as they are and we are as we are? Where is our confidence?

This experience also showed me a lot about myself, about how I am and how I, we and everybody can be. It expanded my horizon of what can be and that gave me a lot of hope. Hope in the humanity of people.

AGATA GORNICKI
AIN O SALISH KENDRA
GERMANY

Since my return from Bangladesh in 2005, I have been very active in Education for Sustainable Development (ESD). NETZ, my sending NGO, when choosing me as a volunteer, planned to involve me in Global Learning. Already in Bangladesh, I started to work on materials and methods for my educational work in Germany. My work in the field of ESD started of with the sharing of experiences and the showing of pictures from my volunteer service. My presentations were not structured very well at that time and were mostly personal. But it did not take long before my NGO asked me to take over more specific activities. There were different target groups and different topics that I was working with. The support I got from my NGO was the most important aspect of my activity. On the one hand, they trusted me and gave me the confidence to try out the work; on the other they taught me different participatory methods and ways of Global Learning so that I had the chance to improve my skills continually. The ESD of NETZ is also organised in a working team of voluntary multipliers, which I joined from the beginning and through which I has the chance to get retrained regularly. Another working team I joined is organising and supporting the preparation of new volunteers to be sent to Bangladesh. So, I regularly supported the educational work of NETZ with voluntary activities in schools and communities. For example, I held short lessons on Bangladesh, poverty and human rights. Moreover, I informed supporters of our work in Bangladesh about the develop-

ment projects we run. My favourite work was the conducting of project weeks with children in schools. Most impressive was a 5th grade class I worked with for one week. Through different methods, they learned about different aspects of poverty with Bangladesh as an example and the global context of this poverty. I visited these children for another project one year later and was very surprised how well they still remembered what we worked on the last time. Just seeing how significant the impact on children can be was the biggest reward for me and my work. I believe they still remember our project and pay attention when they hear something about Bangladesh in the news or elsewhere. As I had worked in a theatre project for the Human-Rights-Organisation 'Ain o Sailsh Kendra' in Bangladesh, it was logical to use theatre as a medium for ESD in Germany as well.

So, together with a Bangladeshi colleague, I wrote and prepared a concept for an improvisation-theatre workshop which dealt with Women's Rights. Conducting a theatre workshop with young people was a project worth its effort. Putting themselves into the different characters, the participants were able to feel what situation the women in Bangladesh are in and so got a very deep understanding of Women's Rights. Through my activities in ESD with NETZ, other programs attracted my interest as well. This year, I will prepare a group of students for their journey to Bangladesh in the context of a school exchange program (ENSA, financed by the BMZ) for the second time. This journey will focus on development-related and global topics. I will conduct a workshop before and after the exchange and accompany their journey to Bangladesh. In a nutshell, due to my volunteer service, I discovered ESD. After having worked voluntarily in this field for some time, I started becoming a professional in the field of Global Learning. My plan is to continue my studies after finishing my diploma in social work / social pedagogy in the field of ESD. I am convinced that education can have a big impact on children and young people and, in my understanding, Education for Sustainable Development is essential in times of globalisation. We all have to understand the world before we can get active to change it. I would like to contribute to changing it by trying to make people understand!

GABRIELE JANECKI

**VERBAND NIEDERSÄCHSISCHER BILDUNGSINITIATIVEN VNB E. V.
GERMANY**

Global Learning and Education for Sustainable Development (ESD)

One of the biggest challenges of Global Learning and Education for Sustainable Development in Germany, in my opinion, is the still existing difference between ambition and reality. ESD, as well as Global Learning follow the concept of a holistic approach, and do not only focus on education regarding special subjects like the environment or development issues. But in reality, this is very difficult to achieve, although a lot of pilot projects aimed at implementing this holistic approach are already being carried out. Another central challenge is reaching a more diverse target group. Looking at the target groups of Global Learning in non-scholar education, you will find mostly well educated young people and adults, already aware of the complex problems the world is facing. Therefore, a huge challenge is to also reach the disadvantaged groups in society. This is important as ESD and Global Learning cannot be projects of an elite - globalisation, climate change, poverty etc. are issues targeting the whole society.

The additional benefit ESD adds to Global Learning:

ESD adds a concrete vision to Global Learning - this is the vision of Sustainable Development. Global Learning in the context of ESD is an educational concept for strengthening the ability to perceive global contexts and the competencies for sustainable life and democratic participation in local and global development. Furthermore, it focuses on subjects and issues of social and economic development related to interactions between local and global realities. It is characterised by its global approach to education subjects. Within ESD, the multidisciplinary and political approach of Global Learning becomes clear.

GLOBO:LOG - Global dialogue in regional networks, coordinated by VNBGLOBO:LOG, wants to open schools for cooperation with other regional partners at the local level. At the global level, GLOBO:LOG wants to encourage schools and their extra-scholar partners to initiate, extend and develop North-South-partnerships. GLOBO:LOG is a project for on-site Global Learning. Schools and external educational partners are jointly leading practically-focused learning projects in regional networks. Each regional network works together with a corresponding network in a country in the South. Sustainable Development is the thematic framework for the project, viewed from the perspectives of both North and South. The projects take place in Lower Saxony and Bremen in Germany, and in Brazil, Cameroon, Ecuador, Ghana, Honduras, India, Lebanon, Nicaragua, Senegal and South Africa. With creative methods, Global Learning and Education for Sustainable Development were filled with

live. Working in networks with schools and extra-scholar partners helped develop real partnership-projects on the local level in Germany as well as in the partner countries in the South. North-South partnerships at an equal level have been developed and implemented. In the partner-projects, different educational partners have developed several outputs, for example:

- » an European-Arab school-newspaper elaborated together with German and Lebanese pupils,
- » a multimedia show on topics concerning peace and respect with German and Brazilian kids,
- » drawings, stories, cook books and a theatre on topics concerning honey and bees,
- » an internet platform as a virtual classroom with German and Senegalese pupils,
- » an outdoor classroom in Germany and school-forests in Ghana in a German / Ghana project.
- » For more information, see www.globolog.net.

Global Learning and voluntary services

Most of the necessary ingredients to make volunteering a real global experience are already mentioned in the question itself: selection of volunteers and hosting partners, preparation, monitoring, follow-up. Regarding the volunteers, there are two possibilities when selecting them. One is to have a concrete description of the field of learning and work the hosting partner in the Southern country is offering. Therefore, a real partnership among sending and hosting organisation in developing a good and concrete project description is essential. A second possibility is to choose young people from Germany (or other European countries) with special competencies they can provide for a learning programme and share the profiles of the young Europeans with the Southern partners, so that they can choose where to host the volunteers. The second possibility could be organised by a kind of local "volunteer agency". In any case, the volunteers as well as the hosting partners should be aware that a volunteering program like 'weltwärts' is not 'development aid light', but more of a learning programme. Continuing communication is necessary and resources should be provided for this purpose by both organisations. Regarding the preparation of the volunteers, it is necessary to prepare them carefully, not only regarding the country, the development problems they will face and on intercultural issues. It is also to include methods of Global Learning in the preparation and also in the evaluation seminary taking place in the middle of the volunteer's stay. From the beginning of their volunteership, the young people should try to come up with ideas about what kind of information and materials could be useful for their activities regarding Global Learning back in Europe. A good example on how this could



work is a photo-exhibition project of VNB on children's life in Brazil, South Africa and Germany. The volunteers in these countries are organising it during their 'weltwärts' volunteership. Also the Weltbilder project (www.projekt-weltbilder.de), offered by Arbeitsstelle Weltbilder in Münster, is a good example. It is also essential to further develop a qualified mentorship program in the hosting countries. It is very important for the volunteers to reflect their experiences with people who are not directly involved in the projects they are working with. For this mentorship, there should also maybe some kind of training / preparation for the hosting partners, as they should also be prepared for the possible problems of the young European volunteers, which might be different from the problems of young local people.

Resources for a good mentorship should be provided. Another question is how to share the experience of the volunteers with others in European societies (multiplier effect)? As mentioned above, it is essential that the volunteers become familiar with the concept and with the methods of Global Learning and Education for Sustainable Development from the beginning. Keeping the concepts and the methods in mind, it is much easier to identify themes and materials for educational activities during the whole stay. Also, it is necessary to offer qualification seminars on methods of Global Learning, but also places for the exchange of experiences of volunteers after coming home. But not only the qualification of the volunteers is important. The work with schools, NGOs, church communities and other organisations working in the field of Global Learning in Europe has the same importance. They should be informed about the fact that there are a lot of highly qualified and highly motivated young people who have made authentic experiences in Southern countries and who want to share their experiences with others. Therefore, a kind of agencies could be useful, that could bring the young people and the educational organisations together. In Germany, in all 16 federal states, there are working regional one-world-networks, having under their umbrella NGOs and other organisations and initiatives working on one-world issues.

These one-world networks can play a major role in the communication among volunteers and educational organisations / one world organisations interested in the experi-

ences of the young people. The one-world network in Lower Saxony, Verband Entwicklungspolitik Niedersachsen –VEN e. v., is already working on this topic. It started as a common project with the sending organisations of Lower Saxony, in order to bring together all the offers for qualification of the volunteers in Global Learning, but also to organise a common information source for schools and other educational organisations regarding the offers of the volunteers. A central information day for schools together with the volunteers and the sending organisations is going to be organised for December 2009. Providing resources for the qualification and the communication could be very helpful for spreading the experiences of the volunteers in European societies.

MIRIAM KANNEN
STEYLER MISSIONSSCHWESTERN (MAZ)
GERMANY

Realities of Global Learning in the South

In 1994, I joined the 'Missionary on time' program offered by the Srs. of the Precious Blood. The motto of this program is to live / pray and work together – and this is what we did. I lived in a separate room within the convent compound and shared my life – meals and spare time – partly with the girls working there and partly with the sisters. I also joined the sisters at the various praying times during the day. This shows that integration into the daily routines in our little village in Zanzibar was really intense.

I spent my working time together with a local woman who was about my age. Some special tasks were given to us by the sisters, but mostly we took care of a newly founded youth centre (cleaning, washing, sowing, etc.). During this time, we became good friends and our friendship grew over the years. Even 15 years later, we are still in touch, we exchange news of our lives and feel very close.

The 'Missionary on time' program is founded on the idea that we become mediators between cultures. It is clearly communicated that we are not 'helpers', but rather 'learners'. After returning to our home country and home community, we are asked to share our experiences and to get involved in activities focussing on justice and fairness around the globe.

My most important lesson was the awareness that people are basically the same here and there – even though our cultural and financial backgrounds are different. We should always meet on a basis of equality and respect. Communicating this insight is the way we volunteers can bring our experiences back to our native surroundings in a sustainable way.

REGINA KEMPEN
STEYLER MISSIONSSCHWESTERN (MAZ)
GERMANY

Global Learning and voluntary services

In order to make volunteering a real Global Learning experience, it is necessary to provide good preparation, trustable monitoring and a well-structured follow-up process.

First of all, I want to describe what, in my opinion, makes preparation a useful and appropriate contribution to the volunteer service and to Global Learning.

Above all, it is important to talk about the volunteer's ideas concerning the service and to rectify unrealistic expectations. By clarifying the volunteer's motivation, one can come to a better basis for and understanding of the whole experience. Another important topic concerning the preparation time, is the discussion of the impact of culture and cultural stereotypes during a stay abroad. By participating in active self-discovery activities, the volunteer can learn about intercultural communication and develop his sense of empathy.

In order to position voluntary service in a broad context, I find it necessary to pay attention to global connections and to create awareness for responsibilities in global problems and conflicts. Trying to understand the structures of injustice in our world, reflecting on the impact of national political decisions for the countries of the South and questioning the consequences of our personal lifestyle and consumer behaviour is essential during the preparation time. In this sense, it is important to point out different realities in our own country. It can be a very enriching experience to get in touch with poverty in Germany before going to other countries and getting to know organisations which fight for the dignity of different groups of marginalised people.

To make sure the volunteer has the necessary maturity for going abroad, I believe it is important to give him time and space to work on his self-confidence and personal resources.

The monitoring of the voluntary service is another important aspect of making the service a Global Learning experience. A personal mentor helps the volunteer reflect on concrete situations and challenges. It is necessary that the mentor stays in frequent contact with the volunteer and that he/she has experience with living abroad him/herself. Being a person of confidence for the volunteer and providing help in emergency situations are some of his important duties. Global Learning means taking a different point of view – a mentor can be supportive in developing this ability.

After the volunteers' return to their home country, it is important to intensify the Global Learning experience by offering a well-structured follow-up process. The volunteer needs company in reflecting the experiences he/she made and integrating them into everyday life in Germany. Contact with other volunteers and discussion fora are useful to help

him share his/her experiences. In my opinion, it is also necessary to offer concrete opportunities for commitment back in Germany and to establish contact with people, groups or NGOs who work on Sustainable Development. Sending organisations can benefit from the volunteer's experience by giving him/her responsibilities in the preparation of new volunteers. They have to be open-minded in order to adapt the volunteers' concepts and to integrate different experiences. At the same time, the volunteer can use this opportunity to develop his or her own skills. Integrating the volunteer into reverse programmes can be another possibility to round off the Global Learning experience.

To spread the volunteer's experience in European societies, it is necessary to provide him or her with contacts, with information about existing structures or regional networks in which the volunteer can integrate him/herself. It can also be useful to establish a contact forum to share information and where organisations and volunteers can communicate their interests.

An ongoing personal contact between sending organisations and volunteers after he/she returned is another important tool to form multipliers for Global Learning. Sharing the experience with others intensifies the volunteers' motivation for commitment and the identification with the aims of the sending organisation. To this end, sending organisations have to provide space and be open-minded for the ideas of returned volunteers.

I have had the experience that both regional structures and personal contact to sending organisations can help a lot to build working groups and to start programs of Global Learning. After my return from the volunteer service, I started working in the 'Aktionskreis Eine-Welt' of the BDKJ, diocese Rottenburg-Stuttgart. This group is concerned with the organisation of campaigns and workshops, using the regional structure of youth groups in the diocese. Important Global Learning subjects such as impacts of consumer behaviour, global food problems or water have been treated in the last years.

Personally, I had the chance to benefit from the possibility of integrating myself into my sending organisation, in an expanded and open-minded team. In this team, volunteers are invited to form groups and to realise different kinds of activities, such as organising workshops about Global Learning subjects, writing articles and information letters, preparing talks in schools or participating in the preparation of new volunteers. Such a team offers contact and support - volunteers learn, receive and give at the same time.

Multipliers for Global Learning need communication and presentation skills. They have to be well informed. In my opinion, sending organisations can contribute to form active multipliers by offering seminars or courses about current global topics, about learning methods and didactic skills.



SIMONE KLEINEKATHÖFER
ICJA FREIWILLIGENAUSTAUSCH WELTWEIT E. V. /
ICYE (INTERNATIONAL CULTURAL YOUTH EXCHANGE)
GERMANY

Global Learning and Education for Sustainable Development (ESD)

In Germany, ESD is a concept which has not been in the focus of attention for long. However, through UN-ESD initiatives (www.bne-portal.de), the topic of sustainability was more and more anchored in the field of Global Learning. The debate has not yet reached the area of international volunteerism completely; the concentration is more on the formal education system. Challenges are:

- » to spread the idea of ESD and to advertise ESD activities to new target groups
- » to define what exactly is meant with the concept of sustainability in one's own work
- » to really include the dimension of sustainability in educational projects and not just talk about it in official statements and funding applications
- » to prevent having everything suddenly be 'sustainable' and having the concept become blurred.

Global Learning as an educational concept targets an understanding of global power structures and tries to arouse openness towards and empathy for 'other' living situations. However, the dimension of sustainability is not firmly included in its practice. ESD therefore adds an extremely important factor to Global Learning, as both on a global and on a local level not only the "as-it-is state" is discussed, but a discussion on alternatives and especially sustainable alternatives are included. One of the biggest challenges hereby is to generate new methods in order to include the ESD dimension.

The preparation and accompaniment of German and international volunteers for/during their social service here or in one of the partner countries in cooperation with our international partners.

Global Learning and voluntary services

The way in which volunteers are accompanied during their volunteer service has a key impact on the learning experience. To sensitise volunteers from the very beginning to stereotypes and global as well as individual power structures, and to continue this awareness raising throughout the whole process (including seminars abroad and possibly within their host projects) enables a Global Learning process which is focusing on the volunteers' own experiences. Methods from the "Anti-Bias approach" are helpful for supporting this learning process. The possibility to work out a common understanding about the preparation and accompaniment process between the sending and hosting partners and the involvement of the necessities and perspective of the hosting projects.

How can the experience of the volunteers be used to spread to other European societies (multiplier effect)? A very important resource, unfortunately often forgotten, comprises international volunteers who volunteer in Germany. Including them as multipliers for Global Learning is an important goal for ICJA. Working in transcultural teams - international volunteers and German returnees together - is also productive for both the audience and the volunteers. Returning German volunteers can contribute to the educational work of their sending organisations, as well as in other NGO working in the fields of migration, anti-racism, development or intercultural learning. Especially their own environment like former schools or youth groups, their family and also circle of donors can participate in the learning process if they are involved in the discussions about the experiences of the volunteers during and after their service abroad.

Realities of voluntary services. Conditions workplaces must fulfil in order to ensure an adequate learning space for young volunteers.

Most importantly, work placements should have a lively interest in hosting volunteers themselves instead of being identified as "in need of volunteers" by a third party. Expectations from both the project and the volunteer should be clarified in advance. Other important criteria for workplaces are the inclusion of the volunteer within the team, that the volunteer be able to contribute something to the project but not be overburdened. Workplaces should have a mentor who is able to show empathy for volunteers problems. Ideally the mentor has the experience in working with volunteers from abroad and has been trained in intercultural learning and conflict management.

From what we know from our international ICYE network, is the intercultural learning process through a voluntary service abroad, which should be possible in a reciprocal way. But it would be good to let them speak themselves.

EVA KÖNIG
DVV INTERNATIONAL
GERMANY

Global Learning and Education for Sustainable Development (ESD)

My view on the main challenges that Education for Sustainable Development (ESD) has to face in Germany is mainly influenced by the institution I am working with, which is a non-governmental organisation based in Bonn, Germany (dvv international), operating nationally and internationally in the field of non-formal and adult education, pursuing the goal of global Sustainable Development, in which priority is given to combating poverty, securing peace and achieving fairer globalisation in one united world. Due to the specific domain of our work, our main intention within the context of the decade project is to embed Education for Sustainable Development more deeply in the sector of extracurricular learning and continuing education - a sector of education that is independent of and parallel to formal schooling, tertiary education, and vocational training, covering those educational activities for children, adolescents, and adults which take place outside the formal education system. This area has therefore come to be known as 'non-formal education'. Although it represents an important sector of education, it nevertheless tends to be overlooked or even neglected, while most efforts in education on a national as well as international level are directed at the area of formal education and / or learning at school.

The attempt to anchor ESD more firmly in the area of non-formal education therefore represents a major challenge, not only in Germany but also in Europe and in international cooperation. Further challenges are related to structural aspects because, at least in Germany, 'extracurricular learning and continuing education' rely on very diverse forms of organisation in a heterogeneous landscape of providers representing a commensurately diverse range of educational aims and focus groups. This diversity represents both a major challenge and an advantage. An advantage because it allows access to a wide range of people of different age and sex, as well as concerning their educational, social and cultural background. Nevertheless, the inclusion of the poorer and marginalised sections of the national population (for example, migrants or refugees, unemployed, disabled or illiterate men and women and their children) still represents one of the central challenges concerning the implementation of ESD in Germany - and this includes the area of non-formal education. Cooperating with partners in developing countries and in the transitional countries in Europe our main focus in pursuing ESD in Germany concentrates on community adult education centres - Volkshochschulen (VHS) - operating throughout Germany which are open to all citizens and provide a wide range of general, vocational and cultural continuing education and training.

Drawing on its experiences in the area of international cooperation, dvv international has launched specific programmes funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) since 1977, so as to assist VHS in promoting learners' interest in issues of development education (Global Learning) through advice, in-service training measures and materials for the teaching staff; it also does this by supporting the various VHS in organising relevant functions for specific target groups. Further projects financed within the framework of EU programmes (e. g. Socrates Grundtvig) allowed not just the pursuit of the Global Learning theme together with various European partner organisations, but also the paying of special attention to issues of intercultural and interreligious dialogue. With the start of the UN World Decade of ESD in 2004, dvv international embarked on new directions in its domestic work in the field of development education.

While up until then, Global Learning functions at the various VHS had been geared only towards adults, the ESD campaign places particular emphasis on motivating the younger generation. Facing the question of how to awaken interest in development issues on the part of young people and identifying what the VHS can offer in this context are the key issues addressed in an additional project targeting young people in particular. Launched by dvv international in 2004 with funds from the BMZ, this 'youth project' provides VHS with possibilities to implement innovative project ideas around the theme of Global Learning, demonstrating a wide variety of different ways to interest young people in issues of development education and ESD. A further important aspect of the project called Global Learning in the VHS consists in supporting community adult education centres in setting up networks with schools, museums or One World initiatives. Thus, dvv international takes an active part in fostering the global dimension in education and in the context of the UN Decade of ESD.

Concerning topics 2 and 3: Dvv international, up to now, has not been engaged in any kind of voluntary programme. It very much supports the idea of 'global learning' experiences, especially for young people through international encounters and exchange and / or work programmes. However, volunteer programmes that do not include a reverse component don't match with the guiding principles and therefore the institutional vision of how to understand cooperation and partnership.



JENS KOTLENGA
GYMNASIUM ANDREANUM
GERMANY

Global Learning and Education for Sustainable Development (ESD)

The main challenges facing ESD need to be seen in the context of the current educational debate in Germany. This debate is characterised by the following aspects, among others:

- » The reduction of the number of years a student spends at high school from 13 to 12 in most Federal States. This involves a reduction in the contents of school syllabi, focusing on the essential and dropping the topics and learning areas deemed to be only of secondary importance.
- » The implementation of centralised university-entrance exams in all German Federal States. This means that schools are under much more pressure than before to reach teaching goals and to prepare their students for exams, thereby forcing teachers to focus more exclusively on the centrally determined curricula, leaving out materials not specifically set in the curricula.
- » The implementation of the so-called key-curricula. The new name of the game is 'competence', not 'content'. ESD plays a minor role, if any at all, in the competences that are to be achieved.
- » A general lack of funding and a shortage of teachers. At a conference recently held in Hanover, Lower Saxony, a Junior Minister for Education made it perfectly clear to delegates that his State government is in no position to finance any attempts to implement the XXX. Any manpower involved would have to be contributed on a voluntary basis by interested teachers.
- » A sense of frustration felt by many teachers, who feel that they have to bear the main burden of the continued tendency to delegate more responsibility (and consequently more work) from the central education authorities to the schools themselves - all in the face of cuts in real income over the past few years.

Under these conditions, it is extremely difficult to motivate educators and find resources in terms of time and money to implement aspects of ESD in the high-school context.

The challenge facing ESD is therefore to find ways of communicating to educators / teachers that the area of ESD can provide a framework within which a whole array of contents and competences can be taught within the context of already existing curricular requirements, with the added benefit of achieving multi-perspectives in the approach and integration of various subjects / disciplines under one roof.

The added value that ESD contributes to Global Learning lies in providing a field of study / learning that focuses strongly on the integration of the learner and the subject-matter of his or her learning. Global education has for a long time followed the approach of making a foreign culture/society the object of study, optimally aiming to make what is foreign a mirror in which to reflect one's own culture / society. ESD, by contrast, can do a great deal towards showing the close integration of global societies and investigating their interdependence, showing that societies need to adjust their perspectives on growth and development in such a way as to secure the development of all societies by becoming aware that only concerted action will ultimately ensure this development. ESD therefore contributes a practical, hands-on dimension to the debate, removing it from the level of the purely theoretical or philosophical.

This dimension of ESD has been the focus of a project (ANKIS) developed simultaneously at the Gymnasium Andranum and our partner, Kodaikanal International School. ANKIS aims to investigate the conditions under which various consumer products are produced in the South and then marketed and consumed in the North. The aim is to raise awareness of global trends in the production and consumption of goods and the conditions under which this happens.

Global Learning and voluntary services

The necessity of widening one's horizon and developing global perspectives in terms of education and employment is slowly beginning to catch on in German high schools. The possibility of embarking on an international students exchange programme or of going on field trips to developing countries is being made use of, despite the financial constraints of the current economic crisis. This means that the chances of young people applying for volunteerships have improved in recent years. Anecdotal evidence, at least at my own high school, seems to bear this out:

The ingredients of a real and sustained learning experience are the following:

- » A precise and realistic assessment of the individual strengths (and weaknesses) of the applicant - with particular regard for the specific demands of the hosting organisation.

- » A clear and realistic definition of the goals of the applicant: what precisely does he or she want to get out of the internship?
- » Advice and counselling during the process of selecting a suitable organisation / project as a hosting partner.
- » A clear and realistic job description by the hosting partner. This should make allowance for a manageable workload and a well-defined framework of responsibility within which the applicant has to work. It should be avoided at all costs to regard volunteers
 - a) as a source of cheap labour, or
 - b) as only basically tolerated but not really important additions to the workforce of the hosting partner.
- » The hosting partners need to define their expectations within a framework that allows the applicant a certain amount of creativity and responsibility in carrying out his duties.
- » The hosting partner should allocate a mentor in a responsible position to provide guidance and support, particularly at the outset of an internship.

In terms of achieving a multiplier effect, the following aspects deserve mentioning:

A good PR-department of the respective NGO will find ways of providing feature articles to the large number of youth- and student magazines that are usually more than willing to publish well written and photographed accounts of the volunteers abroad. These media have a strong demand for good content and are usually easy to approach.

Open houses, Info-events in schools and trade fairs (such as the 'didacta' in Germany) offer opportunities to spread the word and generate interest in volunteer programmes. Former volunteers need to be invited (as part of their obligation to the NGO sending them abroad) to give brief presentations and be available and approachable by potential candidates.

On a peer-to-peer level, the writing and publishing of blogs has been highly instrumental in creating a multiplier-effect, as this medium has become very popular, particularly with the age-group under consideration here, due to its high degree of authenticity and credibility. It is also easy to manage and extremely cost-effective.

Apart from these remarks on the more formal level I believe it can be taken for granted that a well-advised placement with a hosting partner and an enriching and personally rewarding experience abroad can be counted on in their own right to make a lasting impact on the volunteers. This will later influence them when they themselves reach responsible positions in the corporate, administrative or educational field and influence their decision-making in ways that reflect what they have learned and experienced as simple volunteers with a foreign hosting partner. 'weltwärts' and beyond will thus become two faces of the same coin.

CHRISTOPH LAMMEN
SOLAR NET INTERNATIONAL E. V.
GERMANY

Global Learning and Education for Sustainable Development (ESD)

As a teacher it is especially important for me to bring young people possible into contact with the themes related to the Sustainable Development as early as possible. Especially for young people, intercultural exchange provides a unique chance to deal with global subjects and problems in a mutual communicative way very early. If we manage to integrate subjects of lasting development and global cooperation into the learning process of young people early, we can promote an active civil society which can handle challenges of the globalised world. 5 years ago we initiated a student exchange with Namibian and Polish partner schools at our school. This student exchange has released a lot of energy and motivation and has developed into an association which is specially focused on Global Learning, development of renewable energies and media skills.

Global Learning and voluntary services

From the experiences we have gained through the years with respect to voluntary work, we have found that a sustainable learning progress can be achieved best through permanent international communication. Sharing personal experiences through communication with other volunteers, as well as learners and students across the world can be a major key factor for a sustainable process of Global Learning. This kind of international communication helps young people to reflect on their own experiences, and is also a motivating factor for others and also shows that both young and old can get involved in volunteer programs or social and educational projects in general. Seeing this value of international education as a chance to improve educational progress on Sustainable Development we have set up an international communication platform in the Internet that offers the possibility for young people around the globe to share their experiences with the world. Whether the participants report on their volunteer work in a foreign country or just about their everyday life at home: reporting in the internet has become a unique chance to get into a dialogue with other young people worldwide, to deepen their own experiences, to strengthen friendships across borders. Many young people involved in this project of international communication have become multipliers.

Realities of voluntary services

Apart from physical conditions with respect to housing, security and mobility, the integration of the volunteer into the local community should be of great interest to guarantee learning progress with the involvement of either the volunteer or the local people. It is important that volunteers from Europe live on the same standard as local people of their age. It is also important that young volunteers from other



countries come to work in Germany. Furthermore, it is very important that with the help of the Internet platforms the contact will be supported and extended beyond the time schedule of the main project.

BUFFY LÖHR
INTERNATIONALE JUGENDGEMEINSCHAFTSDIENSTE - IJGD LV-BERLIN
GERMANY

Volunteering is a good means to implement the concept of Global Learning. However, in order to make volunteering a real Global Learning experience, voluntary services, as currently financed by governments, they must become multidirectional and must not remain unidirectional only.

Global Learning is the educational answer to an increasingly interconnected world. It is an educational concept aiming for open-mindedness, tolerance and empathy among people not only within a single country or society but across borders in particular. It aims to be holistic and inclusive, and tries to overcome categorical thinking that has dominated the past decades of development. By pursuing the concept of Global Learning, human rights, global justice, equity and peace are meant to emerge. In short, Global Learning tries to convey a more global perspective in regards to people's way of thinking and acting.

Various means exist to implement the concept of Global Learning in order to reach a more just and equitable world. While Global Learning can be implemented, for example, through curricular or extra-curricular activities in school in our societies, more recently voluntary services have become an increasingly popular means in countries such as the US, the UK, and Germany.

As Global Learning is understood as being holistic and inclusive, voluntary services need to be organised and conducted in the same way. Sending organisations need to work together closely with their partner organisations, projects and volunteers. Expectations of each party need to be clarified, divergences discussed and problems solved in a fair and amicable manner.

The selection of volunteers is critical. While everyone should get the chance of having a voluntary experience and becoming more tolerant and aware of global processes, people should acquire certain skills, such as open-mindedness,

tolerance, flexibility and initiative as well as a basic understanding of global issues before going abroad. Soft skills, together with language skills and certain practical experience form the foundation on which the concept of Global Learning can be furthered abroad.

Once selected, a good preparation is essential. Volunteers need to be made aware of global structures and development issues before commencing voluntary services in so-called developing countries. Preparation seminars should help the volunteer placing his/her service within global structures. Moreover, volunteers need to be prepared for their stay abroad by providing them with country / project specifics (including do's and don'ts) and preparing them for possible problems and situations. During the preparation phase it is highly recommendable to boost above-mentioned soft skills in order to ensure that volunteers are prepared for unforeseen challenges. Volunteers should also be made aware of their role as a volunteer and expected to prepare themselves for their service; not only professionally but also culturally (i. e. preparing presentations about their home country, taking typical things from home, etc), in order to make the voluntary service a true intercultural exchange and not just a one-way experience.

Before the volunteers' departure, contact between partner organisations and volunteers should be established. Thereby, expectations can be clarified beforehand and each party can prepare him/herself for service.

Once abroad, a good orientation is essential to help volunteers settle in. Contact between the projects, volunteers and partner organisations should be close and mentors should be assigned to volunteers in case questions or problems emerge. Through seminars conducted by partner organisations volunteers can be introduced slowly to the new culture and made aware of country specific issues. Once in their projects and families, volunteers will be able to get a deeper understanding of local routines and traditions. Evaluation seminars should be arranged regularly within the hosting country; thereby enabling volunteers to exchange experiences with fellow volunteers and helping them reflect and process these.

Overall, the voluntary service should not be seen as a working experience only, but even more as a learning experience. Being in a foreign country, far from home and well-known structures, volunteers have the opportunity to find themselves within new circumstances. Through their stay abroad, volunteers can start reflecting their own identity and origin, exploring new cultures and questioning differences.

It is essential, that volunteers are supported during their voluntary service in order to help them process their experiences. It is exactly through this guidance that the concept of Global Learning can be implemented and consolidated. Placing volunteers globally is not sufficient to reach above

mentioned aims. Helping them processing their experiences and making them aware of global structures will help them to understand better our globalised world and can encourage them to become socially and politically (pro)active.

Once back from voluntary service, follow up-seminars are equally crucial. They can help volunteers to settle in back home, exchange experiences with others and assist them in finding ways of becoming more active citizens. Follow-up seminars need to show volunteers a variety of ways of how to become an active citizen and ways to enhance the concept of Global Learning within their close environment. It is through activities initiated by returnees that awareness of development issues and injustice can be increased within our own societies in order to decrease global injustice and come closer to a world as anticipated by the concept of Global Learning.

The argumentation above shows that voluntary services can become a Global Learning experience for volunteers, if they are pedagogically well supported. However, organisational structures and pedagogical support are not sufficient to realise a real Global Learning experience. A key ingredient is also the willingness of volunteers to involve themselves fully before, during and especially after their return. While experiences made abroad benefit the volunteers most of all, an engagement after their return is crucial. In this way, experiences are brought into home countries where there is also much need to inform fellow citizens about global development issues.

