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1. PRESENTATION

THE REDDSO PROJECT

“Regions for Education in Sustainable Development and International Solidarity” (REDDSO) is a project funded by the European Union. The project aims to contribute to the training of a global citizenship through the convergence of Education for Sustainable Development and International Solidarity (ESDIS) public policies in the educational systems of four European regions: Rhône-Alpes (France), Piedmont (Italy), Malopolska (Poland) and Catalonia (Spain).

The project is a 30-month initiative that proposes different activities organized in three stages: a first stage of diagnosis, a second stage of training and a third stage of implementation of innovative pedagogical proposals.

The project is led by the following administrative organisations and coordinating bodies:

France: RESACOOOP (Rhône-Alpes Cooperation Support Network) and Rhône-Alpes region.

Italy: COP (NGO Coordinator of Piedmont region) and Piemonte region.

Poland: Malopolska region.

Catalonia : LaFede.cat – Organisations for Global Justice and the Autonomous Government of Catalonia Department of Education.

WORKSHOP PRESENTATION

Coinciding with the project’s halfway point, LaFede and the Department of Education organised the Second International Meeting of the REDDSO project. The Educational Experiences Exchange International Workshop took place on the 1st and 2nd of December 2014 at Casa del Mar, Barcelona, with the aim to promote ESDIS experiences between NGOs and school centres of the associated regions of the project, reinforce networking and encourage pedagogical innovation.



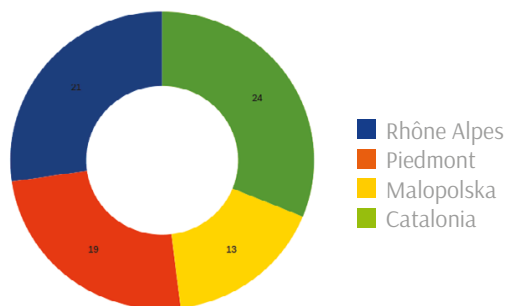
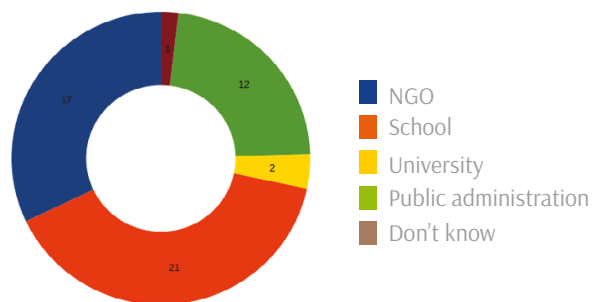
Pepa Martínez, Lafede.Cat - Organisations for Global Justice

“After a year and a half of work, people involved in Education for Global Citizenship meet up again. The professionals from the four participant regions of the project have now the opportunity to continue to share knowledge, reflections and methodologies. To make the most of this diversity and enhance the exchange we have designed the workshop in the format of presentations and group work that we expect will be useful and enriching.”



WORKSHOP PARTICIPANTS

Around 80 people attended the workshops, including teachers from Poland, France, Italy and Catalonia, as well as representatives of NGOs and of the public administrations involved in the project. The participation of people from Burkina Faso, Senegal and Argentina enriched the perspective of the educational debate.



WELCOME



Jaume Vinyals, Chief of the Service of Support to the Educational Community of the Generalitat de Catalunya

“This workshop takes place when we are at the middle of the project, and I believe this is a suitable moment to share experiences and reinforce the network that has allowed us to open our minds and expand points of view. For the past two years, the Education Department has been working for the educational centres to make his own the methodologies proposed herewith, and our will is that at the end of the project we can guarantee the continuity of all these contributions. Many thanks and welcome to Barcelona.”



Alba Cuevas, Spokesperson of Education of the Board of Lafede.cat – Organisations for Global Justice

“We understand that in order to develop a participatory education advancing towards social transformation, peace and human rights it is indispensable to know and apply two fundamental concepts that sustain that education: collaboration and networking. The first one, by establishing solid ties between educational centres, public institutions and the civil society; the second, by looking for the way to share, understand ourselves and advance together. In the Education Commission of FCONGD we have elaborated a manifesto defending this kind of education which we are specially proud of.”



