



# Pestalozzi

## Training Resources

Core competences in Education for democratic  
citizenship (EDC)

“How does EDC/HRE contribute to sustainable development?”

by

**Author:** Elena Konnova – Belarus

**Editor:** Miguel Ángel García López



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Core competences in Education for democratic citizenship (EDC)

## “How does EDC/HRE contribute to sustainable development?”

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**Author:** Elena Konnova – Belarus

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** EDC/HRE and sustainable development

**Title:** How does EDC/HRE contribute to the establishment of sustainable development?

### Expected outcome

- ➔ To understand the interconnection between EDC/HRE and issues of sustainable development.
- ➔ To develop the core competences of EDC/HRE, specifically competences #1-3, 5-6, 8-9, 11, 14-15.
- ➔ To recognise the significance of every individual's input in establishing sustainable development.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Secondary	All areas

### Brief description of the unit

The unit aims at strengthening the understanding:

- Of the basic concepts of sustainable development and EDC/HRE contribution into its establishing;
- Of human rights form the basis of sustainable development; which categories of rights are taught in the classroom successfully and which ones are not;
- Of the level of contribution from the different sectors of the society in establishing sustainable development: how individuals may contribute to establish sustainable development through these sectors?;
- Of the problems existing in this sphere and the ways of solving them.

The unit is basically related to competence # 3 of EDC/HRE core competences; however it also aims at developing other competences.

## Methods/techniques used

- Brainstorming
- PRES
- Role-play
- Visualisation
- Group work
- Problem solving
- Mosaic
- Graphs
- Quotations
- Discussion
- Induction and deduction

## Time 9 hours

Activity 1	▶ 40 minutes
Activity 2	▶ 100 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 40 minutes
Activity 5	▶ 80 minutes
Activity 6	▶ 40 minutes
Activity 7	▶ 40 minutes
Activity 8	▶ 100 minutes
Activity 9	▶ 20 minutes

### Tips for trainers:

- National strategies of sustainable development in different countries can be excessively lengthy. Prepare some extracts of National strategy of sustainable development from your country, stressing the aims of the strategy and the components of sustainable development.
- Every activity must include feedback on the development of specific EDC/HRE competences. Make sure all the participants are provided with the list and a brief description of the competences throughout the whole unit.
- Activity 5 must not be named in the program: its purpose will only be revealed in the middle of it.
- Leave at least 10 minutes for debriefing/reflecting at the end of each activity (except for the preparatory one).
- Be open to the different views, predict the outcomes, but do not stick to your anticipations.

### Resources

Rio Declaration on Environment and Development of 1992	
Universal Declaration of Human Rights of 1948	
International Covenants on Human Rights of 1966	
National Strategy of Sustainable Development	
Basic concepts of EDC/HRE, sustainable development and human rights	Appendix 1
Definitions of sustainable development	Appendix 2
Glass filled by stones	Appendix 3
Drawn target	Appendix 4
Axes of coordinates	Appendix 5
Role cards	Appendix 6
The Story about the Poor and the Pouch	Appendix 7
Task cards	Appendix 8
Evaluation questionnaire	Appendix 9

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### Preparatory readings:

- National strategy of sustainable social-economic development. For Belarus: Национальная стратегия устойчивого социально-экономического развития Республики Беларусь на период до 2020 г. Минск, 2004
- COMPASITO – Manual on human rights education of children // <http://www.eycb.coe.int/compasito/>
- Universal Declaration of Human Rights, 1948 // <http://www.un.org/en/documents/udhr/>
- Rio Declaration on Environment and Development, Rio de Janeiro, 1992//  
<http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=78&ArticleID=1163>
- Keating-Chetwynd, S. (ed): *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Council of Europe, 2009
- Human Rights Training: Professional Training Series #6. New York, Geneva: UN, 2000  
// <http://www.ohchr.org/Documents/Publications/training6en.pdf>

## Activity 1 Introduction – Getting to know each other



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To prepare the group for the Training Unit.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To introduce the main ideas on national strategy for sustainable development.</li> <li>➤ To introduce the international vision of sustainable development.</li> <li>➤ To introduce the main concept of EDC/HRE.</li> <li>➤ To remind of the basic human rights and international documents, including human rights.</li> <li>➤ To introduce the participants to each other.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ PowerPoint presentation</li> <li>➤ A ball-game</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Universal Declaration of Human Rights, 1948</li> <li>➤ International Covenants on Human Rights, 1966</li> <li>➤ Rio Declaration on Environment and Development, 1992</li> <li>➤ A tennis (or socks) ball</li> <li>➤ A projector</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the chairs in a semicircle, in a way that the participants would be able to see the presentation, and that it would not take much time to rearrange the chairs to close the circle (for the ball-game).</li> <li>➤ Prepare the hand-outs of the documents on human rights specified above and place them on the chairs.</li> </ul>	

**► Instructions/procedure:**

- Step 1: Presentation - 25 minutes
  - Make a presentation introducing the basic concepts of EDC/HRE, sustainable development and human rights. The presentation from Appendix 1 may be used, or another one fitting the needs of the specific group of trainees may be prepared. During the presentation it is highly advisable to ask the participants to look through the relevant documents, so that they can follow the lecturer easily and receive the information from the first primary source. It will help the trainees to get acquainted with the documents which will ease and speed up the work with them during further activities.
- Step 2: Questions and comments
  - Invite the participants to ask questions or make comments
- Step 3: Ball game - 10 minutes
  - Ask the participants to close the circle.
  - Take a chair for yourself.
  - Take a ball and explain the rules of this introduction-game: the person who has the ball introduces him/herself (name, field of professional/other interests) and say: "I have a right to..." (The participants may peep at the hand-outs, if they need).
  - After that, the participant should throw the ball to another participant, who repeats the procedure, but instead of a right, he names an obligation, duty or responsibility: "I have a duty to..."
- The next participant will have to name a right, and the next one – a duty again and so on. Start the game by introducing yourself.

**► Tips to trainers/anticipated difficulties:**

- Before you start the game make it very clear that this is just a game, so that the participants do not feel that they pass an exam on the content of the presentation.
- While naming the rights and duties they may be as creative as they need to.



## Activity 2 Defining the concepts



100 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To delineate the basic concepts of the unit.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To find the common features of sustainable development.</li> <li>➤ To specify the components of sustainable development.</li> <li>➤ To find the connections between EDC/HRE and sustainable development.</li> <li>➤ To develop EDC/HRE core competences # 1 and # 5.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Quotations</li> <li>➤ Visualization</li> <li>➤ Brainstorming</li> <li>➤ Discussion</li> <li>➤ PRES</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Hand-outs with quotations on sustainable development</li> <li>➤ A-4 sheets of paper cut lengthwise into three pieces (2 pieces for each participant)</li> <li>➤ A-2 sheets of paper, a marker and an adhesive tape</li> <li>➤ National strategy on sustainable social-economic development (extracts)</li> <li>➤ Rio Declaration</li> <li>➤ Universal Declaration of Human Rights</li> </ul>	

► **Practical arrangements:**

- Put one of the A-2 sheets of paper on the wall, making sure that everyone sees it well and is able to approach it.

