

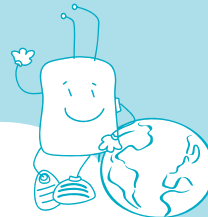


Education Development Center



Project:

Schools – satellites  
for development  
education



# **DEVELOPMENT / GLOBAL EDUCATION Guidelines**

Projected implemented by EDC  
No. DCI-NSA ED/2009/2002-219  
From 15 November 2009 to 14 November 2011

From November 2009 till November 2011 *Education Development Center* in co-operation with non-governmental organisations “GLEN Latvia” (Latvia) and *Leeds Development Education Center* (U.K.) implemented project “Schools – satellites for development education” (No. DCI-NSA ED/2009/202-219) in the framework of European Commission project program “Non-State Actors and Local Authorities – Public awareness and education for development in Europe: EuropeAid/127765/CIACT/Multi”.

### General Aim of the Project

To facilitate public awareness of global or development education and to promote qualitative integration of development education in formal and informal education in Latvia.

### Main Themes in the Content of the Project

- × Globalization and its impact upon interstate relations and the development of states, global interconnections
- × UN Millennium Development Goals
- × Concerted and fair development co-operation, global responsibility and solidarity
- × Migration, intercultural relations
- × Trade (fair trade) and economic relations between states
- × International security, human rights, global citizenship
- × Environment and climate issues

**Daugavpils** Vienības Primary School, the united team of **Viļaka** Primary School and Viļaka State Gymnasium, **Aknīste** Secondary School, **Lizums** Secondary School, **Mīsa** Secondary School, Baumaņu Kārlis **Viļķene** Primary School, **Rīga** Cultures Secondary School, **Liepāja** A. Pushkin Secondary School No. 2 and the united team of V. Plūdonis **Kuldīga** Gymnasium and Alternative Elementary School were active participants of the project.

**We express our gratitude to the school teams for the joint work in the field of development/ global education.**

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**Inita Juhņēviča**

Ministry of Education and Science  
Vocational Education and General Education Department  
Deputy Director

**C**urrently there are approximately 6.9 billion people in the world. Every second global population increases by 2 – 3 people, every minute – by 158 people. Most probably the end of 2011 will be the moment, when the number of inhabitants on planet Earth will reach 7 billion, 8 billion in 2027, but in 2044 – 9 billion. Global population is growing, however, an opposite trend is observed in Latvia, as during the last two decades population has decreased by 15.7%, and its further decrease is forecasted.

Are we aware that each of us is included into this totality of global population, that our children and grandchildren are counted into these future estimates? Do we feel like being a part of this great community, to which we belong? This is the world that we live in, which we depend upon and also influence – whether we wish it or not. What will our planet look like in that distant year 2044 and a hundred years later, how will people live on it – that depends upon us, our attitude and actions of today.

This is the reason why active learning process should be implemented in Latvian schools, which, based on the principles of solidarity, equality, inclusion and co-operation, would form students' understanding of global issues and would motivate to participate in solving these issues. The future needs this education, which is called development or global education. It will give the opportunity to young people to become aware that the decisions, which are taken by society in general and each of us individually today, actually influence the future life of humanity both locally and globally.

To create the opportunity to our young people **to meet future challenges and become duly**

**involved in solving global issues, the curriculum contains development education – topics**, which help students acquire knowledge and understanding of social justice and equality, diversity, globalisation and interconnectedness of processes, of sustainable development, harmony and conflicts.

**Issues of development education are defined in standards of subjects.** Thus, for example, at the stage of primary school students learn these issues in such subjects as social studies, ethics and housekeeping and technologies, to a lesser extent – in natural sciences and visual arts. During the stage of basic education the main requirements for the subjects covering the basics of technologies and science, man and society, language subjects are defined when graduating from Forms 3, 6 and 9. In comprehensive secondary education development education issues are included in such subjects as geography, history of Latvia and history of the world, as well as economics, science and biology, politics and law, problems of sustainable local and global development are among them.

The task of development education is not only to give the necessary knowledge to students, but also to teach and improve critical thinking skills, abilities to argue effectively, to contests injustice and inequality, to respect other people, to co-operate and to solve conflicts. These skills can be mastered only through active participation of students and teachers, through creative debates, research and discussions. The prepared methodological material and guidelines for teachers offer various strategies to teachers to be used in study process – for example, the project method, discussions, competition, experience in co-operation, the art of participation, etc.

