



## *Seminar*

# With Global Education to Global Solidarity: Building Global Citizenship and Intercultural Competencies in Schools

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## Report

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## I. Introduction

The seminar **With Global Education to Global Solidarity: Building Global Citizenship and Intercultural Competencies in Schools** took place on 17<sup>th</sup> November 2009 at the City Hall of Ljubljana. It was organised by Slovenian NGO Platform for Development Cooperation and Humanitarian Aid SLOGA and supported by Joint Management Agreement between North South Centre Council of Europe and European Commission. The seminar was based on efforts that SLOGA's members put into integrating contents and methodology of global education (GE) into formal and non-formal education.

The aim of the seminar was to discuss inclusion of GE into formal/non-formal education and awareness raising activities with Slovenian and international actors. More than 100 teachers, university professors, researchers, NGOs and governmental representatives from all over Slovenia attended the seminar, including guests from Czech Republic, Norway, Great Briatin and a representative of North South Centre Council of Europe.

Although the seminar recognized differences in understandings and terminology of GE (development education, sustainable education etc) seminar rested on definition adopted by SLOGA's working group for GE: *"GE is a life-long learning process aiming to actively engage individuals and to look at thire role in global development. GE aims for globally responsible citizens and active individuals and communities. GE is a process that encourages individuals and communities to engage in solving key challenges of the world."*

This requires formal and non-formal educational programs built on critical thinking and other personal and social competencies. Active citizens, equipped with such knowledge and competencies, can contribute to more just and sustainable economical, social, environmental and on human rights based national and international policies, whether on individual or organisational level.

The report below outlines situation of global education in formal and non-formal educational sector in Slovenia, summarizes main points of the seminar (speakers, debates and workshops) and notes some steps to be taken in the future. Seminar was a follow-up of Ljubljana's international conference in June 2008 on *Intercultural Dialogue and Development Education* and it presented an important milestone in Slovenian GE field because it was first of its kind where teachers, NGOs, research institutes and political decision makers joined in the discussion on GE on the national level.

## II. The situation of global education in formal and non-formal education in Slovenia

Many Slovenian actors include GE – content as well as methodology – into their educational activities. The most active/dynamic are educational institutions (kindergartens and schools) and NGOs. Quality GE, however, calls for systematic and holistic approach that surpasses capabilities of enthusiastic organisations, collectives and individuals.

In 2007 Slovenian Ministry of Education and Sport prepared *Guidelines for Education for Sustainable Development*. This was the first official document for the field of GE in Slovenia. Since the term GE is mainly used by NGOs it is relatively unknown within formal educational sector. Instead, Education for Sustainable Development (ESD) is the term that is widely known in schooling environment. There seems to be, however, no major difference between the concepts with regards to content and methodology. Guidelines define sustainable development in a very broad way according to the *Strategy for Education for Sustainable Development* UNECE 2005. Both documents include the following topics into the field of sustainable development:

“citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity.”

These fields practically overlap entirely with thematic fields of GE. ESD (in this broad sense) and GE are therefore not competitive concepts but almost synonyms. On declarative level there are therefore no major differences with regards to the inclusion of ESD and GE into education. Moreover, guidelines place ESD at the “centre of education in Republic of Slovenia”, define core principles of ESD and measures that aim at greater inclusion of ESD/GE into school environment.

The proposed measures (updated school curricula, teacher’s trainings, material preparation, shaping of quality criteria and evaluation instruments etc), however, do not include clear operational goals. No strategy for their realization has yet been developed and no estimation of financial and human resource costs has been made. Furthermore, guidelines do not propose any time frame that would define short-term, mid-term and long-term priorities of including thematic-fields and methods of ESD/GE into the system of formal education.

This has also been recognized by Slovenian NGOs. Since 2007 they have been trying to involve key Slovenian stakeholders into the preparation of the national strategy that would operationalize *Guidelines for Education for Sustainable Development*. As for now Slovenia possesses no strategic document aside from non-binding guidelines. Experiences from other countries demonstrate that GE strategy often succeeds strategy for international development cooperation.

In June 2008 Slovenian parliament adopted a strategic document *Resolution on International Development Cooperation of the Republic of Slovenia for the period until 2015 (ReMRS15)*. Article 27 refers to the importance of development education<sup>1</sup> and awareness raising:

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<sup>1</sup> Development education and world education is one of the synonyms for global education.

“Development of the system and politics of international development cooperation of Republic of Slovenia requires partial allocation of ODA to development education and awareness raising. Slovenian society and politics need to understand world development, its causes and consequences and entanglement of local and global dimensions. Development education or world education is part of development politics responsible for establishing conditions that enable its effectiveness and ensures public support on European and national level by awareness raising.”

*International Development Co-operation of the Republic of Slovenia Act from 2006* defines (article 9) forms of international development cooperation which include “planning and implementation of programs for awareness raising in Republic of Slovenia within the field of international development cooperation”. GE is therefore recognised as a form of international development cooperation. The aspect of cooperation between various stakeholders is also mentioned in Article 5 which states that national coordinator for international development cooperation is Ministry of Foreign Affairs (MFA) and that multistakeholder group in charge of planning, adjustment, implementation and evaluation of international development cooperation is led by MFA representative.

The key actor mentioned is therefore MFA, at least according to *Resolution* and *Act*. MFA should be in charge of implementation of GE activities and of coordination between various national stakeholders. Nevertheless no formal institution has so far made any initiative for the preparation of national GE strategy. On the other hand, NGOs’ strategy initiatives ran into relatively modest or non-existent reaction from key institutions such as MFA and MoE.

Financing of GE projects and programmes also remains an open question and is most commonly raised by NGOs together with several other stakeholders. Possibilities of participating in various educational projects, particularly in international ones supported by the EU and other international institutions, are reduced due to the lack of public co-financing. Furthermore, private foundations that would support the above mentioned activities practically do not exist.

This lack of co-financing disables organizations with European financial support to access Slovenian public funding even though co-financing would sum up to only 10% - 25% of the total budget. In this respect Slovenian environment works extremely unfriendly when it comes to the field of GE.

In some countries like Czech Republic GE projects supported by the EU automatically receive co-financing from the state. In Slovenia, on the other hand, there are no calls for co-financing international GE projects. Possibilities for public funding are therefore limited to calls from municipalities or other public institutions (offices, ministries) which – although coming from similar content fields – are not specifically aimed at GE and thus have different priorities. Preparation of projects for these calls requires a lot of effort and is often unsuccessful for applied projects rarely meet the required criteria.

It is relevant to mention the recommendation from the UNDP report (1993) which states that countries should allocate 3 % of their ODA to “awareness raising on interdependence of global North and South”. In addition OECD study (2005) emphasizes positive correlation between investing in GE and reaching 0,7 % ODA targets. This target represents commitment of EU Member States in accordance with European development policy and Millennium Development Goals set by the UN. Only 5 EU members that allocated money for GE were

also close to reaching the 0,7 % mentioned target. New member states, including Slovenia, plan to increase their ODA to 0,33 % till 2015 but this will be difficult without public support, particularly in times of financial crises.

Lack of adequate funds is, however, only an indicator for the larger obstacle to systematic and long term inclusion of quality GE into formal and non-formal education. GE is still considered as something supplementary, unnecessary and less important than other educational contents. In school environment particularly, GE is perceived as a “soft” content, valued lower than others. GE is therefore carried out mostly in the form of additional activities, such as seminars, workshops, special-day events and within school projects, for example Eco schools, UNESCO schools etc. The entire educational process lacks *global dimension*<sup>2</sup> since GE is not considered as a way of education but something that is completely different in content.

It is precisely this superficial and non-integrated approach to GE that hinders attaining its goal which is raising active citizens. This is a process that requires long-term action and integration into the entire educational system and cannot be reached only by *ad hoc* activities.

For the above mentioned reasons the aim of the seminar was to create new steps for the formation of national GE strategy, to network among stakeholders and to find ways on how to bring GE into the system of formal and non-formal education. This can be done through development of new programmes, preparation of materials, school curriculum and material updates, inclusion of GE into the new White Paper on Education in RS and other systematic updates.

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<sup>2</sup> Slovenian National Education Institute also publishes journal for developing global dimension in school curriculum named *Sustainable development in schools and kindergarten*.

### III. Seminar: who, what, why and how

#### 1. Aim and methodology

The **aim** of the seminar was to promote, improve and strengthen the role of global education in Slovenia and discuss inclusion of global education into formal/non-formal education and awareness raising activities with Slovenian and international actors/stakeholders. The seminar also aimed at boosting cooperation among line ministries, educational practitioners and NGOs while also triggering further steps for development of national GE strategy.



For the purpose of the seminar preparation SLOGA established **multistakeholder steering group** that joined representatives from NGOs, MoE, MFA, National Education Institute, Slovenian Institute for Adult Education and Eco School Programme. Two teachers were also invited but could not attend due to school work. The group met twice (June and September) where they discussed the purpose and aim of the seminar, planned activities and main points of discussion. Although there were only two meetings it was crucial to put all these stakeholders behind one table to plan activities together.

**Methods** used for the seminar:

- Panel discussion
- Global classroom (workshop)
- Interactive game One World
- Reporting and drafting of the declaration

#### 2. Report of the seminar

##### 2.1. Introductory notes



After the official welcome from the Mayor of Ljubljana Zoran Jankovič, minister of education and sport dr. Igor Lukšič and Eva Marn, Sloga's board president, greeted the participants.

Minister emphasized that GE in Slovenia would not exist without the effort of those present at the seminar. According to his words GE is crucial for Slovenia. However he

warned the participants that too much moralization within GE neglects understanding of globalization processes which take place mainly through commodification.

It is essential to understand the centres of power that determine orientation points of our actions. Learning values is important but meaningless without these points. In order for children to understand today's world we need to show them the world map together with these points. Individuals can't be free without the freedom of others. If so, the freedom of others becomes merely a way to accomplish one's personal goals. Minister also emphasized that inclusion of GE content (for example learning more about Latin America) into the curricula is not sufficient and that GE needs to perpetuate the entire learning process.

Minister emphasized that it is also Slovenian politics that needs to open its doors to the world. Some of this is already happening through contacts with Libya, missions in Afghanistan and through the so called Southern pipeline. The emphasis is not in the content of these actions but in its global dimension.

Eva Marn, SLOGA's board president, explained her understanding of GE where the latter is an attempt of coming closer to the truth. It is an expression of human's nature, curiosity and desire for justice. In contrast with classic way of learning GE is based on inclusion and participation, it develops critical thinking, seeks alternatives, asks questions about causes, and acknowledges diversities and complexities in our common world. She also emphasized that GE questions power relations and therefore carries political consequences because it thrives to develop active citizens and citizenship.

