Development Education SUMMER SCHOOL 2008

Getting eradication of global poverty and social inclusion on the political agenda through development education, campaigning, advocacy

Netherlands, 22 – 29 June 2008, http://www.kontaktderkontinenten.nl

1. Overview

1.1 What the Development Education Summer School is

The *Development Education Summer School* is a weeklong **learning and exchange** event for representatives of NGOs from the European Union, Candidate Countries and Economically Less Developed Countries (ELCDs - the so-called "South"), co-financed by the European Commission through the DEEEP project.. It is meant for practitioners who want to initiate or strengthen actions to put eradication of global poverty and social inclusion on the political agenda through development education, advocacy, campaigns.

The DESS is an event whereby we aim to bring together people with different background, experience, age, culture and language and to enable sharing, increase synergies, foster partnership. **Beginners are as welcome as experts** and they will be evenly distributed in all the working sessions.

The DESS is a complex process where the learning is ensured by **a mix of methodologies and activities** designed in a **coherent way** to allow the participants achieve the expected results. Content and specific methodology of each activity are as important as the sequence proposed and the link between them.

We can compare learning in the Summer School to the spring water cycle. As shown in Figure 1, water coming from precipitations infiltrates downward from the land surface. By passing through several rock layers, of different nature and mineral composition, it is at the same time filtered, purified and enriched with specific minerals and gases. It is the whole process which gives the water its healing properties. Of course, it is always possible to pump water before it completes its cycle beneath the earth. It might still be drinkable, but it would not have all the minerals and gazes which make it unique. Although In nature this process can take 10 to 60 years and in the Summer School only 7 days, the principle is the same.

Figure 1: The spring water cycle[1]

Participants coming from all over the world with a wide range of experiences and backgrounds are the rain drops. The several components and activities of the overall methodology are the rock layers. It is not a single layer/component which makes the Summer School, nor the simple sequence of layers. It is the process of passing consciously through them which makes the learning successful.

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[1] Picture taken from www.chaudfontaine.com

1.2 What the Development Education Summer School is NOT

- The Summer School *is not a conference or a seminar* where you can come and leave at your convenience or participate only to the sessions you are interested in.

- The Summer School *is not a general asse*mbly where strategic decisions are taken or where delegates approve plans, documents, common visions by voting

- The Summer School *is not a world social forum,* where only very interesting conversations and no concrete outcomes are expected

- The Summer School *is not a market place*, where you come only to make business.

- The Summer School *is not a patchwork of disconnected activities*

1.3 Development Education, Advocacy, Campaigning

In the context of this Summer School we intend **to address all possible actions/methodologies which foster the full participation of all citizens** in world-wide poverty eradication, and the fight against exclusion.

Therefore we will explore the theme from different methodological perspectives, showing **specificity** of each approach, **links** and **synergies**:

- Development education

- Campaigning

- Advocacy

2. Aim, Objectives and Expected Results of the Summer School 2008

What we aim to contribute at

The aim of the Summer School 2008 is **to foster active and effective engagement** of Non-Governmental and Civil Society Organisations working on eradication of global poverty and for social inclusion in educational, advocacy and campaigning work **around political and electoral processes.**

2.1 Specific objectives

What we aim to achieve

1.   Increased partnership, alliances, joint programmes between organisations working on how to effectively influence electoral processes for an eradication of global poverty public agenda

2.   **Increased skills and capacity** to deliver educational activities, run campaigns and design advocacy strategies at local, national and European level.

3.   **Increased understanding** and knowledge of issues, tools, methodologies, stories that can be used when educating, informing, advocating and campaigning on the theme.

4.   Commitment of participants to **run concrete activities** around the fore-coming European, national, local elections

2.2 Expected Results

What participants will get out of the Summer School

1. Participants have shared and learned methodologies, strategies, tools to actively and effectively **engage political parties** to integrate the "eradication of global poverty and social inclusion agenda" in political programmes

2. Participants have shared and learned methodologies, strategies, tools to actively and effectively **engage citizens** in electoral processes at, local national and European level

3. Participants have **explored ways to identify new target groups and allies**

4. Participants have **designed or learned concrete activities** to get eradication of global poverty and social inclusion on the political agenda.