Moreover, the implementation of the concept of Global Learning by means of voluntary services is still too one-dimensional. It is undeniable that partner organisations, projects, host families and local communities are also becoming part of the Global Learning experience during the voluntary service. Through intensive contact with volunteers, the above-mentioned parties can also learn and profit from the volunteers and their visits abroad.

Still, although intercultural learning can occur on both sides when volunteers go abroad, volunteers from so-called developing countries should also have the opportunity to experience Global Learning in other countries than their own. Thereby, they could have similar personal experiences as volunteers from economically-advantaged countries and later return to their home countries, passing on knowledge and experience to fellow citizens. It is only when voluntary services become multidirectional and thus global voluntary services, that they can be defined as a real global experience.

RAINER MAEHL
 FORUM ZUM AUSTAUSCH ZWISCHEN DEN KULTUREN – GEWERBESCHULE 6
 HAMBURG
 GERMANY

**Forum for the Exchange between Cultures –
 Contact on Eyelevel by means of Common Crafts**

Young people tend to understand the reasons for poverty and the lack of development in poorer countries far better, if these facts are transported via direct contact with real people.

Framed by the cooperation between the Staatliche Gewerbeschule 6 in Hamburg and Mozambican educational authorities, we try to establish a deeper understanding of global responsibility and cultural diversity by teaching and working in the context of Global Learning and enduring development.

Professional education offers, in Germany as well as in Mozambique, a variety of sociological and ecological aspects to deal with these subjects.

The 'Staatliche Gewerbeschule für Holztechnik, Farbtechnik, Textiltechnik und Raumgestaltung' in Hamburg offers vocational trainings for different crafts such as painters, decorators, joiners, interior designers and textile workers. In addition, there is an integrated college of further education specialised on interior design.

Since 2001, we have been in contact with Mozambique to establish an equal partnership which enables an exchange of culture and thus, in the long run, provides a better professional perspective for Mozambican youth.

By setting up the 'Forum zum Austausch der Kulturen' in 2002, we widened the range of possible work for the partnership. Now students can share their valuable experiences with school-outsiders and vice versa.

The central and basic element of our partnership concept is the eye level dialogue between different cultures. Bilateral visits to Hamburg and Mozambique make it possible to literally 'get in touch'. The intensive contact during these visits decreases prejudice, helps to understand different cultures and even makes it possible to critically reflect on one's own culture. The acquired social and intercultural competences play an important role in future lessons. Moreover, especially the German students get the chance to experience a culture, whose positive understanding of life may trigger the wish to get involved in society in order to create a fairer world.

An integral part of the partnership work is the creation of practical projects by students. These projects can be realised with simple means both in Mozambique and in Hamburg. Some examples of such projects are the construction of a simple, yet fully functional plane or the sewing of school uniforms. The projects enforce the exchange of knowledge about common working experiences, and thus



create an atmosphere of understanding that even overcomes linguistic and social obstacles.

Students plan and execute most of these projects mainly on their own. Professional knowledge and abilities are exchanged in direct dialogue and thus the quality of local vocational training greatly improves. As a side effect, Mozambican students are enabled to contribute to their family income a lot better.

Our students have a direct and impressive experience of efficiency by working under severely restricted production conditions in Mozambique. They return to Germany with an altered understanding of the use of natural resources and spread this understanding among their fellow students.

With their involvement, our students take over social responsibility to enforce a change in global relationships. They realise the urgent need for more corporate responsibility in our globalised world.

Partnership work is an important part of our school's profile. We deal with different aspects of Mozambican life in our lessons; we organise projects which focus on Mozambican culture and we have even invited Mozambican artists to work on African culture with students and staff. Regular visits of Mozambican students and teachers in Hamburg make sure that we don't develop a one-way partnership.

We understand our partnership concept as a learning project, which introduces good practice standards to other German professional schools. For this reason, we always try to communicate our ideas in public and we always try to find partners to strengthen our network. The 'Forum' is appreciated for this purpose in Germany as well as in Mozambique.

We exchange know-how with other schools who have their own partnerships. Students of the 'Forum' organise participation in development-focused political events. Our example has already triggered some additional partnerships between German professional schools and Mozambican schools.

We are constantly networking with a wide variety of organisations. We have, for example, worked with Nordelbische Kirche, BMZ, the German embassy in Maputo, ENSA, ASA, InWEnt, Senatskanzlei Hamburg and some civil institutions like Koordinierungskreis Mosambik, INKOTA and the Eine-Welt-Netzwerk-Hamburg.

Our partnership work is constantly documented. We provide information via our website www.gsechs-forum.de, by publishing two documentary films and by taking part in local and national events related to the subject of education as a means of development.

The 'Forum's' work is highly appreciated by the German Bundespräsident and the Ministry of Economic Cooperation. In Mozambique, governmental and non-governmental organisations praise our work as well. Especially our partner-schools and the Ministry of Education do appreciate us. Our partnership activities have been mentioned in a report to the Mozambican Council of Ministers. Future plans for the cooperation between Mozambique's and Germany's Governments already mention our partnership activities.

DOMINIK MESSMER
ALDEAS DE NIÑOS P. ALFREDO
GERMANY

weltwärts Volunteer

Host Organisation: Aldeas de Niños Padre Alfredo
 (Santa Cruz de la Sierra)

Sending Organisation: Missionszentrale der Franziskaner
 e. V. (Munich, Germany)

I. Realities of Global Learning in the South:

In 2008 I spent one year in Santa Cruz, Bolivia working as a volunteer in the orphanage 'Aldea de Niños Padre Alfredo'. In the morning I taught English in a nearby school and helped in the orphanage itself in the afternoons. There I had the opportunity to use all my creativity and to undertake many different projects like sports meetings, competitions and various courses (dancing, drawing, self defence).

After graduation and some interviews, the 'Missionszentrale der Franziskaner e. V.' accepted me as their volunteer and became my sending organisation. So I received a good preparation and finally travelled to Bolivia. During my year there I got all the support I needed, which was very important. Especially in the beginning, the volunteer crosses a border to a completely new and foreign world. My organisation helped me with information material and offers like an Internet platform to deal with all the new impressions and manage my daily life. So my organisation supported me before and during my project and is still supporting me now in the form of seminars to deal with new difficulties like my reintegration into the German society.

Therefore, I had to represent my organisation abroad. This also included supporting their interests and aims, like offering my help to the host institution and putting all my efforts into realising my ideas or simply doing a good job. Furthermore, I had to write articles about my work for my family, friends and interested people in my home country. This was also a means of control for my sending organisation and a possibility for me to present my life, my work and the results of my work.

I believe that my purpose was also to represent my native country in the form of presenting my culture and becoming acquainted with the new culture of my host country. This included facing the new circumstances and showing an interest in the needs, customs, etc. of the people in my host country. This cultural exchange resulted in a reduction of prejudices on both sides. An important aspect of living in my new culture was offering my help to my host organisation. That's why I always lived in a kind of symbiosis. I taught English, German and a lot of other interesting topics, but at the same time I was also a teacher who learned from his own students. Now, after my return, it is my duty to share and my experience. So I will use my experience to encourage other interested people to get engaged in social projects.

I have always put all my efforts into fulfilling my purpose. Now, I am able to communicate in one more language and have a lot of experience, which helps me every day. The most important lesson was, in my opinion, that, even if I try to live a simple life, there is always a person who is living a simpler one. This is why it is our duty to work on a fairer world and why we have to get involved in social projects.

II. Aims for a more effective collaboration between sending organisations, host institutions and volunteers for Sustainable Development:

Education is the foundation for a successful life and personal development. The interaction between volunteers and social institutions abroad is perhaps the most direct way of undertaking global educational work, which proceeds in many different ways. First, there is a cultural exchange, which results in a reduction of prejudices on both sides. Furthermore, the volunteer in particular gets the opportunity to have a lot of invaluable experiences, which may be very important for his future life. Of course, the foreign country can profit from the volunteer, too. The host institution may use the volunteer in educational positions and jobs. After returning to his native country, the volunteer has the duty of spreading and sharing his new experiences in the form of presentations, social projects and / or participation in social institutions. So the German programme 'weltwärts' not only makes sense, but is a necessary means of promotion for social justice and educational development in a global sense.

'weltwärts' is not only a governmental program. It's more of a complete system and every part of it has to bear responsibility and duties. To guarantee success, the sending organisation has to set its focus first on the selection of the possible volunteers. This is a difficult and important job, because, up to now, there are no specific common scales and norms which are valid for all organisations for the fair, correct and effective evaluation of the candidates.

Later, the institution abroad has to control the volunteer without restricting his personal freedom. This balancing act can sometimes be a really fastidious task, because there are not yet any common rules. This makes especially the

volunteer feel unsure and may result in general confusion, which does not allow the volunteer to do a good job. Of course, every country and every institution is different, but there should at least be some common rules as a basic orientation.

Furthermore, every volunteer is different and so are his abilities. The institutions are also different and so are their necessities. The proper allocation of the volunteer to an adequate project can only be realised through solid cooperation between the sending organisation and the institution abroad. Such cooperation may be put into practice by creating a new, all-encompassing network or the amplification and combination of already existing networks.

Finally, the volunteer should share his new experiences after his return. In this area, the sending organisation should collaborate in an intensive way with its volunteer. There is, for example, the possibility to make presentations, initiate projects and take part in social institutions. But not all people show an active interest in such projects. So there is one final question: How is the volunteer able to spread his message in an as effective as possible way, to reach also people without an active interest?

Summary of the main aims:

1. Elaboration of scales and norms for the fair and effective selection of the volunteers.
2. Establishment of common rules to control volunteers and promote the cooperation between volunteers and their projects.
3. Creation of a network to promote the co-operation between sending organisations and host institutions abroad.
4. How are sending organisations able to help their volunteers to and share their experiences by as effective as possible?

JONAS METZGER
AMANI KINDERDORF E. V.
GERMANY

Host Organisation / Institution: Ruaha University College, Tanzania

Sending Organisation: Amani Kinderdorf e. V., Germany
 Date of birth: 28.06.1984

If you come to a foreign country for the first time, you are simply stunned. Suddenly, you are confronted with unknowns - an unknown culture and customs, a foreign language, a new way to live and a mass of people that will only eventually become individuals. Without question, the beginning is difficult, and quite naturally it is hard to keep track of things and cope with unfamiliar situations. Yet at the same time beginnings are unique opportunities to



gradually explore and understand the new and to reflect on the well known in this newly acquired light.

In September 2004, I began my voluntary service for Amani e. V. Amani is a German non-government organisation that finances and operates a village for Aids orphans in Kilolo, near Iringa, Tanzania. Around that time the government board of Amani had decided to open a free school for people to qualify in computer applications. Our task was to develop teaching courses on different levels for people without easy access to learning opportunities. Some courses were designed especially for women. The venture was designed to improve educational standards, offer help for self-help and to contribute to filling the so called 'digital gap' (Kofi Annan). In designing, preparing and implementing the courses we ourselves were fully responsible. After some difficulties at the start the venture proved to be highly successful and had a lasting effect. Especially the women's courses were strongly frequented. Today's volunteers still use our course design.

On the organisational level the courses were integrated into the teaching program of Ruaha-University. This small university, which now has 500 students, is run by the Catholic Church. To place our courses and find students we were helped by the principal of the university Father Cefas Mгимwa, who as mentor as well as mediator was extremely helpful to us. He himself had spent several years at the University of Innsbruck. That's why he not only spoke excellent German but also had a clear impression of the style of life in a mid-European country. So he knew what it means to be confronted with the foreign. As an experienced traveller across cultural lines, he was open to share his knowledge and deep insights. With his help we were warmly welcomed by the teaching staff. He also introduced us to the wider society in Iringa and acquainted us not only with officials but also with shop keepers, workers, parents and all those individuals that may be somewhat cursorily be classified as local people. After coming back to Germany I assisted in several preparation activities for new volunteers for Africa.

Mainly due to such kind collaboration we were able to establish close links to the local people. We were invited for dinner, taken along to the students' parents in the bush, were honoured guests at weddings and were shown the cheapest market stands in town. These intimate contacts made us discover our multi-level roles. On the one hand, we were respected teachers and representatives of our home country. On the other hand we were in the position of learners. Our accentuated position at the interface between the cultural and the personal offered the unique opportunity to establish close friendships and learn at the grassroots level what it means to cope with life in an African country, to find ways for sustenance with meagre resources, to value friendship and hospitality above affluence, to appreciate understanding over lofty knowledge and to practise empathy and tolerance by learning that there are many ways to see, to feel and to be. In this way, we become partners at eye level despite all our differences.

Please let me close with a short personal impression. When I left Tanzania, I wanted to convey to a friend that I will miss him. While I was seeking the proper kishuaheli word, he responded pointedly with 'tutakukumbuka', which means 'we will always remember you'. When I sat in the plane, these words came up again to my mind and made me think and I realised the different perception behind the words. While I thought, "I'm sorry that I will not see you anymore", he comforted me with "You will be on my mind". He was, of course, right: friendship is presence, not absence, and past friendship in Tanzania is not closed friendship but ever present and fundamentally open to the chance to be renewed sometime – even if rational thinking does not allow it.

ANDREW MEYER
FORUM ZUM AUSTAUSCH ZWISCHEN DEN KULTUREN – GEWERBESCHULE 6
HAMBURG
GERMANY

Voluntary Services and Global Learning

I was first involved with volunteer work abroad as a chaperon for a partnership exchange between a German secondary school and a school in South Africa. As my first experience in Africa and my first in a developing country, this was a significant one for me. In preparation for that trip, I had researched thoroughly into the political and cultural history of South Africa, and above all into the course and aftermath of Apartheid. The descriptions of the extreme divide between blacks and whites, rich and poor stuck out in my mind, as did the incredible turnaround following the election of Mandela in 1994. In light of all that I had read, it was fascinating to finally arrive in that country and take in for myself the new geography, culture, and people, as well as the lingering aftertaste of apartheid. It was shocking to see entire, predominantly white neighbourhoods lined with

high walls, fencing, and electrified barbed wire. Equally unsettling were the cluttered corrugated shacks and squalor of the townships.

Most significant were the contacts we made through our partner school, which prised its high level of diversity; and which in fact had numerous students from the townships as well as from the gated city neighbourhoods. Despite the great remaining economic divide and ironically, the lingering social imbalance evident in the many white families with black maids and gardeners, the optimism and progressive attitudes of both parties was uplifting. The cooperation and widespread understanding that was emerging among many that we met out of such a troubled and weighty past made a big impression on me. This is not to say my experience was entirely positive. The widespread fear, crime, and mistrust that keep the barbed wire fencing in the neighbourhoods made me question the great progress written of in the textbooks, and the persisting subservience of blacks in the private service of whites at times left a bad taste in my mouth. These experiences tested my boundaries of comfort, made me question my own convictions, and forced me to consider what my own place in this social hierarchy might be were I to live there. Out of this experience I gained a clearer concept of hardship and difficulty than was available at home, and along with it a greater respect for those struggling with poverty and discrimination.

Above all, it was inspiring, eye opening, to witness the poise and respect with which those peoples are coming to terms with and gradually overcoming their past. The power of such an exchange to change perspectives, ones' self, and to learn about people and the world stayed with me and inspired my later membership in the organisation Forum zum Austausch zwischen den Kulturen at the G6 trade school in Hamburg. This is a partnership organisation and a source of cultural exchange. In trips to a trade school and a secondary school in Mozambique, the goal is equal involvement through collaborative work. Projects are developed by students in Germany in coordination with our Mozambican counterparts, and completed together on location. In past years this has included the construction of a wooden plane and a game table. Thus far my work with the Forum has been in Germany, and this year I am excited at the opportunity to make a trip myself to Mozambique, for which we are currently in preparation. Colleagues who took part in past exchanges spoke of the incredible connection made between them and their partners through working on projects together, and this despite cultural and language barriers. In addition to sharing my own skills and experiences with our Mozambican partners, I look forward to learning from and with them through cooperation on projects. I anticipate coming away from the trip as I did in South Africa, filled with new ideas, sympathies, and perspectives toward further social engagement as well as personal growth.

MORITZ BURKHARDT MUSSMANN
NICA NETZ FREIWILLIGEN NETZWERK NICARAGUA E. V.
GERMANY

Host Organisation / Institution: Nicanetz
Sending Organisation: Nicanetz

Voluntary services and Global Learning

I - like probably every volunteer - had so many experiences that I can really not choose a special 'most important' one. But, certainly one of the most impressive experiences I had was how people who barely know you are willing to share what they have with you, to integrate you, to give you the chance to integrate yourself in the new society. I did not participate in a Global Learning activity because I did not have any time, occupied as I was with studying and my social involvement.

Realities of Global Learning in the South

I worked in an agricultural high school, first in the rural extension, the unit that works with the poor farmers to help them survive, and then, during the second half of the year, for the high school's carpenter and mechanical maintenance. In the first half year, I was not very integrated and was more occupied with taking photos of everything the others did.

But when I had changed my area of work, lots of tasks were given to me I had to work out by myself. Besides that, I got along very well with my colleagues, and therefore I would say that I was integrated quite well.

I did not have a contact person from my organisation, such as a mentor. But I had - and still have - very good friends in the town where I was working, and, coincidentally, one of my best friends did his social service in a town two hours away from my town. So I had enough people that I could share my new experiences with and that I could discuss them with.

Work on the duties you have, even if it's at the beginning of your stay and you are afraid to make mistakes. Failures are not as bad as doing nothing, often misinterpreted as disinterest.

Some statements:

What does "making the world a better place" mean? I would say that it means making the world a better place for human beings to live in. The answer to the question of whether the world is a good place (to live) depends on a person's point of view. Thus if I make somebody else feel better, I make the world a better place. My conclusion is: everybody is able to make the world a better place.

We have to distinguish between absolutely human-made problems and those problems that may be caused by human needs, but that derive from given facts. To the first group of problems I can definitely say: People are able to solve these.



For the second group I am not quite sure if possibilities will be found to solve these, but still people can decrease them.

Getting in touch with different cultures opens one's mind. It reveals the fear of the unknown.

It's no doubt in the age of globalisation that what a person does in its daily life has as well an affect upon people in other countries.

TOBIAS NAHLIK
MISSIONSZENTRALE DER FRANZISKANER E. V.
GERMANY

Voluntary Service as a chance for Global Learning

by Tobias Nahlik, coordinator voluntary service of the Franciscans Missionszentrale der Franziskaner, Berlin

International voluntary service offers a lot of chances for Global Learning to both sides, to the volunteers and to their hosts abroad.

1) Chances for the volunteer, illustrated with some examples

- » A volunteer is astonished at the fact that poor families often possess a TV but no WC. Voluntary service can lead to a more realistic view of poverty.
- » A volunteer is, at first, happy to go abroad and he loves all the people and the conditions in the foreign country. Some weeks later he hates their cultural habits and forms of communication. Voluntary service can lead to a more realistic view of communication.
- » A volunteer participates in an occupation of land by the movement of landless farmers. Voluntary service can open unknown ways of civil commitment.
- » A volunteer is astonished at the fact that praying the rosary is more important for a poor community than planning social activities. Voluntary service can lead to an awareness of the unity of religion and social commitment in a society outside the tradition of European enlightenment.
- » A volunteer is astonished at the fact that German punctuality is considered a basis for efficiency but a quirk.

Voluntary service can lead to a more objective view of German ideas. It can also lead to an appreciation of German values.

All of the above-mentioned opportunities have a rather individualised character. The challenge is to transform them into public opportunities. But is the public open for these experiences? Are the volunteers prepared to share their experiences or may the experience abroad be an obstacle for communication with the German public? One more example: A volunteer is asked the quota of children rescued by his project by a participant of a preparation course. He answers by giving a simple example.

2) Opportunities for the hosts, illustrated with some examples

- » A volunteer is able to teach English because of his experience during a pupil's exchange two years ago. Voluntary service can directly benefit the organisation receiving a volunteer.
- » A volunteer pays special attention to an individual child in a social organisation, in which the employees usually don't have time to pay individual attention to all the children. Voluntary service can offer activities without time pressure.
- » A volunteer organises a yoga workshop for educators of the social organisation. Voluntary service can offer activities besides the usual ones and besides the purely utilitarian ones.
- » A volunteer sorts the books in the school library. Voluntary service can help carry out work that is usually left unfinished.

3) Doubts concerning international voluntary service

- » International voluntary service, on the other hand, shows an inequality of power between the sending and the receiving parties. Two examples may illustrate this fact:
- » An European organisation supporting projects abroad financially, sends out volunteers of its own choice. The receiving organisation depends on the money and is not able to influence this choice.
- » An European organisation defines conditions and lines of quality of voluntary service by its own interpretation, without knowledge of the demands of the receiving organisation. An immense increase of voluntary service programmes can lead to a large "assortment" of volunteer jobs like in a mail-order business catalogue. The growth of possibilities reduces social commitment.

One more example:

- » Volunteers choose the place of their voluntary service according to the usefulness of the foreign language spoken in the host country. 'weltwärts' is a programme offering chances and leading to doubts because of its dimensions and speed of realisation.

MARCELO NAKANO DANIEL
STUBE HESSEN
GERMANY

Realities of Global Learning in the South

I have been in Germany since the beginning of 2006. I came as an exchange student with support from the DAAD and, a month later, my whole family (parents, brother and sister) had also left Brazil. This was because our lives were in danger in Brazil, since my parents were involved in the investigations of the murder of an uncle of mine (my father's brother) at the beginning of 2002. He was the major of Santo André, a big city near Sao Paulo and a member of the Workers' Party (Partido dos Trabalhadores – PT). The problem was that people from the party were involved in my uncle's murder and even the Brazilian president was aware of what happened (at least after my uncle's death) and knew about the involvement of party members in it.

Until today the case is still open and none of the suspects has been convicted. President Lula has done nothing to promote the solving of the case; and nor have the majority of party members.

My parents have always worked in NGOs, were PT members and helped in the foundation of the party in the ABC region (the cities around Sao Paulo). Today my family's disappointment with Brazil's government is considerable and the hopes for the construction of a more just country were lost with the character the members of PT have shown and the numerous cases of corruption the party has suffered in recent years.

With this story behind me, I came to Germany and have always asked myself what people can do to make their countries a better place to live (sometimes even only a place to live), when faith in the government is totally lost.

In recent years, I have grown up very much. I have met people from all over the world, have come in contact with many different cultures and religions. I saw that people are the same everywhere, everyone has problems, everyone wants to be happy, there is prejudice everywhere, people that fight for a better world and help others in solidarity, people that only care for their own lives.

In Germany I see come to see a very developed country, where problems are much less grave than, for example in Brazil. It is a model for me, from which Southern countries are very far away. A country where people are healthy, a transport network covers every little part of the country, green areas are preserved, there is a very strong focus on environmental protection, very high levels of education and very little social, political and economic exclusion of people.

I see all these things and think that Brazil will never reach such a high level of development. On the other hand, I see many people, from Germany and other countries, fighting everywhere in the world, trying to help people, trying to decrease the inequality and exploitation of people, trying to

provide education and basic living conditions to people. All of this gives me hope and strength to try to do something to help myself.

My experiences abroad have changed me a lot, and I think I can share all this experience with my friends and the people which I will work with, in an NGO or enterprise. Some interesting ideas came up in the conference and I have the hope that the NGOs are a possible solution to some problems we deal with in our countries and lives. They must, of course, be entirely independent of governmental decisions and opinions, they must be run by honest people, according to the interests and needs of the people who need help.

Like my parents, I do not have faith in the Brazilian government anymore, and that is why I think the NGOs, in the ways I described in the last paragraph, play a very important role in the solution of social and economic problems. And one of the most important things, in my opinion, is that good education is an absolutely crucial prerequisite for the development of a country and the creation of a population full of solidarity, respect for others and capable of bringing about change towards a more fair and equal world.

Having such good and interesting experiences abroad and seeing many people in my country that also have this opportunity and do not make use of it, makes me very sad. I will also try to transmit the idea that being abroad makes someone change and develop his mind, opening our eyes for many things we would not have the opportunity to see, if we stayed in our countries.

I am very grateful for having the opportunity of living abroad and the day I return to Brazil, I want to do something for my country. I feel almost obligated to do so, since I had a chance few people in Brazil have, to study in good schools and to go to a good public university.

Meanwhile, I try to get involved in some projects in Germany that aim to help foreign people and migrants.

SUSANNE NIELÄNDER
EINE WELT NETZ NRW E. V.
GERMANY

Global Learning and voluntary services

The main condition, or the main framework needed in order to make the experience of a volunteer a real Global Learning experience is the successful performance of the voluntary service. Therefore, it is important that all partners of this special relation of 'voluntary service' - the sending organisation, the partner organisation and the volunteer - know and communicate their expectations. They have to look for realistic ways to realise them. In addition to implementing a successful exchange, the interests of the three participating partners have to be balanced and each partner should be a beneficiary of the service. For example: the sending organisation has an interest in getting closer to its partner project and to promoting a lively cultural



exchange. They want to win over the volunteer afterwards for participation in their activities. The partner organisation might like to promote a lively cultural exchange as well, and needs somebody to help them with some aspects of their work. The volunteer expects this intercultural exchange to allow him or her to get to know a different culture (increase his intercultural communication competence) and the life of the people in a developing country. He/she wants to learn about the developmental cooperation as a potential future occupational area or he/she simply wants to support disadvantaged people.

Although the 'weltwärts' volunteer program is conceived as a learning service, in contrast to an expert program, the possibility of finding some work within the partner project is essential for the integration of the volunteer during his stay. The three partners, together with the accompaniment program, have to look for ways to realise all the different expectations, using communication and cooperation. Another important condition for a Global Learning experience is the readiness to get involved in this special and not always easy experience. The ideal condition for both parties, the partner project and the volunteer, is a willingness to enjoy this encounter. The accompaniment of the volunteer is a very important condition for a successful performance, too. The preparation of the volunteer by an experienced trainer, support by the mentor and the tutorial during their stay is essential. The partner organisation needs to know the intention of the voluntary service, and has to be prepared to deal with the young people with their different cultural backgrounds. It is necessary for both sides to facilitate this accompaniment, to ensure the conversion of their partially ambivalent feelings and experiences into positive ones. The volunteers can multiply their experience in different ways:

They can participate and enrich the ongoing one world project activities in Germany through their life experience. They may create new initiatives. Or they can work, in the sense of a Peer Education concept, like multipliers in their social groups, passing on their knowledge and experience to the members of their group. To realise the first two activities it should be helpful to provide the returning volunteer with some didactic tools to pass their knowledge on to different target groups. The organisation and the realisation of the very necessary qualified accompaniment program, including the officially required seminar program and the informal

accompaniment program, needs a lot of time and personal and / or financial resources. The necessary preparation, communication and coordination with the partner organisation are needed, too. Quality requires time and resources. Especially the new sending organisations, which have to build up the necessary structures within their organisation and the cooperation with other organisations, need a special support during the start up phase. All the work, which is needed to perform a high quality service, cannot be done mainly on a voluntary basis only.

MICK PETERSMANN
AFS INTERKULTURELLE BEGEGNUNGEN E. V.
GERMANY

Global Learning and voluntary services

A study on the 'Impact of Long-Term Youth Voluntary Service' (AVSO / proMENTE, July 2007) concludes: 'you get the impact you program for'.

In order to make volunteering abroad a real Global Learning experience, programs need to provide structured opportunities for Global Learning in all phases of the program.

The impact of any international exchange program depends on proper orientation before, during and after the experience - which supports participants reflecting on their intercultural encounters. AFS uses a peer-to-peer learning approach, where returnees from previous program-cycles will guide the next generation through intercultural learning. It proves helpful to base training and support interventions on a theoretical framework for acquisition of Intercultural Competence, which we found in the Developmental Model of Intercultural Sensitivity (DMIS, Milton Bennett, 1993).

In the context of North-South exchanges, specific emphasis needs to be spent on perceptions of (cultural) superiority and inferiority on both sides. Participants from the North will often encounter situations which are determined by a blunt admiration towards the development stage of countries they originate from regardless whether this stage is sustainable or not.

In order to engage participants in 'Global Learning', training courses need to contain a global perspective as well - which is best presented on topics from the field or sector the participant will volunteer in. Development Experts on up-to date strategies for certain sectors and regions should be invited as resource persons.

Such a learning program is quite a challenge for the collaboration of sending and hosting partners. It offers an opportunity for learning together in designing orientations and monitoring impact with participants. In most cases such a challenge can only be mastered by specialised volunteer organisations on both sides - not by community projects providing the actual volunteer placements. CPOs will usually have other core-competencies than educating and training

young volunteers from the North. Orientations need to be offered to project personnel and hosting communities as well - to better cope with the intercultural challenges posted by the international volunteers. A local provider of intercultural learning offers will be best positioned to manage this task.

In the AFS-context a large number of Returnees will be engaged in transferring their experiences and learning to the next generation of participants. We observe quite some of them to keep contact with hosting communities and projects and initiate on-going interaction and support (through donations etc.) after returning back home. Research reveals that the likelihood of choosing further steps of an educational and professional career in an international context is substantially higher than with their age-group (AFS Long Term Impact Study, Betsy Hansel, 2008).

A funding line for follow-up projects in the North - similar to 'Future Capital' projects of the 'Youth in Action' / European-Voluntary-Service programme - could foster more educational and project-support activities in the North.

Realities of voluntary services

We observe a variety of motives to host a volunteer. Just to name mayor motives:

- » curiosity and openness to young people from Northern Hemisphere and appreciation for their willingness to help;
- » expectations towards their technical skills, like (English-) language and computer-skills and
- » the like;
- » using the volunteer and co-operation with sending organisations in the North to link up with the developed world, hoping to learn (together);
- » getting access to resources (finances) from the North;
- » elevating the status of the hosting project and placement in the perception of the locals by having foreigners hosted (a placement will be loaded with perceptions of superiority and inferiority of 'cultures' right away).

The mixture of - sometimes contradictory - expectations is not easy for sending organisations or the volunteer. It requires ongoing efforts, placement by placement, to clarify expectations and identify common ground.

Project-placements need a lot of flexibility, patience and willingness to support the learning process of participants. Participants often have quite a hard time to acquaint themselves to living and working conditions, quite a few never had a working assignment before, some arrive with unrealistic expectations towards their capabilities to contribute. Hosting organisations need to assist matching project requirements and expectations and the capacities of volunteers. They need to observe the development of the

capabilities of volunteers during the time of the placement to avoid under- or over-challenging him or her. They have to support both sides in bridging the intercultural gap.

ALBERT RECKNAGEL
TERRES DES HOMMES DEUTSCHLAND E. V.
GERMANY

1. ESD is not understood as a new concept of education demanding additional contents, revised curricula and new methods of intercultural learning.

Basic education and vocational training are directed to forms of knowledge that have been institutionalised by Western culture. Broad-based educational systems have brought forth kindergartens, primary and secondary schools, universities and centres for vocational training and continuing learning with similar buildings, teachers, curricula, children's assessment and arrangements.

Hence the universal education system is averse or at least unconcerned with biological and cultural diversity. All over the world homogenous standard curricula and educational systems are inadequate. Due to centralised, standardised training and teaching plans, school teaching is usually mono-cultural. The role model is the fair-skinned, western-dressed and -educated middleclass boy. Even in the remote mountain and jungle schools you find him – and increasingly his sister – on posters, and in school books. A school that uproots instead of integrating is unworthy of the name.

If we look at other cultures to see where and how learnable skills are passed on to the next generation, we will find many 'unconventional' approaches that are not considered in the syllabus used. These differences can be perceived as the strength of the educational approach of our partners in the Global South.

The evolution of a common school system should not certainly mean uniformity of curriculum, plans and programmes all over the country for all sections of the people (for example, low income and marginalised groups) and for all regions but the reconstruction of education to suit the life needs of the different life styles and cultural patterns of the people without permitting elitist aberrations. For this purpose National Core Curriculum (for uniformity), Regional Core Curriculum and Local Curriculum (for flexibility) should be developed. It will help in attaining decentralised system of education.

Intercultural education and Global Learning must be cornerstones for reformed curricula and be integrated in the training and in-service training of teachers and kindergarten educators.



2. Global Learning and ESD will open up opportunities for an inclusive and better schools worldwide.

One out of five children is not taught in his or her mother tongue. Schools need a new mission in order to allow equal participation of all children and young people. The prerequisite for this is a social climate in which diversity is not seen as a problem, but appreciated as an opportunity. If cultures are to be accorded equal value and equal opportunities are to be provided for all children, this will call for a deliberate upgrading and empowerment of marginalised local, indigenous and traditional cultures, so that they can contribute their special features and be protected from being overwhelmed by the dominant culture.