► **Instructions/procedure:**

- Step 1: Visualisation - 15 minutes
  - Ask the participants to close their eyes.
  - Ask them to imagine the picture you are depicting.
  - Read the following text: “You are fifty years ahead from now. You are a retiree. You are in the backyard of your own house. You are drinking coffee. You hold a tiny-tiny cup in your hand and you realize that this is the only cup of liquid, that you are to drink today. If you get thirsty you will have to find an apple, or an orange or another fruit, which is not hard to find in the stores, but very hard to buy. All the vegetables and fruits, meat and milk, butter and bread – everything is very expensive. Because of the huge amount of money that you spend on food, you can’t go anywhere on holidays, you have no money to buy a ticket to go to the theatre or the cinema, or to buy a book. Life became very boring. The only entertainment available – is watching the nature. However, it is not very exciting. No bees or butterflies, no diversity of plants or animals... So you sit on your backyard and think how good your life was fifty years ago”.
    - Pause and wait until all the participants open their eyes.
    - Ask about their feelings during this visualisation session (feeling of reality, feeling of frustration, inevitability, disappointment, others...).
    - Ask whether they think such a situation is possible in fifty years. What are the reasons for this? What other problems may occur in our future because of these reasons?
- Step 2: Quotations - 20 minutes
  - Hand out the quotations with the definitions of sustainable development (Appendix 2).
  - Give 5 minutes for the group to read and reflect.
  - Ask the members of the group to choose ONE quote, which describes the meaning of the concept of sustainable development in the best way.
  - Ask them to share their thoughts and feelings – at first, let a person speak out, then ask him/her to put the main idea (2-3 words) on the paper on the wall
- Step 2: Declarations and National Strategy – 45 minutes
  - It is reasonable to break before this part of the activity.

- Hand out the A-4 sheets of paper cut lengthwise into three pieces (2 pieces for each participant).
- Ask the participants to look through the materials on their tables (extracts from the National Strategy of Sustainable Development, Rio Declaration and Universal Declaration of Human Rights that were handed out during the preparatory activity) and think about the connections between the EDC/HRE and sustainable development.
- Ask the trainees to think about the way they influence the establishment of sustainable development of the country in their classrooms.
- Ask them to think about the way in which the student's awareness of their rights and duties may help in establishing sustainable development.
- While the participants are reading, put two pairs of columns of A-2 sheets of paper on the wall. On the top of one pair, write: "I think EDC/HRE and sustainable development are connected, because..." (1<sup>st</sup> column); Examples: (2<sup>nd</sup> column). On the top of the second pair of columns write: "I think EDC/HRE and sustainable development are not connected, because..." (1<sup>st</sup> column); Examples: (2<sup>nd</sup> column).
- Ask the participants to summarize their thoughts in two or three sentences having the following structure: 1) point of view, 2) reason, 3) example, 4) summary. E.g. 1) I think that EDC/HRE and sustainable development are not connected 2) because EDC/HRE are individually oriented and sustainable development is the matter of governments 3) For example, the issues of sustainable development were discussed in the Copenhagen's conference in 2009, where individuals were not invited and the awareness of their rights and active civic position didn't help. 4) So, EDC/HRE does not influence the establishment of sustainable development and there is no connection between them.
- Ask them to write down the second and the third parts on the sheets of paper that you had given them earlier.
- Ask them to speak out.
- When the activity is over, ask everyone to stick their sheets of paper in the relevant column of the relevant pair.

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ About the second part of the activity: when the members of the group consider that all the main ideas are on the paper, encourage them to keep sharing their thoughts and feelings on the quotations, so that all the nuances of personal perception of sustainable development are covered.</li> <li>➤ About the third part of the activity: probably the first column will be much longer than the second one, make sure there is enough space for everyone's sheets.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to read the papers on the wall and if they think they have come to a common understanding of sustainable development, EDC/HRE and their correlation. Emphasize the features that are understood similarly and the peculiarities.</li> <li>➤ Ask the participants whether they feel that the way of learning used in the activity helped them to develop competences # 1(specifically, value-oriented knowledge) and #5 (active learning and student engagement), why it did or did not, in what way, how it did help or what should have been done in order to achieve this goal.</li> </ul>	

### Activity 3 Filling the glass



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To understand which human rights form the basis of sustainable development.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To figure out which rights' implementation plays the most important role in establishing sustainable development.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Working groups</li> <li>➤ Plenary sharing</li> <li>➤ Brainstorming</li> <li>➤ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Universal Declaration on Human Rights</li> <li>➤ International Covenants on Human Rights of 1966</li> <li>➤ Rio Declaration on Environment and Development of 1992,</li> <li>➤ National Strategy of Sustainable Development</li> <li>➤ One A1 paper with a picture of a glass filled by stones (Appendix 3)</li> <li>➤ A2 papers with pictures of glasses filled by stones (for groups of 4-6 people) - (put X on the backside of one A2 paper, write "reporter" and an arrow out on the backside of each paper)</li> <li>➤ Markers, a desk and a chalk</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The participants, in groups of 4-6 people, need to sit around the A2 papers given to them. Make sure there is enough space for that.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Put an A1 paper with the glass on it, on the wall in a way that everyone can see it.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Divide the participants into groups of 4-6. Hand out the A2 papers – one for each group. The participants will also need the materials listed in “resources” which were handed out earlier.</li> <li>➤ Ask the participants to look through the materials and write down which human rights they consider to be most important to teach in order to provide input in establishing the sustainable development.</li> <li>➤ Ask each participant to write down the rights which s/he considers to be the most important for sustainable development and – in smaller letters – the rights they consider to be less important. Every participant should write on the part of the poster, which is closer to him/her. -15 minutes</li> <li>➤ Ask the participants to discuss what they have written down and to put the rights the GROUP considers to be most important in big circles and the rights they consider to be less important in smaller circles. - 10 minutes</li> <li>➤ Ask the groups to turn over the posters and see what they have on the backside. The arrows will point to the reporters and recorders of the groups. Ask the reporter and recorder of the group which has X on its paper, to present their poster.</li> <li>➤ After presenting each right that is considered to be of the higher importance, ask the rest of the participants if they agree with that. If so – let the recorder of group X write this right down in the big circle in the glass on the wall. If some participants disagree – and if the disagreement doesn't go away after the discussion, ask the recorder of the group X to write this right down in the smaller circle on the A1 paper.</li> <li>➤ When the group X is done with the presentation, ask the reporters and recorders of the other groups to present their posters. Ask them to tick the stones that stand for the rights which the group also has on its poster and to add the rights that are on their posters, but not on the A1 paper yet to the glass on the wall.</li> <li>➤ Ask the participants who disagree with the additions to raise their hand and start the discussion on the issue – 20 minutes.</li> </ul>	

**► Tips to trainers/anticipated difficulties:**

- There may be too many / not enough stones in the glass. If you see that the group is struggling and the participants are trying to think of some rights just to fill the glass, explain that there is no need to name every stone. Encourage the participants to add the stones at the top, if they need.
- After you are done filling in the glass on the wall, explain also that there is space in the glass between the stones, which means that there is something else, which fills the glass without our intervention.
- Note that there is only 20 minutes for filling the glass on the wall. Keep it in mind when dividing the participants into groups. It is desirable to get 3-4 groups, but not more than 5.

**► Debriefing/reflecting:**

- Discuss the results. Emphasize the rights that were repeated in different groups.
- Ask the participants how they think the named rights may be taught in their classes.
- Ask the participants whether they feel that this activity helped them to develop competences # 2, 3, 5, why it did or did not, in what way, how it did help or what should have been done in order to achieve this goal.
- Encourage the participants to share their thoughts if they feel that other competences were touched upon by the activity.