2.3 Concrete outcomes

1. Concrete actions, projects, programmes to influence political processes with an "eradication of global poverty and social inclusion agenda".

2. Checklists of *dos and don'ts*

3. Background documents

4. Evaluation

5. List of participants

3. Methodology

The Summer School will be based on the following methodological principles:

a. **Participatory** (participants play an active role, bringing their own experience and knowledge)

b. **Informative/Cognitive** (getting knowledge of a certain issue)

c. **Pedagogic** (working on motivations rather then knowledge)

d. **Reflective** (participants reflects and elaborate)

e. **Emulative** (experts, case studies, testimonials)

f. **Organisational** (participants create formal/informal alliances, organisations, networks)

g. **Action-driven** (participants commit to use the learning for concrete actions around national/European elections)

The following activities will refer to the previous list.

3.1 Working Groups

3.1.1 Methodological principles

Participatory, Pedagogic, Reflective, Organisational, Action-driven

3.1.2 Learning objective

Working groups are the core of the Summer School methodology. Participants will divide into **5 or 6** working groups which will remain stable thought the whole week. Tasks of the working group are to:

a. **share** experience, problems, methodologies, strategies, activities and tools they already know and use

b. **map** allies, competitors, enemies, forces, elements which influence the political agenda and understand how to relate with them

c. **explore** ways of engaging citizens in political processes through different methodologies

d. **analyse** ways of engaging as NGOs in political processes

e. **systematise** the exchange and the learning into concrete checklists of **dos and don'ts and/or concrete** activities, projects, programmes

While doing so, the groups will include:

- perspectives and partners from **outside the European Union**

- perspectives and partners from **migrant organisations** based in the European Union

- different methodologies and approaches (Development education, Campaigning, Advocacy)

3.1.3 Description

Working groups will meet every day. They will deal with the same issues but looking at them from different perspectives. Namely they will explore ways to involve political parties and citizens to put eradication of global poverty and social inclusion on the political agenda at

1. LOCAL level

2. NATIONAL level

3. EUROPEAN and Regional level,

To take into account the different levels of experience and knowledge of participants, each level (local, national, European/Regional) will be explored by 2 working groups, 1 for beginners (participants with less than 2 years experience), the second for advanced (participants with more than 2 years experience). At the same time, as **we value exchange of knowledge and ideas between people with different levels of experience**, the 2 working groups working on the same level (local, national, European/Regional) will have the opportunity to meet during the week and share the different approaches and methodologies explored and work together on concrete projects and programmes.

The working methodology is adapted so that beginners can get new, fresh, challenging ideas, while the advanced can focus more on best practices, proven strategies etc.

Participants can sign up for one group for the whole week. The working groups are:

(1A-1B) How to involve political parties and citizens to *put eradication of global poverty and social inclusion on the political agenda at LOCAL level* *(2 working groups: 1A for Advanced, 1B for Beginners)*

> *Short description: the group will share, map, explore, analyse, systematise looking at the specific role of local authorities and citizenship at local level.*

> *Non exhaustive list of issues: role of local authorities in eradication of poverty, social inclusion, fair trade, local procurement, migrations, twinning, citizenship participation, , integration of development issues in school projects/programmes*

> *Expected outcomes: a) list of best practices, methodologies, tools; b) checklist of dos and don'ts*

(2A-2B) How to involve political parties and citizens *to put eradication of global poverty and social inclusion on the political agenda at NATIONAL level and influence national government's position in international organisations* *(2 working groups: 2A for Advanced, 2B for Beginners)*

> *Short description: the group will share, map, explore, analyse, systematise looking at the specific role of national governments and citizenship at national level.*

> *Non exhaustive list of issues: bilateral aid, migration, Official Development Assistance, development cooperation, development education and awareness raising, integration of development issues in school curricula*

> *Expected outcomes: a) list of best practices, methodologies, tools; b) checklist of dos and don'ts*

(3A-3B) *Getting eradication of global poverty and social inclusion on the political agenda at EUROPEAN and Regional level*, *(1-2 working groups: 3A for Advanced, 3B for Beginners, depending on the number of participants)*

> *Short description: the group will share, map, explore, analyse, systematise looking at the specific role of European authorities and citizenship at European level.*