Some countries in the South now have local or diversified curricula, that is, besides the curriculum defined by the central government, it is possible to define and integrate teaching content at the local level – from 20-50 % depending on the country. Depending on the situation and requirement, local and culturally specific content is included in the lessons by means of adapted curricula. Filling out the local curriculum should not be left to the educational authorities alone, but should be understood to be a community responsibility shared by municipalities (school students, parents, local authorities), school (teachers, school authorities, ministry) and society (NGOs, associations, media, research). Teaching should not just take place in the classroom, either, with the teacher at the front; rather it should open up to the outside world with interested, expert members of the community and representatives of civil society coming into the school and the children going 'into the bush', into the fields and gardens, streets and markets, workshops and factories. By this bringing the issue of sustainable and local development into school. ESD has to be more than adding environmental education as an additional subject.

It is by no means only 'poor people in the South' who need such changed curricula, i. e. small-farming rural population, ethnic minorities and urban subcultures. It will be a greater challenge to involve and convince the urban middle classes and representatives of the dominant national culture. It will be necessary here to make connections at the policy level between education and culture.

BASTIAN REITER
EIRENE INTERNATIONAL CHRISTIAN SERVICE FOR PEACE
GERMANY

Realities of Global Learning in the South

During my voluntary service I worked in an education centre for adults and adolescents. Its name is CEDICOR and it is located in the small village Reyes in the Northern part of Bolivia.

Straight from the beginning I was responsible for the maintenance of the centre's technical equipment and the English classes. I was completely integrated into the centre and worked for some other local institutions and a local school after some time.

In Reyes I was the only foreigner, which made it easy for me to become a part of the village community and to build up a social network. I lived in a family the whole time.

In the beginning and during long parts of my stay, there was no one around that could give me the opportunity to talk about 'challenging experiences'. I barely had any contact with my Sending Organisation. At least for the last point I cannot say that this was something I missed or that I regarded it as a lack of supervision. I enjoyed being completely independent, which in my view also gave me the chance to develop just the right energy and motivation for my job. Likewise, I was forced to solve problems on my own, a necessity, that encouraged my integration and my personal learning process. However, I missed someone to talk to at times, a friend, that would not surround me the whole time, but that would be in close distance.

In general there were times when I dealt very critically with voluntary services and development aid. Concerning 'weltwärts', I did not and I still do not like the way volunteers are being put in the foreground while the whole thing is supposed to be about the situations in countries they are being sent to. I understand that the purpose of 'weltwärts' and voluntary services in general is not necessarily the same as the purpose of development cooperation (aid), but then it should not be declared as such in public – after all the money for these services comes from the development aid budget.

I myself had doubts about the purpose of my own voluntary service. Of course, my work was not senseless, on the contrary I can now say, that it really helped the centre – but did it justify the major effort that was necessary to make it possible, especially the large sums of money, that were spent, to enable me, the young German guy, to gain some of that mysterious life experience, that we had been promised?

These doubts changed a little when I began to work on a special project that could really help the center (administrative computer program). Then they changed a little more

when I began to see and appreciate the less obvious benefits of the whole service and of my presence in Reyes.

I think the purpose of a voluntary service should primarily be for the volunteer to have a chance to do an expedient job that is seriously required by the host organisation and that cannot be done by a local person.

I was grateful that I had the possibility to do this kind of job at least for the larger part of my service.

The second purpose can be the effect that the experiences and the presence of a volunteer can have on that thing we call 'intercultural understanding'. To a certain extent, the experiences of a volunteer are shared by the people in his/her home country and in the foreign country he/she can serve as some kind of ambassador of his own culture.

And then of course the service can have an important and essentially positive impact on the volunteer's personal life. As for me, I think my time in Bolivia fulfilled these purposes, although I am still not really able to completely appraise the last one mentioned.

HELMUT RIETH
EINE WELT NETZ THÜRIGEN E. V.
GERMANY

Global Learning and Education for Sustainable Development (ESD)

The first challenge as I see it, is to integrate the vision of the abstract concept of sustainability into the minds of the people. Concepts people can follow have to be real and tangible and include examples people can relate to. The challenges I see relate to including other cultures and belief systems, as the values connected have to be seen in how they are applied and used as guidance in specific situational context, so the learner can relate and deliberate with others the effects, side-effects and consequences connected to actions.

Sustainability includes the systemic, the social and cultural, maybe even organismic approach, so pupils learn about complexity and how issues are interlinked and follow feed-back and other concepts like thresholds. Sustainability learning has to be across scales, include the micro and macro-scale and temporal and sectoral aspects. Learning about sustainability means overcoming a dualistic and bipolar mindset. Maybe it helps to give birth to new concepts and terms, as can be seen with the term 'glocal' which was coined 20 years ago for a Global Change exhibition, and that suggests that issues are 'in-between' local and global and across mind-sets and terminologies or jargon. ESD can make a difference that matters by making us reflect our frames of references and question the extremes, like the centre and the "edge" in oversimplified political discourse. In German, the development of an orientation frame of

reference (Orientierungsrahmen) has been negotiated and published and can provide the basis for putting competences, identities, positions and perspectives into shared and discursive, negotiated relations. Please see: www.kmk.org www.inwent.org. Such an agreed upon global covenant can help to see how patterns, fields, and perspectives might connect or relate. A much needed multi-perspective negotiation can evolve when we create common maps where we show the 'location' of the stakeholders and their viewpoints. This allows to see more than one perspective and come to understanding and tolerance, as the context makes differences obvious and helps to celebrate the unity in diversity, in contrast to fighting to be 'right'.

I recommend: http://en.wikipedia.org/wiki/Dialogue_Among_Civilisations, <http://www.un.org/Dialogue/Workshops> for 'out of the box thinking' and 'paradigm mapping', which have been developed with foreign students to appreciate and take in the differences and value and enrichments in person and social webs of life.

Once they return from overseas, volunteers can enrich the local cultures at home and in this way over-come rigid one-dimensional, uni-polar fixations and explore and question the conceptual walls or mind-sets of others. Please describe one concrete education project you have been involved with. We are very much looking into international vocational training, how learning for life is life-long learning and is connected to the work shops and broader conditions, and very much informal learning, which means going beyond clear curricula and are done by 'try and error', feedback in social and cultural systems, from the the community and with clients in real situations.

Global Learning and voluntary services

Action, see below, involves learning different topics, from the tidal wave of sustainability, change-making, social entrepreneurship, like Grameen and Eco Tipping Points. Thus it entails reflecting on the best they know, the best their modern world knows, the best that's known from successful cross-cultural world changing ventures. The volunteer will recognise that s/he has many potentials and capabilities (natural to almost every high school leaver) like communication abilities and basic research and international capabilities with NGOs and businesses and citizens at home. The volunteer must, however, have been given not only new ideas, direction and orientation of what meaningful activities can be, but empowered to be co-creative, empowering, and to serve others. How can the experience of the volunteers be used to spread and multiply in European societies? Common media would be good to express their experiences and identify best practices.

Ex-volunteers should be offered media to take into their communities, material, web-links, to easily reach the public: this could involved print articles from magazines covering well-described stories of volunteers that can be posted



along with newspapers in school hallways and youth clubs (the advantage of such printed newspaper editions is that there is no need for expensive prints. Instead each edition reaches the entire school community virtually. Another good way of empowering and supporting alumni-volunteers would be to set up a national network (which could be tied to the Internet platform that features their stories!) of alumni that are available for school visits and workshops. This can be in person, but can also be done through online video distance dialogues. This is a simple way of getting young people into first touch with people in the field. This experience can be enhanced by connecting via video meeting with volunteers currently abroad, 'live' in the field. These are simple ways of setting a direct link between volunteers before, during and after their stay. I think one should not only think of what volunteers can do when they have returned but their stay can be enhanced in its Global Learning experience in terms of development, and social entrepreneurship. Muhammad Yunus says people are not one-dimensional beings, we can do many things. A capitalist can also do social things. In the same way, I would like to urge people to understand that a volunteer can do MUCH more than simply the often focussed volunteer occupation.

See the Finca Sinador project: www.sonador.info/html/de/finca/mitarbeit.html and www.tt-beta.pnyv.org/index.php?id=1020. They invite people for informal volunteering with an extremely rich learning experience, encouraging volunteers to 'think about what you can offer us, and getting engaged in a vast variety of activities'. This also relieves the project directors from baby-sitting and training volunteers (Andheri Hilfe for example, considers volunteers useless because they take time and take away jobs, and take too long to be trained in poverty issues including culture shock). Informal volunteers stays in Finca Sonador cost only 180 Euros/month, in contrast to a normal volunteer stay that can cost 1,000 Euros/month - who can possibly afford the 6,000 Euros it takes for a true, rich six-month overseas stay? This stay abroad can be turned into a broader learning experience as a change-maker. And this can be supported by online worknets, not necessarily by the specialised project directors on site.

For example, in the distance video session with schools, mentioned above, the volunteers abroad can even include

other members of their overseas home community to add to the Global Learning experience. Immediately, further interactions can be set up with the school learning about (future) volunteering. The volunteer can act as an ambassador and a link knowing both worlds. This means he can even facilitate establish long-term co-operations, by overcoming wrong impressions and different perceptions on their side. This very experience also empowers the volunteer to act when back home – in consulting and also in building on his/her distant experiences for building further international co-operation.

There are many ways of adding tools and options for the volunteers, for example by connecting them with leading groups in the field of development like micro-credit programs and Eco Tipping Point analysis. This additional eye-opening experience in the field stimulates the creativity and horizons of a volunteer long before he returns home, and thus amplifies their potential to act as multipliers and ambassadors for international cooperation of various sorts, which includes international collaboration and interaction in various ways like kiva.org, adopting villages, minefields etc. Through this, we are tapping into a lot of inherent potential in the people working in the field, and living their transformational journeys primarily fuelled by idealism. Voluntary services need to be tightly coupled with the vocational training systems. We therefore strongly recommend studies, which compare the different learning & practice cultures. This recent study of the Bertelsmann Foundation with 24 Recommendations for international vocational research and practice is recommended: www.bertelsmann-stiftung.de/cps/rde/xchg/SID-OA000FOA-FCA46070/bst/hs.xsl/publikationen_91724.htm

ECKHARD RÖHM
BROT FÜR DIE WELT
GERMANY

1. Clarification of the aim of the service

Using volunteers in a privileged country like Germany is often motivated by ideas like charity and the desire to 'help'. The image of 'developing countries', as conveyed by the mass media, apparently leads many people in our country to believe that the general living conditions in 'developing countries' are disastrous and chaotic to such a degree that untrained helpers are needed in order to improve the situation at least a bit. In the preparation process, it is essential to challenge this assumption, not only in order to prevent a cultural shock in this particular area but also to make the young people aware of what sort of situation will be really awaiting them. They should learn that this program is not primarily about aid but about watching carefully, learning to understand the situation and then smoothly getting into the process of supporting working processes. Moreover, they should perceive their future efforts in the volunteer placement as valuable additions to already functioning workflows within the receiving organisations.

2. Orientation on issues of development politics

Ahead of and during the stay, orientation sessions about the socio-economic situation of the hosting country should take place. They should learn that only a part of the many problems they will face have domestic causes, like corruption, bad governance, lack of human rights awareness, or a lack of education. It is essential that they see that 'developing countries' are put at a disadvantage by global policies, by interests of the EU, Japan, the USA and the activities of big companies. If possible, it is very valuable if volunteers see, how European export subsidies for milk, tomatoes and chickens destroy domestic markets or how the hunger for land of big agrobusinesses dislodge indigenous people from their land.

3. Dealing with Racism

In connection with this, preparation and the monitoring process should include some clarification about the tricky issue of racism. Many of the volunteers may have had distressing experiences, grave violence against children by teachers and caregivers, authoritarian hierarchies in their jobs, chaotic organisation of work, corruption and much more. If not properly understood, these insights may lead to racist interpretations of these problems. People struck by culture shock often unconsciously associate the excessive demands and challenges they face with the foreign culture. For example, if German volunteers in India are confronted with an apparently slow and inefficient working style and if they momentarily feeling very bad because of their cultural shock, they may not really be able to attribute their perception to their German way of looking at things and of cultural difference. Instead, they may think that Indians just are not able to organise anything. Careful and regular coaching, as well as profound information and proper classification of experiences should prevent this.

But the volunteers should also be made aware of the fact that they will not always be welcomed. In some countries, knowledge about the strict Schengen visa policy is quite common and volunteers may be considered as representatives of this 'imperialist' European policy.

4. Orientation about money-related racism

Another example of this in the other direction is the fact that European people in 'developing countries' sometimes are associated with money and wealth. To understand that one is liked only because of the assumption that there maybe some money to be had, can be a very disappointing experience that should be addressed. The volunteers should be counseled about this already during the preparation period but it should be a frequent topic in the evaluations during their stay and during debriefing as well.

It is also important that volunteers do not have more money available than the staff they are working with during their stay.

5. Fundraising

In addition, volunteers should be strongly discouraged from acquiring funds on their own back home which they put directly into their receiving organisations (of course, apart from the money needed for housing, food and administration of their volunteer program). Though a subtle temptation, this may seriously retard encounters on eye level as volunteers who actually come to learn and to serve by giving funds obtained through a position of power. Once again, by doing this, they are not regarded as representatives of Europeans who really make a difference and who come in solidarity. Instead, the view of them will be reduced to potential fund givers and possibly rich people. It is always preferable if the possible funds raised by volunteers are included in greater support programs, agreed on by the receiving and the sending organisation.

Important skills that should be paid attention to during the selection process are:

- » Strong interest in issues of global justice and peace and the readiness to challenge the current world economic order
- » Flexibility and the ability to adjust to different contexts, high tolerance for frustration
- » Willingness and the ability to accept that the word of young and untrained people does count much less
- » Ability to work in hierarchies which are more authoritarian than in Europe

How to spread the experience of the volunteers in European societies (multiplier effect)?

1. Mainstreaming

The more young people from Germany and Europe have served in countries of the South for a whole year and have gotten to know the living conditions, the more they will spread their knowledge afterwards if it was a really positive experience. In addition to all of the necessary structured venues of spreading knowledge, the unstructured spreading of knowledge is also very valuable. The volunteers will talk about their experience in their universities, in their families, among their friends and in their future jobs. As welcome as it is to gain new workers for professional development agencies from volunteer programs, it is also most valuable if former volunteers spend their future career in teaching, in public administration and in the private sector. Only all of this will help mainstream the concern for global justice.

2. Instruction

It is essential to give time to volunteers after their return, so they can really fully settle back into the German way of life and either get a job or begin their studies at a university or another form of training. But then, they need the clear and firm signal that they are wanted and welcomed to share their experience. The most distressing thing to happen is if



they feel that nobody is interested or that some people are even jealous of their experience abroad.

Not every returning volunteer is automatically able to teach others. After their debriefing and after having learned about strategies for dealing with the culture shock and the reverse culture shock, they should get trained for multiplying skills, such as writing papers, doing press and other PR work, giving speeches and taking leading rolls in workshops.

3. Networking

The sending NGOs should activate and use their networks to provide a space where the volunteers can spread their insights. They should provide input and give speeches, and wherever activities and festivals for issues of global justice take place, volunteers should conduct workshops and be available for questions. Former volunteers should also participate in activities for training and guiding future volunteers.

KATHRIN SCHMIDT

**BEHINDERUNG UND ENTWICKLUNGZUSAMMENARBEIT E. V.
GERMANY**

Global Learning and voluntary services

Disability and Development Cooperation (bezev) cooperates with hosting partners in developing countries, who work in the fields of disability and development. With regard to the voluntary service (as well as in other fields of cooperation) it is most important for us to cooperate on an equal level with our hosting partners. As it is our main goal to bring together the skills and interests of the volunteers with the capacities and needs of our partners in the South, it is a must to know what the volunteer is going to contribute and what he would like to learn. In addition, we have to consider what the partner organisation is able to provide and which volunteer skills would be of use to them. Only if the volunteer and the hosting partner fit together can a real learning experience occur without any of the involved persons feeling unable to cope with the situation.

There is no doubt that volunteers should be prepared adequately before being sent to a foreign country. Intercultural communication as well as the reflection of their own

motivation are just two of the aspects that are dealt with in preparation seminars. For volunteers who will be working and living with disabled people within their projects, a more focussed preparation is very important. Although they might have been in contact with disabled people in the context of their own cultural background (Germany), disability as a social construct is different in every culture, sometimes even different within one culture.

To reflect and to process the experiences the volunteer has during his or her stay, it is important to accompany the volunteer. For this, it is important to give the volunteer the possibility to talk to someone who knows the cultural context the volunteer is being confronted with. Although the sending organisation should keep in touch with the volunteer, it is impossible to replace the face-to-face conversation during the volunteer's stay and to provide the knowledge about certain cultural background the mentor 'in the field' is able to provide.

How to disseminate the experience of the volunteers in European societies (multiplier effect)?

Besides reflection and experience sharing as one part of the follow-up process, the sending organisation should also help / give support in order to generate ideas how the volunteer could share on his or her own experiences with other people.

One possible method could be a voluntary 'Zukunftswerkstatt' (hotbed of ideas), where the volunteers themselves develop - based on their ideas and experiences - ways to spread them.

Realities of voluntary services

An adequate learning situation should fulfil different conditions, which might vary between the volunteers:

- » First of all, the hosting partner should give the volunteer the opportunity to get involved in the work / daily routine of the hosting organisation and to give them the opportunity to learn.
- » The volunteer should be given the opportunity to get in touch with the culture of the host country.
- » To reflect and to process the different experiences during the volunteer's stay, there should be a mentor, who is not necessarily a staff member of the partner organisation.
- » The sending organisation, the hosting partner and the volunteer should keep communicating openly in order to be able to react to problems as soon as possible and to avoid misunderstandings.
- » The needs and requirements of the work place must fit the volunteer's skills, interests and needs without surpassing his or her abilities.
- » The volunteers should be allowed to develop and to contribute their own ideas.

Depending on the volunteer, it might be necessary to accompany and to guide him or her more or less intensively. It is the task of the sending organisation and the hosting organisation to provide the necessary monitoring.

Also, it is important to keep in mind that there might be neither the 'perfect' volunteering post nor the 'perfect' volunteer. Volunteering or receiving a volunteer is also part of a process of balancing different interests, ideas and requests. This often has to be negotiated on an equal level between all those who are involved in this process.

What interest do our Southern partners have in voluntary programmes?

On the one hand, most partners are interested in an intercultural learning experience, but on the other hand also in the help and support of the project the volunteer brings along (although, for sure, it is also often a challenge for partners to receive and to introduce volunteers to the new culture and the work environment).

If the volunteer also has any kind of skills (including professional skills) which might be of interest to the project, Southern partners are also very interested in a professional exchange.

IVO SCHNIPKOWEIT

**NICA NETZ FREIWILLIGEN NETZWERK NICARAGUA E. V.
GERMANY**

Realities of Global Learning in the North

After returning from my voluntary service in Nicaragua, I became involved in a multitude of activities concerning Global Learning in Germany. On the one hand, together with German colleges who also did their voluntary service in Nicaragua, I founded NicaNetz, a non-profit volunteer organisation which focuses on the pedagogic assistance of young German volunteers doing their volunteer service in Nicaragua. Ex-volunteers are being trained to become multiplicands (in topics like identity, conflict-competences, intercultural communication, global ties and country-specific knowledge) and becoming able to instruct future volunteers. In Germany, NicaNetz also focuses especially on strengthening the ownership of young adults after returning from their volunteership to Germany. Concerning the latter, an important aim is to assist and encourage ex-volunteers to share their experiences with their relatives, friends and further hold presentations concerning ESD in schools. On the basis of this year's initiatives NicaNetz is organising, for example, a huge conference concerning the economic, political and social situation in Nicaragua, particularly addressing German NGOs working in the field in cooperation with Nicaraguan NGOs or municipalities. The conference will place on 12-13 June 2009 in Kassel.

On the other hand, I focused on Global Learning at the university level. With 'Weltblick', the grassroot students' organisation, I am organising activities based on the principles

of ESD (for example, discussions, film presentations, policy presentations and seminars). In this manner, problems and difficulties in countries undergoing the process of economic change and so-called developing countries are being focused on and discussed. 'Weltblick' encourages students to act in a socially responsible manner, e. g. with respect to their own consumption (keyword: Fair trade). 'Weltblick' teaches its members intercultural abilities and knowledge and wants to encourage them to assume responsibility in a globalised world and to shape it according to their own ideas. Its activities and actions form part of a global dialogue between different peoples and an engagement for One World.

It would be very helpful for both NicaNetz and 'Weltblick' if a more efficient and especially longterm sustainable funding for our activities and projects was established.

RIXA SCHWARZ
GERMANWATCH E. V.
GERMANY

Global Learning and Education for Sustainable Development (ESD)

Germany started the UNDESD by setting up a well-organised structure for implementing the Decade. A national committee of around 30 members with different backgrounds (governments, the private sector, NGOs, the media, etc.) and the round table with its working groups were put in place. A secretariat located at the German Commission for UNESCO and an office at the Free University Berlin organise the work of these two instruments. An example of their work are the awards that best practise projects receive for their work on ESD. Another example is the international work on ESD which is promoted by the secretariat in Bonn. In this way, Germany contributed good suggestions for implementing the UNDESD in the early phase. The challenge is now to foster the widespread implementation further and to strengthen and improve the quality of the existing initiatives, raise the criteria for the awarded projects and to reach out to stake-holder groups that were not addressed or reached in the first half of the decade. A broad and effective mainstreaming of the ESD concept is still missing, and a good communication strategy has to be developed in order to reach this objective. Furthermore, the evaluation of ESD structures, projects and their quality needs to be improved. Indicators for ESD projects in general and maybe even special indicators for each and every initiative should be identified.

ESD offers, on the one hand, an addition of content: environmental, social and economic aspects of global, regional, national or local issues and themes and the linkages in between these aspects. On the other hand, ESD fosters interaction, networking and partnerships between different sectors and actors - and include, in the best case, all stakeholders of an issue.



Germanwatch Climate Expedition

Geoscopia and Germanwatch developed Climate Expedition in 2001, which in 2005 got nominated by the German Commission of UNESCO as an official project of the UN Decade on ESD. The educational program is based on live satellite images, views of the earth from space, which are brought to the classroom live. Secondary schools can book the climate expedition for a project day or include the session in their geography, biology, physics and / or chemistry lessons. The trainers start their sessions by asking the 20-50 pupils (one or two classes) questions about the satellite images shown and open an interactive discussion. During the 90-minute lessons, various topics connected to climate change are presented through satellite images and comparisons with older pictures of the same spot on earth.

By referring to current weather events and satellite images of the same day, the class held the mobile program teaches pupils from the age of 10 to about 19 about the climate system, the greenhouse gas effect and global climate change.

Issues discussed interactively are:

- » The increase in quality and quantity of storms like hurricanes and tornados
- » Development of rainforests; deforestation, use of rainforest land; melting of glaciers at the poles and in mountains like the Himalayan, the Alps, etc.; sea level rise and possible effects, ·
- » Precipitation changes, floods, droughts, decrease of water resources; ·
- » Land use change; etc. The program explains to the pupils the importance of climate policies and underlines options for individual activities for protection of the environment and the climate by suggesting or developing ideas towards changed consumption patterns, change of electricity providers, avoiding air traffic, recycling of waste, etc..

Global Learning and voluntary services

Both volunteers and hosting partners should be chosen carefully. Both sides need to have a certain openness and cultural understanding or at least a willingness to learn about the other's culture. Preparation by the sending organisation should include both the volunteer and the host.

The volunteer should be informed about the country, the culture, the living conditions and the partner organisation – at least a part of the preparation should be done for a group of volunteers even if they have different host countries. The host on the other side should be informed about the volunteer's profile and previous work experience, in order to be able to place the volunteer in the right position in the organisation and in order to know more or less what can be expected. Contact between volunteer and host can be established before the volunteer starts his or her work. In addition, the exchange should be a holistic experience for volunteers, not limited to working experiences – if possible. This means that volunteers need to be integrated in the institution by a supportive supervisor and a helpful team. Exchange in both directions should be guaranteed, meaning that not only the volunteer learns from the team, but the other way around as well. For deeper understanding of each others' cultures, working opinions and behaviours, ways of thinking and acting, etc. and a fruitful exchange for both sides a communication beyond work relates issues is essential. A contact person (possibly from the volunteer's home country) for the volunteer outside the host organisation could be useful. A big share of the follow-up should be handled by the sending organisations. Several possibilities are listed below.

Volunteers have various ways of sharing their experiences and personal impressions with the European society:

1) through the sender organisation:

- » Reports
- » Thematic evenings for public audience with presentations
- » Discussions with other volunteers or the public
- » Documentary movies / photo exhibitions
- » Involvement in the preparation of future volunteers

2) personally:

- » all the above on private initiative (if the sending organisation doesn't provide the possibilities) personal internet blog
- » sharing information in public internet forums
- » involvement in NGOs working in the same thematic field or with the host country in the home country
- » looking for new EU partners for further exchange
- » looking for EU support for the host organisation
- » advising friends and public on how to get involved in volunteer programmes

LAURA SEEFELDT

**KARL KÜBEL INSTITUTE FOR DEVELOPMENT EDUCATION
GERMANY**

Realities of Global Learning in the South

In September 2008 I was sent to India by the Karl-Kübel-Stiftung (KKS) to do a 'weltwärts' voluntary service.

I was supposed to be sent to VIKASANA, a bridge school for former child labourers, in order to get to know the life of the NGO and to practice spoken English with the children. However, my partner and I had to change projects as the Superintendent of Police did not accept our visa (we were holding a tourist visa which turned out not to be the right visa for a voluntary service) and told us to leave the state of Karnataka.

The KKS arranged a new project in the state of Tamil Nadu where our visas were finally accepted. This new project was called 'Pudu Udayam', a home and school for mentally retarded children, which belongs to the St. Joseph's Development Trust (SJDT).

From now on our tasks changed completely as we did not have to practice spoken English any more but had to work with and care for the mentally retarded children. At first, my partner and me were scared and unsure for the new work because neither could we prepare us in advance nor have we gained any experiences with mentally retarded children in Germany. But when we met the children, we soon forgot all our worries and enjoyed being together with them.

In the mornings we woke up with the children and looked after them while they were cleaning the campus. When the campus was clean we helped the children to wash, to dress and to comb. After breakfast the classes in the Pudu Udayam special school began. From 9:30 a.m. till 4:00 p.m. we taught the children in this school. Our class consisted of eight students, each different in age and retardation.

In Pudu Udayam every student has four individual goals which he has to learn at the time of three months, e. g. face washing, combing, lock opening and closing, drawing circles ... then after three months the child will be tested on its four goals by an examiner from the outside. On the first examination our class reached an average of 82.5 % on which my partner and me were very proud.

The school timetable allowed only two hours per day for real class. During the rest of the day we did some yoga and played games. In the afternoons we went for a walk on the campus or to the campus playground. At 4:00 p.m. our official working day ended.

Initially, we were supposed to write some case studies and MDG reports for the KKS, visit the project area and to get to know how the NGO works.

But since we had to change projects and all our tasks had also changed, the reality was different. After school there was hardly time for us to visit the project area and to learn about the NGO.

SJDT is a very big organisation and there are always some volunteers from abroad. However, the other volunteers came to actually work as a labourer on the campus. SJDT was not used to volunteers who are sent for Global Learning and global exchange by doing a voluntary service. It was not easy for them to understand that we are not going to replace actual workforce on the campus. But sometimes we got the impression that we are replacing workforce, because there were only two Indian special teachers, two Indian educators but four volunteers from abroad for 50 children.

Since we played such a big role in the daily routine we were very much integrated into the life on the campus, but not very much with the life of the whole organisation (neither did we know very much about the other projects of the NGO nor did we learn much about how an organisation works). Nevertheless we felt homely and belonging on the campus.

Our mentor during our voluntary service was Renate Tietz from the KKS in Germany with whom we did a lot of preparation workshops in advance. Intrinsically, the KKS had arranged two mentors in India for the volunteers: first Ms Malathi from the Indian KKS institution and second a mentor in the allotted projects. But since everything turned out to be different in our case, we did not have a real mentor in the project who was able to help us to cope with the new experiences.

Although Mrs Tietz has been in India for several times and was able to put herself in our position, I think that it is also very important and helpful to have an English-speaking contact person on the campus in addition.

I went to India in order to get to know a different culture through a voluntary service. In addition the purpose of 'weltwärts' was to make young Germans understand the global dependences between our countries through this cultural exchange.

In the last six months I have learned so much about the Indian culture that I think that a voluntary service a very good way to get to know a different culture. The volunteer will be a part of people's life automatically and therefore is very close to this new culture.

In my case, I think that the purpose of an intercultural exchange is fulfilled as the Indian counterpart, the staff on the campus, has also got to know a lot of our culture.

I have seen how dependent an Indian NGO is on NGOs from the North. There were many Western visitors on the campus who were donating and contributing to the SJDT. We found out that almost all costs were covered by the Western organisations.

The most important lesson I learned is to accept and tolerate different behaviours which might seem very strange and unacceptable for us at first sight.

We learned to learn to understand things that are different from the things we know.



I am also very thankful for the experiences I could make with the mentally retarded children and I hope that I will make experiences with mentally retarded children in Germany.

In addition, I learned how hard it is to live and to feel integrated in such a different culture. Now I can imagine how hard it must be for immigrants to come and to feel at home in Germany.

DEBORA SILLER
PROVINCIA FRANCISCANA „NOSSA SENHORA DA ASSUNÇÃO“
GERMANY

After my graduation in Germany in 2003 I decided to experience something totally different. This something was spending a year in an agricultural school in Maranhao, a State in the North-East of Brazil. This special agricultural school was located in the country. It was a mixture of primary and secondary school, where pupils in ages of 10 to 16 were learning both, the usual subjects as math, history and science and as well subjects like agriculture and stock farming. Besides their practical duty to learn how to use a small fruitless piece of land to grow vegetables and corns, their normal lesson was the most important part of their school life. The children were learning and doing their practical activities in the school for two weeks in one piece and then they spend another two weeks with their families, where they helped their parents with their new skills on their own land. And of course, during the two weeks of school they had the possibility to eat and shelter in the school compound.

At the beginning I started to learn the language and get familiar with local customs. Later on I started to teach English and Computer in the same school. For me it wasn't just teaching these pupils, but at the same time it was most interesting to learn their way of life and their know how. Until that time I hadn't thought that the expectation of knowledge could be regionally so different. As a foreigner, for many kids in the school I was something like an encyclopaedia. And naturally they asked me (someone who grew up in a city like Berlin) questions like how to cultivate a bed of herbs. On this occasion they have realised that either a graduated European teenager cannot be omniscient. I think it was also an experience for the kids to understand that in

there own life they achieved more knowledge as they might have realised. One of the most valuable experiences I made in Brazil was that I have learned to know that knowledge is more than just only to speak different languages or analysing diverse pieces of European classic music.

RENATE TIETZ
KARL KÜBEL INSTITUTE FOR DEVELOPMENT EDUCATION
GERMANY

Global Learning and voluntary services

Young Germans, who apply for volunteer work, often plan to go abroad to do social service in order to help needy people and to create awareness, that learning with open eyes and an open heart is the most important duty of a volunteer! Helping in the sense of really contributing to solve or reduce problems is not the primary focus! This has to be reflected in the preparatory process from different angles and related to the duties they will have in their projects. They have to become aware that their impact in the respective projects will be quite limited. The partners in the South have to be very well prepared. They have to know what kind of people will come, what their skills are (or not), what cultural habits they will have and what will be the mentors' responsibilities and challenges. The monitoring system in the countries itself needs to foresee sufficient time to give support and guidance for the volunteers. So problems can be discussed and solved in time. Living conditions in the projects do not need Western standards, but have to provide healthy food and drinking water, medical supplies and connection to Internet facilities, because the public relation work should be one of the important impacts, volunteer work can have. Furthermore, the volunteers should find persons in the Western countries (family, friends, regional corporate sector, church, community, etc.) who are interested in the volunteer service.

These multipliers should get regularly reports from the volunteers informing about their experience and activities abroad. So a 'circle of supporters' (Förderkreis) will enhance a greater intercultural understanding and it will help to increase the general awareness and acceptance within society about the relevance of development policy issues on our future. An Internet blog about their activities can also open a window to the projects in the south and document the partners work. Especially regarding peer-education and peer-motivation, the Internet blogs can be quite meaningful instruments. Once the volunteers are back home, they should be prepared for how to talk about their experiences in schools, church groups and public functions. These presentations should not be like 'adventure reports', they should be issue-related, that is focused on the environment, MDGs, gender issues or education and child labour.

Therefore they have to be prepared before they start, to select the right information, and after they return,

to present it in a relevant context. This reintegration in development education will require a special programme with sufficient resources. In order to make it a real Global Learning process, the volunteers should also be equipped to communicate German culture, values and habits as well as their own personality (personal competencies) to their hosting partners as well as to the target groups. This should be equally considered in the preparatory phase. In this context they have also to realise the risks regarding the positive and negative image they could create: What are the necessary ingredients to make volunteering a real Global Learning experience (e. g. selection of volunteers and hosting partners, preparation, monitoring, follow-up)? How can the experience of the volunteers be spread in European societies (multiplier effect)?