2. ESDIS IN THE ASSOCIATED REGIONS

ESDIS IN THE ASSOCIATED REGIONS

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND INTERNATIONAL SOLIDARITY IN THE ASSOCIATED REGIONS OF THE PROJECT

The round table was conceived as a first approach to the current state of the **Education for Sustainable Development and International Solidarity (ESDIS)** in the four associated regions of the project. With the explanation of the diagnosis carried out during the previous months, the participants got to know the reality of each region and the emergence of partnerships was facilitated.

The questions below served as orientation for presenting the diagnosis results:

1. We talk about ESDIS, Education for Global Citizenship, Global Education, etc. Which term do you use in your territory?
2. Which are the key characteristics of ESDIS?
3. What place ESDIS has in the educational system? Is there a legal framework for it or measures to promote ESDIS? How teachers perceive it?
4. The partnerships are a defining element of ESDIS. How to make them reality and articulate them in the local, international and European contexts?



Àlex Egea, Educator and researcher (Catalonia)

“In Catalonia, we use the term ‘development education’ mainly referred to an education promoting a citizenship able to answer the current challenges of globalization and where the role of NGOs is as important as that of the administration. The administration is working to introduce community service in secondary education and allocates many resources to the continuous education of teachers; the voluntary sector, for its part, is constituted by true professionals of the sector responsible for the creation of most of the available pedagogical material. They are making big efforts to get close to the reality of formal education and are key contributors to the education of people with sensibility to global justice and equality.”



Katarzyna Jasikowska, Jagellon University, and Magdalena Klarenbach, Polish Green Network (Malopolska)

“In Poland we speak of ‘global education’, a kind of civic formation centred in raising awareness about global phenomena and their interdependence relations. Its goal is to prepare people to face the challenges of globalisation. As can be deduced from some of the conclusions and recommendations of the diagnosis we made, in Malopolska there’s a big lack of knowledge between the different actors involved in Global Education. Cooperation between NGOs and schools should be promoted and it would be convenient to offer teachers more formation related to Global Education.”



Sabine Tangerini,

Comitato Collaborazione Medica (Piedmont)

“In Italy, Education for Sustainable Development is well integrated in formal education. However, Education for International Solidarity is more optional and often related to activities taking place after school hours.

The voluntary sector tries to introduce decentralized cooperation in schools and defends partnership work as a good way for sharing contributions between educational centres.

Regarding ESDIS players, they are many and diverse: associations, NGOs, Fair Trade organizations, religious organisations or institutions of the ministry, among others. It is necessary to progress to improve their coordination.”



Jean Paul Robin, Université de Grenoble (Rhône-Alpes)

“In France we define Education for Global Citizenship as a variety of forms of education whose aim is to understand world inequalities so that the students can articulate a critical vision, take their own decisions and be responsible for them. It is a kind of participative and intercultural education that implies a certain degree of decentralisation in order to promote exchanges with other countries, as the REDSSO project favours. However, it is an educational proposal not yet well established in our context.”



Christine Thomas, Conseil National de l'Éducation Agricole (Rhône-Alpes)

“Public institutions and NGOs have to learn to act as partners and not only have a partnership relation. Only in this way we will be able to build jointly on the basis of common values like solidarity, autonomy, responsibility or laicism, and work hand by hand in spite of differences in language and method. We must be able to play the complementarity card and to take advantage of the specialised knowledge that the voluntary sector possess.”



3. ESDIS IN SCHOOLS

HOW CAN WE ADVANCE IN THE IMPLEMENTATION OF ESDIS IN SCHOOLS?

Rose Marie di Donato, director of RESACOOOP, moderated the opening debate in a table formed by the Argentinian **Luz Avruj**, formation coordinator at Centro Latinoamericano de Aprendizaje y Servicio Solidario, the Burkinabé **Paul Marie Karanga**, teacher at the National Technical Institute of Ouagadougou, and the Senegalese **Alassane Mbengue**, secretary-general of academic inspection in the city of Matam.

To favour the exchange of knowledge, the contributions were structured around specific questions.