> *Non exhaustive list of issues: multilateral aid, migration, European Consensus on Development, trade, policy coherence, aid effectiveness, European Consensus on Development Education and Awareness Raising*

> *Expected outcomes: a) list of best practices, methodologies, tools; b) concrete activities, projects, programmes for the fore coming European elections*

Each working group will be facilitated by an **external facilitator** who will ensure a smooth and participatory learning process. In particular, facilitators will free the group from difficulties or obstacles, make the process easy or easier, and carry out a set of functions or activities before, during and after a meeting to help the group achieve its own objectives

To anchor the groups to the reality of the target groups, in each working group there will be a "**candide**" (critical observer). The candides are representatives of the several players/stakeholders who influence the political process (political parties, political foundations, public institutions, local/national/supranational governmental bodies). While remaining external to the learning process they will **challenge** the participants on their stereotypes, knowledge of and way of influencing political processes with apparently naïve questions and critical remarks.[2]

Each group will be supported by a **rapporteur** who will keep record of the work, support the presentation in plenary and provide the basis for the final report.

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[2] Candide is the naïve protagonist of the Voltair novel *Candide, ou l'Optimisme*, ("*Candide, or Optimism*") (1759)

3.2 "Thematic sessions

3.2.1 Methodological principles

Informative/Cognitive, Reflective, Emulative

3.2.2 Learning objective

Thematic sessions aim to provide practical and theoretical inputs, fresh ideas and inspiration on cross-cutting issues of interest for all working groups levels of work (local, national, European/regional). The inputs received will feed the work done in the working groups.

3.2.3 Description

While participants will stay in the same working group for the whole week, they can choose from different thematic sessions, according to their interest.

There will be 6 stand-alone thematic sessions of 120 minutes, each repeated twice, at three evenings in a row: 1st round: ABEF, 2nd round: BCDF, 3rd round: ACDE.

Each participant will be able, therefore, to follow 3 thematic sessions, choosing every day a different session.

Thematic sessions will be hold jointly by external experts and the participants. The external experts will provide the overall framework, inputs, methodologies, challenges coming from their experience in the theme. Participants will have the opportunities to present case studies, concrete examples, share their experience.

Thematic sessions are:

A. Role of migrant organisations and diasporas (MODs) in getting eradication of global poverty and social inclusion on the political agenda

Short description: The growing presence in Europe of people coming from the so-called "South" constitutes a cultural and political challenge for European societies. Cohabitation of different cultures is not easy. However, although it reflects a problem of survival in the South, this presence is also enriching the North and should be seen as an opportunity.

It is crucial that development practitioners involve representatives of diasporas in their work to raise awareness and educate European populations, namely politicians and decision-makers. This exchange and cooperation can help understanding the complexity of the issue, the real causes and give another image of the South, more correspondent to its complexity and diversity. It can also help to better expose the roots of underdevelopment and exclusion at national and international level, increasing pressure on decision-makers and people responsible for the local development.

Engaging migrants in Development Education is not simplistically involving them in cultural or folkloric events. In this session will explore ways to work together with MODs and establish common strategies to raise awareness and change attitudes and policies in the North and in the South.

Non exhaustive list of issues: role of Development Education and MODs in MDGs; patterns of DE work in MODs; working relationships between MODs and NGOs; MODs and the national political agenda; migration, citizenship, identity.

Expected outcomes: exchange, best practices

B. How to approach political parties, elaborate political demands and monitor politicians' work (dos and don'ts),

Short description: Political parties play a central role in fostering citizen's participation in the democratic life. They determine and influence the public debate at different levels, both by governing a country (when the win elections) or by opposing the ruling party (when they loose elections). They therefore participate in the decision-making process related to international cooperation. In this session participants will exchange and learn on methodologies and strategies to effectively approach political parties, to influence electoral programmes and to monitor delivery.

Non exhaustive list of issues: role of political parties; how an electoral programme is built; how to approach political parties remaining independent; neutrality vs impartiality; is the left/right divide still valid?; monitoring delivery on promises

Expected outcomes: list of dos and don'ts

C. Shifting the paradigm: young people from target groups to partners of political campaigns and educational activities

Short description: Children and young people are often considered target groups rather than drivers of their own development. Listening to them, especially in those policy areas that concern them, often gives us adults another perspective. In spite of not being voters the concepts of citizenship, democracy and elections are not new to them. Youth Parliaments, mock elections and political debates in schools are but a few examples of their engagement in the topic.