Realities of voluntary services

The responsible partners in the south are interested in a good relationship with their Western partners. They feel that the volunteers will help them to sustain and nurture the German interest in rural development as well as community development. So they cooperate very quickly and do their best to integrate the volunteers into their work. But they need solid preparation beforehand, and support to reflect on their experiences, to really understand the issues and to find out what the benefits of the program can be. They need intercultural training for the mentors, support in language skills and planning methods. They also need a budget for the volunteers' activities in arts, sports and playing materials. The workplaces should be related to institutions for children and young people like non-formal education centres or boarding (bridge) schools, which will give 'un-skilled' volunteers the best opportunity to contribute their own skills and capabilities.

Furthermore there should be a tight daily schedule and a steady and permanent group of people to whom they can relate in those institutions. Setting up clear, realistic and measurable targets as well as respective indicators and timelines for achieving the same, a clear feedback system (monitoring system), which enables a critical reflection about impacts made, provides motivation and satisfaction to the volunteers. Such system requires relevant capacities on the level of the hosting partner as well as on the level of the local mentor. Although the impact of the volunteers is quite limited, we have to make them realise the limited impacts they can contribute to. Only if volunteers have already got a profession / job experience or some specific skills (good local language skills, media-education, working with the disabled, office experience) they can work in other project sectors. There should also be possible an open discussion on intercultural diversity and education differences, so problems and methods can be discussed. Which conditions must work places fulfil to offer an adequate learning area for young volunteers? What interests do our Southern partners have in voluntary programmes?

LOTTE THAA
KOLPING JGD
GERMANY

Host Organisation / Institution: Solidarité Jeunesse Vietnam
Sending Organisation: Kolping Jugendgemeinschaftsdienste

Realities of Global Learning in the South

During my stay in Vietnam I was a so-called 'long-term volunteer' of my organisation Solidarité Jeunesse Vietnam (SJ Vietnam). This meant that I participated in the weekly volunteer meeting, where we would discuss our projects, problems with our housing situation and other relevant issues. Furthermore we were integrated in activities and festivities, for example the Children's Day festival. In comparison to other organisations I would say that there was a rather close contact between the staff and us volunteers, which was further intensified by the fact that some of my fellow volunteers worked in the office. We were able to witness the way projects are organised and financed, how an NGO has to deal with authorities and how the internal structure can work. I also had the opportunity to visit some of the various other projects of SJ Vietnam and work together with other long or short-term volunteers.

My project was located in a school for blind children. As an English teacher I worked with students from 8 to 23 years. My groups were always small which made it possible to get to know the students and actually leave an impact. I didn't receive any assistance in what and how to teach, so I had to come up with a concept. Exchanging experiences, problems and fears with my fellow volunteers helped a lot in this challenging situation. We would also record English conversations for the children to listen to and go on trips with them. Only the fact that I was very lucky with my project and my students allows me to state that I did have a chance to improve my students' English. So one purpose of my time in Vietnam was definitely to encourage my students to speak and learn more English. The main purpose of my stay abroad though was probably more about me and my personal development. Living in such a different culture and having to deal with the resulting consequences all by myself was crucial for my personality. Broadening my horizon and getting to know a different side of our globalised world, experiencing life in a third world country, learning how an NGO works - I tried to accomplish all those things. I learned a lot about myself and I believe I matured in many ways.

But of course after coming back I feel I could have learned, seen and experienced more. I realise that my volunteer service was only a step in the right direction, towards a goal that I can get closer to, but that I'll probably never really reach. The main lesson was that you can adapt and get used to almost anything. It is possible to live without many things that we as privileged "westerners" understand as essential. Leading such a different life style for a longer period of time made me see that our way of life, our values and our views are just one possibility out of many and not the ne plus



ultra. This realisation provides the opportunity to appreciate but also to question the way we lead our lives. The great range of moral concepts and worldviews is easier to grasp when experiencing such a diverse cultural environment.

LOIS WENDROCK
STUBE SACHSEN
GERMANY

Realities of Global Learning in the South

In my experience, there is tremendous interest from many people in Europe who want to know more about the situation in their country of origin from different perspectives, for example, concerning development (social, economic, political, environmental factors); culture, traditions and the general way of life, etc. There are numerous opportunities that arise for a person as a foreigner to be involved in this.

As an African student and scholar in Europe, and on the basis of authenticity, I have been invited as a speaker on several such occasions to seminars, forums and other events from which I have learned some of the following important lessons. Taking up this role has been an eye-opener and an opportunity for me to reflect further on my own personal experiences in my country and continent. This has developed in me a keen interest in developmental issues as well as a need to think more critically about life, not just limited to my local environment, but also from a broader, global perspective. I have therefore, more than ever before, been prompted to inform myself about current relevant issues around the world, especially in the area of development and to reflect on how these affect me as an individual as well as those around me and in my home country. I have come to appreciate forums, such as those organised by STUBE Sachsen (Studienbegleitprogramm für Studierende aus Afrika, Asien Lateinamerika und Südosteuropa), that have given me the chance to question, discuss and find practical and suitable solutions to problems arising everyday on our planet with fellow scholars. This has been a chance for me to expand my horizon and to take a stand on various issues based on my experiences. In this regard I acknowledge, appreciate and support organisations that enable exchange between people from different continents. Such include funding organisations such as DAAD of which I am an alumni and without which I would not have managed

to come and study in Europe and the 'weltwärts' development volunteer service as platforms for enabling exchange between the North and the South.

Being part of a program in a suitable capacity such as 'weltwärts' or any other organisation that supports projects in Africa can be a platform for me to be able to share my experiences and expertise in a Global Learning Activity as an African studying and living in Europe. The only obstacle could be the lack of an opportunity to participate and the lack of financing of such an endeavour.

TOBIAS WILMS
AFS INTERNATIONALE BEGEGNUNGEN E. V.
GERMANY

Realities of Global Learning in the North

I was still a student when I developed the aim to get a job in which I was able to work for a balance in the world's distribution of goods, wealth and sustainability. I started feeling guilty to live in Germany because I realised that barely any affordable product on the market was produced without some kind of exploitation. And that in addition our lifestyle in the western world was by far too wasteful and pollutant.

I applied for a civil service in Bolivia, also in order to give some of my work, my abilities and my money back to a country which has suffered from the exploitation of the west for centuries and still does until today. Many things have changed since then, I have learned a lot and many of my views and opinions were put into perspective. I found my chances to influence something much smaller than I hoped they were and I discovered many issues more complex than I thought they would be. My aim to work as a development aid worker, however, was still there and so I started working for the AFS, my sending and hosting organisation, next to my studies. I did so in order to support volunteers like I was, because in that I saw the best way to stay involved in development aid. It started with telling future volunteers about my experience in Bolivia, by now I am a member of a team of volunteers that organises assessment-, preparation- and postprocessing camps and am involved in the organisation of different voluntary services. One of them is the 'weltwärts' programme of the BMZ. My tasks in this team vary from the preparation of future volunteers, to pedagogical mentoring of volunteers during their stay and their first time back at home and the improvement of our methods.

The aim of this activity in Germany is basically to prepare volunteers as good as possible in order to make their intercultural learning and their voluntary work efficient. Apart from that it has the goal to give the best chances for a prolific exchange with good experience for our volunteer as well as for their host family and their project.

In my opinion in most of the cases we are rather successful with this work. It is of course strongly dependent on our volunteers. Most of them enjoy incomparable great

experience during their time abroad. The efficiency in their projects is commonly not very high and their influences are small, as were mine. Still I see an effect in their work and if I would not, I would not work with them. In my opinion a volunteer's success in his project strongly depends on his language skills, his professional skills and his will to affect something. In my eyes the placement of fitting volunteers to the big number of individual project is the key to successful voluntary services.

BETTY ZSOLDOS
BOCS FOUNDATION
HUNGARY

Global Learning and Education for Sustainable Development (ESD).

What are the central challenges ESD has to face in Hungary?

The world is facing new challenges. Nothing is new about migration, racism, exclusion, crimes, environmental pollution – however, until now they have been dealt with basically at local levels. The answers to them have not been satisfactory, because they did not go back to the real source of the problems. This is very true regarding Hungary as well. Since changing the regime, most of the population have been busy enjoying the opportunities of increased consumption. It is high time to establish Education for Sustainable Development in Hungary. However, it will not mean a new way of teaching but rather a paradigm shift. The teachers' and students' basic attitude need to be changed, never mind the change in the society's way of thinking. New values must be found and the old structures must be changed. In order to establish the new educational system, it is vital to work out new pedagogical methods and modules, developing the teachers' background knowledge by supporting them with relevant information about the problems of sustainability. This is not now available or just to a very minor extent. Besides this, most teachers might have heard about the different problems of sustainability, though, they are not aware of the practical alternatives at all.

It is crucial to consider when we start to educate students for sustainability, because after a certain age they are not likely to change their attitudes. This is the reason why we must put an emphasis on the education in kindergartens to form the basic patterns of behaviour from the very early ages. All experts state that besides working out the necessary teaching materials we must exert influence on the pedagogical work of the educational institutes. The Education for Sustainable Development can be reached just through complex educational activities using several methods, however, in our country these conditions are not given neither at institutional nor infrastructural, nor financial or personal level, either. One of the main problems must be that the society is too individualistic, there are no group norms on which the attitude to Education for Sustainable Development could be based.

We have been working on a new international project the title of which is 'From Poverty to Prosperity' (P2P). This is a new development awareness project working in three EU countries and Ghana. P2P will result in young people gaining a greater depth of awareness and understanding of development issues, and acquiring the skills to voice their own opinions and becoming models and advocates for others. We will achieve this through an education programme based on enquiry and out of the classroom learning, allowing young people to investigate key development issues for themselves.

The specific objectives of the project are to: increase the awareness of young people in partner countries about their interdependence with developing countries through a programme of development education activities; - provide a platform for young people to communicate their views on development policies and programmes to decision-makers; increase the availability of high quality development education in new EU member states; and improve the capacity of EU NGOs and schools in the new member states to effectively deliver development awareness through student centred learning. We will produce two Challenge Packs for young people for use in schools. Each will be flexible to meet formal curriculum needs or used in informal learning situations, and each will reflect particular needs in each partner country. Each pack will contain at least 50 pages of guidelines, worksheets, tasks, images and learning resources.

In order to prepare the Challenge Packs, a survey (questionnaires and focus group activities) should be done amongst young people and teachers in advance. This local needs analysis is to seek the answers to the following: how global issues appear in the school curriculum, to what extent are they present, and is there a need to make global issues appear in the school curriculum. The survey would also like to reveal if students are involved in global issues and what opportunities and barriers teachers have to face whilst integrating Development Education into public education. The output will be a report into young peoples' perceptions and motivation for development and initial ideas for the Challenge Packs.

Global Learning and voluntary services

We must highlight training for volunteers. Apart from passing on the general knowledge, we must focus on the development of the volunteer's personal development, abilities and consciousness, so that they can effectively cooperate with their environment, take up responsibilities, be creative and capable of reaching their goals. On a special field, the volunteers can only grow, if their knowledge and tools are developed and their own beliefs and values are also formed. Applying these volunteers the organisations can be strengthened, thus involving more and more young people. When training volunteers the next four ideas should be followed: to point at - to make it understood - to move -



to keep. Opportunities must also be given for professional practice at other organisations as well to exchange knowledge. The follow-up is essential.

How to use the experience of the volunteers to spread in European societies (multiplier effect)?

It would be a good idea if at seminars, trainings, conferences not only 'professionals' could give lectures, but also there would be room for volunteers sharing experiences, making suggestions, etc. We should also turn to media to acquaint people with relevant information about volunteering.

Realities of voluntary services

Volunteers must get access to information and free use of resources. Training facilities and exchange opportunities should be offered to them. As for most of them this is the first workplace, they should work in a helpful environment, where the responsibility is taken up by the others, and the volunteer's work should appear as an added value in the life of the organisation.

BIRGIT ENGEL
ACTION SOLIDARITÉ TIERS MONDE (ASTM)
LUXEMBURG

Global Learning and Education for Sustainable Development (ESD) – central challenges

According to the United Nations, the aim of the Decade of Education for Sustainable Development (2005-2014, DESD), is to integrate the principles, values, and practices of Sustainable Development into all aspects of education and learning. This educational effort aims at encouraging changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

The organisation I am working for, Action Solidarité Tiers Monde (ASTM), basically works on three fields: the cooperation with NGOs in developing countries and their financial support, lobbying and educational work on global issues in Luxembourg. The latter includes awareness raising for many different target groups like children, adolescents, teachers, politicians and others. My organisation's contextual working

background to ESD lies in its role as coordinating body for North/South topics of the Luxembourg climate alliance. Within the scope of its educational and political work, ASTM offers a wide range of linking elements between development education and Sustainable Development, such as 'climate justice' or 'impacts of biomass production for agro-energy in Southern countries'.

One of the central challenges for ESD in Luxembourg lies within the high standard of living and its concomitants, like high energy consumption. For example, the Kyoto commitments Luxembourg made will never be achieved within the time frame given. Instead of focusing on a national reduction strategy, Luxembourg tries to fulfil its commitments by buying emission reduction credits from CDM projects. But, nevertheless, a national strategy for ESD / DE still does not exist.

But the two citations: "When one tugs at a single thing in nature, he finds it attached to the rest of the world." (John Muir, 1838-1914) and "Our biggest challenge in this new century is to take an idea that seems abstract - Sustainable Development - and turn it into a reality for all the world's people" (Kofi Annan, March 2001) very clearly show the necessity of an empowering educational learning process until the moment to take action has arrived, a path that has actually been known worldwide since the publication of the "Brundtland Report" in 1987. Central to ESD is the idea that there is no "single route" to Sustainable Development.

The challenge is to bring different key stakeholders, like governments and intergovernmental bodies, mass media, civil society and NGOs, the private sector and formal education institutions together. Therefore, the current discussion on how to integrate ESD / DE in secondary schools' curricula here in Luxembourg is very important and overdue. A Northern-made solution that consists of financial support, technology and maybe even a participatory approach will never fit Southern peoples' needs if there is no educational campaigning, awareness-raising and changes in behaviour in the so-called 'developed world'. So we firmly believe that there is a lot more work to be done in the 'North' than in the 'South' and this work is definitely going to be '(sustainable) development education': "We cannot go on this way for long. We cannot continue with business as usual. The time has come for decisive action on a global scale... It is time for new thinking" (UN Secretary-General Ban Ki-moon at the United Nations, 31 July 2007).

Globalisation was supposed to bring unprecedented benefits to all and so were global projects like the Millennium Development Goals. But in spite of some considerable efforts such as reducing child mortality, globalisation and global approaches like the Millennium Development Goals have all in all considerably contributed to growing global inequality. As of 1 January 2007, the UN Millennium Project secretariat team has been integrated into the United Nations Development Programme. The Project's MDG-focused advisory

work is now being continued by UNDP's MDG Support team, which assists countries in preparing and implementing MDG-based national development strategies in partnership with other organisations of the UN system. The possibility of this cooperation should have been thought of earlier to avoid more social and environmental damage. "Either we will achieve an awareness of our place in the living and life-giving organism of our planet, or we will face the threat that our evolutionary journey may be set back thousands or even millions of years. That is why we must see this issue as a challenge to behave responsibly (...)" (Havel, 2007, p. 2).

What is the additional benefit ESD adds to Global Learning?

The additional benefit ESD provides, lies in its more holistic view: "It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies" as it was defined in the DE definition of Concord in 2004.

When one says: "The key word is Education for Sustainable Development, as opposed to education about Sustainable Development", Agenda 21 reveals a more information-driven concept. In contrast, 'Education for Sustainable Development', like 'citizenship', is a holistic approach (...) (www.worldaware.org.uk/education/sustain.html) that includes the educational aspect. It seems quite likely to me that these two concepts are mixed up regularly in terms of content and method.

The UK Panel for Education for Sustainable Development claimed that 'Education for Sustainable Development' enables people to develop the knowledge, values and skills to participate in decisions about the way we do things, individually and collectively, locally and globally, that will improve the quality of life now without damaging the planet of the future." So what is most obvious here is the stress on 'individually and collectively' as well as 'locally and globally' which says clearly that even individual actions carried out locally can contribute to a global aim as long as they fit into a common/ global perspective and are accompanied by an adequate awareness raising effort in order to 'guarantee' follow-up reflection and action.

A concrete education project

The three-core question in the design of a workshop are the questions: "Where am I - where do I want to be - How do I get there?" The development from Freire's 'banking system' to Bell Hook's statement about 'liberatory education' describes the path from a one-way education system to the interactive approach that is so important in development education today and that is, in fact, also the basis for our workshops.

Last year, we developed our so-called 'Karnataka Village' as an example of rural Indian life. Originally, the exhibition was designed for primary schools to give a first impression of another culture and, from there, to provide an insight

into topics like child labour, climate change and others. But we also use it for adults on fairs etc. Composed of a lot of authentic objects from southwestern India, it offers the possibility of experiencing another reality and finding out about the relationship between North and South and what can be done on an individual and a societal level to mitigate the negative impacts of globalisation.

Realities of voluntary services

ASTM is not a sending organisation and is, in general, quite sceptical of voluntary services, especially for young, inexperienced people. There is no question that it can be an enriching experience for the volunteer, but at which cost to the partner organisation? How often is the reason for spend some time abroad that things are not going as people want at home? This should not be a criterion for a volunteer's decision. Of course, there are positive examples, but mostly from the volunteers' side. Partner organisations would hardly ever say 'No' to welcoming volunteers, although it means much more work (if not a burden) than benefit to them. We have seen examples where Southern partners, in addition to their daily work, had to cope intensively with the personal problems of the volunteers. What is more, due to a lack of experience and adaptability, several of the volunteers even hindered the daily work of the partner organisations. And, as most of the preparation is done by Northern voluntary services or others, the real 'preparation' only takes place in the country itself. So again, it's the typical situation of colonial thinking: the profit is one-sided for the volunteer and the sending country but it takes place under the guise of a benefit for both sides.

Establishing a governmental programme like 'weltwärts' and deciding on a fixed number of 10,000 participants per year without ever integrating any Southern voice therefore does not seem to be a responsible contribution to ESD to us, but rather a missionary effort within the framework of the Millennium Development Goals.

MATTHIAS FIEDLER
IRISH DEVELOPMENT EDUCATION ASSOCIATION
IRELAND

Global Learning and Education for Sustainable Development (ESD)

Integrating a global and social justice perspective into 21st century European societies is happening in the context of rapid change, persisting global inequality and increasingly diversified societies. While many people worldwide still experience the benefits of prosperity, millions of others live in poverty and hunger, suffering from malnutrition and with little or no access to clean water, healthcare or education, deprived of basic human rights. Nor has Ireland been immune to global trends: the benefits of economic success here over the last two decades have not been equally dis-



tributed across society and the current financial crisis has done everything but alleviated this divide. Global justice and Sustainable Development have been pushed down the agendas of the wider public and people are finding it increasingly difficult to concentrate their efforts on global justice and Sustainable Development in a time when their jobs are at risk or their mortgage payments are overdue.

If I had written this concept note a few months ago, I would have concentrated on specific challenges that Ireland is currently facing in relation to ESD, such as the over-reliance on fossil fuels, the disintegrated public transport system and systemic inequalities in Irish society. However, for people working in the global education (called development education in Ireland) sector or ESD in Ireland, the current financial crisis has changed the agenda dramatically. It is no longer about what challenges should be put on the agenda of development education and ESD it is all about ensuring that those issues and themes do not fall off agendas of both the Irish public and policy makers. Thus, for me the central challenge for development education and ESD in Ireland - and possibly worldwide - is to communicate to a wider public and policy makers that the global justice agenda still matters.

In arguing for this a combination of ESD and Global Learning could prove to be extremely fruitful: Current developments have placed special demands on the education system and emphasised the need to equip learners in the 21st century with the knowledge and skills that will enable them to live and act as global citizens in an increasingly interdependent world. Drowning in information but gasping for knowledge, today's learners are confronted with a level of complexity, uncertainty and diversity that necessitates a clear orientation in schools and other learning environments. It is therefore critical for Western education systems to develop new frameworks in order to adapt to these changes. Practitioners and researchers in development education and ESD have gone a long way over the past four decades in developing ideas and approaches as to how to address global and social justice issues in culturally diversified settings. Faced with such settings the emphasis of systemic thinking in ESD in particular has proven to be extremely helpful for the theoretical thinking that underpins Global Learning.

I would, however, also emphasize the fact that Global Learning has a contribution to make to ESD. Recent projects in the Global Learning sector are concentrating on critically engaging with our own assumptions and perceptions as educators, something that has been not at the core of our negotiations in the sector for a long time. ESD in particular seems to have had a strong emphasis on methodologies and action. Critical engagement with our own cognitive frameworks, however, is in my view a vital component of our work for global justice. Only if we critically assess and negotiate our own position in the world in relation to gender, geographical and geopolitical roots, nationality etc. will we be fully equipped to enter into a dialogue with the Global South. A project I have been involved in an advisory capacity and that will be rolled out in 2009 is the “Through Other Eyes” initiative, an online course for teachers in which they can critically engage with their assumptions and perceptions in relation to the Global South and the shared development of our world. For details on the project please visit: www.throughothereyes.org.uk In my current position as director of the Irish Development Education Association I will be building up a transformative learning network that is based on the ideas of this initiative.

EMANUELA D'ANDOLFO
NGO M.A.I.S.
ITALY

Global Learning and Education for Sustainable Development (ESD)

In Italy, Educational Sustainable Development is not yet introduced into schools curricula. Usually all ESD programmes depend on the relationship between civil society organisations which work in ESD fields and the municipalities, public institutions and public schools, but there isn't a national unified programme for the inclusion of ESD programmes at any scholastic level, starting from primary schools.

I think it would be important to provide policy makers with an instrument to understand the importance of Education for Sustainable Development in supporting other policy goals such as citizenship and democratic participation, environmental protection or energy and climate policies. The choice must take account of the specific varying space and time scales of the country with regard to Sustainable Development, as well as the role of the national policymakers in selecting the approach to sustainability.

To improve the results of ESD on pupils and teachers, it is necessary to implement a strategy of governance to encourage the integration of ESD in the normal life of the school and considers engagement in ESD not as an extra burden for teachers, but as an opportunity for improving the existing teaching and learning and to provide innovations useful for the whole school.

For this reason, one of the priorities consist in provide adequate tools and instruments for the teachers in order to include ESC in curricula. It is necessary to enable and enhance the ability of teachers to address the global dimension in the classroom. ESD School development of this kind needs active participation and may become an arena where students and teachers are able to exercise their knowledge and competencies for building Sustainable Development into the society

What is the additional benefit ESD adds to Global Learning?

The additional benefit ESD adds to Global Learning consist in offer a global vision of education including a world vision of Sustainable Development, with a critical vision on the development models of democracy in developed countries, encouraging interchange among different cultures, political systems, traditions in order to be able to improve a Sustainable Development which exclude negative impacts that capitalistic development can have on developing countries.

ESD supports the development of locally owned strategies to achieve more comprehensive, high quality support to teachers for the delivery of the global dimension.

A concrete education project

I worked for the temporary NGO Consortium M.A.I.S. and ISCOS for the project co-financed by the Ministry of foreign Affairs 'Prevention and Elimination of Child labour into the Rubbish dumps, through Actions of Sensibilisation, Social, School and Employment Reinsertion' in the rubbish dump in a city in Guatemala.

Our intervention was focused on formal and informal education for children and adolescents who were working in the rubbish dump.

The main activities related to education were:

- » Realisation of a census in the 15 public primary schools in order to prepare the conditions for the implementation of a strategy of prevention of child labour in the rubbish dumps and school reinsertion.
- » An agreement of cooperation with the educational community, the Municipality of Guatemala City and the other local partners of for a strategy of levelling and school reinsertion of the minors involved.
- » The implementation of ILO methodology SCREAM (Support Children's Rights through Education, the Arts and the Media) in 15 public primary schools,
- » Organisation of Sensibilisation training courses against child labour and to improve schooling to teachers, parents and pupils;
- » After the end of the project, we organised training courses in several public schools in Italy focused on working children's rights, especially against the worst forms of child labour, using as a case-study the project implemented in Guatemala City and focused on recycling, waste and environment field.

Realities of voluntary services

Which conditions must work places fulfil to offer an adequate learning area for young volunteers?

I think there are multiple conditions that workplaces fulfil to offer an adequate learning area for young volunteers. The programs must be flexible to be able to meet the individual needs and build on the individual assets and strengths of each young participant, and may provide such services as tutoring, mentoring, job training, social skills, and community service.

First of all it's really important provide an adequate preparation for young volunteers. Volunteers need to be trained before starting their experience. It is necessary that they know the meaning to be a volunteer to identify clear goals and ideas towards their voluntary service project.

It is necessary give exhaustive information about:

- » Philosophy, strategies, purposes and methodologies of the voluntary programme in which they are involved.
- » The project in which they will be involved and their specific role and competencies
- » The role of each partner in the project and their own rights and responsibilities
- » Information on the host country: history, political and social situation, key aspects of the host culture, to give them the ability to cope with the situation around the service placement

Other important aspect after the initial training is monitoring the volunteers during the period of the voluntary programme. The hosting organisations must provide a continuing guidance and support to sustain volunteers during their experience. Finally is important that volunteers have the possibility to share their experience and give recommendations that can be useful for other young people who want to have a voluntary experience in projects for Sustainable Development.

What interests do our Southern partners have in voluntary programmes?

Voluntary programs usually involve young people that can be university students or young professionals, but also adults who want to try out a voluntary experience. Volunteers have a variety of backgrounds; they need to have specific competencies in order to participate in a project for Sustainable Development in the Southern countries.

The voluntary programs encourage the integration of volunteerism into development programs, and promote the mobilisation of increasing numbers and greater diversity of volunteers contributing to peace and development. I think that one of the most important aspects consist in the opportunity of mutual interchange, between volunteer background and Southern partner background. It is a chance to appreciate and confront diversity, biological, social, cultural



and to look at this as 'opportunities'. Often volunteers are technical professionals who can deliver services and fulfil a wide range of specialised tasks.

ILZE SALENIECE
GLEN LATVIA
LITHUANIA
NATIONAL NDGO PLATFORM LAPAS, GLEN LATVIA NGO

Global Learning and Education for Sustainable Development (ESD) central challenges

Some of the main challenges I would like to mention and emphasise are information, understanding and implementation of an 'all inclusive' ESD concept, thus revealing its rich and comprehensive character. In Latvia, there is a strong dominance of environmental education within the discourse of ESD. The other ESD dimensions, such as the social, economic and cultural ones, are often not fully integrated into the local ESD activities. For the most part, sustainability is 'translated' and introduced through the prism of environmental sustainability and ecology. Also, the main governmental and non-governmental players who work with sustainability and ESD issues are from the environmental field - the Environmental Ministry of the Republic of Latvia, and environmental and "green" NGOs.

They have many successful initiatives and projects, which are recognised by other institutions and a wider audience, as well. Also, in the school environment, the teachers of biology and geography are those who put sustainability on the education agenda. Another challenge is the systematic integration of ESD concept within the formal and informal education sectors in all of Latvia. There are many strong and successful projects, but mostly, they are either one-off activities with no continuity or involve only particular parties (particular schools, particular regions etc.). Therefore, I still see it as a challenge to implement ESD throughout the educational system of Latvia. This also reveals another challenge within the field of education: the need for teacher training and educational materials about sustainability and Sustainable Development. The first initiatives to meet this need in teacher education are provided by Daugavpils University, where ESD elements are implemented in scientific activities and study courses in all three levels: undergraduate, graduate, and doctoral studies.

Associate professor Ph. D. Inga Belousa from the Institute for Sustainable Education, Daugavpils University, comments that most of the teachers are interested in learning about SD, but currently their knowledge and understanding of ESD is rather poor; there are few translated materials, methodologies and examples of good practice that would help them integrate sustainability topics into their subjects. The professor also points out another challenge for Latvian schools and the system of education that is due to our Soviet history – the re-orientation from acquiring facts to shaping attitudes and values in the learning process, which of course is an important factor in the ESD context. Viewing this from the perspective of the NGO sector and informal education, I would say that the cooperation between different parties in this field is also challenging. There are many organisations doing similar things, but there is no clear division of roles and responsibilities between different informal education institutions (NGOs, initiatives), formal education representatives, and those who work in informal education.

The additional benefit that ESD adds to Global Learning:

The challenge I mentioned last also describes the relations between global education and ESD. In my opinion, there are no established links between the two concepts that would be recognised by local authorities, the main players in the field and a wider audience. Global education is mostly linked to the field of development cooperation and foreign issues, while ESD is linked to environmental issues. I am a member of the GLEN Latvia NGO, which is a member of a Europe wide network working in the field of global education – Global Education Network of Young Europeans (GLEN). GLEN Latvia is also a member of the LAPAS national NDGO platform, which also includes the topic of global education in its agenda. LAPAS has a development education working group that also wrote the Latvian Development Education Policy. The written policy and LAPAS are supported by the Ministry of Foreign Affairs of the Republic of Latvia in the context of development cooperation.

Unfortunately, until now, there has not been any cooperation of LAPAS with environmental organisations or players who support ESD; nevertheless you cannot really talk about global education without mentioning ESD. According to the Maastricht global education declaration global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; representing the global dimension of Education for Citizenship. This shows that ESD and global education are strongly linked; there is the umbrella term 'global education', which encompasses "Education for Sustainable Development". In Latvia, the link between both discourses is still very weak. Projects and organisations dealing with global education mostly focus on development issues, fair relations between countries, global interdependencies, etc. Projects and organisations dealing with ESD cover the topics of environmental protection, ecology, resources and energy conserva-

tion, pollution etc. This tendency can be explained by the historic origin of both concepts. There have also been some bridging topics used by both players, for example: fair trade and climate change. The challenge is to raise awareness, understanding and practical cooperation between these two sectors – conceptually and practically.

Global Learning and voluntary services

The overall platform for successful cooperation within Global Learning is two-way communication and involvement of all different parties that are relevant to the concrete volunteering experience. The hosting partner has to be present from the very beginning of the volunteering project – it has to become an active participant (not just a passive receiver) who cooperates with the sending organisation and the volunteer. It is very important for both sides to agree on the conceptual framework of the project – goals, benefits for both sides, criteria for the selection of volunteers, follow-up activities and the long-term vision. It would be a real help if it was possible to do research about the partners involved. This way, all the parties could understand the priorities and the cultural, social and economic background of the other partners. This information would be useful for the further planning of the entire volunteering process. Therefore, the preparation of the volunteers (or – the preparation of the host organisations as well) should definitely take place. The participation of the hosting organisation in this process would be a benefit. The preparation has to cover practicalities but attitudes and values (especially if the hosting organisation is located in a country with a different culture and different traditions) should also be covered as much as possible. Also, regular monitoring and feedback during and after the project is necessary. It would help to improve the specific project and the further cooperation with the host, as well.

How to the share the experience of the volunteers with the European society (multiplier effect)?

Before a specific volunteering project, there has to be a preparation / planning phase when volunteers think long-term, that is, not only how to be ready for the project and what to do in the project, but also about activities afterwards. They have to plan beforehand how they will spread the knowledge and experience they gain during their volunteering. They have to think about: practical instruments (methods, communication channels) how they could deliver and disseminate their message. While planning this they have to take into account their talents and strong sides, avoiding clichés in their presentation techniques. It is important to think about the partners (professional organisations, NGOs, student communities etc.). There has to be a communication goal in the background, especially if it is a Global Learning activity. A volunteer has to think about what added value, input and impact his or her activity will make. The support of hosting and sending organisations is relevant in this process.

AMOS KABO-BAH
INTERNATIONAL YOUTH FUTURE FORUM
NETHERLANDS

Global Learning and Education for Sustainable Development (ESD) – Challenges of ESD in Ghana

Ghana is endowed with water resources, but they vary from season to season. In addition, environmental sanitation in the country has been a crucial issue under discussion. Some regions have too little, others have too much and in others, the water is too dirty. The education of everyone in the country about the importance of safeguarding the image of our water resources is very important. Currently, the country lacks the capacity in terms of human and financial resources to make these important issues accessible to the least privileged people in the country.

While the country is progressing very well in ICT in urban areas, the opposite is happening regarding the management of water resources in the country. The biggest challenge is the lack of a conscious effort by everyone to see water as a valuable resource and protect it as such. Bodies of water are continuously polluted, people continue to build homes in riverbeds, and so on. The most important ingredient lacking in this case is knowledge about the causes and effects of our actions regarding sound water management. The remedy for this is education. Unfortunately, education in the country is defined as 'go to school and pass your exams'. The central role of education in the country, from the basic to the tertiary level, to link our existence to how we treat nature, in this case water resources, is relegated to the background.