Deepening in the definition of ESDIS and its implementation, Luz Avruj shared some experiences of Learning Service, a suitable methodology for knowledge acquisition through experience and praxis that invites students to engage themselves with specific problems of their social contexts. This is a model of horizontal solidarity that puts in relation two communities, two active parts that profit from each other's specific knowledge, and creates new social relations of brotherhood and cooperation. As the two African speakers stressed, the perspective of Learning Service has also been very well received in Senegal and Burkina Faso because of the need to overcome the existent shift between the theoretical contents of secondary schools and

the social context of the students. It results in a very effective approach in countries where social inclusion is the main social and educational challenge because with Learning Service the social logic is studied, diagnosis are made depending on needs and projects are focused to satisfy them, giving as a result an improvement of the surroundings and an empowering of the students.

1) Learning Service is an educational initiative that combines processes of learning and service to the community under one single, well-articulated project in which participants train themselves by working about real necessities of their social settings for the purpose of improving them.



Luz Avruj, Formation coordinator at Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina)

“Through Learning Service the two involved parts understand they can work for the welfare of the other. It is about promoting pro-social attitudes: to act ‘with’ the other and not ‘for’ the other. In opposition to this method, the traditional solidarity model is defined by a subject holder of knowledge who wants to help the recipients of the service, that are no more than passive and needed communities. We believe that through this old scheme the necessary conditions leading to transformation and change are not given.”



Alassane Mbengue, Secretary-general of academic inspection in Matam (Senegal)

“In Senegal we also develop experiences based on this ‘know by doing’, where students have to learn to identify problems out of the school walls and mobilize the necessary resources to solve them. The student becomes an actor.”



Paul Marie Karanga, Teacher at the National Technical Institute of Ouagadougou (Burkina Faso)

“The youngster no longer come to school because they are obliged to, but because they want to learn things in order to change the world around them.”

The debate continued with several reflections on the economic, social and thought changes that globalisation has introduced in the world today. The circulation of global information and the interdependence between the five continents also translate in a raising awareness about common problems, in a collective assumption of challenges and risks that affect us all, such as the environment, the economic inequalities or the health and the food on a global

basis. In this regard, ESDIS is of principal importance to explain the current, ever-changing and delocalized world to students.

The other face of globalization shows us a planet characterised by acute inequalities between countries and continents. In this regard, Paul Marie Karanga formulated a wish of worldwide cohabitation and respect, but at the same time explained the reality of his compatriots, that many times keeps them away from the aims of ESDIS. Specifically, and focusing on the energy sector, Karanga told that if the price of a basic need such as a gas container is not accessible to the big majority of the population, even less accessible are solar energy panels. We find a similar case in the infrastructures of access to the Internet, necessary to develop cultural exchange programs between educational centres and not always available – in spite of the big public investment made in the past years.



Paul Marie Karanga, Teacher at the National Technical Institute of Ouagadougou (Burkina Faso)

“In our case, it is necessary to know the reality of the country to understand that the first priority is to go to school, and next we will be able to talk about sustainable development.”



Luz Avruj, Formation coordinator at Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina)

“One hundred years ago there was a group of men that thought it was important for students to move their bodies in school. They made

them run a little between the classes of arithmetic and mathematics. Nowadays we can't conceive a school without physical education in the curriculum... Maybe we are doing the same with Education for Sustainable Development.”

Lastly, the debate focused in the relations of national and international partnerships between educational centres. The objective: to cross different points of view between students from the north and the south, overcome existing stereotypes and get young people to know each other better.

Taking as an example the existent relations of partnership between the Senegalese region of Matam and the French region of Rhône-Alpes, Alassane Mbengue distinguished the multiplicity of players necessary to develop an effective partnership: the students as the main players; the teachers as the executors; the directors of the centres as the institutional representatives; the regional administrative organizations as the drivers of the vision of the school partnership; the technical services and the voluntary sector as the collaborators in the implementation of projects related to water, environment, waste or global citizenship. It became apparent that to achieve stable partnership relations it is necessary

to articulate a complex organizational framework, to implement institutional arrangements (partnership day, partnership network of the academy of Matam, etc.) and share the assessments and pedagogical tools resulting from each experience.

As the discussion opened to the floor for questions, some participants emphasized the importance of working to achieve horizontal relations in the partnerships, underlining that relations between centres are not neutral but impregnated with the existent structural inequalities between North and South. How can we use the partnerships to make us conscious of these inequalities and raise a political awareness between students able to transform them?