It remains for the teachers to evaluate and to select, how much and in what way to use this offered support material in their lessons. Issues of development education are included in the curricula; however, each teacher is responsible for their implementation. That's why it is very important that teachers start believing in those values and attitudes developed by education focusing upon the diversity of this world – self-confidence, recognition and respect of diversity, safeguarding environment and belief that people create changes. **In fact, everyone representing the field of education – be it a pupil, a teacher, a student or an employee of the Ministry of Education and Science – should strengthen this belief in one's own abilities and capabilities to influence processes occurring in Latvia and in the world.** It is important to develop in oneself the wish to participate actively.

This methodological material and guidelines, developed in the framework of the project implemented by *Education Development Center* “Schools – satellites for development education”, will help the teacher to

include issues of development education in their lessons. I am convinced that school is the place where the pre-conditions for better future should be created, since the adults of tomorrow are the children of today, whom we help to get education. And teachers, in their turn, are those people, who can give children the most needed knowledge and skills, create in them the motivation to become responsible citizens of their own country and the world, who care for the quality of our life and the future.

The reading of this introduction took approximately five minutes of your time, during which the global population increased by 795 people. And so it goes every five minutes ... We do not know at the moment what will the world look like for these people. But we can all care for our country; we can urge children and adolescents to be more sympathetic and to be actively involved in building an equal and sustainable world. I believe that these Guidelines will give you the necessary support and new ideas for implementing development education in our schools.

A handwritten signature in blue ink, appearing to be 'Lina', written in a cursive style.

## Content

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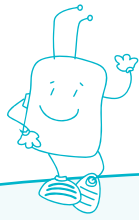
The context of Latvian education. The topics of development/global education in the subject standards

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- × The meaning of development/ global education
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Within the framework of the project “Schools – satellites for development education” and also in these publications the terms “development education” and “global education” are used as synonyms. A terminological debate is going on in the field of development/ global education, and it is considered that “development education” focuses more on development issues due to the origin of development education and its links with the field of development co-operation. Global education, in its turn, focuses upon interconnectedness of the global world.

Considering the historical evolution of development sector in Latvia and its context we have used the term “development/ global education”. In the project both these terms were used in the broadest understanding of them, covering not only issues of development, but also emphasising the need to explore the complex links and interconnectedness between people and processes.

# Introduction.

## Development/global education – a vehicle for new roads.

### The topics of development/global education curriculum

**Ilze Saleniece**

Manager of the project “Schools – satellites for development education”

Development or global education is not a newly invented wheel. It is, rather, a skilfully designed vehicle fit for new roads, with some of its parts borrowed from the wheel. Namely, global education embraces and unites other types of previously known and previously applied education or approach – intercultural education, education on human rights, education on peace and conflict prevention, environmental education, education for sustainable development and gender education. The innovation is found in the total “framework” or the frame of the picture, which allows various types of education and opinions to find the necessary coherence, leading to a harmonious total picture. Another important aspect of development or global education is that it encourages to look at the world through the glasses of interconnectedness, i.e., to explore the links between people and events, influences and correlations. Development or global education urges to overlook the limits between concrete types of education or topics and to see the shared goal – positive changes in the contemporary world. It is an interdisciplinary, integrated and holistic (all-embracing) view.

At the end of 2009 the association “Development Education Center” jointly with the association “GLEN Latvia” and Leeds Development Education Centre from the UK launched the project “Schools – satellites for development education”, which is the first systemic attempt

to introduce development or global education to Latvia’s society. Nine schools from various regions in Latvia are involved in the project, they explore and study topics of global education and also test them in classes (geography, IT, social studies, history and other subjects), during out-of-class activities, as well as during various activities in schools, local communities or on a regional scale (project weeks, competitions, regional conferences, research, participation in town festivals). Each team consists of nine members, who represent various stages and participants of the education process – four teachers, one representative of the school administration, two students and two representatives of the local community (active parents, an entrepreneur, a representative of the local government, an active member of the local community). The interest and enthusiasm of the project participants, as well as the positive assessment and support provided by partners of co-operation from Latvia and abroad testify to the success of the project.