## Activity 4 Shooting the target. EDC/HRE in the class: problems and ways of solving them



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To see how successfully different categories of human rights are taught in the classroom.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To see which human rights groups' teaching needs to be developed.</li> <li>➤ To figure out how it could be done in the classroom.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Induction</li> <li>➤ Targeting</li> <li>➤ Cooperative learning</li> <li>➤ Problem-solving</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A1 paper with a target drawn on it (Appendix 4)</li> <li>➤ Different-colour markers</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Put the paper on the wall</li> <li>➤ Make sure that everyone sees it well and is able to approach it</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to recall the rights discussed in the previous activity.</li> <li>➤ Offer them the classification of the rights contributing to establish sustainable development by</li> </ul>	



dividing the target into the sectors.

- Name each sector according to the categories of human rights. Write each name of the sector with a different colour. Possible classification: personal rights (inherent to everyone from the moment of birth: right to life, right to liberty and security of person, freedom of religion and conscience, freedom of movement and so on), political rights (related to nationality of a person: freedom of information, freedom of assembly, right to take part in the government of one's country, right to vote and so on), social-economic rights (protection of the family; right to health protection, right to property, right to fair and favourable working conditions and so on), cultural rights (right to education, right to participate in the cultural life of the community, right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which one is the author and so on).
- Give the participants 5 minutes to think which ones of the human rights groups are taught in their class more successfully, and which are neglected or not given enough of attention.
- Ask the participants to approach the target and to put a mark according to the level of attention given to each group of rights in their class (10 – perfectly covered in the classroom, 0 – not touched upon at all). Ask them to use different markers for different sectors (so that in one sector we see the marks of one colour).
- When everyone has put marks on the target look what you got. Start the discussion from indicating the areas which are less problematical (marks are situated closer to the centre). Then go to the sectors where the marks are concentrated closer to the edge of the target. Indicate the problems.
- Ask the participants to share their thoughts on the reasons of it. Then ask for propositions to improve the situation in the concrete areas.

► **Tips to trainers/anticipated difficulties:**

- If some of the rights named during the previous activity do not fit in any category – name one of the sectors “others”.
- Some of the participants may feel under pressure if others see how they evaluate their work in class on some groups of rights. It may influence the results. If you can't figure out how to provide the privacy during the process of putting the marks on the target, it might be better to ask to evaluate the teaching of the groups of rights in school, but not in the class.
- The results may be unexpected – it may occur that no regularities appear. In this case discuss why

<p>the situation is so different from one class to another (or from one school to another). The reason for it might be that no attention at all is paid by school (or higher authorities) in the teaching of human rights. It can also be because of the different specialization of the teachers. Teachers of sciences may think that human rights' teaching is not related to their subject and so is not appropriate in their classroom.</p>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Summarize the results. Emphasize the problems that had been indicated and the ways of solving them that the group has managed to figure out.</li> <li>➤ Ask the participants whether they feel that the activity helped them to develop competences # 1 (the opportunities and challenges of EDC/HRE, role of schools and teachers, knowledge needed to be promoted...), # 2 (contribution of teachers in promoting the international principles, advantages and obstacles), # 6, # 14 (reflect upon why they teach in the particular way), # 15 (self-review, self-reflection and self-assessment, confronting the teaching experiences with the colleagues' experiences).</li> <li>➤ Ask them why it did or did not help, in what way it did help or what should have been done in order to achieve this goal.</li> <li>➤ Encourage the participants to share their thoughts if they feel that other competences were touched upon by the activity.</li> </ul>	

## Activity 5 Involvement of the different sectors of the society in setting up sustainable development



80 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To see the level of contribution from the different sectors of the society in establishing sustainable development.</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To figure out what sectors of the society are not involved enough in establishing sustainable development.</li> <li>➤ To see the level of possibility for the individuals to influence the different sectors in establishing sustainable development.</li> <li>➤ To find ways to raise up the involvement of the different sectors.</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Graphs</li> <li>➤ Cooperative learning</li> <li>➤ Induction</li> <li>➤ Deduction</li> <li>➤ Brainstorming</li> <li>➤ Problem-solving</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ 5 A1 papers with axes of coordinates (Appendix 5),</li> <li>➤ 5 red-colour markers</li> <li>➤ 5 green-colour markers.</li> </ul>	
<p>► <b>Practical arrangements:</b></p>	

<ul style="list-style-type: none"> <li>➤ Put the papers on the wall, making sure that everyone sees them well and is able to approach it.</li> <li>➤ Name the future graphs: Government, International Organizations, Non-Governmental Organizations, and School Community, Individuals (me and my environment).</li> <li>➤ The axe X represents the number of participants. The axe Y will reflect the evaluation of the sectors' contribution by the participants.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Set the goal of the activity – 10 minutes <ul style="list-style-type: none"> <li>○ Ask to think on how successful the work of each of the named sectors of the society in establishing sustainable development is.</li> <li>○ Ask some questions to help: “Is this particular sector of the society concerned about issues of sustainable development? Is it supposed to be concerned?”, “Are there any measures taken by this sector?”, “Are those measures effective?”. Ask the participants to evaluate the work of each sector in a 10-points scale.</li> </ul> </li> <li>➤ Making the graphs – 5-7 minutes <ul style="list-style-type: none"> <li>○ Ask the participants to approach the graphs and put the mark in a corresponding place using the red colour marker.</li> <li>○ The first participant will put his/her mark in front of mark 1 on the axe X, the second above mark 2 on the axe X, the third – 3 and so on.</li> <li>○ The axe Y reflects the level of contribution of the sector of the society in establishing sustainable development.</li> <li>○ Ask the last participant to connect the dots.</li> </ul> </li> <li>➤ Compare the graphs - Approximately 20 minutes <ul style="list-style-type: none"> <li>○ Find the regularities.</li> <li>○ Start the discussion from indicating the sectors which received the highest marks.</li> <li>○ Then go to the sectors with the lower marks.</li> <li>○ Ask the participants to share their thoughts on the reasons for this.</li> <li>○ Then ask for propositions to improve the situation.</li> </ul> </li> <li>➤ The extent of accessibility - 5-7 minutes <ul style="list-style-type: none"> <li>○ Ask to think about the extent of accessibility for individuals to each sector.</li> <li>○ Questions that may help: “Do the individuals have a say in these institutions?”, “Is their opinion taken into account by them?”, “Do they get any feedback from these sectors of</li> </ul> </li> </ul>	

<p>society on the issues of sustainable development?”</p> <ul style="list-style-type: none"> <li>➤ Accessibility of each sector - 5-7 minutes <ul style="list-style-type: none"> <li>○ Ask the participants to evaluate the accessibility of each sector putting the dots on the graphs using the green-colour marker (all graphs except the one called “Individuals. Me and my environment”).</li> </ul> </li> <li>➤ Discuss the results - 20 minutes <ul style="list-style-type: none"> <li>○ It may happen that the level of contribution of some sector is rather high, but the level of its accessibility is low. Is it a problem? Or vice versa, the contribution is low, but the access of individuals is high. One of the reasons may be that the individuals are not doing enough.</li> <li>○ Use brainstorming and problem-solving to try to find ways of improving the situation.</li> </ul> </li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It may occur that no regularities appear. In this case discuss why the perception is so different. The reason for it may be that no attention is paid by the corresponding sectors to inform the society about their work in the establishment of sustainable development.</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Summarize the results. Emphasize the problems that had been indicated and the ways of solving them.</li> <li>➤ Ask the participants whether they feel that this activity helped them to develop competences # 1 (change-centred competences, role of schools, organizing concepts of EDC/HRE), # 3, 5, 6, 11, 14.</li> <li>➤ Ask them why it did or did not help, in what way it helped or what should have been done in order to achieve this goal.</li> <li>➤ Encourage the participants to share their thoughts if they feel that other competences were touched upon by the activity.</li> </ul>	