Alassane Mbengue, Secretary-general of academic inspection in Matam (Senegal)

“We in Africa have a different history. Léopold Sédar Senghor theorized a lot about the concept of ‘world citizenship’. He promulgated an openness to the world, preconized that the future would go through learning to give and receive in the civilization of the universal.”



4. EDUCATIONAL EXPERIENCES

ROUND TABLES ON ESDIS EXPERIENCES

In the first round table on educational experiences, the projects of Malopolska and Piemonte were presented. As a characteristic in common, transversality stood out: in the case of Malopolska, this was because the project benefited the educational centres as much as the region's associations; in the case of Piemonte, because the beneficiaries were not only the students in a class, but the project reached the educational centre as a whole.

The experiences of Catalonia and Rhône-Alpes were presented in a second table. The projects had in common the methodological innovation, the cross-curricular subjects involved and the role of the students as active, responsible citizens aware of their rights and duties.

Agnieszka Slomian



“The main problem we found was to determine the dates of the workshops in schools, which depended on the motivation and participation of the directors of each centre. Only one school scheduled the workshops as after school activities, and this translated in an increased motivation, since participation was voluntary. In the rest of school centres, the project was fitted within the program of compulsory subjects.”

“In the global network: Development challenges in Central Asia” (Malopolska)

By Agnieszka Slomian, Institute of Eastern Initiative

Actors involved: Institute of Eastern Initiatives, schools, NGOs, associations, platforms of Polish organisations.

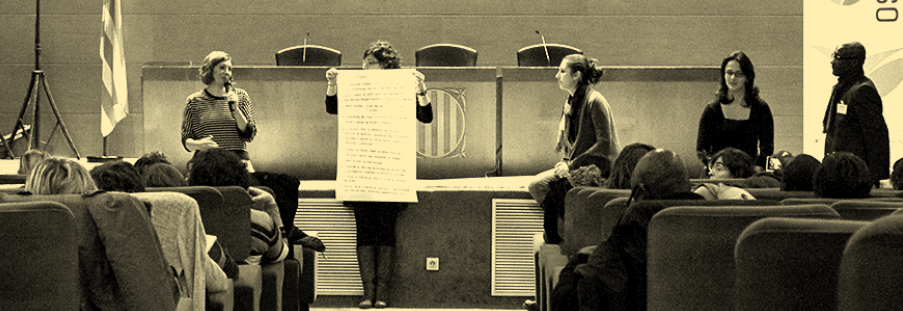
Level of education: 2 primary schools, 2 secondary schools, university.

Number of participants: 60 school pupils, 60 high school pupils, 30 teachers, 10 students from Central Asia living in Poland. A minimum of 1.000 people saw the films produced.



The project was born in 2013 with the aim of increasing the knowledge about the social and cultural reality of Central Asia and understanding the challenges currently faced in the region. During the first year of the project, 10 animated educational films about current challenges in Central Asia were produced (available on IWI's YouTube channel: <http://tinyurl.com/o4cvx6y>), a quiz on Facebook was carried out and the event “Five points on the map of the world: stories of Central Asia” was organised in Katowice. In 2014, the project wanted to get closer to educational centres, specifically to two schools and two high schools where, among other activities, workshops based on the animated films were held.

The project, undertaken in the Silesia and Malopolska regions, contributed to break Polish stereotypes about Central Asia and to increase awareness about the necessity to develop Education for Global Citizenship in Poland.



“So close, so far” (Piedmont)

By Francesca Garbaccio (NGO CICSENE)
and Paola Conti (Bellini School)

Actors involved: Bellini School with the collaboration of NGO CICSENE, the parish church, local associations and some private actors from the territory, as well as the students' families.

Level of education: Primary and Secondary Education.

Number of participants: 140 students, 17 teachers, 1 NGO technician, 2 private actors, a person from the local parish church, 1 local association operator, the students' families.

The project was born from the wish of teachers at Bellini School, who looked for the collaboration of organisations and NGOs to structure a work that could give response to a need of the students. The project objective was to promote acceptance and respect towards other cultures through the issue of food, understood in its social, cultural and territorial dimensions. The pedagogical circuit started by working on Novara's traditional food, and followed with a travel in time and space to get to know other customs and traditions departing from the experience of the pupils in the class, Italians and foreigners. The classes started with an approach to local reality in order to enable students to understand global diversity and compare realities from northern and southern countries. Among the activities developed stood out the making of an educational vegetable garden, environmental education experiences, educational games to understand the food pyramid and local initiatives of food exchange. The school viewed very positively the role of the students, who became agents of interculturality and acted as a bridge between the families and the school.