By influencing individuals and political decision-makers GE aims to change policies and society. Even the most 'advanced democracies' require – aside from classical and formal forms of democracy – diverse forms of political activism that directly express the will of different social groups and society as a whole. Within this frame the meaning of global and reflexive thinking carries even greater importance.

Marn highlighted that the main GE actor is the sector for formal education. Teachers and school systems strongly influence youth since most of their time is spent in schooling environment. According to Marn NGOs are the ones pushing for GE to gain ground. She also asked some critical questions about the inclusion of GE in school curricula and warned about non-cooperation and lack of will among stakeholders to develop national GE strategy.

In conclusions she underlined that lack of representatives from MoE and parallel organization of similar events<sup>3</sup> is not a good sign of establishing collaboration processes. In line with tradition from the Frankfurt school she concluded with the question whether the state is frightened of active citizens with critical mind that could establish principles of participative democracy? Is it utopian to expect it? Maybe, since Slovenian school system is known for its factographic learning, lack of independent thinking, its level of difficulty that does not form independent and responsible citizens.

## **2. 2. Panel I – Do we need global education in schools and why? How does global education build global citizenship and intercultural competencies?**

**Pete Davis, independent GE consultant**

According to Davis, international expert with more than 30 years of experience, GE is a central way of learning due to global interdependence of our world. This interdependence is

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<sup>3</sup> At the same time another event organized by Youth Office from Ministry of Education took place.



visible already through simple things in our lives like our clothes. We need to understand these connections and live with them. Although it is difficult to expose only one GE goal Davis nevertheless chose the goal of *a more just and sustainable world*.

Based on his experience in Oxfam GB, leading NGO in the field of GE since 1960, Davis highlighted the importance of effective communication between NGOs and other stakeholders. In Slovenia, however, this seems to be one of the key problems.

Great Britain was in similar situation in the 80s and 90s when government expressed no interest for GE. At that time NGOs attempted to secure institutional and financial framework for GE. In 1997 a forum was created where NGOs sat down with governmental representatives to resolve some key issues around GE.

The process of including GE into the school environment was also very slow in Great Britain since everything was left to the NGOs. European Commission played a vital role by financing these processes but the majority of the work and financing was provided by the NGOs. In order to secure professional body for GE *Development Education Association (DEA)* was created. DEA took over the responsibility of advocating NGO interests at governmental level.

In 1997 Oxfam published 1<sup>st</sup> curriculum for global citizenship harmonized with content of the school system. In 1999 Ministry of Education and DEA published *Global Dimension in School Curriculum*, the first document with contributions of various stakeholders. This document proved that it is possible to include GE into all school subjects. It was later updated in 2005. Since then GE demonstrates horizontal approach towards education for it is the school subject that links all the others.

In Great Britain curriculum for global citizenship includes three major elements:

#### Knowledge and understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Impact of climate change

#### Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

#### Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

In most of the countries Ministry of Education is not strongly involved in the field of GE. We thus need to be aware that GE development is a long and slow process. Recognition of GE is nevertheless growing within European space and this is also due to pan-European networks such as Concord (network of European Development NGOs), its core working group DEF (Development Education Forum) and its project DEEEP.

Some recommendations for successful GE lobbying:

- Meet your audience and talk with them: differentiate between education and/or development<sup>4</sup>.
- Work with others but not always with the same people.
- Do not set yourself an agenda that is too rigid. Be adaptable and understanding.
- Know when to be in-front and in backstage. Acknowledge different levels of responsibility.
- Changing policies is an on-going process.
- Celebrate victories and analyze failures.
- Search for challenges.
- Take care of the people involved in the process
- Lobbying can be useful if you do it well, consciously and with others.

### **Alenka Perko Bašelj, High School Moste in Ljubljana**

Professor of biology at the High School Moste in Ljubljana Alenka Perko Bašelj emphasized the connection between educational and pedagogic work. As a biology professor she noticed how the school curriculum is perpetuated with various goals such as: responsibility towards one's self, towards others, towards the planet, towards all living creatures. The school curriculum that has been in force for the last 2 years has lots of ambitious goals. The teachers, however, are overburdened and have difficulties coping with them. In contrast to general productivity/efficiency/educational criteria these goals mainly follow pedagogic criteria.

What to do?

1. One possibility is that within all these goals we focus on their content: pupils will be well prepared for the final exam and have good knowledge of the content through which they will receive good results.
2. The responsibility towards school curriculum however encourages us to find a more difficult path which is to cooperate actively at educating a responsible citizen. The key question is not **why** GE but **how** to approach GE. It is crucial to include all the pupils in the process and not just those who participate in some extracurricular activity, project or volunteer work. GE needs to be part of every project and regular school hour.

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<sup>4</sup> In some places GE is substituted by the term development education. This sometimes leads to the confusion at the meetings dedicated to GE where educational processes are overshadowed by global development issues.

Big challenge that teachers face is lack of information. Majority does not know what GE is although they do bring some GE elements to their work. It is vital to develop active methodology: workshops, problem learning, project work, debate, where teachers can take the role of the facilitator. An updated school curriculum offers the possibility of cross-curricular connections, also among subjects that are not generally considered as similar, for example biology – sociology. Team work and outside visits are also relevant to make the learning process diverse.

Obstacles:

- Learning process is set according to productivity/efficiency criteria
- Lack of time to analyse complex problems in depth
- Lack of interest from the teachers
- Difficulties in forming teams of teachers
- Lack of support from the management
- Difficulties in organization
- Within regular school hours pupils don't want to participate in active learning methods

GE needs to be included into the school environment since the beginning and there needs to be a good system of a follow-up process. This is however something that cannot be done by outsiders who come to the school only randomly. To develop responsibility is a long process that ends in the value of respect.

### **Gordana Berjan, Center Sever – Jug**

North – South Centre Council of Europe representative presented their programme of activities in the field of GE. She reminded participants that 18 out of 47 Council of Europe members - Slovenia among them - acknowledged GE as highly relevant.

North – South Centre covers wide range of activities as well as target groups. The most essential programme orientations are: intercultural dialogue, Lisbon forum and North-South Prize. The activities cover: Global Education Week, GE publications such as Global Education Guidelines (translated to Slovene in 2009). They also work in the field of policies, awareness raising and developing educational tools. In 2002 North South Centre also led the process of Maastricht Declaration.

In the field of policies the Centre cooperates mainly with ministries of foreign affairs. Ministries of education are much more reluctant to get involved in these issues. Within Council of Ministries they are currently preparing recommendations on GE to which all 47 members should commit. These recommendations will address various stakeholders in the field of GE.

Within area of GE North – South Centre collaborates strongly with European Commission. This is visible in the *Joint Management Agreement 2009 – 2011* that aims to promote GE in New Member States as well as collaboration among youth in Africa and in Europe. They also collaborate with schools and teachers in order to develop new methodologies.

## **Max Zimani, African Centre of Slovenia**

Max Zimani opened his speech with a quote from Julius Nyerere: “Take every penny you send to Tanzania and use it to explain the people in Great Britain facts and causes of poverty.” GE helps youth to understand their role as active citizens but in order to be effective it needs to be of quality. In this sense we need to invest more into the training of trainers and into the preparation of the materials. Many school books face the issue of GE in completely inadequate way. In Slovenia there are also examples of positive changes. Such example is the change of geography text book that presented Africa and Africans in inappropriate way. With the initiative of the African Centre of Slovenia and with the support of experts, publishing house changed the textbook and suggested the changes also to the curriculum board. A lot of literature however still does not fit into the realities of other parts of the world.

### *DISCUSSION*

The first panel emphasized the importance of training the trainers which seems to be completely neglected in Slovenia. Faculty of Education does not educate future teachers in the field of GE although there are some educational programmes for those already employed. A good example is Ireland and its programme DICE. It is crucial for teachers to already acquire knowledge on GE while at university since they are well overburdened when they enter schools as teachers.

Participants also emphasized the need to contextualize GE in literature (old books and school material need to be placed in their own time/space context) as well as in they ways GE is implemented in different countries.

### **2.3. Panel II – How to incorporate Global Education in Schools?**

#### **Gunnar Mandt, Special Adviser to the European Wergeland Centre**

European Wergeland Centre is a very young institution established only in February 2009. It works together with Council of Europe and Norwegian government mainly on three fields: intercultural understanding, education and human rights. Its activities tackle issues of democracy, social diversity, gender equality, democratic school governance etc.

Council of Europe is intergovernmental organization with large potential in developing policies. There are, however, difficulties in translating these policies into practice. Recommendations from seminars and conferences are rarely put adequately into practice. This is the reason that Wergeland Centre mainly focuses on educating the teachers: in this way they can reach teachers as well as pupils. Centre also educates teachers in kindergarten, in elementary school and other relevant multipliers. Centre organizes seminars and conferences on democratic school management, social diversity, history teaching and other subjects. They are also in the process of forming material database and they dedicate lot of time to networking.

Centre is open to all the Council of Europe members and their activities are without charge. Their seminars have already been attended by individuals from Slovenia. In 2010 the centre

will organize a summer school in Poland with the initiative of the Polish Ministry of Education.

### **Martin Naprstek, vice director of Czech Development Agency (CDA)**



Mr. Naprstek introduced the role of GE in Czech educational system, explained how it fits into the frame of development cooperation and described financial GE mechanisms. In January 2005 Czech Republic adopted an act for decentralization of the school system. Since then schools and teachers have more freedom to choose the contents and thus include GE into the school environment. It is extremely important to include horizontal contents such as GE into the school curriculum while schools maintain responsible for introducing these contents into the entire educational process.

Decentralization of the school system was accompanied by the need for strategic work in the GE field which required cementing cooperation between various stakeholders. This led to the creation of national GE working group in 2008 joining governmental and non-governmental actors (MFA and CDA are financing the process, MoE is important strategic partner, NGOs participate as active stakeholders and performers; the group also includes partner schools, faculties, media and other). It was crucial to attain conceptual clarity of GE. In the same year the group started to prepare national GE strategy based on the GENE peer review. Although most attention was attributed to formal education it has also recognized the importance of non-formal learning.

Official Development Aid (ODA) of Czech Republic is 145 millions EUR which is approximately 0, 11 % of their GNI. The amount allocated for GE depends on the yearly budget. GE is part of bilateral ODA and two institutions are in charge of GE processes: MFA is in charge of GE policies and CDA is in charge of implementing GE and awareness raising activities.

MFA has also a special budget line for GE while MoE does not have one. 95 % of all the GE projects are carried out by NGOs where they often collaborate with academia. In 2007 MFA allocated 425.000 EUR to GE projects (19 projects), in 2009 already 800.000 EUR (27 projects). Czech NGOs that acquire funding from European Commission are entitled to automatic co-financing for projects from the MFA for up to 25 % of the total budget.