Involving children and young people in Development Education must go beyond looking at them merely as beneficiaries if we want them to use their full potential. This session will explore ways to work together with children and young people and establish common strategies to raise awareness and change attitudes and policies in order to actively involve them as partners and drivers of change.

Non exhaustive list of issues: Developing tools for children and young people to participate in electrol processes such as child-friendly versions of policy documents, providing platform to voice their concerns, political debates with politicians, use of electronic media such as internet to have their voices heard by policymakers etc.

Expected outcomes: recommendations for actors working in development education on how to involve young people as partners of political campaigns and educational activities.

D. EU decision-making processes on Development; role of the European Institutions, National and local Governments

Short description: in order to be able to influence the EU decision-making processes on Development one needs to know the process and the players in the field.

     a. What methods/issues can be identified to advocate the worldwide issue of poverty on the European political agenda.

     b. What are the effects of EU decision-making (e.g. agricultural subsidies, peacekeeping missions) on development

Non exhaustive list of issues: European Consensus on Development, a European Consensus on Development Education and Awareness Raising, role of Member States, European Parliament, European Commission, role of Civil Society, European agenda building, development-related policies, policy coherence

Expected outcomes: Mapping of roles and responsibilities

E. How to effectively address and engage different segments of citizens and politicians sharing common norms and values

Short description: In the course of the past century, the influence of social and demographic properties on conceptions and behaviour of people has strongly diminished. Due to individualisation and democratisation of society these factors have lost relevance.

In stead of a hierarchic society, consisting of stable social layers and generally accepted norms and values, we now live in a dynamic, fragmented networks of people. People in these networks are much freer and independent in choosing how they want to live.

Based on qualitative in depth interviews and large scale quantitative research (mail and internet) Motivaction (www.motivaction.nl) has developed a segmentation of the Dutch society based on norms and values: social environments. These social environments are groups of people that view life in a similar way. They have similar norms and values with respect to societal issues, work, consumption, aesthetics, social relations and show similar ambitions and aspirations. This methodology can be applied to other countries as well.

During the thematic session participants will learn this methodology and how to approach politicians and citizens in a more effective and tailor-made way.

Non exhaustive list of issues: how NGOs identify target groups, social segmentations, effective communication

Expected outcomes: social segmentation methodology

F. Democratic Governance and the Millennium Development Goals: holding governments accountable

Short description: Democratic governance is central to the achievement of the MDGs, as it provides the 'enabling environment' for the realization of the MDGs and, in particular, the elimination of poverty. Recognizing this, world leaders undertook in the Millennium Declaration to "spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights and fundamental freedoms including the right to development". They resolved to "strengthen the capacity of all countries to implement the principles and practices of democracy and respect for human rights". According to the UN strategy document on the MDGs, "the MDGs have to be situated within the broader norms and standards of the Millennium Declaration", including those on 'Human rights, democracy and good governance'.

Democratic governance is valuable in its own right. It can also advance human development and the achievement of the MDGs for the following reasons:

- *When more than economic growth is considered, democracy can work to put in a political dynamic to respond to the social and economic priorities of people and contribute to reducing poverty and promoting human development and social inclusion.*

- *Democracies contribute to political stability and thus to human security because open space for political contests allows for more peaceful resolution and management of conflict.*

- *Democratic institutions and processes that give voice to people, and hold rulers accountable, as well as open competition for power, make politicians more likely to respond to the needs of ordinary people.*

The thematic session will explore efforts to achieve the MDGs within the democratic governance practice area and how to hold governments accountable

Non exhaustive list of issues: Parliamentary Development, Electoral Systems and Processes, Access to Justice and Human Rights, Access to Information, Local Governance and Decentralization, Public Administration and Civil Service Reform
Expected outcomes: list of tips, does and don'ts

3.3 Key-note speech

3.3.1 Methodological principles

Informative/Cognitive, Reflective, Participatory

3.3.2 Learning objective

The key-note speech serves to set the framework of the Summer School, to propose challenging inputs, to stimulate debate and reflection among participants.