## Activity 6 Little experiments – how do we contribute to set up sustainable development in the everyday life?



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To raise the level of individual responsibility's consciousness in establishing sustainable development.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To raise the awareness of each person's significance in the process of establishing sustainable development.</li> <li>➢ To see the possible ways in which individuals can contribute in establishing sustainable development.</li> <li>➢ To understand the need and possibility of a multidisciplinary approach to teach the issues of EDC/HRE and sustainable development.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Modelling</li> <li>➢ Role-play</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Cards (one for each participant) with the roles (Appendix 6);</li> <li>➢ Alarm clock (or mobile phone with an alarm function).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Make sure there is enough space for everyone to stand up and gather in small groups.</li> <li>➢ Choose the desks which will be the cash desks and indicate what they are.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Start the activity saying something like: "We have worked very hard on the first activities, and I can</li> </ul>	

see you are very tired. So before we move further I suggest we could relax and have some fun. Let's imagine that we are just starting our day and we are full of vim. To help you doing that, I have invented some kind of a game..."

- Divide the participants into groups of 4-5. Let them pick the cards, but make sure every group gets a card with the second role. Let the participants read the cards and ask them NOT TO SHARE their role with other participants.
- State it very clearly, that every move matters in this game (ask the participants to make sure to put the clothes on, not to walk through the doors, but to open them, to make sure that the subjects (like keys etc.) don't disappear, but are put into the pocket/bag and so on. Ask them to pay attention to details – as this is the only way to become revived. Ask them to step over to the wall which is closer to them, and try not to move, when they are done with the first situation.)
- Start the activity by saying: "Close your eyes. You are asleep." Turn on the alarm. When it rings, say "The morning has begun". After situation 1 is played (you will see that everyone is close to the walls and the participants almost don't move), ask the cashiers to choose their cash desks and to get to the chosen place. Turn the attention of the rest of participants that now they are in the store, they have the cashiers and they may start playing situation 2.
- Ask the participants with role #2 to come over and show the results. Count how many people turned off the water and bought the plastic bags.
- Give some numbers: Around 3 million people die of thirst annually. To grow grain for a brick of bread, one ton of water is needed, for one kilo of rice – 1,5 tons of water. According to WHO, about 55% of children's deaths are caused by hunger or malnutrition. Millions of people (including 6 million of children) die of hunger every year. In some drought countries, people are limited in water consumption to 3,5 litres of water per day (for drinking, cooking, washing - everything).
- Turning off the water while brushing the teeth may save up to 8 litres of water each time. Multiply 8 litres by the number of participants, who didn't turn off the water and see how much water you have wasted during this little experiment.
- Start the discussion of what other little things can be done by each person to provide his/her input in establishing sustainable development. Remind that those are not only ecological issues, but also economic, social and other.
- Ask the participants to think and share their ideas on the issue of global interdependence. Does it matter for a boy dying of thirst in Ethiopia that someone in Belarus (or another European country) saves some water every morning? What does "Think globally, act locally" mean?

<ul style="list-style-type: none"> <li>➤ Count how many people bought plastic bags. Give some facts: plastic bags take from 500 to 1000 years to decompose. An estimated 4 billion plastic bags end up as litter each year. It is enough to circle the earth 63 times (according to Washington Post). It is estimated that 100,000 marine mammals die each year because of plastic litter in our ocean in the North Pacific. Very few recycling centres accept plastic bags because they are of little recyclable value.</li> <li>➤ Ask the participants to get back to their groups and to count what area would be covered by the plastic bags in a year by the group trained. Compare the results of the groups to make sure they are correct.</li> <li>➤ Ask what other little experiments may be held in the classroom to show the students that their behaviour is also relevant for the establishment of sustainable development.</li> <li>➤ Discuss about which teachers, of what subjects may teach these issues this way (math, biology, chemistry, geography...).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ If the participants see the name of the activity, there will be no reason to do it, since it is very easy to guess, what is expected of them. Make sure the activity is not named in the program of the training unit.</li> <li>➤ The trainer should also play the game with the participants as they would feel uncomfortable if someone watches them from the outside</li> <li>➤ Cash desks should be quite far from each other, so that the “purchasers” do not hear the same question (about the bags) from every cashier.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Sum up and write down the key points of how the awareness of significance of one’s behaviour may be raised in the classroom.</li> <li>➤ Ask the participants to share their feelings about the activity.</li> <li>➤ Ask the participants what EDC/HRE competences were touched upon by the activity.</li> </ul>	



## Activity 7 Popular wisdom – what does it teach us?



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To see what we can get from the literature and folklore on the issues of EDC/HRE and sustainable development.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To find what aspects of sustainable development are already covered by literature and folklore.</li> <li>➢ To see how popular wisdom may be used by any teacher to teach EDC/HRE and sustainable development in different classes.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Working groups</li> <li>➢ Mosaic</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Hand-outs with parts of the stories: Swan, Crawfish and Pike (Krylov I.A.), The Tale about Fisherman and Little Fish (Pushkin A.S.), The Story about the Poor and the Pouch (Appendix 7)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Place the chairs so that it is possible to work in groups of 3 and to share ideas with the rest of the group.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Ask the participants to split into groups of three. Hand out to every participant one part of each of</li> </ul>	

<p>the 3 stories (See Annex 7) - 2 minutes to read.</p> <ul style="list-style-type: none"> <li>➤ Ask the participants to connect the parts of the stories to get them in a whole and to discuss in groups which one of the stories they think reflects the connection between EDC/HRE and the establishment of sustainable development in the best way and why.</li> <li>➤ Ask them, how such stories may be used in the different classrooms (not only by literature teachers) to show this. Ask to take notes of the group's ideas - 15 minutes.</li> <li>➤ Ask every group to share their ideas with the other participants. Moderate the discussion - 10 minutes.</li> <li>➤ State that literature, folklore, and other arts are a component of sustainable development: they help to understand the concept of it, but also, in a sense, they are one of the things that we need to preserve and pass on to our descendants. Discuss the role of arts in sustainable development and its connection to human rights from this perspective.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Timing is very important. Too much time spent for the discussion will not leave enough time for debriefing and reflecting. Ask the participants to be as precise as they can be.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Sum up what you have learnt.</li> <li>➤ Ask the participants to criticize the activity.</li> <li>➤ Ask the participants what EDC/HRE competences were touched upon by the activity. What competences were not covered, but might have been dealt with? What should have been done in order to achieve this goal?</li> </ul>	