Just as the country is growing very fast in terms of ICT in cities, the vast majority of the wider population are lagging behind. The growing ICT in the world is a significant challenge, especially for communities in the rural areas of Ghana who do not have any knowledge in this area. As a result of this, many people migrate to the cities in order to get acquainted with some of these technologies, but usually it is hard for them to catch up. Water resource management requires efficient technology to be developed and performed, especially in Ghana, where data availability and reliability is very low. The remote sensing and GIS capabilities can greatly assist in addressing this problem. Unfortunately, the country lacks the manpower and infrastructure required to tackle this and hence is quite vulnerable to disasters such as floods.

In view of the cases mentioned above, the question of achieving sustainability poses a threat. This is because currently, there are a number of disjointed developments and these need some coordination and a holistic approach, and education is the binding force needed to make this happen. This form of education must plant its roots from the very beginning – enforcing all issues regarding water and environmental issues and all others in the primary education curriculum and providing all the necessary logistics for promoting this.



Benefit of Global ESD learning

The biggest benefit of global ESD learning is that there is a continuity of knowledge sharing from the present generation to future generations through the great contribution of Internet facilities.

Education Project

Sustainable water management starts with our ability to take good care of every little drop of water we come by. We are working hard to develop efficient rainwater harvesting methods in Brekum, one of the local communities in the Brong Ahafo Region of Ghana. We also started a plantation of Moringa Melifa in 2007. The seeds of this plant will be used as a coagulant for the harvested rainwater. To make this work sustainable, we are working hand in hand with some members of the community by first educating them about the importance of this new way of thinking. We strongly believe that sustainability, especially in safeguarding water and nature, is, first of all, working closely with the communities to help understand and design their own ways of protecting this resource.

Realities of Voluntary Services

Conditions that promote effective learning for young volunteers

Specialised programmes regarding the links between me, you, our neighbour and nature should be introduced during volunteering activities. In this way, volunteers could learn the need for continuous sacrifice for others. The world's biggest challenge is the 'isolation' of issues, people and countries. If this were not present, there would be no need for wars or conflicts. Hence, the need to use such opportunities to educate the young volunteers – tomorrow's leaders to understand the missing link in the world today so that they can fix the mess in theirs.

The interests of Southern partners include:

- » Knowledge and technology sharing
- » Capacity building
- » Financial support

JORGE CARDOSO
FUNDAÇÃO GONÇALO DA SILVEIRA
 (IN REPRESENTATION OF THE PORTUGUESE NGDO PLATFORM)
 PORTUGAL

Global Learning and Education for Sustainable Development (ESD)

- » Highlighting education and learning key role in the common search for Sustainable Development.
- » Strengthening relations and establishing networks among stakeholders in ESD.
- » Improving and promoting the concept of Sustainable Development and the transition for that development.
- » Improving the quality of teaching and learning in the field of ESD.
- » Involvement and commitment of political power (at central and local level) with ESD (based on *Década das Nações Unidas da Educação para o Desenvolvimento Sustentável (2005-2014)* – contributos para a sua dinamização em Portugal, Portuguese Commission for UNESCO, Lisbon, 2006).

What is the additional benefit ESD adds to Global Learning?

ESD promotes a global and integrated vision of the world, going beyond the environmental issue and integrating other concepts related to socio-economic development and socio-cultural values, such as sustainable consumption, gender equality and promotion of cultural diversity, among others. This is a process that goes beyond awareness and information. It is a process of discussion and involvement of the whole society since it implies change in the mode of action of the social agents. Accordingly, ESD is an essential tool in the effort against ignorance, indifference and apathy, which do not make possible this desired change in attitudes and in the behaviour of populations.

Concrete education project:

Project M-Igual? Igualdade não é indiferença, é oportunidade! (www.m-igual.org.pt). This is an educational campaign that works with public and private schools (teachers, students and staff) to promote knowledge concerning the Millennium Development Goals (MDGs), to raise awareness and to encourage reflection on global development issues for a more sustainable future.

Project goals:

- » Promote knowledge and reflection regarding exclusion processes related to unequal opportunities.
- » Promote an informed and active attitude (both locally and globally) by offering room for sharing and debating, inside and outside the school.

- » Build bridges between different realities as a starting point for mobilisation and participation in social transformation.

Project methodology:

- » Production of educational materials for teachers to work with students in the classes.
- » Direct action with schools:
 - > Three workshop assemblies per year for students and teachers of all the schools involved, with participatory approaches;
 - > One workshop per year in each school, organised with the already mobilised groups, with participatory approaches;
 - > Monitoring / Tutorship by the project team in each school.
- » Complementary activities: intercultural education and cooperative learning training, joint participation in global campaigns (Global Call to Action Against Poverty, Global Campaign for Education, etc.).
- » First year evaluation.

Strengths:

- » Good access to the students.
- » Joint training sessions (possibility to become acquainted with other schools).
- » Teamwork between teachers and students and with the project team.
- » Synergies between partners, allowing the project openings to other projects / resources.
- » The project works as a platform for meetings between teachers and students, between schools, between schools and local community, and between the school and the world.

Weaknesses:

- » Materials and activities are sometimes difficult for the students.
- » Weak presence in some schools (lack of teacher's time to devote to the project or lack of understanding of the project).
- » Monitoring of schools by the project team should be increased.
- » Difficulty in opening some school universes and creating links between schools (each school has its own agenda).

Global Learning and voluntary services

What conditions must workplaces fulfil to offer an adequate learning environment for young volunteers?

- » A prior knowledge about the locations, the projects and the hosting partners with whom the volunteers will work.
- » A careful selection of volunteers based on their motivations and expectations.
- » A structured and tailored training that promotes responsibility, prepares volunteers and allows them to commit themselves to the project and the populations for whom they will work.
- » A close and effective monitoring when the volunteer is on the field.

How can the experience of the volunteers be spread in European societies (multiplier effect)?

- » Creating opportunities for returned volunteers to pass on their experience and learning.
- » Supporting ideas and possible projects that returned volunteers may have.

ANN ISABEL CASTANHEIRA
INSTITUTO MARQUÊS DE VALLE FLÔR
PORTUGAL

Synopsis concerning Education for Sustainable Development

“Education is the most powerful weapon that you can use to change the world.” This sentence from Nelson Mandela can be considered the framework of my daily work as Development Education project coordinator.

I am often asked about the differences between Development Education, Global Education and Education for Sustainable Development, among other concepts. If education (regardless the approach) can be regarded as the ‘solution’, it is important to wonder what is the problem. And then, where do you set the boundaries between the different approaches to education? Apart from this, what are the patterns of change in education and their relevance to Education for Sustainable Development?

Creating a more sustainable society and a more sustainable world is a shared responsibility. One of the keys that can contribute towards this goal is education. A change of mind and action is what change towards sustainability depends on. The actions and attitudes that are taken today will have impacts at the local, national and global level within the next ten or twenty years.

Then, if transition in society towards sustainability is required and education and learning can be considered key agents of change, who is responsible for promoting it?



Real policy change at the national level can present itself as a difficult attempt, but governments aimed at working for change can be advocated. Agenda 21 can be considered an example of an action programme that includes strengthening public education and increasing public knowledge on Sustainable Development. In addition, NGOs have often promoted Education for Sustainable Development on a local, national and global dimension. Aside from this and despite the pressures and constraints under which schools have to work, they represent an excellent multiplier agent for change.

Having in consideration the Portuguese Education framework, there has been some progress in curricula development in the past years concerning the several teaching levels. However, there still persists the need for the Ministry of Education to improve certain aspects, such as: (a) teachers' training focusing on innovative skills as to allow a pedagogic approach of cross-cutting issues (like Education for Sustainable Development); (b) pedagogic materials production; (c) identification and monitoring of best practices; (d) network support.

However, the institutional scenario changes concerning Development Education, Global Education or Education for Sustainable Development.

Several Action Plans and international commitments focusing on Education for Sustainable Development have been well accepted and integrated by the Portuguese Ministry of Education. One example includes support for projects implemented by schools (mainly regarding the environment). In fact, Education for Sustainable Development has been granted an institutional context at the national level, so as to integrate different stakeholders and initiatives by promoting reflection and action, as well as a facilitating platform for projects and actions to be promoted during the United Nations Decade for Sustainable Education. Despite this, some questions are left unanswered: which strategies should be adopted at the national level as to provide answers to the challenges presented by the United Nations and officially subscribed to by Portugal? Which actions that promote the participation of several stakeholders should be enhanced?

MARIJA LESKOVEC
SLOGA (SLOVENIAN GLOBAL ACTION)
SLOVENIA

Founder and project director of the Global Learning Programme: Training / evaluations / reflections / monitoring / coordinator for India (for the last 9 years) of global young volunteers for ESD as part of the Global Learning process

Global Learning and Education for Sustainable Development (ESD) – central challenges

The main challenge is how to educate people properly from kindergarden to the university level as a lifelong learning process on ESD

Global Learning and voluntary services

When we want to educate young volunteers on Global Learning, they first need at least basic training. Of course, we need to select volunteers as well according to the Southern partners' stipulations: advanced, clear agreements between volunteers and sending organisations, between volunteers and Southern organisations, etc. All along the way, we need to guide and accompany young people on their journey of learning at a personal, interpersonal, national and international level. Constant evaluation and reflection are needed for good quality of Global Learning. Financial support from the government should be there at least to cover the basic expenses of training, evaluations, monitoring, follow-up projects, etc. A project or program that is based only on voluntary service, even with a very high quality, cannot run on a long term basis or without ethical and moral drive.

Returned volunteers (RVs) as resource people need to be actively involved after coming back with additional training with certification that opens up the new possibilities for dissemination of educational and awareness-raising purposes.

Realities of voluntary services

What conditions must work places fulfil to offer an adequate learning environment for young volunteers?

Volunteers need support from experienced people who listen to them and share their intrapersonal and interpersonal journey. Most wanted are the educators that are involved in the project from beginning to end for short-term projects; for long-term projects volunteers need to have the possibility of a responsible person available 24 hours a day so that they can rely upon someone. It is important to have at least two volunteers together and that they write in a diary, keeping in touch with the sending organisations and permanently recording common reflections and evaluations while abroad. Volunteers need basic accommodation, food, materials, space for their active engagement, enough rest, relaxing days and regular communication with sending and hosting organisations.

What interests do our Southern partners have in voluntary programmes?

The Southern partners are interested in the expertise that is not available in the hosting organisations and that they share the knowledge and experiences with each other (reciprocity process). Besides human resources, the Southern partners often also expect financial input for their concrete projects such as building schools, and dispensaries, sponsoring school fees for poor children, etc. It is expected that volunteers come with the right motives and will be able to disseminate their experiences and knowledge at the national level as follow-up projects after returning back. Southern partners also wish to visit Northern partner organisations as exchange programmes, not only 'Rich White coming to the South'. Volunteers usually bring 'fresh air', some kind of new hope in daily routines in the economically less developed countries, as well as learn a lot from the Southern partners in their exchange of life and work.

EVA ECKERMANN
SAVE THE CHILDREN SPAIN
SPAIN

Global Learning and Education for Sustainable Development (ESD) – central challenges

Policy level

Spain has recently introduced 'citizenship education' (educación para la ciudadanía) as a subject in the curriculum. Due to the independence of the regions in terms of their educational system, the subject has been applied only in some regions so far. Also, there has been some political controversy about the subject, which has led to a public debate that is not professional and does not focus on the core issues of development education.

Cross-curricular education on global issues is part of the educational policy but still rarely practised or understood by schools.

The value for public schooling is decreasing; the number of private schools rising.

Implementation / Education level

Schools, especially public schools, are not very well equipped. Experience exchange as well as capacity training for the teachers is very minimal. The training institutions for teachers have just been closed due to a lack of public funds in 2008. Now, four small central training institutions in Madrid alone are in charge of providing ALL sorts of capacity training to public school staff.

What is the additional benefit ESD adds to Global Learning?

ESD is really about the approach, the methodology that should be applied to global learners. The contributions of the workshop in Goeteborg described this methodology so well that it serves as the perfect answer to this question:

“Learning for change is based on relating multiple perspectives to each other at all times. These perspectives include: space, time, culture and different disciplines, as well as a non-anthropogenic perspective. ESD development is based on principles and values as well as a holistic and interdisciplinary approach. This involves learning to know, learning to do and learning to be, and learning to live together and should involve translation of knowledge into real life contexts. It should include empowerment for acting for social change, examining identities, perspectives and power relations, and should include critical media literacy and action competence. Working with multiple perspectives will require acknowledgement of, and respect for, contested views and interests, and recognition that these are a valuable source for intercultural dialogue, learning and reflexivity.”

(Visions and preparations for a common blueprint on Education for Sustainable Development. Goeteborg 12/2008)

To summarise: Global Learning offers the contents, ESD the didactic approach.

A concrete education project

The Eye-to-Eye project (www.savethechildren.org.uk/eye-toeye) is a pilot project in designing a successful approach to Sustainable Development education. In the first phase, child workers from Asia, Africa, Latin America were asked to take pictures reflecting their own lives. In the second phase, building on this material, teacher working groups - after having received training on global education - developed their own teaching resources for a wide range of cross-curricular subjects. The central idea was to use the firsthand experience and testimonies of child workers to introduce the concrete subject in class as well as to engage in reflection of broader global issues. The materials were compiled into a publication, which is being implemented at the moment by more than 200 schools and approximately 400 teachers in the UK and Spain. The project is sustainable, as it focuses on the involvement and the capacity training of teachers, thus converting them into multipliers in their education environment. A shortcoming of the project was that the school environment, especially managing staff and their understanding, should be targeted as well in order to build in a more lasting and effective way on a global school culture.

Global Learning and voluntary services

What are the necessary ingredients to make volunteering a real Global Learning experience?

Recipe:

- » Not establishing too many criteria for pre-selection in terms of academic achievement; the principal prerequisites are the social skills and the motivation to go for a volunteering experience.



- » Hosting partners should have the time and interest to take on a volunteer; they should be prepared for social tutoring and not see the volunteer merely as an additional cheap human resource.
- » Volunteers should be given a preparation before leaving for the volunteering experience (good practise: DED/NFP preparation seminar)
- » Volunteers should be allocated a mentor during their stay abroad, advising them professionally and socially; this mentor should be carefully selected. It is common practise that the immediate superior functions as both - however, there should be a previous assessment with the possible mentor evaluating whether there is the desire, time and personal predisposition to fulfil that task.
- » The volunteers should be summoned for meetings and given the opportunity immediately afterwards to engage in concrete action (see recommendations below)

How can the experience of the volunteers be spread in European societies (multiplier effect)?

After volunteers have lived the experience abroad, organisations should take the opportunity to create the necessary follow-up structures to involve them in a more immediate and effective way to transfer and translate their experience to schools, youth groups, etc., including local and national media.

After coming back, volunteers are full of the desire to share their experience and the levels of motivation are extremely high.

However, the experience volunteers have immediately after coming back is that they hardly can communicate their experience in the local context. If there aren't the structures established (good practises: e. g. NFP-Rückkehrertreffen, DED/InWEnt-Politische Bildungsarbeitsgruppen), it will be quite difficult to translate the initial motivation into using their experience in terms of a multiplier effect.

Also, there is not enough cooperation between the different volunteer-services (DED/NFP, DAAD, ASA, Irene): a good medium would be to establish linkages and meetings to interconnect the volunteers.

Major recommendations:**Policy level:**

- » Systematic policy change in terms of establishing meeting platforms at the local, national and international level for volunteers (preparation and after return).
- » Opportunities for volunteers to engage as multipliers, building on good practices.

Technical level:

- » Database of European volunteers and volunteering organisations summoning meetings and establishing and facilitating an information and action platform "I go global" (including blog): structured country- and subject-wise, offering the volunteers' experience to the different players of the educational system and media.

CELESTE FLORES
ASOCIACIÓN SHARE ESPAÑA
SPAIN

Global Learning and Education for Sustainable Development (ESD) – central challenges

In Guatemala there are several main challenges of ESD and it is difficult to confront them. These challenges are mainly related to social structures. The transformation of these structures is a slow process that is delayed by the changes that are imposed by the social dynamic itself.

The majority of Guatemalan population is indigenous (56 %) and lives in a situation of vulnerability and extreme poverty. The majority of the children do not even finish primary schools and the economic development is far from ideal for the desired social development.

High levels of inequity are a fundamental brake – the inequality of incomes and vast differences in opportunities, such as regional differences, which illustrate the situation of poverty, indicate the need for effective policies that are directed to reach an equality of opportunities.

Inequality in economic and social structures, an analfabetic population of 31.3 %, insufficient generation of labour, inadequate salaries, products of low value and enormous difficulties to reintegrate the global economy are the result of a lack of public policies, partly a lack of education policy with a long-term vision.

What is the additional benefit ESD adds to Global Learning?

In this context ESD is a form of learning that should build an elliptical connection between participants to form an entity of mutual learning, help and intercultural encounters. Aspects of development are connected with social development that strengthens personal growth of the people involved.

ESD is a form of Global Learning that generates opportunities for reflection and enrichment; it contributes to practical abilities and enhances processes in two ways – that means for developing countries such as the others. ESD generates commitment and solidarity that are important benefits for the whole process of learning.

Diversity and plurality of global citizenship are an additional benefit of ESD. Involved people can enjoy and participate in a rich cultural and social learning process, independent of their origin or condition, based on joint living in this educational programme.

A concrete education project

For more than four years, I have been involved as staff of AFS Guatemala with different responsibilities, among them: coordination of the sending programme that consists of the preparation and development of young Guatemalans that participate in an experience in another country. Another area was the responsibility for organisational development with the aim to establish local chapters or local groups of volunteers responsible for the exchange programme on a local level. Apart of that, my family hosted students from Germany, Belgium and Turkey.

The objective of educational programmes of AFS is intercultural learning and to reach a point where people act in a responsible way, as global citizens working for peace and comprehension in a necessarily differentiated world. AFS wants to stimulate the respect for human rights, fundamental liberties without distinction of race, sex, language, religion or social class.

Global Learning and voluntary services

Get to know the necessities and interests of the involved: members, counterparts and volunteers. It is important, that volunteers have sufficient information about the culture and social situation of the country where they are going to integrate. By the same token, the ones who receive volunteers should know about the needs of the volunteers regarding their age, abilities and socio-cultural situation.

Volunteers should have the support of an institution in their country with the task of orientation for volunteers and as a link to the local counterparts. This local organisation benefits partly from the Global Learning process from the institutional side and also from the experience of the volunteers. It is responsible for the monitoring in general.

The cooperation process between the organisations involves the following: As a grant for cooperation between sending organisations and their counterparts, there have to be defined objectives for the mutual benefits – for the volunteers and the counterparts. The partners have to ask themselves what their necessities are so that the experience benefits all participants. This is the basic ingredient for it is necessary to define the hosting process, the support process and development of the programme.

The election process of the volunteers must be carried out as follows: For a successful experience it is crucial to define the activities that are offered to the volunteer so as to find an adequate volunteer to reach the aim of a significant learning process. This is a joint responsibility for both the sending organisation and counterpart.

Responsibilities must be clearly defined: It is of great importance to have a clear concept of the roles to find solutions between volunteers and the receiving counterpart organisation. In this context, the intercultural learning of the volunteers converts itself to a space for development of the personality and solidarity, and the counterpart also has to grow and offer areas for volunteers to have successful Global Learning opportunities rather than replacing local labour with volunteers.

The importance of attendance during the process cannot be discounted: This ingredient is indispensable and allows one to define activities of formation and attendance for volunteers and counterpart organisations. It is the process that allows one to have moments of global reflection and that will help to increase elements of the programme's success and, on the other side, overcome the obstacles to successful experiences. Evaluation is a key element of attendance.

How can the experience of the volunteers be spread in European societies (multiplier effect)?

The experience of volunteers can be used as an instrument of information and education to wake the interest of young people to participate in activities that are designed in a professional framework.

The diffusion of such experiences will contribute to the European society for intercultural comprehension that generates consciousness of problems to development that exist in the globalised world. Learning about other cultures and about technical issues in a development context can later also be applied in a social capacity, giving emphasis to intercultural communication and socio-cultural cooperation, which can easily be transmitted to other young people in their countries of origin.

The experiences of volunteers and organisations with experience in development in the counterpart countries can be an input for the definition of development policies related to their cooperation and "Global Learning" that is implemented in plans of international cooperation.

ERIKA ECKESKOG
THE SWEDISH CENTRE FOR INTERNATIONAL YOUTH EXCHANGE (CIU)
SWEDEN

Global Learning and voluntary services

From a CIU point of view, the most important aspect of all is to ensure that volunteering is based upon a model of mutual responsibility and understanding. In our youth exchange programmes we involve young people from Sweden



and partner countries. The model depends on a sustainable partnership with NGOs in the cooperating countries.

The idea is that development work is relevant everywhere, in this case both in Sweden and in our partner country. Therefore, we recruit participants from both countries who are paired up (i. e. one Swede and one Cambodian) and spend three months in each country for a total period of six months. This allows all participants to get an insight into development work in several different contexts. They live with host families in a local community and work as volunteers at local work placements. All exchanges have a certain focus, for example human rights, HIV / AIDS, sustainable entrepreneurship, etc., and the work placements are also within this field. This way, the participants are learning about the country on both a national and local level as well as through a specific issue.

To ensure that the exchanges are of a high quality, it is essential to have good preparations. In order to work mutually, all partners must agree and understand the concept of the exchange and the cooperation at large. Therefore, we make sure we know one another well and plan the activities together. In the selection of participants it is crucial that they understand the commitment needed to perform such an exchange. During the exchange, we work with continuous follow-ups through contact and visits in all directions (i. e. CIU will visit partners in their countries and partners will visit CIU in Sweden). All exchanges are evaluated in order to get real results and to make improvements for the coming years.

This way of working with volunteers is a great path towards real Global Learning as youth from all over the world meet, cooperate with and learn from each other. The knowledge is not just going in one way, but in several, since it also involves many actors in the local communities, thus affecting civil society.

A great challenge for us is to find an appropriate tool to evaluate the effects of the exchanges, as learning continues even after the programme has been completed. Participants may realise several years after the exchange that they are still finding things they learnt from the experience, and these aspects are difficult for us to prove. We hope to find inspiring examples from other actors at this conference who can provide us with such tools.

How can the experience of the volunteers be spread in European societies (multiplier effect)?

We would like to promote this method of mutual, intercultural youth exchanges to all European countries in order for us to create a common network of global youth participants. This network could enable countries to exchange experiences and inspire each other to new cooperations with partners in Africa, Latin America, Asia and Eastern Europe.

In the global network, the youth can also have contact with each other to share experiences and inspire new participants to get involved in this international experience. This is a model to promote peace in the world: the more people meet other people, the less prejudice and hate is created.

A method that CIU is already using is the creation of a returnee network. This is a network of former participants who get involved after the exchange. They may help out in future exchanges, start their own projects, give workshops at schools etc. This allows them to channel their experiences and inspire others to do the same.

We are curious to learn from other actors at the conference about their methods and work.

HAIDER KAHN
INTERNATIONAL YOUTH FUTURE FORUM
SWITZERLAND

I would like to join the VENRO congress so I can learn more about sustainable education and also connect with others who have the same dream of a better world.

After the VENRO congress

After I return from the VENRO congress, I will be organising an event on August 29, 2009 at the Federal Square in Berne, Switzerland.

What is this event about?

The goal of this event is to make the Earth Charter more public.

Our plan is that three to four referents hold a speech in about the Earth Charter. After this, we want to meditate together. Then we will divide into different groups and attend side events. The side events will be more specialised in themes of ecological integrity, economic justice, and respect and care for the community of life. There we want to have open discussions and workshops. We would like to promote the idea that people with different religions and ethnic and cultural backgrounds can work, live, cooperate, learn from their differences and connect through their similarities. We are also all responsible for our planet, which we should treat in such a way that our children and their children can live well on this earth.

How does this event tie into sustainable education?

For me, education is not something that happens only in schools or universities. Education is about learning new things, which can allow a person to grow and develop. From this point of view, the event will show the participants new prospects. The participants can listen to the information and see that our many differences make the world richer, and they can feel the special atmosphere that evolves on an international platform. Our goal is that after this event, more people will be sensitised to the Earth Charter. We want to offer projects to schools, universities, clubs and organisations and introduce them to the Earth Charter, and in turn promote the transition to sustainable ways of living and a global society founded on a shared ethical framework.

What did, do and will I learn?

From the first idea until today I have learned many different things. The most important was to act and not only to think and to talk. I learned how to convince people about an idea, how I should speak or approach them, how I am able to motivate people to give attention to my and the Earth Charter's ideas and join the project. It is a perfect topic to learn how I can use my network. Planning and Project Management is also an important part where I could learn a lot.

I expect to learn how to present ideas to companies and organisations so that I may receive sponsoring from them. Marketing will be a main area where I expect to learn how to handle media, write, take pictures and also present myself with confidence.

PETER DAVIS
OXFAM GB
UNITED KINGDOM

Global Learning and Education for Sustainable Development (ESD) – central challenges ESD has to face in the UK
Along with a majority of nations, in the UK the concept of Sustainable Development is not the problem. Few will deny the need to live sustainably, whether as families, communities, or nations, and widespread recognition of the finite nature and over-consumption of the planet's natural resources is hardly new. All education jurisdictions in the UK have introduced well consulted and clearly defined strategies for the adoption of Education for Sustainable Development in school policies, subject curricula for all age bands, and in wider lifelong learning priorities in England, Northern Ireland, Scotland, and Wales.

One – of many – challenges is trying to secure a very elusive goal – recognising actual benefits of Education for Sustainable Development as a global goal so that populations can see changes for the better in their local environment. Beyond schools, people want clear evidence that the political will is there to ensure that ESD influences policies and leads to essential improvements for all in our interdependent societies.

A second challenge is that of securing a consensus in power play dynamics between different political, economic, commercial, industrial, security and social interests. Intelligent, educated people – with university degrees – are often those most responsible for devising and implementing systems that wreak havoc on any major efforts to conserve or sustain precious natural resources, or secure investment in human capacity (global human capital) to achieve a more just, equitable and sustainable world.

A third challenge is internal; the UK is a crowded island with strong regional identities and an outspoken cosmopolitan population with high expectations that cannot easily square competing but important priorities for growth. What is the 'right' choice between either building hundreds of thousands of new houses on green belt land or securing the conservation of wetlands and woodlands and their wildlife? Or between investment in developing clean technologies and production methods, and employment generation programmes that are needed urgently despite being dependent on unsustainable global production and trading practices?

A fourth challenge is the global economic crisis and resulting negative trends and reactions affecting public attitudes to globalisation, environmentalism, liberalism and corporate social responsibility. However, recent market intelligence indicates that under 35s are retaining significant levels of interest in global issues, whether anti-poverty campaigns, effects of climate change, or Sustainable Development.

A fifth challenge will be how to accommodate the impact of climate change on Sustainable Development strategies when even the Millennium Development Goals seem unattainable.

So, although ESD already contributes significantly to the thinking of young generations who in turn will – we hope – retain the principles and knowledge and adaptation skills of Sustainable Development in their careers and lives, we all face the challenge of not allowing ESD to become a diluted vision in practice, and an impotent – though beautifully articulated – educational goal.

What is the additional benefit ESD adds to Global Learning?

ESD contributes to a range of important features in school curricula, teacher training and whole school development, and underpins core attitudes and values, knowledge and understanding and development of skills essential for active global citizenship. Global Learning, ensuring that 'global dimensions' are included in formal education for all age bands and in learning for life, has matured from perspectives and methodologies introduced in Europe through Development Education and related disciplines. In an increasingly globalised world ESD contributes to quality education for all and to the right of children to engage with distant places and different cultures, but not in isolation from their own lives and communities. ESD addresses more than responsible use of natural resources and managed economic growth. It



explores what links us to other people, places and cultures, the quality and equality of those relationships, and enables a studied enquiry into the impact that our collective endeavours have on the planet's resources and capacities, linking to all subjects, competences and disciplines.

Education for Sustainable Development helps us, in a global sense, to:

- » Recognise that some of the Earth's resources are finite and therefore must be used responsibly by each of us,
- » Understand the interconnections between the social, economic and environmental spheres,
- » Consider probable and preferable futures and how to achieve the latter,
- » Appreciate that economic development is only one aspect of 'quality of life',
- » Understand that exclusion and inequality hinder Sustainable Development for all,
- » Respect each other,
- » Appreciate the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle – and obtain materials from sustainable managed sources.

A concrete education project

Developing Citizenship was a collaborative project, co-funded by DfID's Development Awareness Fund (UK Government) and 3 international development agencies (Oxfam GB, UNICEF UK and Save the Children), which worked with three regional development education centres in England, five education authorities and 16 secondary schools over four years, 2003–2007.

The project took young people's entitlement to education with a global dimension as a starting point. A major challenge for the schools was, and is, to make this entitlement a relevant and constructive reality for young people growing up in different localities in the UK.

In meeting this challenge, Developing Citizenship drew on the global dimensions present in a variety of education perspectives and interests, including those focused on children's rights, on international Sustainable Development,

peace and conflict mediation, on anti-racism and intercultural understanding, and environmental education.

These perspectives contributed to a 'core' of enquiry-based, active learning that developed and informed students' views and their involvement in local, national and international society.

The Developing Citizenship project involved teachers, education advisers, development education centre and NGDO educators, and secondary school students in developing:

- » Ideas and understanding - of key concepts that illuminate practical links between local and global issues;
- » Values and attitudes - relating to social justice, human rights, and diversity;
- » Skills and capabilities - of critical thinking, communication, collaboration and action;
- » Experiences - of active citizenship in a globalised and interdependent society.

See: Taking stock of a Development Education project: 'outside' organisations supporting 'in-school' change. A report of the Developing Citizenship project (pub. 2006).

Global Learning and voluntary services

Volunteering opportunities

For volunteers a thorough induction is essential; embracing history, contemporary aspects of life - political, economic, social, and prevailing cultural factors and customs in the country they will work. In pretravel preparations, meetings with expatriates from the host country should be encouraged, or with a returned volunteer from the same community or region.

Other valuable ingredients:

- » Clearly defined and noted expectations on both sides.
- » Skills and expertise fitted to host community's requirements.
- » Commitment, resourcefulness, sensitivity to other cultures and an aptitude for teamwork.
- » Volunteering is not an opportunity to escape from reality - the motivation of volunteers is very important.
- » Relationship established between volunteer and key support / link person in home country before start of travel. This enables the emerging experiences and insights to be shared with the volunteer 'organisation', and contributes to the learning and educational opportunities thereafter.
- » Good health and vaccination against any endemic diseases.
- » Information, illustrations, family photos or artefacts that offer some insight into the volunteer's life back home - help demystify a volunteer to the host community and accentuates what they share in common.

- » Good maps, a 'Lonely Planet' type guidebook, camera, notebooks.

Volunteering in another country is a valuable, formative, sometimes life-changing experience. For the majority it commits them to the ethos of global development education, and therefore to the principles and practices of ESD. Many subscribe to the aim of building a sense of identity between peoples and nations, sharing ideas about and promoting actions necessary to inform people, and in turn eradicate global poverty and social and economic injustices.

Returned volunteers need guidance and provision of opportunities to use their acquired knowledge, skills and experience effectively in a range of ESD, Development Education and awareness-raising contexts. Their insights into a particular country and community lend an undeniable veracity and immediacy to our views of the world.

Essays from Latin America

DANILO BARAVALLE
ASSOCIAÇÃO BRASILEIRA DE INTERCÂMBIO CULTURAL
BRAZIL

Education for Sustainable Development

Education is a process that involves the acquisition of knowledge, reason, skill, ability and judgment; it is fundamental in order to permit the personal development and the integration of a man or woman into society.

I am Italian; I always lived in a so-called 'first world' country and had a certain kind of education. Now I have been living in Brazil for three years and I understand why the statistics say that the Brazilian educational system is plagued by many deficiencies and racial and regional disparities. The nation invests just 4.3 % of its GDP into Education and there is an average of 6.2 years of formal education (2002): Comparing these numbers to other countries, the lack of investment in education is evident (for example, the duration of public education totals 12 years in the U.S.A., 11 years in Ireland and eight years in Italy).

In spite of this, the government and public opinion are starting to consider education more and more important for Sustainable Development - any construction that can be maintained over time without damaging the environment; development balancing near-term interests with the protection of the interests of future generations - of the country.

This is evident in the Brazilian Constitution (1988), which states that "education is a right for all, a duty of the State and of the family"; the ultimate objective is the integral development of the human personality and the participation of people in the work towards common welfare.

One of the most evident problems perceptible in Brazil on this matter is the poverty of Global Learning: The education of the entire population is still not as widespread as in Europe, for example. Certainly, popular education is

considered a fundamental tool for individual and collective emancipation. But there is a large gap between the formal education offered in private and public schools, just as it is possible to see the differences between the rich and poor classes in society. Public schools are free and open to all, but they pose many problems and the teachers are often unprepared, poorly paid and unmotivated.