### **Nada Pavšer, national Eco School Coordinator**

The Eco School programme is carried out in 47 countries. In Slovenia the programme includes 640 educational institutions. Although main theme of the programme is sustainable development its understanding goes beyond dealing with natural resources and it also includes social and personal development. On the international level Eco School programme is coordinated by international organization/foundation for environmental education. 2009 is the 11<sup>th</sup> year of the programme in Slovenia with educational institutions from kindergarten to high school.

Key aims of the programme are:

- developing positive interpersonal relations
- leading healthy life in healthy environment (ecological food, exercise)
- sustainable use of natural resources (energy, water, waste)
- encouraging sustainable mobility in traffic
- encouraging environmental responsibility
- developing holistic educational approach: Eco School as a way of life
- connecting environmental with economic and social questions

Eco School programme works with the entire staff and most of the pupils are active throughout the year. Schools also cooperate with experts and local authorities and try to implement values of sustainable development in their own environment. This implementation of sustainable development in education is part of *Guidelines for Education for Sustainable Development* made by MoE. Guidelines are to be implemented throughout the national curriculum. This only became possible with the curricular reform that opened its doors to such contents. There are, however, only few resources for its implementation.

### **Rene Suša, coordinator of SLOGA's working group on Global Education**

By using short ice-breaker (standing survey) Suša analyzed participants of the seminar, the main GE stakeholders. The activity demonstrated that the majority of participants were teachers and NGO representatives but only few were from governmental institutions, particularly from MoE, as well as from faculties.



Most of the participants arrived from central Slovenia and around Ljubljana. Other regions were scarcely represented which also opened the question of equal access to all school services. Ideally GE should be implemented all over Slovenia. Modest participation from other Slovenian regions however should not be attributed to the lack of GE in these areas but to the lack of information and therefore opportunity to attend such events.

In terms of content and methodology GE captures the spirit of today's time and space. Its main elements are information, skills and values. When we approach GE we normally use this order but it might make more sense to go the other way: from values to skills to information. It is therefore even more important to start with GE as early as possible since we acquire most of the values in childhood, we develop skills (particularly social and personal) mainly in adolescence and we acquire information throughout the entire life. But if we don't develop appropriate values and skills then information have nothing to build on.

If this is the way we wish to approach GE we need to develop national plan or strategy. This strategy would draw operational goals for all the age groups; it would determine competent actors for specific fields and be responsible for its mutual harmonization as well as its financial resources. Present situation, however, only includes sum of guidelines and ideas that still need to be operationalized.

## *DISCUSSION*

Discussion brought up many important and interesting questions, such as why we have so many different 'schools' in Slovenia, for example Eco School, School for Peace, UNESCO school? Nada Pavšer from Eco School emphasized that these are networks of schools that try to relate various contents through specific programmes. Every school decides on its own which global aim it will follow and develop.

In general there are two ways of including GE in schools:

1. through programmes such as Eco School
2. including GE at every hour which we don't have yet

At the moment GE is mainly seen as project work which poses a problem to already overburdened teachers. Professional representative of the National Education Institute (NEI) Dr. Natalija Komljanc underlined the need for systematic programme that will also change the assessment system. What we need in Slovenia, so Komljanc, is multilayered curriculum. The need for a more personal approach is also opening up and this is a big task for the teachers. NEI has already established alternatives and since they are the ones to suggest school curriculum they hope that all of us together can contribute to the multilayered curriculum with more emphasis on developing competencies.

Dr. Bogomir Novak from Educational Research Institute reminded the participants that with development of multilayered curriculum we also need to have in mind a multilayered human and a multilayered education. Currently one of the biggest questions is how to connect teachers between different subjects.

### **2. 4. What is Global Education?**

As an example of GE activity participants of the seminar, divided in three groups, played the game 'One World'. Through this game players and the leader remake the picture of our planet that demonstrates division of the world's population and unequal distribution of wealth and goods. At the same time it emphasizes unequal economic processes and poverty of the majority of the world's population. The aim of the game is to enable the discussion on global challenges such as poverty and unequal economic relations. It serves as an introductory GE activity for various age groups. It was introduced to Slovenia by NGO Humanitas through the project 'Schools Act Globally' on the basis of original from Austrian NGO Welthaus Graz.

### **2. 5. Global classroom – working groups:**

#### **Didactic approaches to global education in schools and non-formal learning**



Recently two research projects analyzed the inclusion of sustainable development (SD) in school curricula:

1. Project included high schools, mainly pupils in their last year and teachers.

The key findings were:

- pupils are rarely aware of their own responsibility – they rarely consider environmental consequences or pay attention to the food quality
- they wish to have more of sustainable dimension in school subjects while on the other hand only 10% visited website and less than 5 % were included in projects
- teachers: 70% claim to include SD in schools, 55% claim it is important, 36 % that curriculum already includes SD elements, 46 % that the amount of these elements is sufficient
- successful methodology: team work, debate, project work
- discrepancy between school curriculum, teachers' skills and implementation of their knowledge and competencies according to the school curriculum

## 2. Project included elementary school pupils:

### Main findings:

- Successful use of various methods
- Successful cooperation among different levels
- Problems:
  - Rigid and not adjusted school curriculum
  - School plans lack SD elements
  - Lack of time to include SD
  - Teachers are not satisfied with the school curriculum

Cross-curricular activities: 10% of teachers see the possibility to teach content in an interdisciplinary way. The use of knowledge from one subject in the other is something that rarely happens.

Discussion in the working group mainly revolved around following questions:

- Where is the global component? Did survey also include these questions?
- Practical element of GE is scarcely represented

### Conclusions:

- There is a need for 'global assessment' – to grade more than factographic knowledge (for example competencies and skills)
- Active citizenship and non-formal education are very important
- Intercultural dialogue is interpersonal dialogue
- It is necessary to reduce administrative burden of teachers in schools

## **Slovenian school curriculum and global education**

Erika Rustja from MoE and Katarina Košmrlj from Faculty of Management emphasized key fields in SD: citizenship, democracy, justice, safety, human rights (HR), poverty. They underlined that Slovenia does have an umbrella SD document but this is mainly reduced to the guidelines. What it lacks is a more binding document such as national strategy.



In 2004 United Nations started with the world programme for HR Education. This was the basis for Action Plan for HR Education in 2005. The most active in Action Plan at the moment is Council of Europe that related HR with democratic citizenship. In 2006 European Parliament draw recommendations for lifelong learning with 8 key competencies, among them democratic citizenship, one of the priorities of MoE.

Where are mutual points between global education and education for sustainable development?

Katarina Košmrlj emphasized that the 2 fields do not overlap as much as they could. ESD focuses more on natural environment while other dimensions are pushed aside.

Dušan Jamnišek from the Research Institute 2020 underlined that the new school curriculum rests on *Guidelines for Education for Sustainable Development*. According to Jamnišek SD also appeared in Slovenian legislation in March 2008 and since then MoE has published a lot of calls for proposals on the topic of citizenship competencies. Faculty of Education also has trainings on various topics such as equal opportunities, active citizenship etc. There are also research projects such as Ethics in Education for Development and Recommendation for Strategy on Education for Sustainable Development.

### **Global Education National Strategy**

The discussion was based on two points:

1. Do we need national GE strategy and how to reach it?
2. How to include different relevant stakeholders (particularly ministries) into formation and implementation of the strategy?

The participants agreed that field of GE needs systematic approach that will go beyond declarative starting points. But it is already the preparation phase where the initiators are faced with various problems, particularly when it comes to making connections and creating cooperation with relevant actors (MoE, NGOs etc). MFA representative underlined that preparation of the strategy should be in hands of MoE. Furthermore, representative from the Slovenian Institute for Adult Education highlighted that GE principles should be included into the new White Paper on Education in Republic of Slovenia.

Together with guests from Czech Republic and Norway participants analysed similarities and differences between school systems and GE in school curricula. Conclusions was that situation in Slovenia is close to the situation in Norway<sup>5</sup> since school system in Czech Republic is more liberal and fragmented. In Czech Republic regions are the ones responsible for the preparation of the curriculum, MoE is mainly in the role of a supervisor. This makes it easier to form a common strategy. Schools are therefore primarily responsible for their educational programmes while MoE points out the key subjects that need to be included in the programme. These are mainly cross-curricular topics (environment education, intercultural dialogue etc).

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<sup>5</sup> Norwegian core curriculum is adopted by the parliament. Its legislative status makes it valid for the entire country. Making changes is a long procedure because any change requires delegated legislation. Despite similarities this distances Norway from Slovenian practice.

Czech Republic is definitely a good example for Slovenia with many examples of best practices. Collaboration among various stakeholders is such an example with partnership of Czech NGOs and MFA, MoE and schools themselves. This could also be one of the possibilities for Slovenia – to strengthen the collaboration with MFA and later include other stakeholders. Good example is also formation of multistakeholder group that was a foundation for further progress in developing global school curricula in Czech Republic.

A common dilemma arose at the workshop whether to form specialized GE subject to integrate GE in all of the subjects. Everybody agreed with the latter proposal due to the overburdened school curriculum. The participants of the workshop also emphasized the importance of training the trainers since they are the ones bringing the values into the classroom.

Representatives from Slovenian ministries confirmed the problem of communication between ministries and consequently dispersion of the GE programmes. Naprstek from Czech Republic suggested that multistakeholder groups (MSG) should be led by the main GE financer in the country (in their case MFA). Other Slovenian ministries are interested in MSG cooperation but need to be invited by MFA. It is necessary to make the list of people at the ministries who could participate in the MSG.

*Conclusion of the working group and next steps:*

- we need to form MSG
- we need to look at GE in a broader way and not to focus only on the formal school system but also on public at large (adults, life-long learning)
- we need promotion
- we need creativity to form new solutions for further development

All the participants expressed their support for this kind of process. North South Centre representative interceded on supporting the process through permanent representation of Slovenia in Brussels.

### **3. Main recommendations and outcomes of the seminar**

The main outcome of the seminar is *Declaration With Global Education to Global Solidarity* (appendices) which includes main recommendations:

- formation of multistakeholder group led by MFA and MoE
- inclusion of GE into the new White Paper on Education in Slovenia
- horizontal inclusion of GE into the school curricula
- changing educational model with emphasis on developing competencies

SLOGA and its members will continue attaining these goals but the support of other stakeholders is vital. It is crucial to dedicate the attention to networking and finding relevant interlocutors to form national strategy and bring GE on the other level.