## Activity 8 Problems in setting up sustainable development in our country and ways of solving them



100 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To delineate the ways of solving the problems in establishing sustainable development in the country.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To indicate the existing problems;</li> <li>➤ To reflect on the ways of solving them;</li> <li>➤ To learn how to reason one's position;</li> <li>➤ To learn how to assert the rights related to sustainable development;</li> <li>➤ To learn how to communicate with representatives from different spheres of interest;</li> <li>➤ To learn how to compromise, to find a common ground.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Role-play</li> <li>➤ Working groups</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Cards with the tasks (one for each participant) (Appendix 8)</li> <li>➤ Cavaliers for the ministers and their deputies</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Make sure all the 8 groups have enough space to discuss their position and that the groups will not interrupt each other.</li> <li>➤ Note that mass-media representatives do not need to work in small groups and may prepare individually. However, keep in mind that it should be easy to rearrange the chairs to get the scenery suitable for a press-conference.</li> </ul>	

► **Instructions/procedure:**

- Explain the common task: the press-conference in which participate the key ministries, international governmental and non-governmental organizations, other institutional settings, is about to take place. The main purpose of the conference is informing the society on the governments' plans to establish sustainable development, and getting the feedback from the society in order to keep it in mind while forming the new national strategy of sustainable development. Hand out the cards with the roles - 5 minutes.
- Give the participants time to find their teams - 5 minutes.
- Give time to discuss their position and to get prepared to present it - 20 minutes.
- Rearrange the furniture for the press-conference, place the cavaliers and moderate the press-conference - 60 minutes.

► **Tips to trainers/anticipated difficulties:**

- The participants may feel uncomfortable in playing the unfamiliar roles. Make sure there is an open atmosphere and check on each group during the preparation time.
- Some pressing issues may come up and the participants may get quite emotional. Be tough enough to keep order.
- If there are not many participants, 60 minutes may be too much for the conference. More time may be given for preparation. You also may hand out not all of the cards of the deputies or not all of the cards of ministers and their deputies.

► **Debriefing/reflecting:**

- Ask the participants what they have learnt from this activity.
- Ask whether the participants felt empathy towards the representatives of other positions.
- Ask whether the participants felt the "conference" has gone in a cooperative and constructive way. If not – what was done wrong? What should be done differently in order to make the sides to hear each other?
- Ask whether the participants feel that the activity has developed competences #8 and 9. If it hadn't, ask why not? What other competences were touched upon the activity?

## Activity 9 Evaluation and assessment



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To evaluate the Training Unit.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To reflect on the quality and usefulness of the TU;</li> <li>➤ To evaluate the materials developed by the trainees;</li> <li>➤ To create a feeling of worth among the trainees to support them in the future implementation of their activities.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ The participants fill in the evaluation questionnaire</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 9: Evaluation questionnaire</li> </ul>	

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## Appendix 1: Basic concepts of EDC/HRE, sustainable development and human rights

### Slide 1

## EDC/HRE and Sustainable Development – basic concepts

by Elena Konnova

### Slide 2

## What is EDC?

- EDC - “Education for democratic citizenship” – “means *education, training, dissemination, information, practices and activities* which aim - by equipping learners with *knowledge, skills and understanding and moulding their attitudes and behaviour*, to empower them to exercise and defend their *democratic rights and responsibilities in society*, to value *diversity* and to play an *active part in democratic life*, with a view to the promotion and protection of democracy and the rule of law” –  
( source: Council of Europe, [www.coe.int/t/dg4/education/edc/1\\_What\\_is\\_EDC\\_HRE/What\\_%20is\\_EDC\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/edc/1_What_is_EDC_HRE/What_%20is_EDC_en.asp#TopOfPage) ) .

### Slide 3

## EDC includes

- ALL ASPECTS OF LIFE IN A DEMOCRATIC SOCIETY, SUCH AS
- EDC and media awareness
  - EDC and the prevention of terrorism
  - Citizenship and disabilities
  - Gender mainstreaming in schools
  - The Participation of foreigners in public life
  - Democracy in school
  - The Role of NGOs in Education for Democratic Citizenship
  - Citizenship and sustainable development
  - Ethical tourism
  - Responsible consumption and investment
  - Education for the participation of young people in local and regional life
- (Source: Council of Europe, [www.coe.int/t/dg4/education/edc/1\\_What\\_is\\_EDC\\_HRE/What\\_%20is\\_EDC\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/edc/1_What_is_EDC_HRE/What_%20is_EDC_en.asp#TopOfPage) )

### Slide 4

## What is HRE?

- HRE - “Human rights education” – “means *education, training, dissemination, information, practices and activities* which AIM, by equipping learners with *knowledge, skills and understanding and moulding their attitudes and behaviour*, to empower them *to contribute to the building and defence of a universal culture of human rights in society*, with a view to the promotion and protection of human rights and fundamental freedoms” -  
(Source: Council of Europe, [www.coe.int/t/dg4/education/edc/1\\_What\\_is\\_EDC\\_HRE/What\\_%20is\\_EDC\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/edc/1_What_is_EDC_HRE/What_%20is_EDC_en.asp#TopOfPage)).



## Slide 5

## Basic international documents on human rights

- Universal Declaration of Human Rights 1948
  - The International Covenant on Civil and Political Rights 1966
  - The International Covenant on Economic, Social and Cultural Rights 1966
  - Rio Declaration on Environment and Development 1992;
  - The International Convention on the Elimination of All Forms of Racial Discrimination 1965;
  - The Convention on the Rights of the Child 1980;
  - The Convention on the Elimination of All Forms of Discrimination against Women 1979;
  - The Declaration on the Right to Development 1986;
  - UNESCO Declaration on the Responsibilities of the Present Generation Towards the Future Generation 1997;
  - Others
- MOST OF THE LISTED DOCUMENTS ARE LEGALLY BINDING FOR STATES

## Slide 6

## Basic Human Rights:

- Right to life;
- Right to equal protection of the law;
- Right to a fair trial;
- Freedom from arbitrary arrest or detention;
- Freedom from torture and cruel, inhuman or degrading treatment or punishment;
- Freedom from discrimination;
- Freedom from arbitrary interference with privacy, family, home or correspondence;
- Freedom of association, expression, assembly and movement;
- Right to a nationality;
- Right to seek and enjoy asylum;
- Freedom of thought, conscience and religion;
- Right to vote and take part in decision-making processes of the country;
- Right to just and favourable work conditions;
- Right to adequate food, shelter, clothing and social security;
- Right to property;
- Right to health;
- Right to education;
- Right to participate in cultural life;
- Right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which one is the author;
- Right to development
- others

## Slide 7

## Groups of Rights

- personal rights (inherent to everyone from the moment of birth)
- political rights (related to nationality of a person)
- social-economic rights
- cultural rights

What rights from the documents in your hands may be ascribed to these categories?

## Slide 8

## The Right to Development

- Everyone has the right to participate in economic, social, cultural and political development, contribute to it and enjoy it
- This right, as well as others, should be implemented in a way ensuring that the needs and interests of present and future generations are fully safeguarded

## Slide 9

## Sustainable Development

- *Sustainable human development* means not just economic growth, but equitable distribution, enhancement of people's capabilities and enlargement of their choices.