Francesca Garbaccio

“The fact that the project departed from an endogenous vision is a remarkable, differential element that introduces a perspective of development from the inside out. This perspective was, to a significant extent, responsible for the success of the activities.”



“Connecting worlds: another world is possible” (Catalonia)

By Raúl Cantarero, Alberto Quijorna and Daniel Navarro (students at Laia l'Arquera Secondary School) and Mila Domeque (teacher at Laia l'Arquera)

Actors involved: Laia l'Arquera Secondary School and Oxfam Intermón.

Level of education: Secondary Education.

Number of participants: 70 students and 10 teachers.

This is a Learning Service project intending to favour intercultural dialogue through the understanding of processes and mechanisms that structure inequalities in economic globalization and human development. The project combines work through the Internet platform “Connectant Mons”, by the NGO Oxfam Intermón, classroom work within the subjects of Language, Social Sciences, Physical Education and Technology, and field work in collaboration with a local solidarity foundation.

Throughout a school year, students investigated possible answers to the problem of food injustice in the world and looked for proposals to help themselves be more critical and responsible in their consumption habits. They did so by analysing food provenance and reflecting about the consequences of food injustice. The project ended up with a solidarity day to collect food for a soup kitchen managed by a local foundation. The project, that comprised the participation of teachers, students and families, illustrates the motto “think global, act local”.



Raúl Cantarero

“We’ve been working on global citizenship for two years. Now, when we get home, we think it’s our turn, we think it’s time to put into practice everything we’ve learnt. How could we act in a different way? When now I buy at the supermarket, for instance, I look which brands of food I take, if the food is genetically modified or not. I often choose fair trade products and don’t accept buying brands that exploit workers. My classmates do the same.”



“Young citizens at the end of the world, on the corner of the street” (Rhône-Alps)

By Marie Laroche, from the association “Lyon à double Sens”, and Jean-Christophe Vohl, teacher of physics and chemistry at the city of Trévoux.

Actors involved: Jean Moulin Secondary School of Trévoux and the associations “Lyon à double sens” and “Visions solidaires”.

Level of education: Secondary Education.

Number of participants: 28 teenagers from France, 20 teenagers from Togo, 60 adults (parents, teachers, instructors).

The aim of the project is to raise young people’s awareness about their role as local and global citizens through education for global citizenship, participatory democracy and sustainable development.

The association “Lyon à double sens”, which has been collaborating with Jean Moulin Secondary School for the last four years, organised workshops about citizenship, interculturality and collective decision-making for the students to develop their own eco-citizen class project within the context of education for sustainable development. There was also a pen-pal exchange with students from Togo working on the same project, this one carried out by the Togolese association “Visions solidaires”. Thanks to participatory methodologies and activities like “The game of 4 worlds”, “The game of Zenos” and the debates, the project allowed students from France and Togo to become aware of global realities in order to build a new vision regarding citizenship and interculturality.



Marie Laroche

“In the association ‘Lyon à double sens’ we want young people to take action, question themselves, develop a critical thinking and get involved in local activities. Through theatre and role playing games we present them with complex, specific issues related to their close reality.”



Jean-Christophe Vohl

“We had ‘eco-delegates’ to make students aware of the possibility to be active outside the educational centre, working hand by hand with public institutions or other actors. They became responsible for the centre’s ecological position and for the communication of this position to their classmates”.



5. GROUP WORK

GROUP WORK BASED ON THE EXPERIENCES PRESENTED

The group work was planned in order to create a space of exchange between the participants and encourage reflection and collective creation of knowledge. The groups were formed on the basis of the communication possibilities and translation needs. Thanks to the facilitators and through methodologies of participative animation, five groups addressed key questions related to ESDIS. Following is a summary of this work.