The report was prepared by:

Rene Suša  
Coordinator of SLOGA's working group for global education

## IV. Examples of Educational Resources and other GE documents in Slovenia

- **Priročnik za globalno učenje.**  
*Rene Suša, SLOGA, 2008.* The manual for global education presents the concept of GE, its aim, content, methodology, some practical examples on how to approach it and several interactive workshops. The manual is for everyone working with formal or non-formal education.
- **Šole delujejo globalno.**  
Website of the international project that aims to implement development aid policy issues in everyday life at schools in the four project countries: Latvia, Austria, Slovenia and Hungary. It strives to strengthen the understanding of global economic connections, specifically in the target groups of teachers and pupils in order to encourage them to strive for a more just, humane world. <http://schools.welthaus.at>
- **Spletna učilnica Humanitas**  
Website of NGO Humanitas where teachers and pupils can find material in form of quizzes, workshops and templates for role games from the field of intercultural communication and global education. [http://www.humanitas.si/spletna\\_ucilnica.php](http://www.humanitas.si/spletna_ucilnica.php)
- **Smernice za globalno izobraževanje.**  
*North South Centre Council of Europe, 2008.* Global Education Guidelines are a pedagogical tool to support educators from formal and non-formal systems to understand and put into practice global education activities in their respective contexts.  
<http://www.sloga-platform.org/attachments/806/Smernice%20za%20globalno%20izobra%C5%BEevanje.pdf>
- **Etični potrošnik**  
Ethical consumer is a bulletin with various articles on consequences of over consumption and ideas on how to shop less and differently. Is part of the project Me too! carried out by NGOs Focus, Humanitas, African Centre of Slovenia, Ekvilib Institute and Studio Poper.  
<http://tudijaz.org/stran/Eti%C4%8Dni-potro%C5%A1nik>
- **Medkulturna komunikacija in izobraževanje za razvoj**  
*Nina Vodopivec, Rene Suša, Mateja Kraševc; Humanitas, 2007.* Tool for teachers explains concepts of intercultural communication and development education and gives examples of workshops to be used in the classroom.
- **Z globalnim učenjem do globalne solidarnosti**  
Video from the seminar *With global education to global solidarity*. On the situation of global education in schools. Talks with minister of education and sport, teacher at elementary school, international guests and representative of the African Centre of Slovenia.  
<http://www.s12.si/druzba/razno-ostali-prispevki/805-globalno-uenje>

- **Ni mi vseeno v kakšen svet bom odrasel**  
Manual for the 2nd and 3rd triad of elementary school. It includes the following topics: Millennium Development Goals, Convention on the Rights of the Child, it gives examples of workshops to be used in class, encourages pupils to develop sense of solidarity, equality etc. <http://www.unicef.si/FileBroker.aspx?Id=5846>
- **Smernice vzgoje in izobraževanja za trajnostni razvoj**  
Guidelines for Education for Sustainable Development adopted by Ministry of Education and Sport of Republic of Slovenia in 2007.  
[http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj\\_solstva/trajnostni\\_razvoj/trajnostni\\_smernice\\_VITR.doc](http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc)
- **Povzetek »Maastrichtske deklaracije o globalnem izobraževanju.«**  
Summary of Maastricht declaration on global education. Office of Youth, Ministry of Education and Sport, 2007.  
[http://www.uradzamladino.gov.si/si/delovna\\_podrocja/mednarodni\\_projekti/](http://www.uradzamladino.gov.si/si/delovna_podrocja/mednarodni_projekti/)
- **Vključevanje elementov trajnostne potrošnje in trajnostnega razvoja v šolski kurikulum**  
*Justina Erčulj, Suzana Sedmak, Anita Trnavčević, Tonči Kuzmanić, 2008.*  
Report on inclusion of sustainable consumption and sustainable development into the school curricula.

## V. Appendices

### Programme

9.00 – 9.15: Good morning with Fair Trade coffee

#### 9.15 – 9.45: Introductory notes

Eva Marn, president of Platform Board

Zoran Jankovič, mayor of Ljubljana

Dr. Igor Lukšič, Minister of Education and Sport of RS

#### 9.45 – 11.15: Panel I – Do we need Global Education in Schools and why? How does Global Education build citizenship and intercultural competencies? Moderator of the panel: *Sašo Kronegger*

**Pete Davis**, Independent Consultant on Global Education in Great Britain, former international coordinator for Oxfam GB, programme Education and Youth

**Gordana Berjan**, Coordinator for Education and Youth, North – South Centre of the Council of Europe

**Petra Fidler**, Elementary School Teacher Ljubljana

**Max Zimani**, president of African Centre

11.15 – 11.30: Coffee break

#### 11.30 – 13.00: Panel II – How to incorporate Global Education in schools Moderator of the panel: *Sašo Kronegger*

**Gunnar Mandt**, Special Adviser, The European Wergeland Centre

**Martin Naprstek**, Director of Czech Development Agency

**Nada Pavšer**, national Eco School coordinator

**Dr. Andreja Barle Lakota**, Director of Education Development Office, Ministry of Education and Sport of RS

**Rene Suša**, Society for Human Rights and Supportive Action Humanitas and coordinator of Sloga's working group on Global Education

13.00 – 14.00: Lunch

#### 14.00 – 14.30: What is Global Education? How much do we know about the world we live in?

#### 14.30 – 16.15: Global Classroom:

1. Didactic approaches to global education in schools and non-formal learning: *The workshop will be facilitated by **Ksenja Perko** from the institute for Creative Society Ti povej! Introduction to the workshop will be made by **dr. Natalija Komljanc**, professional director of The National Education Institute.*
2. Slovenian school curricula and global education: *Workshop will be moderated by **mag. Erika Rustja**, Education Development Office, Ministry of Education and Sport of RS. The introduction to the workshop will be made by **Katarina Košmrlj**, junior researcher at University of Primorska, **mag. Majda Naji**, from The National Education Institute and **Dr. Petra Javrh** from Adult Education Society.*
3. Global Education National Strategy: *The workshop will discuss possibilities of forming national strategy on global education through establishment of multistakeholder group. Various political representatives will attend the workshop.*

16.15-16.30: Coffee break

#### 16.30 – 17.00: Conclusions

## **Declaration**

### **DECLARATION WITH GLOBAL EDUCATION TO GLOBAL SOLIDARITY**

Seminar “*With Global Education to Global Solidarity: Building Global Citizenship and Intercultural Competencies in Schools*”, Ljubljana, 17.11.2009

**We, 120 participants of the seminar “*With Global Education to Global Solidarity: Building Global Citizenship and Intercultural Competencies in Schools*” that took place on 17<sup>th</sup> November 2009 at the City Hall of Ljubljana, representing NGO Platform for Development Cooperation and Humanitarian Aid SLOGA as well intergovernmental organization North South Centre Council of Europe, Slovenian elementary and high schools, faculties, research institutes, governmental institutions and NGOs,**

#### ***Recalling***

- Guidelines for Education for Sustainable Development, Ministry of Education of RS, 2007
- Strategy for Education for Sustainable Development, UNECE, 2005
- European Consensus on Development: Contribution of Development Education and Awareness Raising, 2007
- Maastricht Declaration on Global Education, Council of Europe, 2002
- Global Education Guidelines, Council of Europe, 2008
- White Paper on Intercultural Dialogue, Council of Europe, 2008
- Global Education Strategy of Slovenian NGOs, SLOGA’s working group for global education, 2008
- Lisbon Strategy, 2000
- Decade for Education for Sustainable Development 2005 - 2014, United Nations
- Resolution on Development Education and public awareness raising, Council of Ministers of the EU, 2001
- Conference on Awareness-Raising and Development Education for North-South Solidarity, Brussels, 2005
- Conference on European Development Education, Helsinki, 2006
- The Challenge of the EU Development Co-operation Policy for New Member States, European Parliament 2008
- Recommendations from the Ljubljana conference on Intercultural Dialogue and Development Education, 2008

#### ***And considering***

- Current practices in Slovenia and Europe

#### ***Declare that:***

##### **1. Aim of Global Education is:**

- To ensure necessary knowledge and understanding and to develop skills and values that can positively contribute to facing global challenges
- To work in harmony with purpose and aims of the Lisbon strategy and to strengthen lifelong learning competencies it emphasizes such as learning to learn, social and civic competencies, cultural awareness and expression
- To encourage solidarity and cooperation, to understand and strengthen personal, local and global identity

- To form competencies such as communication skills, cooperation, flexibility and team work
- To challenge global injustices and world poverty, to stimulate actions and strengthen active citizenship towards social and political change
- To develop critical thinking, to challenge stereotypes and prejudice, to reduce discrimination (racial, social, religious, national etc) and to lead intercultural dialogue
- To strengthen civil society and connections among civil society, states and international institutions
- To enable sustainable and environmentally friendly development
- To empower marginalized groups in the society
- To represent political and legal obligation of each country since every individual has the right to be properly informed about the world happenings, global interdependence and inequalities on local and global level as well as about the role of political decision-makers that daily influence our lives with their policies

*We call for:*

**2. Systematic and quality inclusion of global education into formal and non-formal forms of education and national level. For this we need:**

- National strategy that will define jurisdiction, quality standards, financial mechanisms, relevant stakeholders and methods of coordination among stakeholders
- Multistakeholder body to take care of adjustments among stakeholders, to ensure relevant synergies for development of quality GE and to ensure plurality of perspective in facing complex global challenges
- To include concepts and methodology of GE into new White Paper on Education in Republic of Slovenia
- To include GE into training of trainers (faculties) and pre-schools
- Operationalization and implementation of *Guidelines for Education for Sustainable Development* prepared by Ministry of Education RS in 2007
- Horizontal inclusion of GE into the school curriculum: GE is not an extra-curricular but cross-curricular activity
- To change system of knowledge assessment together with the change of educational system, going from knowledge and information model to model of acquiring competencies
- To include GE into the priorities of Slovenian development cooperation. It is important to note that this includes broader understanding of development cooperation than the one used by our foreign policy

**3. Cooperation of the following stakeholders:**

- *Governmental institutions:* Ministry of Education and Sport, Ministry of Foreign Affairs, Ministry of Higher Education and Technology, Ministry of Environment and Space, Ministry of the Economy, Ministry of Agriculture, Forestry and Food, Ministry of Health, Ministry of Culture, Ministry of Public Administration, Ministry of Labour, Family and Social Affairs, Ministry of Internal Affairs, Government Office for Development and European Affairs, Government Office for Local Self-government and Regional Policy
- *Public institutions:* National Education Institute of RS
- *Educational organizations:* kindergartens, elementary and high schools, educational establishments, special social establishments
- *Youth centres and societies, institutes and organizations*
- *Faculties and research institutes*
- *Non-governmental organizations and societies*
- *Local communities and authorities*