In this sense, only rich families can afford a private school so as to guarantee a good education and life preparation for their children, while a poor family normally views school as an obligation and simply hopes that their children finish school and find work as soon as possible.

To try to solve this problem, the Brazilian Government has created a special project called 'bolsa família' in 2004: With this project, every family with low income receives financial support for every child in school. The solution gained supporters in the whole society, because it mildly improved the social situation.

As far as non-formal education is concerned, one can say that it is very different between the two social classes: The affluent families can offer their children various activities such as music lessons, sports, language classes, art lessons and organised extracurricular activities, normally in a safe environmental and with structured rules.

But still in 2009, the majority of the population allows the street to take on the role of educator for their children: In this context, the group of friends with whom they play sports on the street is sometimes the base of their personal growth and has more influence than the teachers or family.

The work carried out by the NGOs in Brazil serves to facilitate the social integration of the excluded and disadvantaged young members into wider society. These social projects receive children and offer them a wide range of activities and workshops in which they can participate, encouraging cooperation, respect and the cultivation of self-confidence.

In my association, my work involves receiving young volunteers who come to Brazil to do voluntary work in those kinds of social projects for disadvantaged children. For that reason, I can see the importance of these actions that often represent the only alternative for a community in the camp of non-formal education.

To improve this work, it is more and more necessary to try to establish synergy effects and to promote dialogue between the main parties: organisations, population, educational choices and the government, at the local and international level. Only a real collaboration and cooperation could lead to improving the Global Learning of the population.

An ideal model of an educational system is missing, but it is possible to try to make the most of the local model. The social problematic and division in Brazil is one of the main causes of the difficult situation described.



The lack of awareness and knowledge about the real situation of education represents another risk. It is important that people who work with communication and media can use a clear and complete means of information to permit a widespread culture of global education. This will facilitate increased awareness of the importance of Education for Sustainable Development for the common welfare of the country and the diffusion of respect and responsibility into society.

People have to be empowered to act to effect changes in the problems that affect their lives, and Global Learning and education is a fundamental matter that allows them to become more aware of how an individual's personal experiences are connected to larger social problems.

VERA HERWEG WESTFAHL
UNIVERSIDADE FEDERAL DE SANTA CATARINA
BRAZIL

Education for Sustainable Development: some notes

The topic of education for sustainability requires reflection upon the society that we are and, even more, upon the type of society that we would like to be. Life, coexistence and world peace depend on this reflection and on our social, economical and political choices in order to ensure sustainability and a life full of meaning for everyone in this world.

Education for Sustainable Development – terminology spread after the Environment and Development Global Conference of the United Nations in 1992 – encompasses not only the dimensions of ecology and the environment, but also worldwide justice and the social and economical implications of the human-nature relationship. In this regard, we have come to understand that Sustainable Development is not effected only through political measures and decisions, nor only through the adoption and use of new clean and renewable technologies. It becomes effective through a worldwide change in people's mentality. However, minds are modified through knowledge and the diffusion of new concepts and new personal values. This process implies the integration of Education for Sustainable Development into formal as well as informal educational actions. Therefore,

the first aspect refers to a definition of the concept of Education for Sustainable Development; in other words, there has to be clarity and consensus about the need for an option and for a definition of the term given by the countries and their governments.

The second aspect refers to the creation of legislation to put Sustainable Development on the educational curriculum. In Brazil, a significant piece of legislation was the sanctioning of the Law 9.795 from 27 April 1999, which arranges environmental education, establishing the National Environmental Education Policy and other arrangements. In this law's Article I, environmental education is defined as: „the processes in which one and the community build social values, knowledge, attitudes and environmental conservation skills, as well as reaping the benefits of common use, essential to a healthy quality of life and its sustainability“. Also, this law indicates that environmental education encompasses all levels of education, both formal and informal.

Both of the aspects described above refer to the relation between rights and duties. As citizens, everyone has the right to a healthy life, which is necessary in order to accomplish environmental sustainability. In this regard, the fora responsible for political decisions have the main responsibility of acting to consolidate and put into effect these rights. As citizens who are members of the political body and society, everyone is responsible for ensuring and acting with the perspective of guaranteeing environmental sustainability. However, education is necessary for Sustainable Development.

Education for Sustainable Development requires a political system based on core values such as freedom of choice, political participation and social rights - these are the foundations of democracy. The completion of participative democracy, as a construction process, can make possible social justice and a system regulated in sustainability in all its dimensions.

Thus, another aspect, the third one, refers to Education for Sustainable Development to be anchored in clear and objective guiding principles. Some of the main, basic terms of these principles include democracy, participation, pluralism of ideas, cultural and individual diversity, interdependence between natural and social means, transdisciplinarity and critical reflection. It is up to each collective social group to define its terms, taking into consideration its historical, economical, social, political, cultural and environmental identity.

Formal and informal education have a main relevance in the construction and diffusion of these principles, because it aims at the formation of a culture grounded in sustainability, which covers and transcends the current political culture. Through the processes of formal and informal education it

is possible to take part in the creation of a mentality fostering sustainability. While formal education is established in the educational system, informal education has a large and diverse spectrum of possibilities. As a fourth aspect, informal education has a relevant role in education for sustainability, manifesting itself in community meetings and other types of developmental and socio-political training set up under the civil society, which encompasses collective actions, collective structured events and movements.

In the informal education field it is necessary to highlight the role of the means of mass communication, which, besides being information mediators, are featured as agents for development, because they have to give citizens access to information that can advance their political position in society. In addition, in order to be effectively disseminated in society and to play its role in education for sustainability, informal education needs to be an available alternative to be democratised.

A fifth important aspect refers to all types of denouncements related to environmental crimes, destruction of the natural environment and non-compliance to all legislation regarding environmental protection, and the violation of all types of human rights. The creation of a position to denounce still has to be developed. In this very field civil engagement has to be stimulated. Civil courage, not only as an individual attitude, but also, and mainly, as a collective subject (civil associations, social movements), is a political virtue yet to be widely stimulated and put into effect.

A sixth aspect can also be identified: the need for mediating institutions for the formation of a sustainability culture. These institutions, anchored in the principle of autonomy, have a prominent role in the consolidation of citizen participation and deliberative and participatory democracy. In this context, it is aimed at instances such as the environmental councils in Brazil.

Finally, the seventh aspect signalises for the creation of transversal policies (work, housing, income, professional qualification, environmental education) with the effective allocation of resources (financial, human, scientific, environmental, etc.) to ensure the feasibility of the policies. Ideas and initiatives become effective through the designation of resources for them. Then, two experiences started in Florianópolis can be pointed out: The Associação de Recicladores Esperança (Association of Recyclers Esperança) and the Cooperativa de Produção de Aquecedores de Água do Morro de Mocotó (Cooperative of Production of Water Heaters of the Morro do Mocotó); they will only succeed and continue if there is a transversal articulation between the policies and the assurance of resources for the development of these initiatives.

P. ZACARIAS NUNES LOPES OFM
FRATERNIDADE FRANCISCANA „SÃO PEDRO DE ALCANTARA“
FREI ALBERTO SCHOOL
SÃO LUÍS, MARANHÃO
BRAZIL

Global Learning in a Local Context

As an art teacher and Franciscan Friar I have been working at Frei Alberto School since 2005. This primary school is a non-profit social project in the sector of education at the periphery of São Luís, the Capital of Maranhão, federal state of Brazil. It was founded by the Franciscan Province ‚Nossa Senhora de Assunção‘ to offer high-quality education to children of families in situations of exclusion and poverty.

During the first two years, I worked as art teacher offering after-school courses to the pupils of the school. I have been the headmaster of the school since 2007. My job is not only to coordinate the regular school activities, but also to enable public actions and discussions concerning social problems and obstacles to education. Therefore, we promote integration of the school into the poor community to which the pupils belong.

In addition, I am part of the group of Franciscan Friars enabling the international exchange of young people coming to Brazil for one year, in cooperation with the German Mission Central of the Franciscans.

Frei Alberto School is a local project for Education for Sustainable Development. As Paulo Freire stated, „Education alone is not able to change society, but without education change is not possible.“

The social function of our non-governmental organisation consists of promoting human development by integral education. This kind of education contains the knowledge of the pupils' life circumstances and the consideration of the social context of their families as the basis of an educational process that includes learning and civil awareness. According to the ideas of Paulo Freire, school is a cultural space for all participants in the educational process as human beings. So all participants, pupils as well as teachers, parents and civil community, are equal, and work together without any discrimination, without violence and without any exclusion. School only fulfils its social function if all members of the civil community understand and accept each other as human beings and depend on personal relationships to all the others and togetherness as the basis of common development.



School as a cultural institution has to form citizens aware of ethical values and orientation to fight for a world of justice, togetherness and dignity of all. School has to reflect on its practice to adapt it to the social context, including economic, political, social, ethical and religious aspects founding a connection between theory and practice. All professional at our school take part in the process of development of educational practice on this basis, focusing on the pupils and their families.

The activities at Frei Alberto School consist of various forms of acting out, feeling, discussing, viewing and understanding the world as well as the human being and its fellow man, of individual life and shared life, considering the inclusion and integration of the pupil into society. This way, pupils are subjects and creators of their own process of education. The curriculum consists of activities enabling intellectual, motoric, mental, emotional, social and transcendental experiences to stimulate pupils to develop themselves and their personalities to become good citizens.

Our society as characterised by social, racial and economic inequality needs human beings who not only speak, write and read in a mechanical and uncritical way, but use these abilities to understand the relationships of this society. Frei Alberto School offers its pupils a high-quality education by a daily programme in and out of classes that can lead them to awareness of their own reality, to a greater vision of the world and to a sustainable process of training for being citizens. To do this, Frei Alberto School offers a form of education demanding the efforts of the pupils and supporting them to get access to human heritage and to awareness of the world, to participate in constructing a society more just and humane, without discrimination and violence.

Based on the ideas of Paulo Freire, a school cannot only teach reading and writing as a technology to use mechanically and uncritically. The challenge is to qualify the pupils to be citizens with critical consciousness who are able to understand and change the reality of their society.

RALF RICKLI
TROPIS
BRAZIL

Sustainable Development: Who can teach this? Who needs to learn?

Synopsis of contribution to the 'Global Learning, 'weltwärts' and beyond' conference (Bonn, 27-29.03.2009)

Ralf Rickli, pedagogue and writer, general coordinator at the TROPIS association for cultural and social development (Sao Paulo, Brazil - rr@tropis.org)

1. Global Learning and Education for Sustainable Development

If Global Learning (GL) means learning how to live as citizens of a world as one, it is a most urgent task.

Actions for relief are also urgent by their own nature.

However, when we come to the concept of Education for Sustainable Development (ESD), a whole series of questions arises. First of all: why is it being proposed?

Let us assume the proponents believe that development is the best remedy and / or prophylaxis for endemic hunger, disease, discomfort, limited possibilities for learning and personal development in general - so that in time it could make relief actions unnecessary.

No one would ever question the appropriateness of such aims - nor that they be pursued in a sustainable form, for what would be the point of building anything unsustainable? It would be just wasted work. So, sustainability is such an obvious quality in anything worth working for that it should be unnecessary, in a reasonable world, to mention it as a desirable quality.

So the great questions are: What is, concretely, this miraculous thing 'development', capable of solving such age-old human problems? How does it achieve its aims? And most important: Does it really achieve those aims? Do we have positive examples?

And here it seems we run into problems: no doubt one can point to beautiful local-level examples here and there, but the only statistically meaningful examples of 'development' are what are known as the 'Western' or 'Northern' modern societies. They are the only thing we have as reference to understand what 'developed' may mean. But unfortunately, their development has never ever been sustainable!

First of all, it has never been ecologically sustainable: It is true that only in the last decades the general humanity's footprint has become bigger than the planet, but we have been approaching that fate since the very beginnings of the industrial revolution, at least. Every developmental step accomplished by Europe, the USA and other 'developed countries' has been a step towards the present-day planetary ecological disaster.

It has also been an economically, socially and politically problematic development all along. It is plain nonsense to expect that the competition paradigm can produce winners with no losers, gain without loss, richness without poverty on the other side - which is the case both on the global and the local scale.

Globally: In 1300, Europe and Africa were not that different. The gradual building up of wealth in the North in the last 600 hundred years would have never happened without the simultaneous gradual impoverishment of the South; they are simply two sides of the same coin. And the unsustainability of the South is the price, thrown on others, of the apparent sustainability of the North (and that is, by the way, the core question of the whole immigration problem).

In general, the very existence of money is but a systematisation of the winner-loser relation-ship. Money would not buy anyone's work, no matter what kind of work, if everyone had the same amount. The present crisis is no doubt intentional: it aims at re-establishing a convenient rate of poverty in society; otherwise, money would no longer represent power. And it seems it really does not matter to the ultimate power holders that so much human suffering is going to come about with this - not only in the South but also in the USA and Europe themselves.

We could well say: Since the beginning of the capitalist project, some few have succeeded in keeping society stable in an unstable condition for their own benefit - and that is the only kind of 'sustainability' capitalism has ever known.

Thus, ecologically sustainable and socially fair development has not been accomplished anywhere so far. Therefore, the question remains: who is able to teach how to achieve it?

So I can hardly see any sense in the expression Education for Sustainable Development - unless it means something far more daring or radical than it suggests at first: building together a new project for the world, which would necessarily be a compensatory or distributive one - leaving one to decide further on whether the word 'development' is still appropriate for that.

This is, however, more a political question than an educational one - but in the sense that politicians, public administrators and the general population need to receive intense conscientisation (to use Paulo Freire's classic word, meaning 'awareness building') about the overwhelming global need to break with the present-day order. No education through which present-day society reproduces itself - even European society - can ever be an Education for Sustainable Anything.

Mission impossible? It looks like it. To begin with: who in the present-day order would be willing to pay for the work of teachers who intend to radically transform the present-day order? And this is by far not the hardest question. One must also ask oneself how to convince people, in midst of all present comforts, that rethinking this entire way of life would also be better for them in the long run, and how to motivate

people to stop selling their own humanity for so many unnecessary comforts.

Could the present crisis help to wake people up, bringing about consciousness about the real nature of the system? Perhaps - but who of us is prepared to convincingly translate the real and disturbing meaning of such facts to wide numbers of people? People like us were not able to do it in the 1920s and allowed the rise of untrue but convincing nationalistic explanations. Is there still time to discover what the conscious people's mistakes were at that time, in order not to repeat them?

So, a real, authentic Global Learning movement is no small challenge in today's reality. It can only mean coming back to a utopian or prophetic dimension of education we once talked about, prior to accommodation of our once contesting movements as a perhaps too institutionalised 'third sector'.

Within this movement, we could say that a real, radical Global Learning project would automatically be an ESD project - but an intended ESD project that is not a radical Global Learning project would be only the carrier of an empty name and would not at all represent any real Education for Sustainable Development.

2. Global Learning and voluntary services

Southern countries are in an extremely diverse position regarding their possible need for technical cooperation. Brazil, for example, is technically self-sufficient; if appropriate techniques do not reach a place, this is an internal political and / or economic problem, not a lack of technical possibilities.

Of course, there are countries that may still benefit from external technical cooperation. I dare to suggest, however, that it would be healthier that this comes by means of South-South co-operation in most levels - except for financing. For historical reasons, it is fair that the North help finance the improvement of life in the South, profiting from it only morally.

I do not mean to exclude all direct North-South technical cooperation on a voluntary basis. One kind of people might be welcome for that: experienced professionals, in specific project tasks, and not their young apprentices, unless they are working together with the former, under their guidance.

But I also do not mean that Europe should stop sending its young people to the South! On the contrary: paying their young people to spend some time in poorer countries is one of the best things European countries can do for the world! We just have to be clear about the reasons for it: not for teaching; not to save or even to help the natives; but rather to experience the real life of other peoples; to experience to live together, in real situations, not in resorts or hostels. Of course this should involve a certain degree of cooperation, of working together - but again: not to teach, not to help, but for the experience of togetherness.



Why? Because if a sufficient number of Northern people learn to recognise and respect other peoples' full humanity, that is indeed something that can change the world. That does de-serve the name Global Learning - and it is perhaps the most significant thing the people in the Northern countries can do for global sustainability.

JOSANIDIA SANTANA LIMA
LAVIET - UNIVERSIDADE FEDERAL DA BAHIA
INSTITUTO DE BIOLOGIA - DEPTO DE BOTÂNICA
BRAZIL

Synopsis on relevant points concerning Education for Sustainable Development

The United Nations Educational, Scientific and Cultural Organisation - UNESCO - was designated by the United General Assembly in December 2002 to lead the Decade of Education for Sustainable Development (DESD 2005-2014). The DESD goal is to integrate the principles, values and practices of Sustainable Development into all aspects of education and learning. ESD means changes in behaviour towards environmental integrity, economic viability and a just society for present and future generations.

Man always saw nature only as a resource to be used for his welfare but as lacking respect: Now is the time to change. We need respect: respect for others, respect for nature and its resources, respect for life (fauna and flora), respect for the planet, respect for the unknown.

We all must adopt new behaviour and practices to secure our future. That is a very complex and far-reaching undertaking because it touches on many aspects of the life of the world's population with environmental, social, cultural and economic implications. How does one manage it? The overall goal of the DESD is to integrate the principles, values, and practices of Sustainable Development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future.

ESD is about learning to: 1) respect, value and preserve past experiences; 2) appreciate the wonders and the peoples of the Earth; 3) live in a world with sufficient food for everyone; 4) assess, care for and restore the state of our planet;

- 5) create and enjoy a better, safer, more just world;
- 6) be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

Education for Sustainable Development has to be implemented universally, involving the integration of the principles of Sustainable Development into a multitude of different learning situations. The traditional educational scheme must be broken down. The DESD will promote:

- » Interdisciplinary and holistic learning rather than subject-based learning;
- » Values-based learning;
- » Critical thinking rather than memorising;
- » Multi-method approaches: word, art, drama, debate, etc.;
- » Participatory decision-making;
- » Locally relevant, rather than national, information.

The Decade's goals can be broken down into four key objectives:

- » Facilitating networking and collaboration among stakeholders in ESD;
- » Fostering greater quality of teaching and learning of environmental topics;
- » Supporting countries in achieving their millennium development goals through ESD efforts;
- » Providing countries with new opportunities and tools to reform education.

Organisations and individuals can be actors of the global movement for Sustainable Development. How can nations implement DESD goals? Sustainable Development and related educational processes will vary from context to context. It is UNESCO's role to improve access to quality basic education, reorient existing education programmes, develop public understanding and awareness and provide training.

Education for Sustainable Development is a new way of looking at life, of looking at man, his environment as a whole and his relationship with the environment. It is the breaking of paradigms. ESD is the belief in a new context and in a new reality. Everything we understand and believe that exists, everything that we recognise as good or bad, beautiful or ugly comes from values that were developed and taught. These values were determined by the way we exploit natural resources: disconnectedly and even disrespectfully. We did not learn to perceive our environment as a whole, we did not learn to recognise ourselves as a component of the whole, but we consider ourselves the main actor, who has the right to exploit. It is as if the whole universe were here at our disposal. This practice of exploitation is stimulated by a false sense of happiness that consumption causes. This culture of consumption was developed, dis-

seminated, implemented and encouraged by the principles of an economy that is now bankrupt. That is why our planet is destroyed and people have become dissatisfied and superficial. It's time to change this attitude, these values.

We have to unlearn a lot, and this situation provokes a sense of insecurity. We need courage and a lot of confidence. In any case the path of change can be facilitated with the logic: we cannot go far if we continue with this way we have taken up to now. Changes are mandatory. We have destroyed almost everything. The water, air, soil and food, among others things, are contaminated. Human relationships are characterised by extreme competition and ego. We have focused on science and technology and intensive fragmentation. We need now to consider the whole, which is more than the sum of its parts. We have to bring in the excitement, the admiration, the respect, everything that is subjective and cannot always be measured or separated. It is time to integrate, recovering our less fragmented past;

it is time to consciously admire the beauty of nature and learn from its maintenance processes. It is time to understand and respect the culture of each people and the reasons for its habits and behaviour; it is time to develop a sense of responsibility for our planet. It is time to contribute to a world more fair and equal; it is time to be conscious and aware citizens, exercising our duties and accessing our rights. This is a new education, Education for Sustainable Development.

ORAIDE MARIA WOEHL
INSTITUTO DE DESENVOLVIMENTO SUSTENTÁVEL KRASS AMBIENTAL
(INSTITUTE OF STRATEGIC AFFAIRS FOR SUSTAINABLE DEVELOPMENT KRAS ENVIRONMENT)
BRAZIL

Sustainable Development and Education

The Institute of Strategic Affairs for Sustainable Development Kras Environment or simply the Kras Institute is a private non-profit institution. We operate in projects on environmental and social work through non-formal education, or education that is offered through the experience, exchange of experience and the sort of actions that can contribute to the good of all.

In our work we seek to understand the importance of our own actions for Sustainable Development within and outside the academic world, promoting seminars and lectures. We believe that education is the path to Sustainable Development. Our effort is focused on the dissemination of simple yet effective ideas, especially with regard to environmental issues such as nature conservation, waste and water, and rescuing the dignity of poor families through work, making them independent from political power.

Our purpose in relation to Sustainable Development is education. Our actions are directed towards the acquisition

of knowledge for the development of work for environmental conservation, especially for education. We are a team of professionals with training in different areas: forest engineers, psychologists, biologists, chemists, business managers, environmental engineers, teachers and other specialists. We seek to integrate our projects into the daily lives of the people for whom these projects are developed. Thus, we can say that we seek knowledge of the reality in which people live. After surveys were conducted on the areas where we will act, we have often talked to people to know exactly what they expect from us. We believe that the best way to work with successful, visible results in the short term is to seek the participation of the people involved. Our role as educators is not limited to a classroom. We seek education in the daily lives of the people. We participate in a moment of reality in which they live, on which our work is focused. We seek people within communities who have knowledge that can contribute to the learning of all, especially when it comes to developing the work and potential for local development.

We are currently working in very poorly developed regions within the State of Paraná, Brazil. They are small towns with various environmental and human problems. The use of water and plan for management of water resources is the main problem we have to resolve in these small towns. There are also problems with the allocation of waste. Especially in these cities, there is a much more serious problem, which is low pay. We're talking here about families who have no formal studies. Entire families are suffering with the difficulty of finding a job with adequate pay, compensation that can guarantee the purchase of food. We have noticed that most these cases are families with more than ten children. These people did not know about birth control. Thus, with the large number of children, there are difficulties that range from adequate food to the difficulty of keeping them in school. These people cannot usually obtain a good qualification or good jobs, thus getting a salary deficit. This perpetuates the cycle of deprivation, and difficulties remain.

Our projects are formulated in order to rescue these people at the social level with employment and especially education. But we are not talking about a formal education that schools provide. We are talking about an education for life for these people. Such education should cover issues such as self-respect. Such education should qualify people for the job and establish links with local development, but in a sustainable way. Thus, we seek assistance from the government and government agencies, and through lectures or courses, to increase knowledge and improve levels of education. In the city of Cerro Azul - Paraná, for example, an association of collectors of solid waste was formed with the aid of women, mothers of more than ten children, who had no financial resources. Many of these women are widows or women abandoned by their husbands. Some of these women provided the food for their children through prostitution.



Without qualification, and with a low education level, they were left with no alternative. Our surveys in the region have economic potential regarding solid waste, which could be recycled, but the workforce is needed for your organisation. Thus, the mayor of the city provided a space, a shed for the storage of paper, glass and metals, which can be separated for sale to recycling companies. The city also provided a truck for transporting materials, and we followed the educational guidelines of order: to develop the self-esteem of those involved in the project through lectures. We focused on how the material should be collected, stored and sold and how the income of households could increase to more than 300 %. The response was immediate: the families have been given enough to eat. Women have stopped resorting to prostitution to support their children. Talks were held focusing on methods of contraception. The children that were forced to work from a very young age to help with the household budget are now attending formal schools. We expect this to break the vicious circle that had formed.

We believe in education. We believe not just in formal education, but in guiding education for life. Another of our goals is to organise local productive arrangements. We are looking for partners within the communities who may have some special ability that ensures some economic yield. When we see this kind of potential, we get a system of marketing what is produced, so we all win with the fact that we minimise the costs of production and transportation. Thus, we seek the creation of productive clusters. But we know that people need to be trained with a degree of entrepreneurship. That is, people need to know how to produce and market knowledge. Thus, another example: In the same region of Parana, known as the Ribeira Valley (in the Ribeira River), which concentrates a large population with a human development index well below the desired level, many people find and shelter honey bees. The region, it must be said, is a producer of citrus fruits. To improve the pollination of fruit trees, bees are used. Thus, addition of fruit, the population has honey production, which is sold through other another organised association. We know that people's skills are developed from the knowledge they acquired, or it happened because of the education they received, and that guarantees them an income in a sustainable way. We especially believe that Sustainable Development is required

by the economic factor, because when people have financial resources to maintain, they can maintain their self-esteem and seek growth alone, dignified, with their own potential. We also know that many of the projects we have coming up have the problem of lack of resources. It is often when we do our work voluntarily. But we are sure that the involvement that we undertake in those works will certainly also involve the desire we have to see people more happy and cared about. And when we bring about development, linking it to environmental conservation, we feel we made a difference and we believe that in doing our part, we are contributing to a better world, more decent and humane.

RODRIGO HUMBERTO CERDA CANDIA
C.F.T. DEL MEDIO AMBIENTE (IDMA S.A.)
CHILE

Education for Sustainable Development in Chile, a look from Technical Education

To move toward sustainability, the world should engage in profound changes in lifestyles, development and thought and knowledge. All these changes are related to educational processes that promote public awareness, well-informed citizen participation and capacity building so that people know how to make decisions on all matters pertaining to their quality of life.

This challenge, in particular in Chile in the last 20 years, has been creatively addressed by many NGOs and civil society organisations. Thousands of experiences were carried out on solid waste management, education, in the field of cleaning up cities and rivers or tree planting, etc. These great efforts have achieved a greater awareness by society as a whole. The country now clearly has a significant environmental awareness. In general, there is greater participation among the community in the defence of their quality of life.

Undoubtedly, one of the greatest achievements of the environmental NGOs in recent years was to achieve a real awakening of the community regarding the protection of their environmental rights. Currently, it is difficult to conceive an industrial, mining or energy project without the active participation of the community in protecting their environment. Today, there are also many environmental conflicts arising from this increased awareness.

These are the positive aspects of the role that environmental organisations have played in building a greater collective awareness, improving the country's environmental institutions, bringing about better regulation, promoting the use of cleaner technologies and to encouraging a more active participation in the defence of civil rights, etc.

All of these developments, while important, have not yet succeeded in generating the need for a deeper change in our lifestyles. This is because we have lacked an Education for Sustainable Development, which achieves more

profound changes in society and especially impacts the authorities and economic groups and brings greater changes.

The challenge of Education for Sustainable Development for our countries (Latin America), is to take its own approach that recognises our structural weaknesses. We have based our countries' 'development' on an intensive use of nature, where structural factors of poverty are associated with unresolved health deficiencies (access to safe water, sanitation and waste management), where there is an unregulated urban growth that leads to increasingly large cities, and where climate change will have severe impacts.

In our region the Education for Sustainable Development is also facing an educational structure that has failed to modernise in order to form a more educated population according to the requirements of this century. Our quality parameters are extremely weak with respect to OECD countries, our educational systems in general are outdated and unprepared for the changes required for Sustainable Development.

Currently, to address the challenges that promote Education for Sustainable Development in our countries (poverty reduction, gender equity, health promotion, conservation and environmental protection, rural transformation, human rights, intercultural understanding and peace, sustainable production and consumption, natural and cultural diversity, information technology and communications), we must establish a clear strategy for each level of education. In this article I will refer particularly to the challenges of non-university higher education.

If we further analyse higher education in the case of Chile and in most countries of the region, we will see a growing number of professional careers, the existence of an educational supply that tends to be mainly professional and non-technical, an inverted pyramid. This explains, in large part, our inability to tackle our environmental problems more comprehensively and at all levels of complexity.

This problem manifests itself most strongly in the most vulnerable areas of our country: in the urban poor municipalities and in particular in the rural municipalities and communities, where the problems of development and its environmental and health referrals are more severely concentrated and where there are no technical skills to address these problems given the technical and financial shortcomings. These poor communities have low rates of health coverage, high levels of pollution, waste dumps and low coverage of drinking water. They are environmentally vulnerable areas with low development level and that depend on municipal structures with low capacity in all areas (education, health), but particularly on issues dealing with Education for Sustainable Development.

To address these challenges, the professional and technical capacity of these municipalities are very weak, poor or non-existent due to the lack of municipal budget, because

the environmental authority does not reach the local levels and because there is not a community with skills to manage these problems, such as those more common in water management in rural communities.

Our challenge is to balance or build a new pyramid for Education for Sustainable Development. This must be built on a large base, formed by a sensitive and educated community for the new challenges. Second, we should make great efforts to become 'environmental technicians' to address issues of energy, water, organic farming and management of waste. There must be technicians who can support the work of the poorest municipalities and vulnerable areas. Third, our pyramid should be formed by professionals and specialists, all kinds of experts who support the new institutions to address the issues of greatest complexity.

This therefore poses a challenge for Education for Sustainable Development: to encourage policies of higher education that promote the training of technicians in the environmental field with specific competencies to address the present and future needs and challenges of our countries.

FRANCISCA SCHNAKE CHILE / GERMANY

The 'normal view' is often used to support the impression of realism, authenticity and objectivity of the cinematic presentation on a film language level.

[Classic definition of 'normal angle' in the film language]

I have lived in Berlin for six years. My husband is German and we have two children, one of which was born in this beautiful city. For all these reasons, studying here is part of a much larger and more complex project for me.

I have now resided outside of Chile, my country of birth, for more than 24 years. The exile took me to Rumania, France, Spain and Mexico; later, for family reasons, I moved to Argentina and Germany. Here, I completed a Master of Intercultural Education (FU Berlin) and am presently doing a doctorate at the University of Kassel on the topics of political migration, childhood and resilience.

The experiences gathered in the countries I have lived in differ enormously from one another. Both because of their heterogeneity as well as the very different circumstances that brought me there and my age at each stage.

In my role as a foreign student I have had intense experiences that I will always take with me for the rest of my life. Many of these experiences have been negative, sad and frustrating. I have learnt important lessons from them and I believe that they have made me more sensible towards the problems to which I wish to dedicate my efforts the day I am finally able to begin my professional life.



Lack of Recognition:

On one hand and on a strictly administrative and formal level, striving for a valuation of (academic) titles sometimes takes on an outright humiliating character.

On the other hand and on a more subtle but infinitely more devastating level, it is impossible to be recognised as an 'expert' on certain topics, being instead perceived and treated as a threat and not as an opportunity, especially by people who hold a certain amount of power within the institutional framework in which I move.

Racism and Exclusion

'Alltagsrassismus', or everyday racism, is an especially serious problem. I feel that since the establishment of the European Union, the discourse, the politics and the physical barriers against the entering of millions of immigrants, this racism, has been brutally assimilated by the bakers, the teachers, the university professors, the saleswomen, the neighbours and all the links of the human chain that I deal with everyday.

Despite my daily and consistent efforts to integrate, I feel that it will never be enough. A basic element is missing: the simple joy in presence of the other, to perceive him or her as 'persona grata'. I don't feel welcome, merely tolerated.

Being exposed to this sort of experience is not necessarily devastating. One can learn to develop an attitude that permits, albeit the torment, to unfold one's internal resources and to find the adequate social support to analyse the available external resources.

Who has helped you do that and how could it be improved?

I have found support in many people and institutions in Germany. What they all have in common is their attitude toward me. In trying to define it, three adjectives come to mind: authenticity, naturalness and normality.

If I am capable of understanding that I look at the other through my own lenses, that is to say, from my personal experience, without perceiving this as a constraint. In this

way, I am authentic. I look at myself and allow myself to be looked at; I accept my own vulnerability. If, besides all this, I strive to elect a “normal” angle – which in cinema is no different from that of the human eye – I am able to perceive the other with respect and build confidence.

These attitudes have caused in me an invaluable and comforting sensation of security, whose more direct consequence is to unfold the internal potential on which I rely, and with it the conquest of a valued and cherished autonomy that permits me as a foreigner to feel like a citizen with full and equal rights.

I believe that to learn to create and to offer these networks is fundamental for healthier interpersonal contact in the world. The number of displacements of people in the 21st century increases while the conditions for reception get worse. Solidarity and respect form the basis of a valuable exchange, of true integration.

And what do I bring / offer?

I bring in my suitcase intercultural competences and resilient tools acquired during my migratory experience.

I acquired ‘classical’ intercultural competences such as language(s), adaptability, empathy, flexibility, knowledge of other cultures, communicative skills, and willingness to intercultural learning, as well as other more specific skills that are connected with the exile experience, such as a different family concept, redefinition of (social) relations, a new world map, global thinking, the ability to model the other groups (influence), prudence and anticipation (to foresee situations).