### Priorities:

- elimination of poverty,
- the integration of women in the development process,
- selfreliance and self-determination of people and governments, including the rights of indigenous peoples,
- balance between the the life opportunities of present and future generations, respecting the natural systems

(Source: Human Rights Training: Professional Training Series #6 )

## Slide 10

## Components of Sustainable Development

3 interrelated components:

Environmental Protection   Social Equity   Economic Growth

- E.G.: a prosperous society relies on a healthy environment to provide food and resources, drinking water, and clean air for its citizens
- It is claimed that sustainability is attainable through and supported by peace, justice, and democracy

## Slide 11

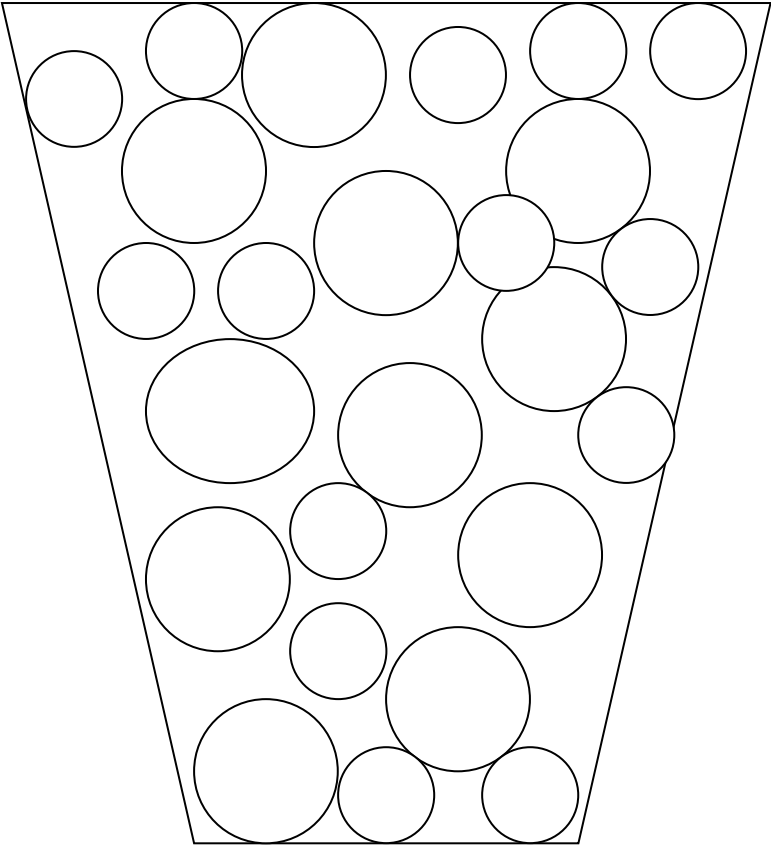
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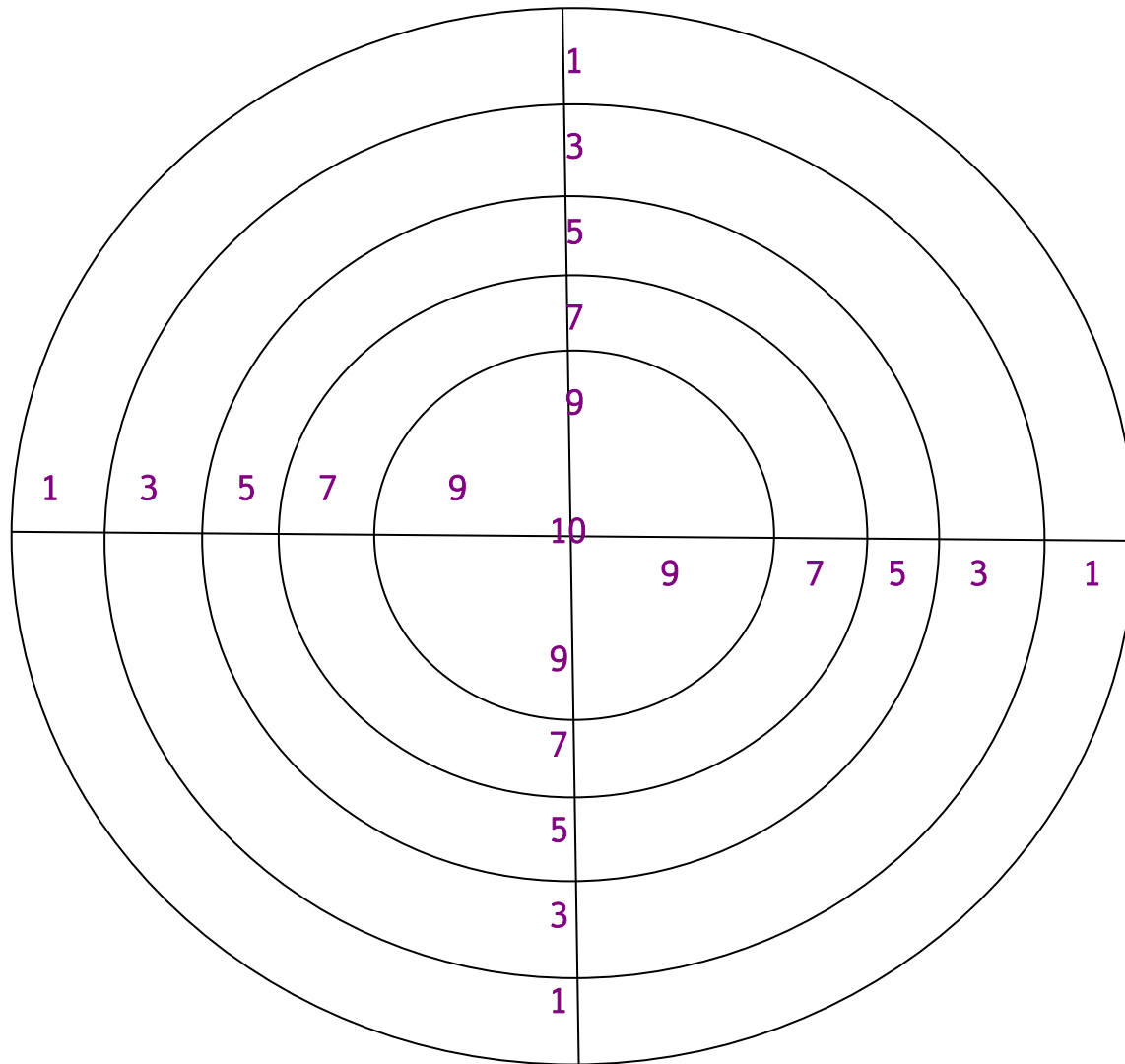
## Appendix 2: Definitions for sustainable development