## List of participants

<b>SPEAKERS, FACILITATORS, RESOURCE PERSONS</b>	
Biljana Gorše	Educational Centre Višnja Gora
Dr. Igor Lukšič	Minister of Education and Sport of RS
dr. Natalija Komljanc	The National Education Institute
Dr. Petra Javrh	Society for Adult Education
Eva Marn	President of the Platform Board
Gordana Berjan	Coordinator for Education and Youth, North – South Centre of the Council of Europe
Katarina Košmrlj	Junior researcher at University of Primorska
Ksenja Perko	Society TI POVEJ!
mag. Erika Rustja	Education Development Office, Ministry of Education and Sport of RS.
mag. Majda Naji	The National Education Institute
Marjan Huč	Coordinator of the Slovenian NGDO Platform SLOGA
Martin Naprstek	Director of Czech Development Agency
Max Zimani	African Society Centre
Nada Pavšer	national Eco School coordinator
Pete Davis	Independent Consultant on Global Education in Great Britain
Rene Suša	Society for Human Rights and Supportive Action Humanitas
Sašo Kronegger	Moderator
<b>PARTICIPANTS</b>	
Alenka Kobolt	Faculty of Education
Alenka Perko Bašelj	High School Moste
Alja Kotar	
Alma Rogina	Ekvilib Institute
Anja Šerc	Pro et contra Institute for culture of dialogue
Anton Obreht	Elementary school Franca Lešnika-Vuka Slivnica
Benardka Radej	High School Anton Martin Slomšek Maribor
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Darja Škribe Dimec	
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Elissa Tawitian	Elementary school Ivan Cankar Vrhnika
Emina Hadžić	KROG



Ernest Ženko	Vice dean for Student Affairs, University of Primorska
Eva Klemenčič	Educational Research Institute
Herman Pušnik	Primary school Ljudski vrt Ptuj
Ibrahim Nouhoum	African Society Centre
Ivana Žolger	Ministry of Economy
Jaka Kovač	Slovene Philanthropy
Janez Zobarič	High School Zagorje
Jasmina Polovič	Cultural Studies, Faculty of Social Sciences, student
Jasna Matajec Judnič	Student of cultural studies and anthropology
Joseph Rakotorahalahy	Society Madagascar
Jožica Gramc	National Education Institute
Karmen Košir	National Education Institute
Karmen Medica	University of Primorska
Katja Celin	Voluntariat
Katja Mrak	Humanitas
Klavdija Šipuš	Elementary school Prežihov Voranc Brežice
Kristijan Radojčić	
Kristina Plavšak Krajnc	Council of Europe Slovenia
Kristina Šmitran	Faculty of Education
Leon Megušar	Ministry of Agriculture, Forestry and Food
Lida Bezlaj	Slovenian Association of Friends of Youth
Lili Vavžik	Elementary school Novo mesto
Lilijana Kavčič	Primary school Miren
Livija Knaflič	
Mag. Blanka Jamnišek	Ministry of Foreign Affairs
Mag. Dušan Jamšek	International institute IBIS
mag. Helena Mešnjak	Business commercial school Celje
mag. Savina Četina Žuraj	Business commercial school Celje
mag. Vincenc Frece	Elementary school Dobje
Maja Glonar Vodopivec	The Counseling Centre for Children, Adolescence and Parents
Maja Pipan	UNICEF Slovenia
Marija Lesokvec	
Marina Lukšič Hacin	Slovene Academy of Science and Art
Marjana Rupnik	Volunteer at Amnesty international
Marjeta Pustoslemšek	Elementary school Medvode
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Mateja Kreca	Youth Center Trbovlje
Mojca Bevc	Institute for protection of health
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Nataša Bučar Draksler	
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Tina Drobnic	Faculty of Education
Tina Vrčon	High school centre Ajdovščina
Urška Povsod	Ekvilib Institute
Zala Smolar	Faculty of Education
Zlatka Kump	Secondary School of Trade and Commerce Ljubljana
Živa Gobbo	Focus

## **Material for the participants**

### **What are we talking about: Global Education or Development Education?**

#### **O čem govorimo: globalno učenje ali izobraževanje za razvoj?**

*povzeto iz Priročnika za globalno učenje, Sloga, Ljubljana, 2008*

Sam izraz globalno učenje oz. globalno izobraževanje je relativno nov. V Maastrichtski deklaraciji o globalnem izobraževanju (COE 2002: 2), ki jo je pripravil Vseevropski kongres o globalnem izobraževanju, je slednje definirano kot krovni pojem, ki zajema sledeča področja: razvojno izobraževanje, izobraževanje o človekovih pravicah, izobraževanje o trajnostnem razvoju, izobraževanje za mir in preprečevanje konfliktov ter medkulturno izobraževanje. Kongres je leta 2002 organiziral Center Sever – Jug Sveta Evrope, katerega (Centra) članica je tudi Slovenija. V Maastrichtsko deklaracijo (*ibid.*) so avtorji zapisali:

*»Globalno izobraževanje je izobraževanje, ki ljudem odpre oči in um za dojetje stvarnosti tega sveta in jih spodbuja za delovanje, ki vodi k svetu večje pravičnosti, enakosti in človekovih pravic za vse.«*

Izraz globalno učenje je tesno povezan s pojmom t.i. razvojnega izobraževanja oz. izobraževanja za razvoj (Development Education). Mnenja o tem ali sta ta pojma pravzaprav sinonima ali gre za dva različna koncepta, so deljena. Platforma evropskih razvojnih nevladnih organizacij CONCORD je v okviru ene izmed svojih glavnih delovnih skupin DE Forum (Development Education Forum) leta 2004 predstavil sledečo definicijo razvojnega izobraževanja:

*»Izobraževanje za razvoj je aktivni učni proces, zasnovan na vrednotah, kot so solidarnost, enakost, vključevanje in sodelovanje. Je proces, ki ljudem omogoča, da od osnovnega zavedanja o mednarodnih razvojnih prioritetah in trajnostnem človekovem razvoju preko razumevanja vzrokov in posledic globalnih problemov preidejo do lastne vključenosti in utemeljenega delovanja.«*

Definiciji se v marsičem prekrivata, slednja daje morda nekaj več poudarka razvojnim prioritetam, vendar izkušnje zadnjih let kažejo, da se pojem razvojnega izobraževanja počasi opušča, saj so razvojne politike pogosto predmet nesoglasij in sam izraz 'razvoj' ima – zlasti v državah s kolonialno zgodovino, pogosto dokaj negativen prizvok.

Delovna skupina SLOGE pa je leta 2008 izoblikovala sledečo definicijo:

*»Učenje za globalno uravnoteženo sobivanje oz. krajše globalno učenje je vseživljenjski proces učenja in delovanja, ki poudarja soodvisnost in posameznikovo vpetost v globalno dogajanje. Cilj tovrstnega učenja so globalno odgovorni in aktivni posamezniki in skupnosti. Globalno učenje je proces spodbujanja posameznikov in skupnosti za lastno angažiranje in delovanje na področju razreševanja ključnih skupnih izzivov človeštva. V ta namen je potrebno razvijanje formalnih in neformalnih programov izobraževanja in učenja, ki bodo temeljili na razvijanju sposobnosti kritičnega mišljenja ter drugih osebnostnih in družbenih veščin. Tako izobraženi in usposobljeni aktivni državljani lahko z lastnim delovanjem in delovanjem v okviru raznih organizacij prispevajo k bolj pravičnim in trajnostnim ekonomskim, socialnim, okoljskim in na človekovih pravicah temelječih državnim in mednarodnim politikam.«*

Čeprav je še zmeraj kar nekaj razlik v terminologiji, ki jo uporabljajo posamezne države in organizacije, je, kot že omenjeno, opazen splošni premik od 'izobraževanja za razvoj' do 'globalnega učenja'. Uporaba termina 'razvoj' počasi izginja, ne zgolj zaradi že omenjenih težav s kolonialno zgodovino in začrtano unilinearnostjo družbenega in ekonomskega razvoja (vse družbe naj bi sledile industrijski in postindustrijski družbenoekonomski paradigmi zahodnih držav), temveč tudi zato, ker je na nek način izključujoč in implicira prioriteto ekonomskih razvojnih tematik, sam koncept globalnega učenja pa naj bi to usmeritev v marsičem presegal. Tudi sam pojem 'izobraževanje' se počasi umika, saj se globalno učenje dojema kot vseživljenjski proces in vezano na zgolj na oblike formalno-institucionalnega izobraževanja, čeprav seveda šolskemu sistemu namenjamo poseben poudarek.

V praktično vseh evropskih državah, kjer se je pojavilo zanimanje za globalno učenje, razvoj slednjega ne poteka zgolj v okviru uradnih sistemov izobraževanja. Prav razna civilno-družbena gibanja ter nevladne organizacije so bile prve med tistimi, ki so opozarjale, da je za doseganje bolj uravnoveženega, strpnega in vzdržnega bivanja na tem planetu, potrebno o globalnih izzivih najprej seznaniti čim večje število ljudi. Aktivistične kampanje so se izkazale kot preveč nepovezane in partikularne, saj pogosto izpostavljajo le tiste izmed izzivov in problemov, ki so trenutno aktualni. Kampanje praviloma ne ponujajo niti celovitih informacij, kaj šele celostnih pristopov k rešitvam.

Razumljivo je namreč, da se večina teh gibanj in organizacij ukvarja predvsem s svojim specializiranim področjem delovanja, kar pogosto otežuje razvoj celostnih pristopov. Tudi globalni izzivi so namreč podvrženi modnim muham in učinkovitosti raznih kampanj. Včasih je popularna revščina, kdaj drugič pravice žensk, nekaj let vse skrbi ozonska luknja, nato primat prevzamejo toplogredni plini, trenutni hit so klimatske spremembe in medkulturni dialog.

Gotovo je res, da določena časovna obdobja zaznamujejo povsem specifični izzivi, kot so: dolžniška kriza, HIV/AIDS, ozonska luknja itd. Razumljivo je tudi, da se v spopadanje z njimi pogosto vloži več truda in energije, kot v druge, ki se trenutno manj nujni. Vendar nas to ne sme odvrniti od tega, da poskušamo razvijati celostni model učenja, razmišljanja in delovanja, ki dolgoročno vodi k odpravljanju vzrokov za nevzdržno stanje, s katerim se trenutno soočamo. Namesto, da poskušamo le blažiti simptome, se moramo lotiti iskanja vzrokov za nastanek bolezni. Spoznanje o tem vodi v nastanek razvijanja koncepta globalnega učenja, saj predstavljata znanje in zavedanje o globalni prepletenosti ter lastni vključenosti vanjo tisti temelj, na katerem lahko pričnemo graditi novo globalno družbo, ki se bo sposobna soočiti se z dejstvi, pred katerimi si sicer tako vztrajno zatiskamo oči.

## **European Networks active in the field of Global Education**

### **DEEEP – Development Education Exchange in Europe Project**

DEEEP je projekt, ki je nastal v okviru platforme evropskih razvojnih organizacij (CONCORD), in je usmerjen h krepitvi zmogljivosti nevladnih razvojnih organizacij, katerih cilj je ozavestiti, izobraziti in mobilizirati evropsko javnost za odpravo svetovne revščine in opozoriti na pomen družbene vključenosti. Projekt se osredotoča tudi na okrepitev sodelovanja med nevladnimi razvojnimi organizacijami in ostalimi družbenimi akterji ter vzpostavitev in izboljšanje strateškega partnerstva med nevladnimi organizacijami, institucijami Evropske Unije in državami članicami.