It is with pleasure that I share my experiences; I try to generate awareness and conscientiousness among my peers. And I will give even more after I complete this challenge.

LORETO SCHNAKE-NEALE
CENTRO DE ESTUDIOS CIUDADANOS
(CENTER FOR CITIZENS STUDIES)
CHILE

In Chile, the ESD is not a consolidated reality. There have been public and private efforts emerging; however, they are insufficient. The role of the education system is still weak and unclear on this issue and the efforts of civil society organisations have been isolated; they have not received adequate support or had the necessary influence in society. The global perspective is far from being considered in the plans of formal and informal education.

If we understand education as a pedagogy on cultural transformation toward sustainable societies, the challenge of education in Chile is to rethink itself and work according to the democratisation of environmental knowledge, the

construction of an ethic of collective human action that promotes the training of participative, solidary and empowered individuals and communities, able to act to build their future according to their own ways, abilities, dreams and cultural particularities.

In Chile, as in Latin America, there has been no really broad and deep discussion on the scope and characteristics of Sustainable Development. In such circumstances it is important to establish mechanisms for international cooperation to promote discussion, exchange of experiences and knowledge, and policy coordination to enhance the programs of Education for Sustainable Development with a global focus.

I’ll take as an example Education for Democracy, an essential component of Education for Sustainable Development and a prerequisite to finding viable solutions to our common problems. In the last decade in Latin America, we have seen efforts to promote the development of a political culture of greater breadth and depth of democracy through the promotion of ‘citizenship education. The States recognised the need to develop a ‘democratic culture’ to support democratic political reforms, and they began to consider human rights education, peace education and conflict resolution, anti-racist and intercultural education, environmental education, global education, and education for gender equity as a part of education for democracy. In Chile, NGOs are primarily those who have worked since the days of military dictatorship to incorporate these themes into the public agenda and to implement these goals by developing citizenship education programs with the support of international cooperation.

More recently, the Organisation of the American States (OAS) has also played a significant role in the region in promoting education for democracy. At least since the Second Summit of the Americas held in Santiago de Chile in 1998, many provisions have been enacted to provide care to ‘democratic values and practices’. Meetings were also held with participants from governmental and nongovernmental institutions throughout the Americas to share knowledge of the best practices internationally and to exchange ideas through analysis and discussion. However, given the paucity of rigorous evaluation and empirical evidence, there are doubts about the outcome of the implementation of these curricula.

With the return to democracy, the Chilean government defined the reversal of the strong influence of military authoritarianism on our social structures as a priority in its agenda. However, actions in relation to the educational system have been insufficient and sometimes contradictory, which brings into question the effectiveness they have on the values and attitudes that young people develop. The Ministry of Education has developed rather contradictory actions in relation to the citizenship education of young

people. Seeking to give relevance to the education of democratic values in young people, the government introduced citizenship education in the cross-curricular objectives for secondary education. The result is that the issue has been left to the discretion and availability of teachers who do not have the time or resources to address it. Moreover, the work done by some NGOs at the beginning of the Nineties to train teachers in human rights education was developed in isolation and failed to reach its goal.

If we focus on education for gender equity, we note that a culture of equality between men and women has also not been developed despite the important contribution of many NGOs and the significant government measures that we cannot ignore, such as the promotion of equality policies and strategies and educational practices for the promotion of equal rights and opportunities between the genders and the elimination of violence. Democracy is still not complete.

If we want to contribute to the training of individual and collective competencies in the sense of global solidarity, promote respect for other cultures, other lifestyles and world views and find solutions to common problems, the globalisation of democracy and the democratisation of globalisation must be key goals of Global Learning.

An important precondition for developing a viable strategy for sustainable global development is the political action at the local and regional level in each country. 'Think global, act local' is a meaningful challenge for everyone and requires political action and education for democracy if we want to empower people to gain influence and mobilise to these ends. The chance to influence political decisions has thus been strengthened. Paradoxically enough, the sphere of political influence has been narrowed. At the same time, as democracy is more widespread than ever before, it has also become shallower and weaker.

Equality between men and women has a decisive impact on the social, economic and political development of communities; it must always be one of the basic preconditions when we seek solutions to global problems such as poverty, environmental degradation, security and migration. The principles of Democracy and Human Rights are universal and indispensable conditions if our common answers to the problems are to win acceptance and work in practice.

In 1995 I created the NGO Center for Citizens Studies and we developed the project School Women Citizens of the 21st Century. It is an educational programme for a democratic culture of citizenship and gender equity for women with limited resources, with the participation of volunteers from Germany. The program aims to deliver knowledge, to develop competencies and give tools for action. We promote the exercise of rights, citizen participation and the training of individual and collective skills for world solidarity.



In our experience, the workplace for young volunteers should allow them to integrate into the routine of the communities they work with to get to know and experience their lifestyles, their needs, their visions of the world and their communication codes. This will also contribute to contrasting the theory and any idealisations about the local reality. Ideally they should be integrated as a team member of the organisation, to live under the same working conditions of their hosts in the South, on the one hand and, secondly, to contribute with their views on the issues to be developed from their knowledge and experiences in the North.

JORGE IVAN HERMIDA
ICYE
COLOMBIA

GLOBAL LEARNING, WELTWÄRTS AND BEYOND

Education for Sustainable Development

We should start by saying that social inequality and poverty are fundamental reasons for the low level of progress in education development in general in Latin America.

It is absolutely clear that education should be a priority of the governments in every single country in order to assure a better future and equal opportunities for everyone, especially in developing countries.

Unfortunately, recent studies say that the percentage of young people who have access to education in Colombia is just 52 %. And our statistics are not very far away from the reality in most of Latin American countries.

It simply shows us that our governments have not advanced or have not even made the minimal efforts to create or include education in their agendas as a priority of the governmental programs.

Presently we should be discussing and debating the improvement of the educational system and better conditions for students, creating access to proper education for all children and young people who live in rural areas, in the jungle or even in the mountains. But at this point we first have to

see what is happening with the 48 % who are not receiving education at all.

Now, considering the lack of compromise and serious actions taken by our governments regarding education, Education for Sustainable Development is an important way to rethink solutions and alternatives for all stakeholders in this process.

Youth, institutions, media, business sponsors and governments all have the chance to work and think together in different forms to achieve sustainability through negotiations, input and discussions held by all actors in the education process. It is absolutely clear that because each one of the stakeholders has a different point of view, reality and vision of sustainability, this specific situation makes the process of finding solutions very interesting. This process can be an important exercise where the process of learning from each other, the capacity of understanding and contributions from all parts must yield important results that will strengthen processes, taking into consideration that participation from all actors is fundamental and essential at this point.

The most important thing is inviting all stakeholders to participate actively when we are talking about sustainable education; visions, interests and priorities might be different from all parties involved, and this is where promoting dialogue, negotiation, and the learning process of working together have to be the tools to achieve positive results.

Determination in participation in the process is fundamental to getting results, empowering and encouraging people to make them understand about working together and looking for balance between personal and collective interests that are basically the essence of ESD.

Considering that for each nation, country, town, cultural group, society, or individuals, the significance of sustainability depends on their cultural background, reality and values, and understanding the complexity of differences in ultimate interests, working toward sustainability would be a great exercise to make people think about a better future for themselves and generations to come, help people examine their own perspective, opinions and reality, and make them think about economic, environmental and social sustainability.

Finally, it is a complete challenge when we have to think about finding solutions and alternatives from our own reality and perspective. Being that each one of us is part of the process of compromise, everyone should be involved in the development and improvement of the quality of life today and in the future.

DARIO SOLANO
CASA DE LA CULTURA DE HAINA
DOMINICAN REPUBLIC

ESD: Culture and Local Development

The environmental question is one that goes beyond any one school of thought. It is universal. Both urban and rural, these spaces of socialisation – streets, patios, parks, churches, neighbourhood clubs, festivities, gymnasiums – serve to strengthen ties of solidarity whose messages invoke the values of environmental protection and the education required to instil it.

The cultural dimension of Sustainable Development should be considered from various social spheres. It should be holistically integrated into its reflections on the content of its teaching with regards to the environment. In order to produce change in habits and ways of life, culture should be the primary focus. The formation of this sort of 'cultural citizenship' is what will further the transformation and development of human beings and their way of life.

A local approach to development is of vital importance and should be prioritised. Sustainable Development Education must be considered from the perspective of an articulation based on citizenship through community organisations that promote awareness at the local level.

Many different kinds of organisations and associations such as: feminist, ecological, student, worker, neighbourhood - in conjunction with the education system – demonstrate the potential of an alliance to combat the deteriorating environmental conditions, as we face an evermore urgent planetary call for aid.

There is an urgent need for re-evaluation and updating the school system's curriculum so that it takes into consideration the socio-cultural realities of the present. These improvements imply an educational responsibility and engagement in stimulating and generating a 'conscience of the citizen'. This process would emphasise a decentralised approach and would promote a pedagogical discourse of revalorisation of human activity beyond far-fetched apocalyptic messages.

It is through organised community activities, most especially in the often ignored areas such as art education, drama, painting and poetry that we must promote creativity through workshops. These various artistic mediums will serve to valorise our neglected Mother Nature so as to promote the preservation of our natural resources (land, water, air) and to forge a new ethics based on a genuine respect for the environment.

I have had the misfortune of experiencing first-hand (to the point of becoming accomplice and witness) the nefarious effects of a certain kind of 'development'. This so-called 'development' implies an industrial production that damages the environment and threatens our livelihood. In Haina (Santo Domingo, Dominican Republic), my birthplace, I run and teach in an alternative learning centre that focuses on artistic expression. Paradoxically, less than 3,000 kilometres away is a community named 'Paraiso de Dios' (God's Paradise) that has been turned into a foundry of lead and battery factory. Its scoria is left in the open air, leaving the citizens exposed, and thus causing a tragic situation for the health of its community. There has been a direct correlation between the negative effects of such a contamination and the decline in health of the youth, resulting in a drop in the quality of their schoolwork and weakening of their capacity to assimilate to school codes. Haina, my hometown, has been nicknamed the 'time bomb' or the 'Chernobyl of the Caribbean'. It has a population of more than 120,000 inhabitants and today it is one of the five most contaminated cities in the world.

A more analytical, engaged and creative approach to education is required in our present-day world in order to guarantee the right to life and to contribute in the efforts towards the construction of a new type of citizenship. It must integrate the tools and educational methods that coincide with an involved teacher training program. Open to the entire community, ESD takes a horizontal approach, acknowledging that the world is evermore media-oriented and all-encompassing. Its premise takes into account that our natural resources are becoming more limited every day and that their significance is the most vital for all of us who share this planet Earth.

With this new phenomenon of Sustainable Development Education as a resource and tool to be used within the more general education system, there should come a new spirit of citizenship. The sensitivity and commitment to the making of a better world is founded on sustainability. This commitment demands foresight that will facilitate prevention as well as stimulate the flow of information and serve as a warning to the community. It will advise the members about the different kinds of production and teach them how to identify those that have negative effects on human development. Hopefully, these teachings will enforce the idea of our shared obligation to improve our relationship to the environment. The importance of ESD is exemplified by its flexibility, as a method that does not conflict with other methodologies or strategies. Where the academic, public and associative worlds could show resistance, ESD's spontaneous actions and advances have proven able to bend and flow within many spaces. The implementation of an education of Sustainable Development has transcended the older generation of classroom education and has opened the door to a new generation. It is one of critical conscience



that promotes cultural values striving towards a new social and environmental balance.

Education takes into account the quality of life of a community. Its main concern is to generate human development, assuming that the ultimate goal of development is the well-being of the members of the community. It requires mobilising these members - as participants - requiring them to closely observe their environmental surroundings. This will, ideally, develop their sense of belonging to an ecological and social niche.

Rosalyn McKeown expresses in the Manual of Sustainable Development that ESD "is more than a foundation of environmental, economic, and social knowledge. It also considers the different skills, perspectives and values that guide and motivate people to seek more sustainable and democratic forms of livelihood. ESD also requires the study of local and global problems when they are relevant to the situation at hand."

Academic reflections serve the important role of voicing the problems, experiences and proposals for change that may pave the way towards new, more effective methods of Sustainable Development.

Translation, Laura Bini Carter

MARIANA ROCIO TORRES
BEGEGNUNG UND SOLIDARITÄT E. V.
ECUADOR

Global Learning and Voluntary Engagement

The activity I want to describe is the project done by Beso e. V. It is called 'Voluntary Engagement reversed' ('Freiwilligendienst umgekehrt').

Overview

Young people from Latin America were invited to do a voluntary commitment in Germany.

It was a requirement that these young people from underdeveloped countries were engaged in voluntary work in their own country.

Volunteers from Latin America were hosted by German families.

Volunteers worked with disabled people, with children and with street children.

Regular meetings were held in order to coach volunteers and to have time for exchanging their experiences in Germany.

Aims:

- » To give young volunteers from Latin America an opportunity to do voluntary work in Germany.
- » To learn from each other by doing solidarity work; people involved should transmit their own cultural values.
- » To develop more intercultural understanding.

Voluntary Service is a learning service because people:

- » Take on social responsibility.
- » Put forward and try out their skills and competences.
- » Can seek personal and professional orientation.
- » Migrants: improve language skills and get to know another way of living.

Voluntary Service is a service of solidarity because people:

- » Want to have opportunities to act in solidarity
- » Want to commit themselves to others
- » Want to contribute to solidarity in the community.
- » Migrants: be active in solidarity with locals

Results: Volunteer Services create solidarity and broaden people's consciousness.

- » Volunteer Services impress: people gain new motivation on their return!
- » They support projects they know or where they were engaged - they look for and find supporters.
- » People have experienced the effect of social injustice and the lack of possibilities; they do not only request help, they also act - with their means - on a political scale

As results, the volunteers have acquired personal competences

- » Adaptability, self-guidance
- » Appearance, authenticity
- » Self-responsibility, being prepared to take on responsibility

- » Ability to reflect on oneself
- » Ability to move easily in structures
- » Flexibility, creativity
- » Target-oriented action

They have also acquired social-communicative competences

- » Empathy
- » Ability to motivate others
- » Intercultural competence
- » Conflict management
- » Ability to work in a team - willingness to cooperate
- » Tolerance
- » Negotiation skills
- » Reliability

To have intercultural competences means: I am aware of the differences existing between different cultures and I know that political, economic and social relations influence our minds. I encounter other cultures with appreciation and therefore am able to communicate and work with people from other cultures.

Horst Köhler, President of the Federal Republic of Germany
 "Voluntary engagement is the lifeblood of our societies based on freedom. Those who engage as volunteers contribute with a sense of citizenry to community life and deserve our recognition and support."

Kofi Annan, former Secretary-General, UN

"At the heart of volunteerism are the ideals of service and solidarity and the belief that together we can make the world better.

In that sense, we can say that volunteerism is the ultimate expression of what the United Nations is all about."

DAVID BAIREZ
 ICYE
 HONDURAS

Global Learning and Education for Sustainable Development (ESD)

It has to be clear to the population whether this movement has a link to others and if they have a complementary relationship, because there is the feeling that there are too many definitions or policies or speeches about the same things; for example, ESD and MDGs. What is the relation between these two aspects? In order to have a better understanding about the ESD, we have to consider this:

- » To have clear information on what the damages are that we are facing.
- » To know how it is responsible for helping countries avoid what they are doing wrong.
- » To know what we can expect if we do not work to reverse this damage.

But after this it is very important to teach what they can do as an individual to help with this aspect, what they can do in their simple daily lives to support this action.

Central challenges

In Honduras, two challenges that ESD has to face are:

The low education level of the majority of the population.

The poverty - a large percentage of my country lives in very poor conditions. Making the population keep ESD as a regular part of their lives is complicated; sometimes you have to scarify the things that for them are probably the only way to do things or to live. To make them realise that in their eyes, these changes in their way of life perhaps do not make sense, but they do on a global level and in the long term.

What is the additional benefit ESD adds to Global Learning?

ESD puts the individual experience in a global context, an international one, so that the participants in this kind of experience feel that they are part of a worldwide movement, that as they grow as individuals, each person's independent efforts will make an impact on the whole planet to achieve common objectives. Through ESD they start to think and change their attitudes from 'What will I gain?' to 'What will we gain?' Another aspect of ESD is that the good practice has to be shared with everyone; in the end, if we have found an easy way to change what we did wrong, it will increase the impact if everyone knows about it and corrects the problem together. It is essential to see individual problems as community problems and to work together for solutions.

Global Learning and voluntary services

What are the necessary ingredients to make volunteering a real Global Learning experience?

Selection and preparation of volunteers: The selection process is a very important aspect; there is no scientific way to ensure that you are choosing the right person, and sometimes in the process you get the impression that this person is ready for the experience, but then he or she faces some inconvenience abroad. For these reasons, you have to make sure that the participants are very clear on this aspect: Be clear on the motivation to participate in the program in terms of the person's flexibility, responsibility, initiative and engagement. Knowing that you cannot guarantee that you choose the right person, it is important that you have a



hosting partner whom you can trust and who can evaluate the different situation that this person may have.

Hosting partners and monitoring: It is very important that the participants have a whole structure of organisations; the hosting partner is essentially the one who will follow the participants during the experience; he or she is the one who has to built a link between the theory and the practice, helping the participants to understand the different aspect of life in the new country.

Follow-up: What is important with this aspect is that a proper follow up has to be defined before, during and after the experience. In the majority of cases, the organisation gives important guidance only during the experience, but sometimes returning to the volunteer's home country is more complicated; in this case, the organisation's role is to help the participants incorporate what they learned in the experience and apply it to his or her normal life. There has to be motivation, reason and incentive for the participants to keep working with this Global Learning aspect; with this you could achieve that the young participants can discuss, share and engage new people in these topics, preparing new participant before they travel abroad. Something that is very important and maybe is not fulfilled by the 'weltwärts' program is reciprocity; right now the experience is only north to south; Germans are going abroad but the German society is not receiving any participants from abroad. We believe that in order to be defined as 'global', a program has to be involved in both directions; the scenarios are completely different and the learning aspect will take its focus from different points of view. It's a fact that we have to promote equality of opportunity, especially when we are talking about globalisation in terms of taking care of our planet, not the Honduras planet or not the German planet. In the 'weltwärts' program, the young participants are learning how wide the world is as Germans abroad, but don't you think that maybe you can learn something by sharing the experience in your country with people from abroad?

Realities of voluntary services

We have to keep in mind that the aspects you will have learned from the voluntary service are aspects on a non-formal level, learning by doing, so there are now specific conditions where you can guarantee the success of the experience. It has been our experience that it is very important to have flexibility on both sides, from the participants and the work placement. Remember that both are expecting to gain something from each other, but both have to be clear that no one has the background for the participants to work in a different conditions and for the work places to have a technical or specific input to the host project. In the end, both the work placement and the participants have to have the motivation that what they are doing serves the purpose of helping someone who needs their help and support. And no matter what or how much they do, they will always gain something from it.

What interests do Southern partners have in voluntary programmes?

Something that we believe is that the first thing our people in the communities learned and felt is the fact that someone from abroad came to help them for free. It is very common that in the Southern countries you do not find voluntary service as a practice, even when you could find different areas that need the support. So teaching to the communities is a way that enables them to reach their goals together so that with their combined efforts, they may feel that they are doing less hard work to get what they need. Voluntary programmes also give the chance to someone that may have otherwise never had the chance to go abroad to help in a simple way and to feel that his or her job is benefiting someone who needs it. This is a benefit to both Northern and Southern young participants hoping to make impact on their generation so they can grow with more global concern and an attitude to take care of the planet and their global citizens.

YOLANDA CASTRO APREZA
K'INAL ANTSETIK A. C.
MEXICO

The native weavers from Chiapas – Recovering and sustaining women's virtues

The Jolom Mayaetik cooperative (Maya-weavers) was founded in 1984 by a group of native women from Los Altos de Chiapas.

I started to work with this organisation in 1991. At that time, the Mexican government used to regularly negotiate international agreements linked to defending the rights of native populations not only in Mexico but around the world. Despite the fact that these topics were permanently on top of the global agenda, the situation of the indigenous communities was still the same. While this was happening, the native women from Jolom Mayaetik were looking for fair

alternative markets that would help them to promote their own textiles and traditional products. The knowledge of these practices has been transmitted from one generation to the next in the tradition of the Mexican native culture.

I literally went through mountains and forests on this journey. I lived in small, simple houses with poor conditions. This is how I learned to recognise and appreciate the ancient wisdom of the native Mexican woman. Right there, sitting in front of a campfire, I realised that they are experts in dealing with the land and natural resources. They know exactly how to treat the earth and how to choose and identify plants to heal the body and soul.

In this context, it became clear for me that the earth is more than just a material resource. It is a cultural and spiritual space, a mixture of the colours, aroma and taste of nature, where the native women live for their hopes and dreams.

I also learned what it means to live in a collective community. This is part of the life of the native women; they all work together, they stay together most of the time. They share all they have: their knowledge, their memories, secrets, dreams and thoughts; it all makes them feel like one unified powerful source of life. They certainly have problems and conflicts within their communities or outside of their territories, and I learned that one can only listen to someone else if you open your heart and soul, only if you get touched in the depths of your heart. Language is just words and the composition of them to create sentences. The body as a whole is a word, a beautiful word, and full of emotions.

It is indeed quite difficult to keep these old traditions alive; we live in a changing world, a globalised world. We are facing a time of hard conditions for women because of the enormous flow of immigration due to social issues like poverty and segregation. Nevertheless, I have learned to be patient, I know now that working hard and being consistent is the key to achieving results, especially while working with native Mexican women. They are brave women, hard workers, dreamers. Some of them practice alternative medicine, others sing for the virgin or travel to other places to sell their products. We have to stay by their side; we have to support them no matter what they do.

Life has many perspectives; there are many different ways of thinking. Privatisation and liberalisation have had strong effects on the society of Mexico, especially relating to gender and other economic and social issues. Neoliberal tendencies and beliefs of a perfect privatised market had caused a continuous problem of instability within the population. But they are still hoping and fighting, with their work, with their melodies.

In my opinion, education is about being open to learning from both ancient and new ideologies and ways of thinking. To advocate for life in general would bring us knowledge and make us wiser and better.

Thank you.

IRMA SOFIA NAVARRO VILORIA
MEXICO

Global Learning and Education for Sustainable Development (ESD)

I am sure that there are things that people like me can do to make the world a better place

Global Learning its something that not only the developing nations have to learn, but also the developed countries, because all the things developed countries do have consequences affecting developing nations.

In my opinion, the outcome of Education for Sustainable Development is the necessity to live, to eat, to have clean water, to avoid bigger problems in the future.

Unfortunately, when we have the necessity for something it is because the problem is already there.

1. We are really fortunate to have access to education, and we know that the people in our countries or another countries cannot even go to school. Therefore, we should help social networks that work on projects in developing countries that make it possible for children to go to school.
2. We have to be able to listen to other people with experiences that can be helpful to solve our problems.
3. We have to tell other people what we have learned and that they can change their conduct and bad habits
4. We have to learn that Sustainable Development is not only an ecological concept. There are other areas where our acting every day can have consequences in the near future and in the long run.
5. These other areas are: economic, social and political. So, what can we do in all these areas to make the world a better place? There are a lot of organisations in European countries that support projects in developing countries.
6. Participation in this networks helps the people in my country.
7. Education on Sustainable Development is more than knowing that we have to do something for our future; it is more than just acting sustainably. We have to transfer our knowledge to the society, to people who do not have a chance at education.
8. For this purpose it is also essential that people in the civil society try to have influence over local governments to formulate policies that improve the access of all the people, not only to elementary school, but also to college and another kind of technical college.
9. A fact is that in Mexico, for example, in spite of the government's efforts to guarantee education for all, the number of private schools is increasing and they are very expensive. This situation has to change, or Mexico will always have an education system that excludes, not includes.



VIOLETA AUXILIADORA MACHADO ESCOBAR
APRODIM
NICARAGUA

EDUCACIÓN PARA EL DESARROLLO SOSTENIBLE

1) INTRODUCCIÓN:

Con respecto a la definición del desarrollo sostenible “Es el desarrollo que satisface las necesidades actuales de las personas sin comprometer la capacidad de las futuras generaciones para satisfacer las suyas”, a partir de esta definición APRODIM (asociación para la promoción y desarrollo integral de los municipios) del municipio de San Marcos del departamento de Carazo, Nicaragua, nos hicimos la pregunta ¿Cuáles son las necesidades actuales de las personas con las que trabajamos?, donde nos dimos cuenta que existían necesidades sociales, económicas y ambientales a corto y largo Plazo.

Nos enfocamos en trabajar la educación para el desarrollo sostenible con acciones claves vinculadas a la promoción de la salud comunitaria, medio ambiente, desarrollo rural, diversidad cultural y la igualdad de género. En todas nuestras acciones para la educación tratamos de integrar valores y prácticas del desarrollo sostenible, buscando cambios de comportamiento y actitudes de las personas.

2) DESARROLLO:

APRODIM en asocio con la ONG Eine - Welt-Haus e. V. Jena, promovemos la educación para el desarrollo a través de proyectos sociales en la zonas rurales de la cuidad de San Marcos, Carazo, Nicaragua, teniendo como estrategia fundamental fortalecer el capital humano y social de las personas con las que se trabaja, como proyectos que aportan a la educación para el desarrollo sostenible tenemos, un programa de becas de estudios a nivel de primaria, secundaria y universidad, capacitaciones a Maestros de las escuelas para mejoren la calidad y la calidez de la enseñanza en las escuelas, construcción de relaciones a través de hermanamiento de escuelas de San Marcos y de la cuidad de Jena, Alemania (intercambio de culturas), Capacitación a Adolescentes en temas de Salud sexual reproductiva y manejo sostenible del medio ambiente, promoción y dar a conocer las leyes y derechos de las mujeres que sufren violencia intrafamiliar y promovimos la salud comunitaria.

APRODIM, básicamente trabaja para la búsqueda del desarrollo de los municipios pobres de Carazo - Nicaragua, a través de la implementación de los proyectos antes mencionados todos con énfasis en contribuir a cambios de comportamientos de las familias en los diferentes ámbitos (salud, educación, cultural y social).

3) CONCLUSIÒN:

Consideramos que contribuyendo a la educación para el desarrollo de las comunidades pobres y rurales de nuestro municipio a través de los proyectos que se ejecutan, lograremos en un futuro que nuestros niños, adolescentes y adultos mejoren su calidad de vida y que desarrollen su pleno potencial. La base fundamental es el fortalecimiento de su capital humano y social, siendo todas las acciones a largo plazo, ya que el cambio de comportamiento no se logra a corto plazo.

TERESA SEQUEIRA POPP
EINE WELT HAUS E. V.
NICARAGUA

Global Learning and voluntary services

To make volunteering a real Global Learning experience, the most important thing is:

Counting on the young people, who really want to experience a different way of life from that in their own countries, who are willing to face the problem where they are offering their service, and not only question the bad things, but try to look for solutions with the organisations where they are making the volunteering.

Every country has its own culture and has to be respected, because the voluntary service is not for implementing the culture of another country, but to learn and exchange the cultures and knowledge that exist in every country, because the fact of these are developing countries does not mean that industrialised countries cannot learn from them.

Selection of young people for a voluntary service is very important, because the success of the programme depends on the quality of the job and contribution that every volunteer gives to organisations, because it is not only filling the vacancies, but selecting the young people with quality. Of course, it is about giving all young people the opportunity to experience a different way of life from that in their home countries, to get to know another reality, and then they can evaluate the opportunities they have in their countries. But in order to make the work in Southern countries satisfactory as much for organisation as for themselves, it has to have a good selection with defined criterion from the organisations, so that when the volunteers come back they can be multipliers, in order to know the reality of the Southern countries here in Europe and be able to improve the situation of the countries in the South.

Training is of utmost importance for success; young people have to be willing to be flexible and not only worry about the advantages. Here it is very important that the organisations try to include people from Southern countries who live in Germany, because all of these things help to improve the understanding of culture. Of course, ex-volunteers help in the training of future volunteers, but it will never be as authentic as a person from the country where the volunteers are sent.

The hosting organisation's partner has to be willing to share work experiences with the volunteers who arrive, not to see them as a source of income for the project they are developing, but to try to integrate them into the project jobs and to trust them. The hosting partner cannot see them as controlled people, but as a part of the team, teaching them about the host country's reality so that they can learn, and, at the same time, giving the volunteers opportunities to develop their ideas to contribute to the project development and look for solutions respecting cultures together.

It is very important that the volunteers are monitored after coming back to their home countries. It is also important that the volunteers can contribute all that they learned in their voluntary service and all the optimistic and new ideas that they bring, and that they receive monitoring and support from organisations here in order for them to develop and experience an active participation.

"Young people are the managing motor to run the way from one society to another..."

Global Learning and Education for Sustainable Development (ESD) – central challenges

I think the central challenge of Global Learning and Sustainable Development that countries face is the question of how to announce what Global Learning and Sustainable Development are, because this is a topic that nowadays is not of great importance in society. Society tries to avoid these topics because there are other problems that have priority: fear about losing one's job, children being able to have the opportunity to study, work, etc. All of this is understandable; in schools teachers are more stressed with lessons every day; sometimes they do not have motivation to make more creative lessons because they are not recognised and they do not find support.

An additional benefit of Global Learning and Sustainable Development is to recognise that although sometimes it is hard work, there is always a result. Although it is a minimal percentage and the most important thing is that other organisations and study centres exist that are capable of helping, it is only through contact with organisations that the work can be made useful and can motivate young people to be interested in topics like Global Learning and Sustainable Development.

Educational project:

The educational project consists of the execution of collaboration of schools between Jena school and San Marcos city schools in Nicaragua, execution of training workshop for teachers of primary and secondary in San Marcos city.

With this collaboration between schools we have organised exchanges (pupils here support educational projects for our partner schools), execution of the environmental project, library construction and exchange letters. Here in Jena pupils and teachers try to work with topics related to education in Nicaragua, fair trade, etc.

Training workshop for teachers: in order for teachers to have more motivation to improve the educational system, this training is carried out by Nicaraguan teachers, because our objective is that competent Nicaraguan teachers can give this lesson. Maybe we can make an exchange in the future.

LUIS ENRIQUE ACUNA ACUNA
MAMAYA ONG
PERU

SUSTAINABLE DEVELOPMENT

To achieve Sustainable Development we must realise a Development of Recovery, which would require a maximum of 15 years to manage to satisfy the needs of the current generations, not to compromise the needs of future generations.

We must look with through a child's eyes at the world in which we are living to discover that we can achieve a change working together; the change should be sequential and must cover all the needs such as health, education, nourishment and recreation, and, parallel to this, work in the emotional part with human and civic values.

In order for us to obtain Sustainable Development, we should be involved directly with the parents, who must begin this chain of Development Recovery. Without their support, our labour remains incomplete. We must try to change their mentality, with a vision between the human and nature.

We know that Sustainable Development aims at improving the quality of life for all in order to equity, using natural resources (water, light, etc.) efficiently and promoting the recycling and reuse of solid residues. We must realise that the success of humanity is based on the control and domain of nature and that the Earth has an unlimited quantity of resources at human beings' disposal.



Besides satisfying future needs. We are reducing the negative effects of the economic activity to a minimum, both in the consumption of resources and in the generation of residues, in such a way that they are bearable for the coming generations. When our mission considers future inevitable costs (for example the development of non-renewable minerals), we must look for ways of totally compensating the negative effects that are taking place, for example, developing new technologies that replace worn-out resources.

The economic system is also involved in maximising production and consumerism, which affects the development of our natural resources. This causes our planet to deteriorate every day, as the economic system does not have the conscience to take care of it and protect it. We must educate the current generations with the conviction that we can effect a radical change that allows us to improve living conditions, rationally taking care of the environment and thereby achieving Sustainable Development.

A change of mentality is slow and difficult. It requires new values. It is important to carry out the educational and divulgatory programmes. It is in our best interest to announce examples of sustainable actions, promote public declarations and political commitments and develop programmes that propose to foment this type of development.

To continue with the good customs of a population is important for the progress of a civilisation, to promote a culture of equity. It is necessary to identify the commitment that each one acquires as a global agent of change and to transmit them from generation to generation so as not to cut the chain of progress.

ELENA PARDO CASTILLO
CENTRO DE PROMOCIÓN DE SABIDURÍAS INTERCULTURALES CEPROSI
PERU

INTERCULTURAL EDUCATION AND SUSTAINABLE DEVELOPMENT

In this experiment we have placed emphasis on the strengthening of intra- and intercultural education and the involvement of parents, mothers and community leaders in the learning process, trying to build a 'teaching differently' programme based on building capacity and skills of children and systems that promote sustainable living and respect for Mother Nature.

In schools, local knowledge (agricultural, livestock, festivities, social, cultural and craft communities) has been incorporated in order to generate 'confidence inter-spaces', which came to be friendly environments in which teachers, students and parents learn and teach with love, trust, affection and warmth. When you create these spaces for boys and girls, they show an interest and desire to know, understand, appreciate and learn the codes, products and forms of dialogue, a culture different from their own.