- “Sustainable development is (...) a sort of development, when we pass on our country to our children and grandchildren in a better condition than we inherited it from our fathers and grandfathers”  
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- «...We are all inhabitants of the global island. All of us, rich and poor, weak and strong, whether citizens of great power or tiny atoll, are linked in webs of opportunity and vulnerability».  
From the UN Secretary-General Kofi Annan address to the high-level segment of the International Meeting for the 10-year Review, 13 January 2005
- «... It [SD] is far from being as abstract as it sounds. It is a life-or-death issue for millions upon millions of people, and potentially the whole human race».  
From the UN Secretary-General, Kofi Annan address to the European forum on sustainable development and effective management Paris, 5-6th March 2002
- «It [SD] is defined as a controllable balanced development of the society, which does not destruct its natural basis and provides a continuous progress of civilization».  
Ursul A.D., Romanovich A.L. To the sustainable future // Sustainable development. Theory and practice. #1. 2002.
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- «Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs».  
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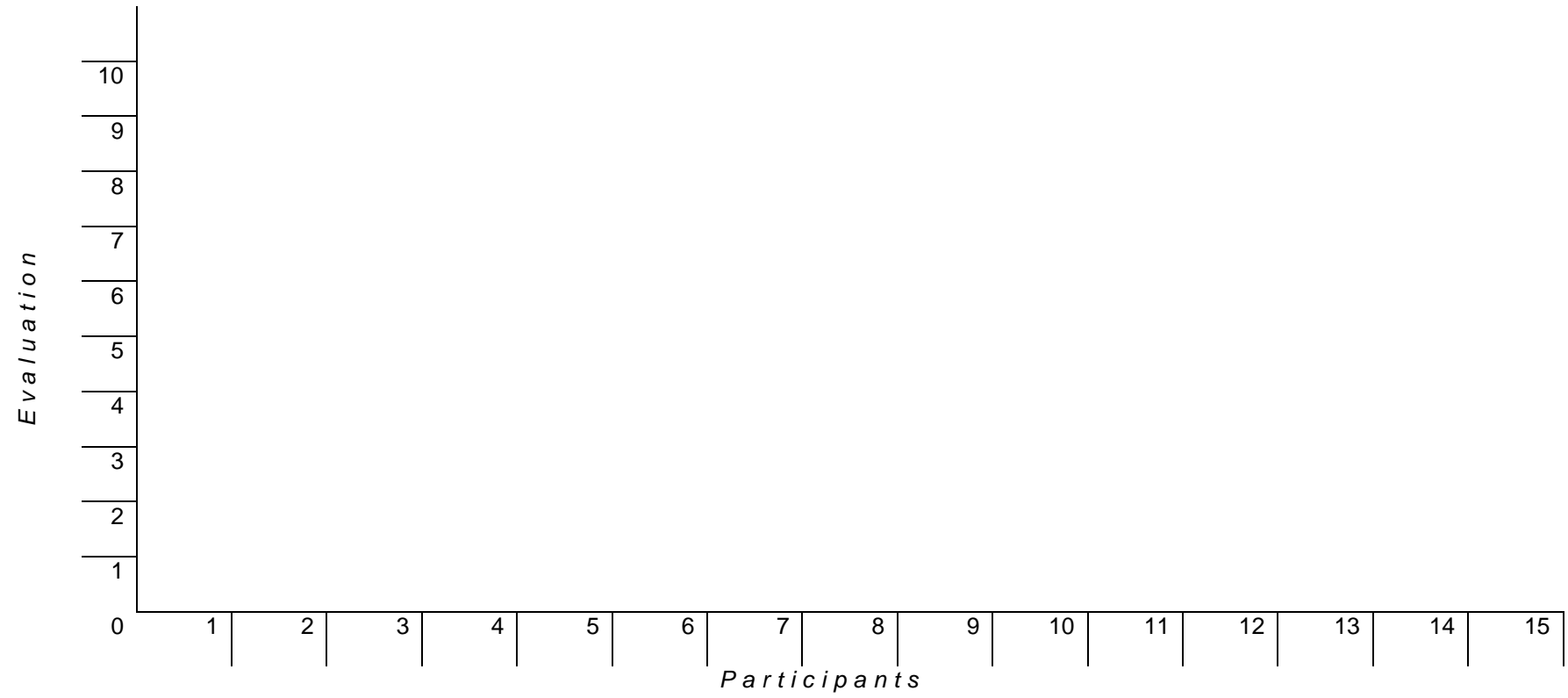
Appendix 3: Glass filled by stones



Appendix 4: Drawn target



Appendix 5: Axes of coordinates



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## Appendix 6: Role cards

### Role #1

Situation 1: (3 minutes). You wake up late in the morning. You have had enough of sleep and feel very satisfied, since it is your day-off. You are hungry, but you have nothing to eat for breakfast. You need to go to the store, so please get ready for going out.

Situation 2: (2 minutes). You are in the supermarket. You are still very hungry, so you want to buy something to eat and get back home.

### Role #2

Situation 1: (3 minutes). Please, don't show anyone your card. You wake up early in the morning. Everyone will have the roles of going out of their houses in the morning. We expect everyone will brush the teeth. Please also do it to remind the rest of the group that they need to do it. Do whatever you do in the mornings. But your main task is to see how many people in your group turn off the water while brushing the teeth. Please, write down the number.

Situation 2: (2 minutes). You are a cashier. Before scanning the goods, ask every purchaser whether s/he needs a bag. Write down the number of the bags sold.

### Role # 3

Situation 1: (3 minutes). You wake up early in the morning. You haven't had enough of sleep and you are very tired. However, you have to rush in order not to be late at work. Do anything you have to do, but remember, you may be late!

Situation 2: (2 minutes). You are in the supermarket. Your spouse has just called you and told you there was nothing in the fridge to eat. Do the shopping.

### Role #4

Situation 1: (3 minutes). You wake up early in the morning. You have a long working day ahead, but you are in a good mood. You have had a good rest and now you want to look good, when you go to work.

Situation 2: (2 minutes). You are in the supermarket. You are going to visit your friend in the hospital and you want to bring something with you.

### Role #5

Situation 1: (3 minutes). You wake up early in the morning. It is a Saturday morning, and you are in a good mood. This morning you are going skiing with your friends and they called, they are to pick you up in five minutes! So hurry up with your morning toilet!

Situation 2: (2 minutes). You are in the supermarket. You are going to buy something for your mountain trip where you are going with your friends.

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## Appendix 7: The story of the Poor and the Pouch

### 1) The Parable of a Poor Man and a Pouch

1.1 A long time ago there was a very poor man. There came a time, when he absolutely desponded and he asked God: “Oh, dear God, I ask for your help. I am a righteous man; I try not to sin, not to provoke your wrath. I cannot bear it for any longer, it has been five days since I ate the last time. Help me, dear God. I am not asking much. I am begging you to give me food and water”.

1.2 Suddenly, a pouch has fallen from heavens directly to the hands of the poor man. And he has heard a voice: “Open a pouch and hold it firmly. But look out, the pouch is shabby – take as much as you need. When it is enough for you, take no more, close the pouch”. The poor man has opened the pouch and the gold coins showered down into it. The poor man was delighted; he opened the pouch even wider. The pouch was filled of coins enough for food and water and even for wine, but it was not enough for the poor man and he kept the pouch open. The pouch was full of gold coins, but it was not enough for the poor man and he could not make himself to close the pouch.

1.3 And the pouch was shabby; it could not bear the weight of all the coins in it. The bottom of the pouch has torn, a chasm yawned and all the gold coins have vanished in it. The poor man was left without any coins, with a shabby pouch in his hands.

### 2) Swan, Crawfish and Pike (Krylov I.A.)

- 2.1 When partners can't agree  
Their dealings come to naught  
And trouble is their labour's only fruit.  
Once Crawfish, Swan and Pike  
Set out to pull a loaded cart,  
And all together settled in the traces;
- 2.2 They pulled with all their might, but still the cart refused to budge!  
The load it seemed was not too much for them:  
Yet Crawfish scrambled backwards,  
Swan strained up skywards, Pike pulled toward the sea.
- 2.3 Who's guilty here and who is right is not for us to say-  
But anyway the cart's still there today.



### 3) The tale about fisherman and little fish (Pushkin A.S.)

3.1 There once lived an old man and his good-wife

On the shore of the deep blue ocean;  
They lived in a tumble-down hovel  
For thirty-three summers and winters.  
The old man used to fish for his living,  
And his wife spun yarn on her distaff.  
He once cast his net in the ocean...