Na pobudo programa DEEEP dvakrat na leto poteka forum nacionalnih platform, ki se ukvarjajo s področjem globalnega učenja. Foruma se v imenu Slovenije udeleži koordinator Slogine delovne skupine za globalno učenje.

**Več informacij:** <http://www.deeep.org/about.html>, [deeep@deeep.org](mailto:deeep@deeep.org)

### **NORTH SOUTH CENTRE (Center Sever Jug)**

Center Sever Jug, ki se uradno imenuje Evropski center za globalno soodvisnost in solidarnost, je bil ustanovljen leta 1989 v okviru delnega sporazuma Sveta Evrope. Danes ima 19 članic: Ciper, Črna gora, Finska, Grčija, Irsko, Islandija, Liechtenstein, Luksemburg, Malta, Nemčija, Nizozemska, Norveška, Portugalska, San Marino, Slovenija, Sveti sedež, Španija, Švedska in Švica.

Primarni cilj centra s sedežem v Lizboni je zagotoviti ustrezeni okvir za sodelovanje med severom in jugom, da bi okrepili zavedanje o globalni soodvisnosti in promovirali politike solidarnosti v skladu s cilji in načeli Sveta Evrope.

Dejavnosti centra vključujejo naslednje:

- zagotavljanje evropske dimenzije multilateralnim pobudam za trajnostni razvoj in okvir za njihovo uresničevanje;
- izboljšanje izobraževanja in informiranja o globalni soodvisnosti;
- krepitev vezi med nevladnimi organizacijami s severa in juga;
- razvijanje delovnih stikov z mednarodnimi organizacijami, ki delujejo na področju globalne soodvisnosti;
- delovanje kot vmesni člen med Evropo in jugom.

**Več informacij:** [http://www.coe.int/t/dg4/nscentre/default\\_EN.asp](http://www.coe.int/t/dg4/nscentre/default_EN.asp), [nscinfo@coe.int](mailto:nscinfo@coe.int)

### **GLEN – Global Education Network of Young Europeans**

GLEN je evropska mreža za učenje za razvoj oz. globalno učenje. Njen namen je prispevati k boljšemu razumevanju globalne soodvisnosti, trajnostnega razvoja in odgovorne razvojne politike. V mrežo je vključenih 12 nevladnih organizacij držav članic EU, ki mladim med 21. in 30. letom omogočajo neformalno učenje prek trimesečnega prostovoljskega dela v t. i. državah globalnega Juga. V Sloveniji je članica GLEN-a Slovenska filantropija, združenje za promocijo prostovoljstva. GLEN se ne osredotoča le na prostovoljsko delo v državah t.i. globalnega Juga, temveč je pomemben del predvsem prenos pridobljenega znanja in ozaveščanje javnosti v Evropi o globalni soodvisnosti, globalnih problemih (okolje, pravična trgovina, klimatske spremembe, demokracija, človekove pravice, med drugim).

**Več informacij:** <http://www.glen-europe.org>, [kasia@glen-europe.org](mailto:kasia@glen-europe.org)

### **GENE – Global Education Network Europe**

GENE je evropska mreža ministrstev, agencij in drugih nacionalnih teles, ki so odgovorne za financiranje in oblikovanje politik na področju globalnega učenja. Ustanovljen leta 2001 v okviru 6 nacionalnih struktur, danes GENE zajema 14 članic, ki vodijo področje globalnega učenja v Evropi.

Namen mreže GENE je podpora nacionalnim strukturam pri njihovem delu in k izboljšanju kvalitete globalnega učenja v Evropi. To poskuša storiti preko okroglih miz, raziskav in preko oblikovanja nacionalnih strategij za globalno učenje.

**Več informacij:** [www.gene.eu/](http://www.gene.eu/), [info@gene.eu](mailto:info@gene.eu)

### **Evropski center za medkulturno razumevanje, človekove pravice in državljanstvo**

#### **Wergeland**

Odbor ministrov Sveta Evrope je decembra 2007 podprl Norveško iniciativo za ustanovitev evropskega centra Wergeland na področju medkulturnega razumevanja, človekovih pravic in demokratičnega državljanstva. Temeljni cilji centra so predvsem: delovati kot dokumentacijski center na področju izobraževanja za medkulturno razumevanje, človekove pravice in demokratično državljanstvo za države članice *Sveta Evrope*; izvajati in podpirati raziskave ter zagotavljati stalno strokovno spopolnjevanje in podporo profesionalnemu razvoju učiteljev na omenjenih področjih; diseminirati informacije ter služiti kot platforma za srečanja raziskovalcev, učiteljev in ostalih pedagoških delavcev ter oblikovalcev politik; sodelovati z vsemi državami članicami *Sveta Evrope* na temelju skupnih vrednot *Sveta Evrope* in Norveške. Med temeljna področja delovanja Evropskega Wergeland centra sodijo izvajanje raziskav in razvoja ter strokovno spopolnjevanje učiteljev na področju medkulturnega razumevanja, človekovih pravic in demokratičnega državljanstva.

**Več informacij:** [www.theewc.org/](http://www.theewc.org/), [n.bagley@theewc.org](mailto:n.bagley@theewc.org)

## NGO Global Education Activities in Schools

### 1. DELAVNICE

<b>Ime delavnice:</b> Diskriminacija, Splošna deklaracija človekovih pravic & Človekove pravice in Amnesty International, Homofobija med mladimi, Nasilje nad ženskami v družini, Dostojanstvo človeka
<b>Področje:</b> Človekove pravice, socialna pravičnost, medkulturni dialog in enakopravnost.
<b>Namen/cilj delavnice:</b> V mladih vzbuditi zanimanje in zavedanje o njihovih pravicah in odgovornostih, ki jih prinaša dejstvo, da so državljani sveta.
<b>Opis:</b> Vse delavnice želijo mladim približati koncept človekovih pravic in odgovornosti, ki pridejo zraven. Specializirane delavnice se posebej osredotočajo na nosilno temo. Delavnice temeljijo na komunikativnem učenju, kjer se s sodelovanjem mladih pri delavnici želi aktivno vzpodbuditi njihovo udeleževanje svojih pravic in spoštovanje pravic drugih.
<b>Ciljna skupina:</b> Učenci 2. in 3. triade OŠ, SŠ
<b>Trajanje:</b> 90min (2 šolski uri)
<b>Organizacija:</b> Amnesty International Slovenije
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.amnesty.si">www.amnesty.si</a> , <a href="mailto:simona.kemperle@amnesty.si">simona.kemperle@amnesty.si</a> , zaradi zasedenosti sprejemamo prijave za delavnice od marca 2010 dalje.

<b>Ime delavnice:</b> Trajnostna mobilnost
<b>Področje:</b> trajnostni razvoj, podnebne spremembe, trajnostna mobilnost
<b>Namen/cilj delavnice:</b> Da bi obvarovali naše otroke, pa tudi naš planet, jih moramo naučiti pravilnega ravnanja v prometu. Varnost otrok v prometu je na prvem mestu, vendar tudi skrb za okolje ne sme zaostajati, saj naše ne trajnostne navade v prometu močno vplivajo na zdravje in okolje otrok. Namen je prikazati možne alternative ter spodbuditi razmišljanje o načinih mobilnosti ter vplivih na okolje.
<b>Opis:</b> S pomočjo delovnega zvezka lahko delavnica v obliki krajših, uvodnih predavanj ter iger.
<b>Ciljna skupina:</b> Učitelji in učenci od 1. do 5. razreda OŠ
<b>Trajanje:</b> Traja od 1 šolske ure do celotnega tedna (primer tedna mobilnosti). Idealno je, da bi učitelj izvedel cikel delavnic za učence.
<b>Organizacija:</b> Focus, društvo za sonaraven razvoj
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.focus.si">www.focus.si</a> , <a href="mailto:info@focus.si">info@focus.si</a> , 01 515 40 80

<b>Ime delavnice:</b> »Javni prevoz je kul«
<b>Področje:</b> trajnostni razvoj, podnebne spremembe, trajnostna mobilnost
<b>Namen/cilj delavnice:</b> Delavnica "Javni prevoz je kul" je namenjena predvsem spodbujanju mladih, da bodo sredstva javnega potniškega prometa uporabljali tudi takrat, ko bodo že lahko vozili avto. Uporaba avta, kot edine oblike mobilnosti, ni trajnostna, še posebej ne, ko posledice prevelikih količin porabljenega bencina in dizla čutimo vse močneje. Zato želimo mlade spodbuditi k drugačnim sanjam: sanjam o mobilnosti, ki ni povezana z avtomobilom.
<b>Opis:</b> Izvajalec delavnice obišče šolo, ki izrazi interes za izvedbo delavnice, le-ta poteka interaktivno v obliki razprave, kratkega predavanja ter iger.
<b>Ciljna skupina:</b> Dijaki SŠ
<b>Trajanje:</b> Traja od 1 do 2 šolski uri.
<b>Organizacija:</b> Focus društvo za sonaraven razvoj
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.focus.si">www.focus.si</a> , <a href="mailto:info@focus.si">info@focus.si</a> , 01 515 40 80

<b>Ime delavnice:</b> Podnebne spremembe
<b>Področje:</b> trajnostni razvoj, podnebne spremembe, energija.
<b>Namen/cilj delavnice:</b> Namen delavnice je seznaniti (predvsem učitelje) s problemom podnebnih sprememb ter različnimi vidiki in razsežnosti le-tega.
<b>Opis:</b> Delavnica je izvedena v obliki krajšega uvodnega predavanja, igre in razprave.
<b>Ciljna skupina:</b> Učitelji
<b>Trajanje:</b> Traja od 1 do 4 šolske ure.
<b>Organizacija:</b> Focus društvo za sonaraven razvoj
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.focus.si">www.focus.si</a> , <a href="mailto:info@focus.si">info@focus.si</a> , 01 515 40 80

<b>Ime delavnice:</b> Stereotipi in predsodki
<b>Področje:</b> Medkulturni dialog
<b>Namen/cilj delavnice:</b> Refleksija in kritičen razmislek o lastnih stereotipih in predsodkih ter identifikacija družbenih skupin, ki so jih deležne.
<b>Opis:</b> Udeleženci delavnice s pomočjo vodene fantazije, risanja plakatov v malih skupinah in diskusije reflektirajo stereotipe in predsodke o izbranih družbenih skupinah ter razmislijo o njihovi veljavnosti in procesu nastajanja.
<b>Ciljna skupina:</b> Od 3. triade osemletke dalje.
<b>Trajanje:</b> 60-90min
<b>Organizacija:</b> Društvo Humanitas
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.humanitas.si">www.humanitas.si</a> , <a href="mailto:info@humanitas.si">info@humanitas.si</a> , 01 430 03 43