Sustainable Development seeks to address food sovereignty by highlighting the environmental variable and promoting clean production of food, as we would say environmentally healthy for humans and the environment. En este marco, desde las escuelas promovemos la agricultura campesina tradicional y milenaria que tiende a la sostenibilidad y garantiza la seguridad y soberanía alimentaria, respetando los principios planteados en la agricultura orgánica convencional. Traditional agriculture is holistic, integrated and environmentally responsible. It has organisational forms of rural societies and contributes to the improvement of life on this beautiful and wonderful planet.

For us, within this framework of Education for Sustainable Development are the resource-based development strategies and systems, sustainable livelihoods and beliefs of people who seek a balance between the social, the material and the spiritual aspect.

The world is experiencing a crisis of values, loss of biodiversity and cultural, environmental pollution, ecosystem degradation and depletion of natural resources. So that education is aware of this reality, one has to make a commitment to reverse this situation by promoting changes in attitudes, values and behaviour conducive to achieving Sustainable Development to consider a balance between social and spiritual material.

To ensure Sustainable Development, environmental conservation and food security, it is necessary to make visible and promote traditional practices and technologies of ancient cultures throughout the world, to ensure the conservation of agricultural biodiversity, protection of natural resources, water, land, forests, glaciers, etc.

Interculturality and Sustainable Development must be understood not only as a starting point for improving the educational proposals that involve the diverse population of our country, but primarily as a right of all humanity to preserve our planet if we keep watching.

Knowledge and practices taught by parents and grandparents are often at odds with what is taught in school textbooks, which describe urban life, attractions and models that ignore or devalue the principles on which the culture of native peoples is based. This will rob children of an important part of their identity. Furthermore, the neglect of local knowledge is making it more difficult to maintain an understanding of cultural diversity.

The national education model does not consider various socio-cultural realities and imposes universal scientific knowledge as a universal truth, which only detracts from the wisdom of the local culture. This process began in Pro-noias, or educational institutions in the initial level and the upper ends. Instead of making adjustments in the proposed curriculum to the socio-cultural context, teachers trained in this model just say that the Indians are quiet, slow, fearful, or passive, or that they speak little or lack a correspondence between "chronological age and mental maturity", which means that they are not interested in development and have a lack of vision.

Throughout this time, we thought the teachers were trying to reverse the lifestyle prior to their own people and culture without knowing its depth.

We are developing an educational project promoting Sustainable Development and interculturality based assessment of the knowledge of local culture, forms of social organisation, the value of observation and experience, knowledge of 'the greatest', the importance of oral transmission, the practice of cooperation, solidarity and other modes and areas of learning.

We suggest:

- » A different school... !
- » Kindness toward our culture.
- » The incorporation of local knowledge into the curriculum.
- » Respect for the wisdom of children and community elders.
- » That the teacher is nice to the children.
- » That the teacher assumes the role of cultural mediator.
- » That the children and parents regenerate biodiversity.
- » The creation of spaces of intergenerational learning between children, parents and teachers about ecological and cultural diversity by reaching out respectfully to the wisdom of the community.

The project's approach is focused on the vitality of culture breeding cultural and ecological diversity, highlighting the role that children have in the upbringing of life in all its sacred forms: plants, animals and humans.

ROSA MARIA RAMIREZ MENDEZ
PERU

Realities of Global Learning in the North

It has been almost seven years since I left my homeland, Peru, in order to receive a qualified education without having to pay a fortune and even being sponsored in Germany. The experience of living and studying in "the North" is enriching but also challenging in many ways, especially because of the cultural differences and, at the very beginning, the language. However, I have now mastered German and I understand and do not condemn cultural differences.

The first time I was confronted with the term 'Global Learning' was when I was completing my internship at the World University Service (WUS). At that time, a colleague was at the beginning of the completion of a new web site called 'Portal Globales Lernen'. I did not have a clue of what such a term could mean, but after reading about it, I realised that I was in the middle of Global Learning not only at a university but also in my daily life. I understood that Global Learning was learning from others, learning how global problems are solved in a collective form. Thus, such problems should be understood first locally and then globally.

In the course of my studies of political science with minors in English philology and economics, I attend interdisciplinary lectures and courses that deal with topics about globalisation, cooperation for development between the North and the South and poverty and economics. In almost most of them, poverty was described, and an answer to the question of why poor countries are and remain poor was sought. As a foreign student from the South in an European country, I am sure that I can report much about this topic.

Despite the fact that there is a good deal of information on Global Learning, especially on the web, there is still something missing in order to understand globally, either for the South or the North. I am not saying that only people of the North or people of the South are able to understand such topics, but both of them complement each other.

As a foreign student from the South in Europe, I am convinced that with my knowledge and experience in the South itself I can present my point of view in an intercultural manner. I do think that there are things that one cannot know and understand by reading it out of a book or a report, or by living in a foreign country for three months. For instance, in the course about economics and poverty I had the chance to explain to my friends at first hand why most public universities in Peru do not offer the same quality of education



as in the private ones and the ideology behind it. On the other hand, there was someone who stayed in a country in the South for a few months to do volunteering. She explained that black South Africans were lazy and that is why they will always remain poor. I think that in these kinds of seminars or courses there is a need for people who stem from countries of the South themselves in order to explain socio-cultural characteristics in a certain place. Because there is a need to understand economical phenomena, it goes hand in hand with socio-cultural explanations.

In Germany, there is a great campaign of fair trade especially in food and textiles. I am proud of being part of this wave that demonstrates, especially with actions, its disagreement with several unjust procedures and mechanisms of trade, for example. I am fairly convinced that we are able to change something and to give over this information and way of living. To sum up, I think that there is a need to work together, South with North and North with South. Moreover, no one should impose one single resource or answer as the remedy for an illness. The remedy lies in the ideal of searching, arguing and finding a collective diagnosis and carrying out diverse solutions. However, it is also of great importance to respect local diversity and differences and in this way find a collective answer. Furthermore, it is indispensable that every single citizen of this globalised planet is conscious about his or her power to change at least in one field and in some sense something that he or she finds unjust.

X. APPENDIX

CONFERENCE PARTICIPANTS

Mohammad Abo Kazleh

International Youth Future Forum
Student
Jordan
Essay page 66

Shahrazad Abu Ghazleh

International Youth Future Forum
Student
Jordan

Luis Enrique Acuna Acuna

Mamaya ONG
Secretary of Mamaya NGO
Peru
Essay page 163

Lionel Andrew Adriaan

Global Classroom Partnership
Coordinator, weltwärts mentor
South Africa
Essay page 54

Joseph Adubofuor

University of Science and Technology - Kumasi
Senior Lecturer
Ghana

Monika Allramseder

Federal Ministry for Economic Cooperation
and Development
Deputy Head of Division for Development
Education and Information
Germany

Santiago Alonso

Federal Ministry for Economic Cooperation
and Development
Germany

Grizelda Mayo Anda

Environmental Legal Assistance Center, inc.
Assistant Executive Director
Philippines
Essay page 68

Sanaiyya F. Ansari

AIN o SALISH KENDRA
Deputy Director Gender & Social Justice Unit
Bangladesh
Essay page 38

Kennedy Bassaw Arkah

Ghana Education Service
Headteacher / Deputy Executive Director
Ghana
Essay page 50

Koutoglo Atiye

Grenzenlos – Global Learning in Dialogue
Student
Togo
Essay page 58

Nadia Austmann

International Youth Future Forum
Student
Germany
Essay page 91

David Baires

ICYE
Executive Director
Honduras
Essay page 158

Cao Bao Ngoc

Stube Hessen
Student
Vietnam
Essay page 72



Danila Baravalle

Associação Brasileira de Intercâmbio Cultural
Incommings Coordinator
Brazil
Essay page 144

Karin Becker

Behinderung und Entwicklungszusammenarbeit e. V.
Volunteer
Germany

Uwe Berger

CARPUS e. V.
Entwicklungspolitischer Bildungsreferent;
Vorsitzender
Germany
Essay page 91

Berhanu Berhe

Association of Ethiopians Educated in Germany
Chairperson of the Executive Board
Ethiopia
Essay page 47

Manuel Blendin

Weltladen Dachverband e. V.
Project Coordinator Education
Germany
Essay page 93

Christine Blome

InWEnt
Projektleiterin
Germany
Essay page 94

Reinhold Boemer

Verband Entwicklungspolitik
Niedersachsen e. V.
Chairman
Germany
Essay page 95

Senami Parfait Bokohonsi

Bildungsinitiative für Westafrika
Student
Benin
Essay page 42

Milena Bokova

BlueLink Information Network
Executive Director
Bulgaria
Essay page 81

Sophia Bömer

Welthaus Barnstorf
Volunteer
Germany
Essay page 96

Douglas Bourn

Development Education Research Centre,
University of London
Director
United Kingdom
Essay page 26

Timo Brinkmann

International Youth Future Forum
Student
Germany
Essay page 97

Thi Than Hoa Bui

International Youth Future Forum
Student
Vietnam

Oyunchuluun Bukhuu

Stube Hessen
Student
Mongolia



Felipe C. Canlas

Human Rights Advocate for Peace,
Education and Development
Lead Convenor
Philippines
Essay page 69

Jorge Cardoso

Fundação Gonçalo da Silveira
Development Education Coordinator
Portugal
Essay page 136

Ann Isabel Castanheira

Instituto Marquês de Valle Flôr
Development Education Project's Coordinator
Portugal
Essay page 137

Yolanda Castro Apreza

K'inál Antsetik A.C.
Leiterin und Aktivistin
Mexico
Essay page 160

Lois Cemal

Friends of Karpaz Association
President
Cyprus
Essay page 83

Rodrigo Humberto Cerda Candia

C.F.T. del Medio Ambiente (IDMA S.A.)
Director General
Chile
Essay page 152

Merlin Christophersen

Save the Children - Youth Denmark
Executive Board
Denmark
Essay page 86

Emanuela D'Andolfo

NGO M.A.I.S.
Responsibel EAS Educazion allo Sviluppo
Italy
Essay page 132

Peter Davis

Oxfam GB
International Coordinator
UK Representative on CONCORD DEF
United Kingdom
Essay page 142

Jodith Debesai

Stube Hessen
Student
Ethiopia
Essay page 48

Ute Degel

DRK-Generalsekretariat
Referentin Internationale Freiwilligendienste
Germany
Essay page 97

Lorna Down

International Advisory Group of the UNESCO World
Conference
Jamaica

Eva Eckermann

Save the Children Spain
Development Education Programm Officer
Spain
Essay page 138

Erika Eckeskog

The Swedish Centre for International Youth
Exchange (CIU)
Acting Secretary general / Project Manager
Sweden
Essay page 141



Jean Baptiste Eken

Action for Development Cameroon
National Coordinator
Cameroon
Essay page 45

Birgit Engel

Action Solidarité Tiers Monde
Global Trainer / Coordinator
Luxembourg
Essay page 129

Matthias Fiedler

Irish Development Education Association
Executive Director
Ireland
Essay page 131

Jörn Fischer

Administrative office of the weltwärts-programme
Evaluation and Quality Mangament
Germany

Celeste Flores

Asociación SHARE España
General Manager
Spain
Essay page 140

Gisela Führung

ASET e. V.
Coordinator
Germany
Essay page 98

Moacir Gadotti

Instituto Paulo Freire, Universidade de São Paulo
Director
Brazil

Andreas Geyer

Welthaus Barnstorf
Volunteer
Germany
Essay page 99

Kambiz Ghawami

World University Service (WUS)
Director
Iran

Agata Gornicki

AIN o SALISH KENDRA
Volunteer
Germany
Essay page 99

Jorge Ivan Hermida

ICYE
Project Coordinator
Colombia
Essay page 155

Maria Herting

Kath. Bundesarbeitsgemeinschaft FWD
in Vertretung von Barbara Kerime
Germany

Vera Herweg Westfahl

Universidade Federal de Santa Catarina
Dozentin im Fachbereich Soziale Arbeit
Brazil
Essay page 145

Jutta Hill

International Youth Future Forum
Student
Germany



Gabriele Janecki

Verband Niedersächsischer Bildungsinitiativen
Pedagogical Coordinator
Germany
Essay page 100

Christoph Jöcker

World University Service (WUS)
ESD Conference Coordinator (WUS)
Germany

Madhavi Joshi

Centre for Environment Education
Programme Director
India
Essay page 61

Yunhee Jung

Stube Hessen
Student
Korea
Essay page 66

Amos Kabo-Bah

International Youth Future Forum
Netherlands
Essay page 135

Haider Kahn

International Youth Future Forum
Student
Switzerland
Essay page 142

Nestor Kamdem

Stube Berlin-Brandenburg
Student
Cameroon
Essay page 45

Miriam Kannen

Steyler Missionsschwestern (MaZ)
Volunteer
Germany
Essay page 102

Regina Kempen

Steyler Missionsschwestern (MaZ)
Volunteer
Germany
Essay page 102

Zarina Khalikova

dvv international
National Project Coordinator
Tajikistan
Essay page 70

Sven Kleinekathöfer

Welthaus Bielefeld e. V.
Germany

Simone Kleinekathöfer

ICJA
Vice Director
Germany
Essay page 102

Angela König

EIRENE International Christian Service for Peace
Director
Germany

Eva König

dvv international
Referentin für Globales Lernen
Germany
Essay page 104



Jens Kotlenga

Gymnasium Andreanum
Partner of weltwärts - Partnerschool of KIS INDIA
Germany
Essay page 105

Jean-Marie Krier

KommEnt
Programm Manager
Austria
Essay page 77

Lenelis Kruse-Graumann

German National Committee UN Decade of ESD
Vice Chairwoman
Germany

Christoph Lammen

Solar Net International e. V.
Geschäftsführer
Germany
Essay page 107

Baiane Eugénio Langa

Escola Secundaria da Quisse Mahota
Teacher
Mozambique
Essay page 53

Rilli Lappalainen

CONCORD Board Member of the Board,
Secretary General of Kehys,
the Finnish NGDO Platform
Member of the Board, Secretary General of Kehys,
the Finnish NGDO Platform
Finland

Hans-Dietrich Lehmann

Federal Ministry for Economic Cooperation
and Development
Central Management, Cooperation with Civil Society
Forces
Germany

Loyce Lema

Envirocare
Geschäftsführerin
Tansania
Essay page 56

Marija Leskovec

Sloga (Slovenian Global Action)
Ph.D. Student, Project founder
Slovenia
Essay page 138

Konrad Licht

Licht Film
Documentary film maker
Germany

Anne Marie Lindou

Stube Hessen
Student
Cameroon

Heike Litzinger

Federal Ministry for Economic Cooperation
and Development
Germany

Katharina (Buffy) Löhr

Internationale Jugendgemeinschaftsdienste
Project Assistant
Germany
Essay page 107

Violeta Auxiliadora Machado Escobar

APRODIM
Director
Nicaragua
Essay page 161



Rainer Maehl

Forum zum Austausch zwischen den Kulturen -
Gewerbeschule 6 Hamburg
Teacher
Germany
Essay page 109

Lauriano Elias Mahali

Venite Secondary School Njombe
Mentor of weltwärts
Tansania
Essay page 57

Kattanpatti Santhanam Malathi

Karl Kübel Institute for Development Education
Manager Programmes
India
Essay page 62

Constance Marschan

Association of German development
non-governmental organisations (VENRO)
Organising Team
Germany

Monika Matus

KARAT Coalition
Project Coordinator
Poland

Francis Mensah

Shama Sister City Commission
President
Ghana
Essay page 52

Emgard Meroro

Baumgartsbrunn Primary School
Teacher
Namibia
Essay page 54

Dominik Meßmer

Aldeas de Niños "P. Alfredo"
Volunteer
Germany
Essay page 110

Paul Metsch

Peace Brigades International
Germany

Jonas Metzger

Amani Kinderdorf e. V.
Volunteer
Germany
Essay page 111

Andrew Meyer

Forum zum Austausch zwischen den Kulturen -
Gewerbeschule 6 Hamburg
Volunteer
Germany
Essay page 112

Lucia Sono Muriel

Student

Grace Murungi

Tanzania Tunda Consultants Company
Envirocare Mentorin
Tansania

Evans Musonda

Youth Association of Zambia
National Coordinator
Zambia
Essay page 58



Moritz Burkhardt Mußmann

Nica Netz Freiwilligen Netzwerk Nicaragua e. V.
 Head of Projects
 Germany
 Essay page 113

Tobias Nahlik

Missionszentrale der Franziskaner e. V.
 Referent Internationale Freiwilligendienste
 Germany
 Essay page 113

Marcelo Nakano Daniel

Student
 Essay page 114

Michael Richard Nataka

Uganda Red Cross Society
 Secretary General
 Uganda

Irma Sofia Navarro Viloría

Student
 Mexico
 Essay page 161

Brian Nelsen

Kodaikanal International School (KIS)
 Vice Principal
 India
 Essay page 63

Benedikt Nerger

Association of German development
 non-governmental organisations (VENRO)
 Organising Team
 Germany

Dinh Ngoc Lan

Thai Nguyen University of Agriculture and Forestry
 Vice Dean of Faculty
 Vietnam
 Essay page 73

Sieu Hanh Nguyen

Solar Net
 Manager / Volunteer
 Vietnam
 Essay page 75

Susanne Nieländer

Eine Welt Netz NRW e. V.
 Koordiantorin Pro weltwärts NRW
 Germany
 Essay page 115

Jan Niermann

Ayampe - projects for local diversity e. V.
 Executive Board
 Denmark
 Essay page 87

Zacarias Nunes Lopes

Fraternidade Franciscana "São Pedro de Alcantara"
 Principal of the primary school "Frei Alberto"
 Brazil
 Essay page 147

Piotr Oledzki

SVM Youth for the World
 Coordinator
 Poland

Diana Guadalupe Ortega Santana

Solar Net
 General Coordinator / Volunteer
 Mexico



Elena Pardo Castillo

Centro de Promoción de Sabidurías Interculturales
 Director
 Peru
 Essay page 164

Ranjita Pati

Stube Hessen
 Student
 India
 Essay page 64

Ruta Pels

People to People Estonia
 President
 Estonia
 Essay page 89

Mick Petersmann

AFS Interkulturelle Begegnungen e. V.
 General Manager
 Germany
 Essay page 116

Rosa Maria Ramirez Mendez

Student
 Peru
 Essay page 165

Albert Recknagel

terres des hommes Deutschland e. V.
 Referent Kinderrechte "Bildung"
 Germany
 Essay page 117

Ragatte Venkat Reddy

M. Ventatarangaiya Foundation
 Project Coordinator
 India
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Bastian Reiter

EIRENE International Christian Service for Peace
 Volunteer
 Germany
 Essay page 118

Ralf Rickli

TROPIS
 Vorsitzender TROPIS
 Brazil
 Essay page 148

Jeanette Riedl

World University Service (WUS)
 Organising Team
 Germany

Helmut Rieth

Eine Welt Netz Thürigen e. V.
 Referent für Nachhaltige Entwicklung und
 Kulturelle Vielfalt
 Germany
 Essay page 118

Eckhard Röhm

Brot für die Welt
 Volunteer Services Officer (Referent für
 Freiwilligendienste und Gemeindekommunikation)
 Germany
 Essay page 120

Jana Rosenboom

Association of German development
 non-governmental organisations (VENRO)
 Policy Officer Development Education
 Germany

Anna Rusche

BIMUN/SINUB e. V.
 Germany



Nada Saeed Bait Saleem

Sa'ada Secondary School Dhofar
 UNESCO School Coordinator
 Oman
 Essay page 67

Ilze Saleniece

GLEN Lativa
 GLEN Member
 Lithuania
 Essay page 133

Husham Mohammed Salim

Student
 Irak

Josanidia Santana Lima

LAVIET
 Scholar, Project Coordinator
 Brazil
 Essay page 149

Lisa Schick

World University Service (WUS)
 Freiwillige in der CPS Nanchang
 Germany

Kathrin Schmidt

Behinderung und Entwicklungszusammenarbeit e. V.
 Project Coordinator
 Germany
 Essay page 121

Bettina Schmidt

World University Service (WUS)
 Scholar
 Germany

Stephanie Schmücker

Deutsche Welthungerhilfe
 Öffentlichkeitsarbeit
 Germany

Loreto Schnake

Centro De Estudios Ciudadanos
 Director
 Chile
 Essay page 154

Francisca Schnake Neale

Centro De Estudios Ciudadanos
 Student
 Chile
 Essay page 153

Ivo Schnipkoweit

Nica Netz Freiwilligen Netzwerk Nicaragua e. V.
 Executive Manager
 Germany
 Essay page 122

Helena Schrank

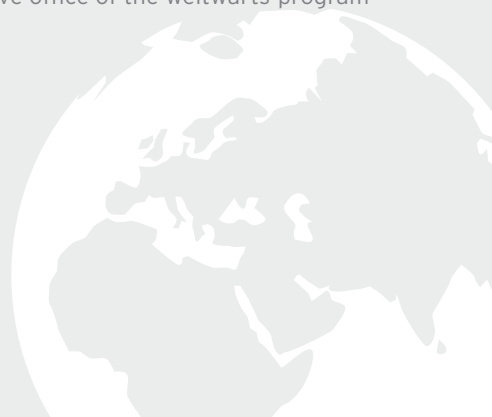
AFS Interkulturelle Begegnungen e. V.
 Volunteer
 Germany

Jörg-Robert Schreiber

German National Committee UN Decade of ESD
 Representative
 Germany

Karin Schüler

Administrative office of the weltwärts-program
 Director
 Germany



Miriam Schwarz

Administrative office of the weltwärts-program
Vice Director
Germany

Rixa Schwarz

Germanwatch e. V.
Referentin für Klima und Sicherheit
Germany
Essay page 122

Laura Seefeldt

Karl Kübel Institute for Development Education
Volunteer
Germany
Essay page 124

Teresa Sequeira Popp

Eine Welt Haus e. V.
Volunteer
Nicaragua
Essay page 162

Debora Siller

Provincia Franciscana “Nossa Senhora da Assunção”
Volunteer
Germany
Essay page 125

Tereza Šimecková

FoRS Humanist Center Narovinu
Coordinator of African Adoptions
Czech Republic
Essay page 84

David Simo

Université de Yaounde I.
Professor
Cameroon

Marius Kuessi Sohoudé

Kulturen Afrikas e. V.
Student
Benin
Essay page 43

Dario Solano

Casa de la Cultura de Haina
Director
Dominican Republic
Essay page 156

Deepali Sood

Development Education Forum (DEF)
President of the DEF
Belgium

Soleymane Sow

Energie Solaire pour l’Afrique de L’ouest
Head of SEWA Burkina
Burkina Faso
Essay page 44

Heike Spielmans

Association of German development
non-governmental organisations (VENRO)
Germany

Katharina Stöcker

terre des hommes
Germany

Vivette Tchuissang Tchiwe

World University Service (WUS)
Student
Cameroon
Essay page 46



Lotte Thaa

Kolping JGD
 Volunteer
 Germany
 Essay page 127

Konai Helu Thaman

International Advisory Group of the UNESCO World
 Conference
 Tonga

Ho Thi Thanh Ha

Hanoi Teachers Training College
 Vice Rector
 Vietnam
 Essay page 75

Renate Tietz

Karl Kübel Institute for Development Education
 Referentin entwicklungspolitische Bildungsarbeit
 Koordinatorin weltwärts Karl Kübel Stiftung
 Germany
 Essay page 126

Mariana del Rocio Torres

Begegnung und Solidarität e. V.
 Student
 Ecuador
 Essay page 157

Chiara Tripepi

Development Education Exchange in Europe Project
 (DEEEP)
 Information officer
 Belgium
 Essay page 78

Charles Tsagli

Regional Maritime University
 Senior Lecturer
 Ghana

Thomas M.H. Tweh

West Point Health and Sanitation Organisation
 Programm Manager
 Liberia
 Essay page 52

Ben Vanpeperstraete

European Youth Forum
 In Charge of Sustainable Development
 Belgium
 Essay page 79

Gesa Vetterick

Association of German development
 non-governmental organisations (VENRO)
 Germany

Barbara Vodopivec

Society for Human Rights and supportive Action
 Humanitas
 Volunteer
 Belgium
 Essay page 80

Helen Vodrazkova

Community Inspiration
 President
 Czech Republic
 Essay page 85

Claudia Warning

Association of German development
 non-governmental organisations (VENRO)
 Chairwoman
 Germany

Lois Wendrock

Stube Sachsen
 Student
 Germany
 Essay page 127



Christian Wienberg

Grenzenlos e. V.
Executive Board
Germany

Tobias Wilms

AFS Interkulturelle Begegnungen e. V.
Volunteer
Germany
Essay page 128

Christian Wilmsen

Aktion Gemeinsinn e. V.
Geschäftsführer
Germany

Oraide Maria Woehl

Instituto de Desenvolvimento Sustentável Krass
Ambiental
Koodinatorin
Brazil
Essay page 150

Mulu Worku

Association of Ethiopians Educated in Germany
Vice Chairperson of the Executive Board
Ethiopia
Essay page 49

Katariina Ylipahkala

Family Federation of Finland -Väestöliitto
Project Coordinator
Finland
Essay page 90

Betty Zsoldos

BOCS Foundation
Trainer
Hungary
Essay page 128



FRIDAY, 27 MARCH 2009

18.00 – 18.30 **Opening Remarks**

Claudia Warning, Association of German development non-governmental organisations (VENRO)

18.30 – 20.30 **High Panel Debate**

The UN Decade of Education for Sustainable Development – Midterm Evaluation from a Development Perspective

21.00 **Reception by the City of Bonn, Altes Rathaus (Historic Town Hall)**

Ulrich Hauschild, Mayor of the City of Bonn

SATURDAY, 28 MARCH 2009

9.00 – 9.30 **Opening Announcements**

Jana Rosenboom, Association of German development non-governmental organisations (VENRO)
Chiara Tripepi, Development Education Exchange in Europe Project (DEEEP)

9.30 – 12.00 **Working groups**

Education for Sustainable Development
What has been achieved? – Where are we heading?

13.30 – 14.30 **Panel Debate**

Discussion of results of the working groups

15.00 – 17.30 **Working groups**

ESD and voluntary services:
“Can volunteers make a difference?”

17.30 – 18.30 **Panel Debate**

Discussion of results of the working groups

20.30 **Intercultural Evening Programme**

SUNDAY, 29 MARCH 2009

09.00 – 12.00 **Panel Debate**

Global Learning, weltwärts and beyond –
Bonn NGO Declaration on Education for Sustainable Development

12.00 – 12.30 **Closing Remarks**

Heike Spielmans, Association of German development non-governmental organisations (VENRO)

14.00 **Departure and Farewell**



EVALUATION QUESTIONNAIRE

GLOBAL LEARNING, WELTWÄRTS AND BEYOND
INTERNATIONAL NGO CONFERENCE
27TH TO 29TH MARCH 2009, BONN

Questionnaire

1. After five years UN Decade Education for Sustainable Development, what are the most future challenges for you?

- Find solutions for global challenging topics like water management, climate change or diseases like HIV or malaria.
- Impart competencies, like change of perspective, critical thinking, conflict resolution and participation.
- To fulfil the MDG "Education for all".
- To strengthen the political participation of civil society.
- I have not heard from the UN Decade before this conference.
- Other: _____

Statistic Information:

1. Continent
(Europe...)

2. Decade of Birth
(1980...)

2. The conference created synergy effects between voluntary organisations and organisations engaged in development education....

- Very well
- Well
- Barely
- Not

3. What do you think of the choice of topics for the working groups?

4. You have been... about the choice and performance of speakers / panellists.

- ...very pleased...
- ...pleased...
- ...not so pleased...
- ...unpleased...

5. Please give one example how you can implement the congress recommendations in your daily work?

6. You have been... about the course and the organisation of the congress altogether.

- ...very pleased...
- ...pleased...
- ...not so pleased...
- ...unpleased...

7. Do you have any suggestions for the organisation of future congresses?

THANK YOU!



(September 2009)

action medeor
 ADRA Deutschland
 Ärzte der Welt
 Ärzte für die Dritte Welt
 Ärzte ohne Grenzen*
 africa action/Deutschland *
 Akademie Klausenhof
 Aktion Canchanabury
 Andheri-Hilfe Bonn
 Arbeiter-Samariter-Bund Deutschland
 Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke in Deutschland (agl)
 Arbeitsgemeinschaft der Evangelischen Jugend in Deutschland (aej)
 Arbeitsgemeinschaft Entwicklungsethnologie
 Arbeitsgemeinschaft für Entwicklungshilfe (AGEH)
 ASW - Aktionsgemeinschaft Solidarische Welt
 AT-Verband*
 AWO International

 Behinderung und Entwicklungszusammenarbeit (bezev)*
 BONO-Direkthilfe
 Brot für die Welt
 Bündnis Eine Welt Schleswig-Holstein (BEI)
 Bund der Deutschen Katholischen Jugend (BDKJ)
 Bundesvereinigung Lebenshilfe für Menschen mit geistiger Behinderung

 CARE Deutschland-Luxemburg
 Caritas International
 Casa Alianza Kinderhilfe Guatemala
 ChildFund Deutschland
 Christliche Initiative Romero
 Christoffel-Blindenmission Deutschland

 Das Hunger Projekt
 Dachverband Entwicklungspolitik Baden-Württemberg (DEAB)
 Deutsche Entwicklungshilfe für soziales Wohnungs- und Siedlungswesen (DESWOS)
 Deutsche Kommission Justitia et Pax
 Deutsche Lepra- und Tuberkulosehilfe (DAHW)
 Deutsche Stiftung Weltbevölkerung (DSW)

 Deutscher Paritätischer Wohlfahrtsverband
 Deutsches Blindenhilfswerk
 Deutsches Komitee für UNICEF*
 Deutsches Komitee Katastrophenvorsorge*
 Deutsches Rotes Kreuz*

 DGB-Bildungswerk - Nord-Süd-Netz
 Difäm
 Dritte Welt JournalistInnen Netz

 Eine Welt Netz NRW
 Eine Welt Netzwerk Hamburg
 EIRENE - Internationaler Christlicher Friedensdienst
 Evangelische Akademien in Deutschland (EAD)
 Evangelischer Entwicklungsdienst (EED)

 FIAN-Deutschland

 Gemeinschaft Sant´Egidio
 Germanwatch

 Handicap International
 HelpAge Deutschland
 Hildesheimer Blindenmission*
 Hilfswerk der Deutschen Lions
 humedica

 Indienhilfe
 INKOTA-netzwerk
 Internationaler Hilfsfonds
 Internationaler Ländlicher Entwicklungsdienst (ILD)
 Internationaler Verband Westfälischer Kinderdörfer
 Islamic Relief Deutschland

 Johanniter-Auslandshilfe
 Jugend Dritte Welt (JDW)

 Kairos Europa
 Karl Kübel Stiftung für Kind und Familie
 KATE - Kontaktstelle für Umwelt und Entwicklung
 Kindernothilfe

 Lateinamerika-Zentrum
 Lichtbrücke

 Malteser International
 Marie-Schlei-Verein
 matterna - Stiftung Frau und Gesundheit
 medica mondiale
 medico international
 MISEREOR
 Missionszentrale der Franziskaner*

 Nationaler Geistiger Rat der Bahá'í in Deutschland
 NETZ Bangladesch



MEMBERS OF VENRO

Ökumenische Initiative Eine Welt
 OIKOS EINE WELT
 Opportunity International Deutschland
 ORT Deutschland
 Oxfam Deutschland
 Peter-Hesse-Stiftung
 Plan International Deutschland

Rhein-Donau-Stiftung*
 Rotary Deutschland Gemeindienst*

Salem International
 Samhathi - Hilfe für Indien*
 Save the Children Deutschland*
 Senegalhilfe-Verein
 Senior Experten Service (SES)
 Society for International Development (SID)
 SODI - Solidaritätsdienst-international
 Sozial- und Entwicklungshilfe des Kolpingwerkes (SEK)
 Stiftung Entwicklung und Frieden (SEF)
 Stiftung Nord-Süd-Brücken
 SÜDWIND - Institut für Ökonomie und Ökumene
 Susila Dharma - Soziale Dienste
 Swisscontact Germany

Terra Tech Förderprojekte
 terre des hommes Deutschland
 Tierärzte ohne Grenzen*
 TransFair
 Verband Entwicklungspolitik Niedersachsen (VEN)
 Verbund Entwicklungspolitischer Nichtregierungsorganisationen Brandenburgs (VENROB)

Weltfriedensdienst
 Welthaus Bielefeld
 Welthungerhilfe
 Weltladen-Dachverband
 Weltnotwerk der KAB Deutschlands
 Werkhof
 Werkstatt Ökonomie
 World University Service Deutsches Komitee
 World Vision Deutschland
 W. P. Schmitz-Stiftung

Zukunftsstiftung Entwicklungshilfe bei der GLS
 Treuhand

* Guest Member



CONFERENCE FILM