...  
One fish was all that he landed,  
No common fish, though, but a goldfish.  
...  
with care he untangled the goldfish

And tenderly said as he did so:

«God bless you, my dear little goldfish!  
Thank you kindly, I don't want your ransom.  
Go back to your home in the ocean,  
And roam where you will without hindrance.»

To his wife the old fisherman hastened  
To tell her about this great marvel.

...  
His wife started scolding her husband:  
«Oh you simpleton! Oh you great silly!  
Couldn't make a mere fish pay a ransom!

You at least might have asked for a wash-tub -  
For ours is all falling to pieces!»

The old man returned to the seashore,  
Where the blue waves were frolicking lightly.  
He called out aloud for the goldfish,  
And the goldfish swam up and demanded:  
«What is it, old man, you are wanting?»  
...  
To his wife the old fisherman hastened,  
And behold — there it was, the new wash-tub.

3.2 But she scolded him louder than ever:

«Oh you simpleton! Oh you great silly!  
To ask for a tub—a mere wash-tub!  
What good can you get from a wash-tab?  
Return to the goldfish, you silly,  
Bow down low and ask for a cottage.»

Again he went back to the seashore,  
And this time the blue sea was troubled.  
He called out aloud for the goldfish,  
And the goldfish swam up and demanded:  
«What is it, old man, you are wanting?»  
...

So back the old man turned his footsteps;  
Not a sign did he see of his hovel.  
In its place stood a new gabled cottage,  
...  
And there sat his wife at a window;  
When she saw him, she scolded him roundly:  
«Oh you simpleton! Oh you great silly!  
To ask for no more than a cottage!  
Go and bow to the goldfish, and tell it  
That I'm tired of being a peasant,  
That I want to be made a fine lady.»

The old man then returned to the seashore,  
Where the ocean was restlessly foaming,  
He called out aloud for the goldfish.  
The goldfish swam up and demanded:  
«What is it, old man, you are wanting?»  
...

To his wife the old fisherman hastened,  
And what did he see? - a tall mansion;  
On its white marble stairs - his old woman.  
She was wearing a rich sable jacket,  
...

First a week slowly passed, then another,

The old woman grew prouder than ever.  
 One morning she sent for her husband,  
 And said: «Bow to the goldfish and tell it  
 I am tired of being a lady,  
 And I want to be made a Tsaritsa.»

...

The old man went down to the seashore  
 (The ocean was swollen and sullen).  
 He called out aloud for the goldfish,  
 And the goldfish swam up and demanded:  
 «What is it, old man, you are wanting? »

...

To his wife the old fisherman hastened,  
 And what did he see? A grand palace;  
 In the palace he saw his old woman,  
 At the table she sat, a Tsaritsa,

...

3.3 First a week slowly passed, then  
 another;  
 The old woman grew prouder than ever.

...

The old woman spoke thus to her  
 husband:  
 «Go, bow to the goldfish, and tell it  
 That I'm tired of being Tsaritsa,  
 Of the seas I want to be mistress,  
 With my home in the blue ocean waters;  
 The goldfish I want for my servant  
 To do my commands and my errands.»

The old man ... sadly set out for the  
 seashore.

A tempest raged over the ocean,  
 Its waters were swollen and angry,  
 Its billows were boiling with fury.  
 He called out aloud for the goldfish.  
 The goldfish swam up and demanded:  
 «What is it, old man, you are wanting?»  
 With a bow, the old man said in answer;  
 «Forgive me, Your Majesty Goldfish!

What shall I do with my cursed old  
 woman?

She is tired of being Tsaritsa,  
 Of the seas she now wants to be  
 mistress,  
 With her home in the blue ocean waters;  
 She wants you to be her own servant,  
 To do her commands and her errands.»  
 Not a word spoke the goldfish in answer,  
 It just swished its tail, and in silence  
 Disappeared in the depths of the ocean.  
 He waited in vain for an answer,  
 And at last turned his steps to the  
 palace;  
 And behold — there again stood his  
 hovel;  
 On the doorstep sat his old woman,  
 With the same broken wash-tab before  
 her.

Translated by Irina Zheleznova, 1986

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## Appendix 8: Tasks cards

### 1. Minister of environmental protection

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in the country.

### 2. Deputy Minister of Environmental Protection

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in the country.

### 3. Deputy Minister of Environmental Protection

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in the country.

### 4. Minister of Public Health

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

### 5. Deputy Minister of Public Health

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

### 6. Deputy Minister of Public Health

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

### 7. Minister of Economics

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

### 8. Deputy Minister of Economics

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Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

9. Deputy Minister of Economics

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

10. Minister of Transportation

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

11. Deputy Minister of Transportation

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

12. Deputy Minister of Transportation

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

13. Minister of Energy

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

14. Deputy Minister of Energy

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

15. Deputy Minister of Energy

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

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16. Minister of Education

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

17. Deputy Minister of Education

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

18. Deputy Minister of Education

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

19. Minister of Labour

Find your deputies. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

20. Deputy Minister of Labour

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

21. Deputy Minister of Labour

Find your minister. Prepare a short report on the plans of the ministry concerning the establishment of sustainable development in your country.

22. Mass-media.

Think what media source you represent. Think of one question that you think is most important for the successful establishment of sustainable development.

23. Mass-media

Think what media source you represent. Think of one question that you think is most important for the successful establishment of sustainable development.

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#### 24. Mass-media

Think what media source you represent. Think of one question that you think is most important for the successful establishment of sustainable development.

#### 25. Mass-media

Think what media source you represent. Think of one question that you think is most important for the successful establishment of sustainable development.

#### 26. UNDP – United Nations Development Programme

Find a representative of UNICEF. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

#### 27. UNICEF – United Nations Children’s Fund

Find a representative of UNICEF. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

#### 28. Greenpeace (NGO)

Find another representative of Greenpeace. Reflect on your position, find representatives of other NGOs. Share your needs. Prepare 3-4 questions that would cover all the basic interests of the group.

#### 29. Greenpeace (NGO)

Find another representative of Greenpeace. Reflect on your position, find representatives of other NGOs. Share your needs. Prepare 3-4 questions that would cover all the basic interests of the group.

#### 30. Doctors without borders (NGO)

Reflect on your position, find representatives of other NGOs. Share your needs. Prepare 3-4 questions that would cover all the basic interests of the group

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31. Water for World (NGO)

Reflect on your position, find representatives of other NGOs. Share your needs. Prepare 3-4 questions that would cover all the basic interests of the group

32. European Women for Common Future (NGO)

Reflect on your position, find representatives of other NGOs. Share your needs. Prepare 3-4 questions that would cover all the basic interests of the group

33. Representative of industrial companies interests

Find another representative of a school society. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

34. Representative of industrial companies' interests

Find another representative of a school society. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

35. Representative of a school society

Find another representative of the school society. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

36. Representative of a school society

Find another representative of the school society. Reflect on the issues of establishing sustainable development that are most important for your organization and think about ways by which they could be implemented by the ministries. During the conference make sure that your interests are preserved.

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## Appendix 9: Evaluation questionnaire

- What are the most important things that you have learnt?
- Did you get a clear perception of EDC/HRE, sustainable development and their correlation?
- What do you think was the most useful activity?
- Which one did you enjoy the most?
- What would help the most useful activity to become the most enjoyable one?
- What would help the most enjoyable activity to become the most useful one?
- Would you do this kind of interactive activities with your students? Why (not)?
- What activity/activities did you not like? What could have been done better?
- Anything else you want to share?