3.3.3 Description

The key-note speech will be delivered during the opening session by an external guest. She/he will give an introduction of 20 minutes on the main theme of the Summer School, challenging the participants with questions and controversial thoughts. Participants will then be invited to bring their own perspective in a debate which will be facilitated by the organisers.

3.4 Open Space

3.4.1 Methodological principles

Participatory, Informative/Cognitive, Reflective, Organisational

3.4.2 Learning objective

To allow participants to discuss topics which they feel are needed to be discussed in more detail and that cannot be or have not been dealt with within the programme

3.4.3 Description

The "Open Space" is a participants-based methodology. It enables participants to freely discuss on issues related to the theme of the Summer School, in a self-organised way. Participants will have the opportunity to propose issues which have not been covered by other activities of the Summer School or to deepen discussion and knowledge of issues already addressed in working groups or thematic sessions.

Spontaneous groups are formed according to the interest of participants, on issues which are proposed on the spot. Although freely organised, each spontaneous group will have to appoint a reporter, who will help keep the discussion documented.

3.5 Market Place

3.5.1 Methodological principles

Informative/Cognitive, Organisational, Emulative

3.5.2 Learning objective

• To learn about work of participants and missions of their NGOs

• To serve as the basis for further networking among the NGOs participating in the Summer School

3.5.3 Description

Following the result from the evaluation of the Summer School 2007 the Market Place will **be linked to the working groups**. Every participant will introduce her/his organisation and the materials they produce to their working group members during the first meeting of the working group.

After this first presentation, materials will be displayed in the **Market Place Room** and will be available for other groups.

3.6 Audiovisual tool exhibition

3.6.1 Methodological principles

Informative/Cognitive, Emulative

3.6.2 Learning objective

To allow participants to present their work and share tools with others l

3.6.3 Description

The Audiovisual tool exhibition will take place every other day before dinner. Participants are encouraged to bring audiovisual tools and will be allocated 20 minutes for a presentation. Several presentations can take place at the same time in different halls.

3.7 NGOs stereotypes

3.7.1 Methodological principles

Informative/Cognitive

3.7.2 Learning objective

• To challenge participants on their stereotypes regarding politicians, political parties and development

3.7.3 Description

In the "NGOs stereotypes" participants will be confronted with their main stereotypes regarding politicians, decision-makers, political parties.

3.8 Fundraising session

3.8.1 Methodological principles

Informative/Cognitive, Organisational, Action-driven

3.8.2 Learning objective

• To learn how to effectively raise money to run the activities designed/identified during the Summer School

3.8.3 Description

After the presentation of conclusions, this session will give the participants idea, tips and tools to raise money in order to implement the activities/projects/programmes they have been working on during the whole week.

3.9 Newsletter

3.9.1 Methodological principles

Participatory, Informative/Cognitive

3.9.2 Learning objective

The newsletter is an internal communication system allowing participants to have an idea of what is going on in other groups and get inspiration for their work during the week.

3.9.3 Description

An editorial committee will prepare a newsletter every second day, including reports from the groups, interviews, links and reference to interesting materials.

3.10 Preliminary Programme

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Working group activity		**Share**	**Map**	**Explore**	**Analyse**	**Systematise**	**Finalise**	
8.00-9.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00-10:30		- Opening - Key note speech and debate	Working Groups	Working Groups	Mid-term presentation Working Groups	Working Groups	Working Groups	Departure
10.30-11.00		Break	Break	Break	Break	Break	Break	
11:00-12:30		Working Groups Market place	Working Groups	Working Groups	Working Groups	Working Groups	Working Groups	
13.30-15.00	ARRIVAL Registration Market Setting	Working Groups Market place	Working Groups	Working groups	Working Groups	Working Groups	Working Groups	
15.00-15:30		Break	Break	Break	Break	Break	Break	
15.30-17.30		Thematic sessions ABEF	Thematic sessions BCDF	Thematic sessions ACDE	Working Groups	Open Space 2nd part	Celebration of work done, follow-up,	
17.30-18.15		Break	Break	Break	Break	Break	Break	
18.15-19.30		Audiovisual Tools Exhibition	Audiovisual Tools Exhibition	Audiovisual Tools Exhibition	Open Space 1st part	Fundraising session	conclusions	
19:30-20.30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21:00	Welcome reception - NGOs stereotypes	Cultural evening	Ancient Dutch games	Entertainment: Film	A visit to …..	Free night	Farewell party	

Input Session Working Session Sharing and networking Presentations

4. Working language

The main language used during the Summer School is **English**. Simultaneous interpretation into other languages will not be provided.