ESDIS projects' characteristics and strengths

- Their multidisciplinary nature.
- The will to relate the project to different territorial actors.
- The involvement of associates from southern countries to confront the realities of European students.
- The conception of students as agents of social transformation.
- The restitution of the work done to the students' fathers and mothers or other social instances.

ESDIS themes and fit within the curriculum

The goal was to reflect about the more appropriate way to introduce an ESDIS theme in the school curriculum.



Imagining a project focusing on energy, the subjects in which to develop it and the competencies to be acquired by the students were detailed:

- **Geography:** work about solar energy or geopolitical questions related to world energy production.
- **Physics:** to work about combustion processes, to analyse how light rays converge at the atmosphere.
- **Technology:** construction of solar cookers prototypes.
- **Foreign Language:** communication abilities to relate to the project associates.
- **Language:** communication abilities to properly argue and defend opinions in debates.
- **Biology and geology:** study of climate change.



- **Computer Science:** creation of a webpage.
- **Physical Education:** organization of races imitating, for instance, the distance women walk in some countries to get water.

Tools, methodologies or approaches for pedagogical innovation in ESDIS projects

- Reunion of a great diversity of players.
- Holding of meetings between the teaching staff and the organisations on a regular basis.
- Approaching the themes from a variety of perspectives.
- Continuous evaluation of the projects: before, during and after its execution.
- Involvement of the students in all steps of the project, as a point of innovation.

Assessment of an ESDIS project

- The development of assessment indicators previous to the project allows the evaluation of changes in perception and behaviour in the student body.
- Self-evaluation is a very useful tool to recover the students' points of view.
- As for the assessment typologies, a distinction has to be drawn between:

a) Evaluation of skills or competencies: useful for the following-up of the students' behaviour and attitudes.

b) Process evaluation: to understand the coherence of the activities undertaken and verify their coherence with the ESDIS needs.

c) Evaluation of the associates: to strengthen the partnership contribution, check if the tasks are well distributed or frame the language differences and difficulties, among others.

d) Impact assessment: to measure the project's impact on the teaching staff and the improvement of pedagogical tools, and on the students and families regarding their relation to the theme or their capacity of changing positions and/or behaviours.





STAGE PLAY: “THE MOST BEAUTIFUL VALUES”

At the end of the first workshops, the participants were called upon at Collaso i Gil School to attend the performance of the theatre work “Els més bells valors” (“The most beautiful values”), created and acted by the students of Camí del Mar Secondary School, in Calafell.

With allusions to Plato, Greek mythology or German romanticism, the students ventured to climb Mount Olympus to speak to adults from a very special pedestal, full of criticism and incomprehension in front of values that vanish in the midst of the postmodern crisis. This is a great example of a multidisciplinary, creative and empowering educational experience.





WORLD COFFEE:

“HOW CAN WE ADVANCE IN THE IMPLEMENTATION OF ESDIS IN SCHOOLS?”

The “Coffee Talk” is a participatory process favouring the intentional building of a discussion around some great relevance topics. It was the methodology chosen to work with during the workshop second day. The participants were distributed in six mixed groups in terms of languages and typologies of players. Each group had three turns of 30 minutes to go through the rooms to find the three prompting questions of the opening debate. Thanks to six facilitators, each group addressed the three topics, exchanged opinions and criteria, generated diverse materials and drew its own conclusions.





RESULTS

ESDIS' characteristics (concept and implementation)

- This is a long-term educational process based on the capacity to awake the students' critical thinking in order for them to become active citizens able to take part in the social transformation considered by them more equal and just.
- There was an agreement about the following definition: "With ESDIS we want to educate so that the student can conceive and promote a healthy and sustainable lifestyle, as well as allow everybody a life of dignity. This process involves listening, learning, sharing, putting differences together in order to understand, respect one another and change."
- Some groups used visual lay-outs to draw a more complex and fluctuating ESDIS definition, as in the case of a group that draw a tree to place there concepts of three categories: the values, in the roots (solidarity, human rights, justice, equality, freedom, empathy); the concepts

related to the process and competencies, in the trunk (active learning, involvement, commitment, responsibility); and lastly, the changes ESDIS causes, in the top of the tree (partnership, critical thinking, networking, sustainable development, global citizenship, change of attitudes).