<b>Ime delavnice:</b> Diskriminacija
<b>Področje:</b> Medkulturni dialog
<b>Namen/cilj delavnice:</b> Razmisliti o situacijah v katerih lahko pride do diskriminacije in o vlogi, ki jo lahko imamo sami v takem primeru.
<b>Opis:</b> S pomočjo igre vlog udeleženci doživijo različne akterje v diskriminatorni situaciji in razmislijo o različnih načinih medijskega poročanja.
<b>Ciljna skupina:</b> Od 3. triade osemletke dalje.
<b>Trajanje:</b> 60-90min
<b>Organizacija:</b> Društvo Humanitas
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.humanitas.si">www.humanitas.si</a> , <a href="mailto:info@humanitas.si">info@humanitas.si</a> , 01 430 03 43

<b>Ime delavnice:</b> Odpadki in reciklaža
<b>Področje:</b> Trajnostni razvoj, ravnanje z odpadki
<b>Namen/cilj delavnice:</b> Izobraževanje o problematiki odpadkov, spreminjanje odnosa do odpadkov, pozitivne spremembe v mišljenju in v ravnanju do odpadkov, spodbujanje kreativnosti in domišljije
<b>Opis:</b> Udeležence delavnice bomo seznanili s problematiko kopičenja odpadkov, vzroki in posledicami sodobne zasičenosti s smetmi ter rešitvami, ki jih kot družba dolgoročno lahko uporabimo. Skozi teoretičen in praktičen pristop bomo udeležencem delavnice razložili, kako lahko v vsakdanjem življenju vplivajo na zmanjšanje količine odpadkov in razložili princip kroženja oziroma ponovne uporabe. Delavnica s praktičnim in kreativnim ukvarjanjem z izbranimi odpadki - z njihovo predelavo omogoči, da udeleženci lastnoročno spoznajo in uvidijo problematiko kopičenja smeti in s tem aktivno pristopijo k problemu in reševanju le te.
<b>Ciljna skupina:</b> predšolski otroci, otroci OŠ in SŠ (delavnica se prilagaja glede na izbrano skupino)
<b>Trajanje:</b> ena do tri šolske ure, lahko kot niz delavnic enkrat tedensko ali enkrat en dogodek
<b>Organizacija:</b> Kulturno ekološko društvo Smetumet
<b>Kontakt (spletna stran , email, telefon):</b> <a href="http://www.smetumet.com">www.smetumet.com</a> , <a href="mailto:smetumet@gmail.com">smetumet@gmail.com</a> , 031 879782

<b>Ime delavnice:</b> DREVO JE POVSOD ZELENO VEDNO ZNOVA
<b>Področje:</b> trajnostni razvoj-seznanjanje z izginjanjem gozdnih površin Madagaskarja in reforestacijo; medkulturni dialog - seznanjanje s kulturo Madagaskarja (v besedi, sliki in glasbi)
<b>Namen/cilj delavnice:</b> Namen je ustvariti izdelek drevesni LIST razreda, ki želi biti simbol prispevek h kulturi strpnosti in sožitja in hkrati seznanja o projektu REFORESTACIJA Madagaskarja. Namen je tudi predstavljanje kulture Madagaskarja z besedo, sliko in glasbo, ki jo podaja nekdo, ki mu je Madagaskar prva domovina.
<b>Opis:</b> učenci se ob ustvarjalnem delu-likovno ustvarjanje predloge mozaika - drevesnega LISTA, ki je izdelek posameznikov in skupnosti - razreda hkrati, dotaknejo vsebin strpnosti skozi simboliko lista (vsak LIST je drugačen in vsak učenec doprinese svojo barvo v celoto), vsebin skupnosti (vsi učenci skupaj ustvarijo likovni izdelek), sožitja, razmišljajo o spoštovanju in se seznanjajo z reforestacijo Madagaskarja, kot ključnim razvojnim vprašanjem tega otoka. Delavnico ponavadi spremlja tudi predstavitev kulture Madagaskarja skozi besedo in glasbo, ki jo posreduje JOSEPH RAKOTORAHALAHY, ki mu je Madagaskar prvotna domovina, ki si jo je skozi 30 letno bivanje v Sloveniji ogledal tudi od zunaj.
<b>Ciljna skupina:</b> učenci OŠ, dijaki SŠ
<b>Trajanje:</b> 1 do 2 šolski uri, odvisno ali je poleg tudi delavnica Madagaskar v besedi sliki in pesmi.
<b>Organizacija:</b> društvo DREVO za kulturo strpnosti



**Kontakt (spletna stran , email, telefon):** www.drevo-madagaskar.org, email.rakoto@t-2.net. 041 353 816 - Joseph

**Ime delavnice:** »Tudi ti si delček istega sveta«

**Področje:** Medgeneracijski dialog in globalno učenje

**Namen/cilj delavnice:** Medgeneracijski dialog je uspešen način povezovanja ljudi in znanja, zato lahko prispeva k globalnemu učenju s prenosom znanj iz generacije na generacijo, ozaveščanjem in razumevanjem pomena enakomernega razvoja sveta. Medgeneracijski dialog z vidika različnih generacij pojasnjuje razmere, ki so pripeljale do situacije, kakršni smo priča v sedanosti. Cilj delavnice je ozaveščanje o pomenu posameznikovega delovanja pri spreminjanju odnosov in pojavov v svetu.

**Opis:** Medgeneracijski dialog delavnicam doprinese pogled dveh generacij in medsebojno diskusijo o nastali situacijah. Teme, katere je možno obravnavati znotraj medgeneracijskih delavnic so številne (zelišča, tradicija hrana, ročna dela, tekstil, ekologija, migracije).

**Ciljna skupina:** osnovne šole in društva upokojencev

**Trajanje:** 1-2 šolski uri (45 min – 90 min).

**Organizacija:** Slovenska filantropija, Združenje za promocijo prostovoljstva

**Kontakt (spletna stran , email, telefon):** www.filantropija.org, petra.zaloznik@filantropija.org, 01 430 1288

**Ime delavnice:** Socialno izključevanje

**Področje:** Medkulturni dialog

**Namen/cilj delavnice:** Refleksija o različnih možnostih, ki jo imajo posamezne družbene skupine v vsakdanjem življenju.

**Opis:** S pomočjo vodene fantazije in igre vlog udeleženci doživijo različne življenske okoliščine, ki lahko vodijo v procese družbenega izključevanja. S pomočjo diskusije in dela v majhnih skupinah nato razmislijo o vlogi nas samih pri zagotavljanju enakih možnosti, o vlogi širše družbe ter o odgovornosti države.

**Ciljna skupina:** Od 3. triade osemletke dalje.

**Trajanje:** 60-90min

**Organizacija:** Društvo Humanitas

**Kontakt (spletna stran , email, telefon):** www.humanitas.si, info@humanitas.si, 01 430 03 43

**Ime delavnice:** Uresničevanje spolnih in reproduktivnih pravic

**Področje:** človekove pravice

**Namen/cilj delavnice:** Namen je mlade seznaniti o spolnih in reproduktivnih pravicah ter jih usposobiti, da jih znajo spoštovati, varovati in uresničevati. S temi znanji bodo izboljšali svoje razumevanje globalnih problemov in se zavedali pomena razvojne pomoči.

**Opis:** Spolne in reproduktivne pravice so temeljne človekove pravice, ki jih določajo in zagotavljajo mednarodno obvezujoče pogodbe ter nacionalna zakonodaja. Ker pa je uresničevanje teh pravic pogosto težavno so posledice kršitev bistveno večje in bolj usodne za prebivalke in prebivalce držav v razvoju, saj zaradi tega v velikem številu umirajo otroci in mlade ženske, kar bistveno vpliva na družbeni razvoj in blagostanje teh držav. Zato je ozaveščanje o teh osnovnih človekovih pravicah zelo pomemben del globalnega učenja in razvojne pomoči, za katero so se razvite države zavezale, da jo bodo nudile najbolj pomoči potrebnim kjerkoli na svetu.

**Ciljna skupina:** srednja šola

**Trajanje:** 1 – 2 šolski uri

**Organizacija:** Slovenska filantropija

**Kontakt (spletna stran , email, telefon):** www.filantropija.org, dunja.obernel.kveder@siol.net, petra.zaloznik@filantropija.org, 01 430 1288

**Ime delavnice:** Šole delujejo globalno (En Svet, Čokolada, Banana split, Trgovanje, 100% bombaž, Zakulisje naših oblačil, Stereotipi in predsodki, Prijatelji od daleč, Stopi korak naprej)

**Področje:** različne globalne tematike kot so mednarodna trgovina/pravična trgovina, trajnostni razvoj, človekove pravice, medkulturni dialog...

**Namen/cilj delavnice:** raziskovanje in razumevanje današnjega globalnega sveta; kritično opredeljevanje do razpoložljivih informacij ter angažirano in aktivno državljanstvo

**Opis:** Delavnice se dotikajo različnih globalnih tematik in nas seznanijo z dohodkovno in populacijsko razporeditvijo med posameznimi deli sveta, prav tak o pa nam pokažejo kako se prepad med revnimi in bogatimi ohranja in pogloblja tudi zaradi svetovnega trgovinskega sistema ter kakšna je problematika sodobne tekstilne industrije. Delavnice nam tudi omogočijo, da skozi izkustveno in reflektivno učenje analiziramo naš