English-native speakers should consider that for the majority of participants English is not the first language. An effort to speak slowly and use an understandable vocabulary is important to allow a fruitful exchange. Ideally, English-native speakers should be able to speak at least another foreign language.

5. Participation

5.1 Participants' profiles

Around 100 participants (excluding experts, facilitators, candides) from EU, Accession and Candidate Countries, Asia, Africa, Latin America will take part in the Summer School.

Participants should be people who are willing and enthusiastic to share theirs knowledge both during the Summer School and when they return home. It is aimed at:

• Experienced NGO practitioners from within and outside the EU willing to share their experience and – on the other hand – to gain new inspiration and impetus.

• Inexperienced NGO practitioners from within the EU motivated to open/strengthen activities in their own countries.

All participants commit themselves to:

• prepare their Summer School participation

• attend the full Summer School,

• feed back their learning of the Summer School to their organisations and national, regional or international networks

• participate in the follow up of the recommendations proposed by the Summer School

5.2 Participants from the European Union

The Summer School is open to NGOs that are member of National Platforms or Networks members of CONCORD and NGOs/coordination bodies from EU member countries not yet CONCORD members but linked with TRIALOG. Also NGOs from EU Accession and Candidate Countries are invited to participate.

EU participants applying for the Summer School should:

• Be actively involved in their organisation and in a position to start or continue activities/projects/programmes to put eradication of global poverty and social inclusion on the political agenda, starting from the next local/national/European elections.

• Have existing knowledge of Development Education, Advocacy and Campaigning and relevant work experience

• Have ability to work in a multicultural environment, respecting other cultures' approaches, beliefs, behaviours

5.3 Participants from outside the European Union

Participants from outside the European Union are invited to take part in the Summer School, to share their experience in influencing the political agenda with their European counterparts. They will act mainly as resource people to provide both a different perspective and expertise. They are invited to look for possibilities of joining the projects and programmes which will be designed during the Summer School, involving networks of NGOs in their countries.

Participants from outside the European Union applying for the Summer School should:

• Be actively involved in their organisation and in a position to start or continue activities/projects/programmes to put eradication of global poverty and social inclusion on the political agenda, starting from the next local/national.

• Have existing knowledge of Development Education, Advocacy and Campaigning and relevant work experience

• Have ability to work in a multicultural environment, respecting other cultures' approaches, beliefs, behaviours

• Be actively involved in national/regional networks of NGOs and Civil Society Organisations

5.4 Who should form each delegation?

We strongly recommend that each delegation of the National Platforms members of CONCORD ensures the diversity of profiles of development education practitioners to reflect gender balance and a balance in levels

of skills and experience in the field of development education, campaigning, advocacy. We urge the platforms to look deeper into aspects of diversity when it comes to disability, ethnicity, geographic background, socio-economic background etc.

For methodological and financial reasons, we must limit the number of participants according to the following categories:

a. <u>Outside EU</u> (Asia, Africa, Latin America) – **12** participants

b. <u>CONCORD Networks</u> – **12** participants (1per network. Please, select 1 participant + 1 reserve)

c. <u>EU National Platforms/Co-ordinations</u> – 2 people per country = **54** participants (please, select 2 participants + 1 reserve). The reserve will be invited to participate in case 1 of the selected participants is not able to come any longer or if other platforms are sending less than 2 participants.

Ideally, at least one participant per delegation should be active in the secretariat, board or a working group of the national platform.

d. <u>Candidate Countries</u> (as to January 31st 2008): **4** participants (1 per country)

e. <u>Representatives of migrant and diasporas organisations</u> living in Europe: **4** participants (from different countries)

f. <u>Extra-quota:</u> besides the above participants and reserves, we can allow **14** extra-quota participants from any of the previous categories, provided that they are able to pay a fee covering the full costs of accommodation and food (840 Euro).