Relevance and necessity of the education for world citizenship as a global challenge

- The participants are confident about the work they carry out and express their willingness to conceive the school as a space to build and reflect around utopia, understood as an individual and collective vision of justice and equality.
 - ESDIS is conceived as an educational and pedagogical approach necessary to fight individualism and competition, to look for collective solutions to the current crisis and to strengthen the ties of horizontal solidarity and of reciprocity.
 - In the current context of globalisation, ESDIS encourages the understanding of cultural differences and allows establishing a contract based on the complementarity and mutual respect. To educate to listen is necessary to get to recognise the stereotyped and unknown “other”, often excluded and turned into a subject that generates fear and distrust.
 - ESDIS is covered in the Millennium Development Goals, even though does not have the sufficient institutional support.
- ESDIS strengthens the main objectives of the school: to offer the students the necessary tools to understand the current world and be able to apply the acquired competences in their daily life.
 - At a pedagogical level, ESDIS goes beyond the boundaries of the educational centre and creates a relationship between the school and the territory that involves the student body, the families, the environment and the local institutions. The various actors undertake an educational role in the education of children and young people, bringing together different subjects and knowledge.





How to make the partnerships (local, European and international) come true as a defining element of ESDIS projects?

- The school should be the driving force behind the projects and the player starting the search for resources and associates. Despite this, there are obstacles like the poor availability of teachers and the scarce economical resources of schools.
- At the European level, positive elements exist, like the possibility of exchanging experiences with good practices, the capacity to apply political pressure through the creation of networks and the fact of working for cultural exchange. On the other hand, there are the difficulties about sharing priorities, values and methodologies between countries with very diverse sociocultural realities.
- Sometimes the European projects can become a limitation more than an opportunity because of the risk of priorities being driven from Brussels and not from the territories where the project is carried out.

- As for the relations of international partnership, the need for the projects to be developed from the own schools is questioned. Frequently, the associations are the ones that promote the projects because they have a relation with international cooperation institutions or even migrant communities with close ties with their countries of origin. Again, the economic factor appears as an obstacle for developing projects with relations of international partnership.





6. CONCLUSION

ASSESSMENT

The workshop organisation was very much appreciated by the participants. The methodologies used, together with the animation of work group activities, were especially well evaluated.

About the contents, all the proposals were very well received. The work in groups led to a rich and interesting debate among the participants and the presentation of educational experiences allowed for an approximation to the different realities of the associated regions of the project.

The attendees also pointed out the necessity of reducing plenary presentations in order to have more time for group work and exchange. Nonetheless, in the workshop organisation the difficulty of communication in three languages was taken into account, and this considerably slowed down the possibilities of a swift exchange.

Lastly, the workshop represented a good opportunity to establish contacts between NGOs and teachers for the realization of partnership projects. Some participants also confirmed having better understood the meaning of Education for Global Citizenship and its implications.



Feedback from participants

“Through the different experiences, we understood that establishing partnership relations is of great importance in raising awareness about ESDIS.”

“Congratulations on the logistical effort at all levels, which has generated a very rich interchange”.

“I found very interesting to be able to discover the Learning Service methodology.”

“We had not enough time to know in greater depth the presented pedagogical tools.”



CLOSURE



Pepa Martínez, Lafede.Cat - Organisations for Global Justice

“The objective of exchanging ideas has been totally achieved. We have understood that we share values and directions, and that we head for the same place, although with different nuances. We have also realized that we can overcome isolation and understand that NGOs and schools can work together and do it from a transversal perspective. We have seen that when we let young people speak they are able to do marvels, and have defended the importance of relating our everyday world to the global reality. (...) In short, we have tried to generate knowledge. We are the ones who build Education for Global Citizenship, and it is in part, thanks to this education that we will be able to outline the world we desire for the future generations. It is a luxury to find spaces like this to think, share and enrich us through the eyes of others. I hope we all depart with much more questions than answers.”



Giorgio Garelli, Chief of Service of International Cooperation in Piedmont

“I like a lot a German philosopher, Jürgen Habermas, that talks about ‘communicative communities’ able to elaborate collective knowledge and work on how they look at themselves. I believe that these days we have built a true ‘communicative community’, and that this shows us the solidarity and international potential that we generate together. It only remains for me to invite you all to the REDDSO final seminar, which will take place in November in Torino. Many thanks to all and see you soon.”