odnos do ljudi, ki prihajajo iz različnih življenjskih okolij in nam pomagajo pri prepoznavanju in razumevanju stereotipnih podob v medijih.
<b>Ciljna skupina:</b> 3. triada OŠ, SŠ
<b>Trajanje:</b> vsaka delavnica traja 2 šolski uri
<b>Organizacija:</b> Društvo HUMANITAS
<b>Kontakt (spletna stran , email, telefon):</b> www.humanitas.si (večina delavnic je opisanih v Spletni učilnici), info@humanitas.si / mateja@humanitas.si / rene.susa@guest.arnes.si, 01 430 0343 ali 040 878 936
<b>Ime delavnice:</b> Pogled izven Evrope: človekove pravice in razvojno sodelovanje
<b>Področje:</b> človekove pravice
<b>Namen/cilj delavnice:</b> Seznaniti udeležence z osnovnimi koncepti človekovih pravic, o medsebojni povezanosti različnih delov sveta ter razviti njihovo razumevanje neenakosti ter revščine na globalni ravni in glavnih vzrokov zanjo, seznaniti jih z osnovnimi koncepti razvoja in razvojnega sodelovanja ter vlogo Slovenije in Evropske Unije, spodbuditi udeležence da sami postanejo sprememba.
<b>Opis:</b> Učencem bomo v treh šolskih urah predstavili malo drugačno perspektivo senzacionalnega posploševanja in predstavljanja Afrike kot celine revščine in lakote ter jih seznanili z osnovnimi koncepti človekovih pravic in razvojnega sodelovanja in njunih stičnih točk. Seznanili jih bomo z vlogo in obveznostmi za razvojna prizadevanja Slovenije in Evropske Unije, ki težijo k uresničevanju človekovih pravic vseh prebivalcev planeta. Posebna pozornost modulov bo namenjena posamezniku kot akterju družbenih sprememb in naši skupni vlogi ter prizadevanj za spoštovanje in uresničevanje človekovih pravic skozi razvojno sodelovanje.
<b>Ciljna skupina:</b> dijaki drugega letnika srednje šole
<b>Trajanje:</b> 9. 11. 2009 – 13. 11. 2009, po 3 šolske ure
<b>Organizacija:</b> Ekvilib Inštitut, predavateljica Anita Ramšak, vodja področja človekovih pravic in razvojnega sodelovanja
<b>Kontakt (spletna stran , email, telefon):</b> www.ekvilib.org, urska@ekvilib.org, 01 430 3751
<b>Ime delavnice:</b> Voda kot globalni izziv
<b>Področje:</b> trajnostni razvoj, človekove pravice
<b>Namen/cilj delavnice:</b> predstaviti globalno problematiko vode
<b>Opis:</b> Delavnica predstavi vodo v njenih globalnih pomenih, kot osnovni vir, katerega dostopnost ni samoumevna (zato dolžnost skrbnega ravnanja), kot javno dobro, s katerim je potrebno upravljati javno (in ne more biti predmet trgovanja in zasebnih interesov) in kot osnovno človekovo pravico, ki mora biti zagotovljena enakopravno vsem, ne glede na posameznikove finančne zmožnosti.
<b>Ciljna skupina:</b> 4 – 9 razred osnovne in srednja šola
<b>Trajanje:</b> 2 šolski uri (lahko ponudimo tudi samo razstavo ali ogled filma)
<b>Organizacija:</b> HUMANITAS, Društvo za človekove pravice in človeku prijazne dejavnosti
<b>Kontakt (spletna stran , email, telefon):</b> www.humanitas.si, eva@humanitas.si, 01 43 00 343
<b>Ime delavnice:</b> »VSTANI in UKREPAJ«
<b>Področje:</b> Milenijski razvojni cilji
<b>Namen/cilj delavnice:</b> Namen delavnice je ozaveščanje otrok in mladih o pomenu Milenijskih razvojnih ciljev (MRC) ter o problematiki, ki jo ti cilji pokrivajo. Cilji poskušajo na ustrezen način opredeliti trajnostni razvoj, ki temelji na skupni predstavi človeštva kako reševati skupne globalne izzive. Te pa je mogoče reševati le, če se sporazumemo o količnikih določenih ciljih: do leta 2015 prepoloviti število ljudi, ki živijo z manj kot enim dolarjem na dan; zagotoviti vsem otrokom osnovnošolsko izobraževanje; odpraviti neenakost med spoloma pri zagotavljanju osnovne in srednješolske izobrazbe; za 2/3 zmanjšati stopnjo smrtnosti otrok mlajših od 5 let, itd.
<b>Opis:</b> Skozi delavnico se učenci spoznajo z Milenijskimi razvojnimi cilji. Na kratko se predstavi posamezen milenijski razvojni cilj in pomen njihove uresničitve za dobrobit človeštva. V okviru delavnice obravnavamo aktualne probleme s katerimi se srečuje tako Slovenija kot tudi preostali svet. V sodelovanju s učiteljicami/učitelji poskušamo najti rešitve kako bi pridobljeno znanje prenesli v vsakdanje življenje.
<b>Ciljna skupina:</b> osnovne in srednje šole
<b>Trajanje:</b> 1-2 šolski uri (45 min – 90 min).
<b>Organizacija:</b> Društvo za Združene narode za Slovenijo, Slovenska filantropija
<b>Kontakt (spletna stran , email, telefon):</b> www.unaslovenia.si, bostjan.jerman@unaslovenia.si, +386 40 569 001; www.filantropija.org, petra.zaloznik@filantropija.org, 01 430 1288

## 2. RAZSTAVE in NATEČAJI

**Ime delavnice - razstave:** Tudi Jaz razstava s spremljajočim kvizom

<b>Področje:</b> trajnostni razvoj, podnebne spremembe, vpliv posameznika, pravična trgovina, medkulturni dialog.
<b>Namen/cilj delavnice:</b> Namen razstave je spodbuditi obiskujoče k raziskovanju in iskanju odgovorov. Spremljajoči kviz vodi skozi odkrivanje skritih odgovorov o našem podnebjju, potovanju naših oblačil ipd. Spodbujanje raziskovanja ter informiranje o temah: oblačila, energija, mobilnost ter prehrana.
<b>Opis:</b> Kviz preko vprašanj vodi skozi razstavo, kjer se odkrivajo odgovori na vprašanja, povezana s temami. Fosilna in obnovljiva energija, potovanje oblačil od plantaž bombaža do naših omar, izvor in vpliv naše hrane ter predstavitev pravične trgovine, načini mobilnosti, trajnostni in ne trajnostni načini premikanja s statistikami in zemljevidi. Razstavo se lahko postavi poljubno, za poljubno časa, vendar najmanj za nekaj dni. Stoji lahko v avlah v šolah.
<b>Ciljna skupina:</b> Učitelji in učenci OŠ, SŠ in ostali.
<b>Trajanje:</b> Ogled razstave z odgovarjanjem na vprašanja kviza traja lahko od 30 min do 1,5 ure.
<b>Organizacija:</b> Focus društvo za sonaraven razvoj, Humanitas društvo za človekove pravice in človeku prijazne dejavnosti, Ekvilib inštitut, Društvo Afriški center.
<b>Kontakt (spletna stran , email, telefon):</b> www.focus.si, info@focus.si, 01 515 40 80; www.humanitas.si, info@humanitas.si, 01 430 03 43

<b>Ime razstave:</b> Kdo je naredil majico?
<b>Področje:</b> mednarodna trgovina/pravična trgovina, tekstilna in oblačilna industrija, trajnostni razvoj, človekove pravice
<b>Namen/cilj razstave:</b> razumevanje načina delovanja in razmer v proizvodnji bombaža ter svetovni tekstilni in oblačilni industriji. Razumevanje vloge vsakega izmed nas oz. kaj lahko naredimo kot posamezniki.
<b>Opis:</b> Zgodba o bombažu in izdelavi majice, ki jo nosimo, je zgodba o življenju ljudi iz kulturno zelo raznolikih okolij, zgodba o trdem delu na poljih in v tovarnah, o vsiljivih marketinških kampanjah in izkoriščanih delavcih (pogosto otrocih). Je pa tudi zgodba o nas samih, ki smo pogosto nevedni in nezainteresirani potrošniki. Razstava je narejena v slovenščini in angleščini. Slike razstave si je možno pogledati tudi na: <a href="http://www.humanitas.si/spletna_ucilnica-predmetnik-stil.php?id=majica">http://www.humanitas.si/spletna_ucilnica-predmetnik-stil.php?id=majica</a>
<b>Ciljna skupina:</b> zadnja triada OŠ, SŠ
<b>Trajanje:</b> postavitve razstave po dogovoru
<b>Organizacija:</b> Društvo HUMANITAS
<b>Kontakt (spletna stran , email, telefon):</b> www.humanitas.si, info@humanitas.si / mateja@humanitas.si; 01 430 0343 ali 040 878 936

<b>Ime razstave:</b> 8 ciljev za en svet
<b>Področje:</b> milenijski razvojni cilji
<b>Namen/cilj razstave:</b> predstavitev ideje milenijskih razvojnih ciljev in problematike, ki jih spremlja.
<b>Opis:</b> Razstava je v obliki 9 plakatov s pripadajočimi stojali. Za poglobitev informacij je na voljo tudi dvojezična (slo, nem) brošura. Milenijski razvojni cilji so časovno vezani na leto 2015 in so kvantitativno opredeljeni. Cilji, ki so obenem tudi osnovne človekove pravice, so: odpraviti skrajno revščino in lakoto; zagotoviti osnovnošolsko izobrazbo za vse otroke; zagotoviti enakost med spoloma in dati več moči ženskam; zmanjšati smrtnost otrok; izboljšati zdravje mater; boriti se proti virusu HIV/AIDS, malariji in drugim boleznim; zagotoviti okoljsko trajnost; razviti globalno partnerstvo za razvoj.
<b>Ciljna skupina:</b> zadnja triada OŠ, SŠ
<b>Trajanje:</b> postavitve razstave po dogovoru
<b>Organizacija:</b> Društvo HUMANITAS
<b>Kontakt (spletna stran , email, telefon):</b> www.humanitas.si, info@humanitas.si/mateja@humanitas.si , 01 430 0343 ali 040 878 936

<b>Ime natečaja:</b> Pridi se igrat!
<b>Področje:</b> pravice otrok v podsaharski Afriki - osredotočeno predvsem na pravico do osnovne izobrazbe (2. milenijski cilj)
<b>Namen/cilj natečaja:</b> dvig zavesti med učiteljicami/učitelji in med mladimi o pravicah otrok v podsaharski Afriki, predvsem o pravici otrok do osnovne izobrazbe in problemov, ki se ob tem porajajo. Aktivno udejstvovanje mladih.
<b>Opis:</b> Po šolah bo izveden natečaj na temo pravic otrok v podsaharski Afriki. Natečaj bo potekal v dveh kategorijah – izdelava TV-spota in radijskega spota. Zmagovalec v vsaki kategoriji bo skupaj z zmagovalci iz drugih držav (Avstrija, Bolgarija, Italija Madžarska, Romunija) pod vodstvom italijanske nevladne razvojne organizacije obiskal Eritrejo. Natečaj je del projekta AWARE ( <a href="http://www.awareproject.eu/">http://www.awareproject.eu/</a> )

<b>Ciljna skupina:</b> SŠ
<b>Trajanje:</b> pomlad 2010
<b>Organizacija:</b> Zavod Voluntariat, Društvo HUMANITAS
<b>Kontakt (spletna stran, email, telefon):</b> <a href="http://www.zavod-voluntariat.si">http://www.zavod-voluntariat.si</a> , <a href="mailto:info@zavod-voluntariat.si">info@zavod-voluntariat.si</a> , 01 23 91 623; <a href="http://www.humanitas.si">www.humanitas.si</a> , <a href="mailto:mateja@humanitas.si">mateja@humanitas.si</a> , 01 430 0343 ali 040 878 936