6. Participation Fee

6.1 Fee scheme

6.1.1 Participants from Asia, Africa, Latin America

Participants from Asia, Africa, Latin America (*category a*) will not pay the participation fee, unless they come from a high-income country as defined by the OECD-DAC and the European Commission. In that case, the participation fee will be **420 EUR** (four hundred and twenty Euro).

6.1.2 European Union participants

Participants from EU NGOs (*categories b, c, e*) will pay a participation fee of **420 EUR** (four hundred and twenty Euro).

Taking into account financial constraints of certain NGOs/Platforms, a reduction to **290 EUR** (two hundred and ninety Euro) is possible, if duly justified, upon written request from the National Platform and approval of the DEEEP Co-ordinator.

For the extra-quota participants (*category f*) the participation fee is **840 Euro** with no reduction possible.

6.1.3 EU Candidate Countries

Participants from EU Accession and Candidate Countries (*category d*) will be asked to pay a participation fee of **200 EUR** (two hundred Euro).

6.2 Costs covered

The participation fee is inclusive of accommodation, food, materials, and organisation costs. All extras will be charged to participants accordingly. For EU and Candidate Countries participants, travel costs, up to a maximum of 400 EUR, will be reimbursed after the Summer School. For participants from low-income countries in Africa, Asia, Latin America, travel costs will be entirely covered by the organisers.

For contractual reasons with the main donor of the Summer School (the European Commission), travel costs cannot be reimbursed for participants coming from high-income countries located in Asia, Africa, Latin America.

Only travel costs of those participants who attend the entire Summer School will be reimbursed.

Please note that all selected candidates outside EU will have to apply personally for a visa at the nearest Dutch Embassy, if needed.

6.3 How to pay

6.3.1 Procedure for participants coming from National Platforms

<u>Participants from National Platforms</u>: Participants from established platforms will pay the fee to their National Platforms by the 15th February 2008. They will then transfer the entire amount to the following account, by the **1st March 2008**. Please write clearly the participants' family name, country and organisation.

<u>Participants from Networks, Migrant and Diasporas Organisations, EU Candidate Countries</u>: Participants from these categories will pay the fee directly to the following account, by the **1st March 2008**. Please write clearly the participants' family name, country and organisation.

6.3.2 DEEEP Account

Bank Name: Cassa di risparmio di Parma e Piacenza

Bank Address: Via Pietro Aretino 1, 52100 Arezzo, Italy

IBAN: IT04R0623014100000040396292, **BIC**: CRPPIT2P102

Reason for Transfer: **Summer School 2008,** *Participants' family name, Country, Organisation*

6.4 Confirmation and cancellation

Applicants will receive by the end of February a confirmation letter from their National Platform/Network or from the organisers. Participants must then confirm their participation to the organisers.

In case of cancellation *before the 1st March 2008* the participation fee can be reimbursed, (bank costs deduced). In case of cancellation *after the 1st March 2008* the participation fee will not be reimbursed.

7. How to Apply?

All candidates must apply using the enclosed application form.

a. EU participants

Applications should be sent to the secretariat or DE Forum representative of National Platforms, Networks, Co-ordinations, Migrant and Diaspora Organisations by the **15th January 2008**. They will then send the selected application forms to the organisers by the 31st of January 2008. For the contact person in your National Platform, please refer to http://www.deeep.org/english/participate/contact_np or to http://www.concordeurope.org/ (-> "About Concord" -> "Members" -> "Links to the website of CONCORD Members")

b. Participants from EU Candidate Countries, Asia, Africa, Latin America

Applications should be sent directly to a.caserta@deeep.org and r.froklage@coswmbrabant.nl) by the **15th January 2008**. Among the received applications the organisers will select 4 for EU Candidate Countries and 12 from other continents, on the basis of motivation, experience, and geographical balance.

8. Accommodation and travel

The organisers will provide board and lodging for the participants at Kontakt der Kontinenten, Netherlands: http://www.kontaktderkontinenten.nl. For those coming by plane: In order to get the best fares we suggest to make an early booking, as soon as your participation is confirmed by your National Platform or the organisers.

9. What should you bring?

You should bring recent information about your organisation, projects, audiovisual tools and other pedagogical materials for distribution or sale. These materials are very important for the Market Place. You can also bring specialities from your country to feature in the Market Place, the cultural evening, in the Audiovisual Tools Exhibition and in the Working Groups.

10. Contacts

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