**To share the project experience and to introduce the theory and practice of global education to a wider circle of specialists involved in education we have prepared Development or Global Education Guidelines and Methodological Materials. We invite you to get acquainted with information included in these publications, to expand your personal and professional horizon and to get useful insights and inspiration for your everyday work.**

## The basic themes of the curriculum

The approach of eight basic issues<sup>1</sup> to categorize the themes of the curriculum is one of the most popular approaches in the field of development or global education. It foregrounds the following fundamental issues, which are important for implementing global citizenship:

### 1. Diversity

*Awareness of global diversity, recognition of and respect for diversity*

- ✗ Understanding of the similarities and differences existing in the world in the general human rights context
- ✗ Appreciating differences in the culture, habits, traditions and public governance of other nations and states
- ✗ Respect for social diversity throughout the world
- ✗ Appreciation of biological diversity
- ✗ Understanding the impact of environment upon culture, economy and society
- ✗ Understanding that there are different opinions about global issues and awareness of factors influencing the formation of such opinions
- ✗ Awareness of prejudices, discrimination and ways to decrease it

### 2. Human rights

*Knowledge about human rights, including about the UN Convention on the Rights of the Child*

- ✗ Awareness of human rights as general human rights inherent to all people, appreciation of the significance of general human rights
- ✗ Understanding of rights and obligations in the global context and the ability to link the local and the global
- ✗ Being informed about local and global scale human rights violations
- ✗ Awareness of the significance of human rights in fight against inequality and prejudice, for example, against racism
- ✗ Knowledge about the UN Convention on the Rights of the Child, the European Convention on the Protection for Human Rights and Fundamental Freedoms and the human rights set out in the Constitution of the Republic of Latvia
- ✗ Understanding of the universality and indivisibility of human rights

### 3. Interconnectedness

*Understanding of the interconnectedness of people, environment and economic activities and the fact that human actions have repercussions on a global scale*

- ✗ Knowledge about processes of globalisation and their impact, understanding that human behaviour has repercussions on several levels, from the personal to the global
- ✗ Understanding of the interconnections with the lives of other people, children and young people elsewhere in the world
- ✗ Understanding of interconnectedness and interdependence between various cultures and ideas (political, social, religious, economic, legal, technological and scientific)
- ✗ Awareness of the world as a global community and what being its citizen means
- ✗ Understanding that the decisions and actions of people can leave a positive or negative impact upon the quality of human life in other countries

### 4. Sustainable development

*Awareness of the need to maintain and to improve the current quality of life, to safeguard the planet for future generations*

- ✗ Understanding that some of the planet's resources are becoming depleted, therefore people should use them sparingly and responsibly
- ✗ Knowledge about the interconnectedness of social, economic and environment sectors
- ✗ Knowledge about ways to improve the conditions of human life in the future, safeguarding nature and environment
- ✗ Understanding that economic growth is only one aspect in the quality of life
- ✗ Understanding that discrimination and inequality among people hinders sustainable development
- ✗ Mutual respect
- ✗ Sustainable use of resources – economical use, recycling, using local resources, economical consumption of energy resources and non-renewable resources

<sup>1</sup> [http://www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw\\_developing\\_the\\_global\\_dimension.pdf](http://www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_developing_the_global_dimension.pdf)



### 5. Values and opinions

*Critical assessment of global issues and awareness of their impact upon people's views and values*

- × Understanding that people have different values, attitude
- × Understanding of human rights and values
- × Identification of diverse development prospects and ways of solving problems and comprehensive assessment of events
- × Questioning and assessment of prejudices and the views of authorities
- × Knowledge of the way mass media influence human understanding, actions and life-style
- × Understanding that human actions follow from their values
- × Using various issues, events and problems to improve the understanding of human values and opinions

### 6. Social justice

*Awareness of the role of social justice in safeguarding sustainable development and higher prosperity for all people*

- × Understanding of social justice to ensure equality, justice and integrity among people both on local and global scale
- × Awareness of the role of power in fight for resources and influence
- × Awareness that current events may have both predictable and unpredictable future consequences
- × Developing such character traits that help to build a fairer world
- × Fight against racism and other forms of discrimination, inequality and injustice
- × Understanding and appreciation of equal opportunities
- × Understanding that unjust actions in the past influence the contemporary local and global politics

### 7. Conflict solution

*Understanding the essence of conflicts, their impact upon development and the need to solve them and to promote harmony in society*

- × Knowledge of various local, national and international conflicts and ways to solve them
- × Understanding that there are possibilities of choice in conflict situations, of the consequences of conflicts
- × Awareness of the importance of dialogue, tolerance, respect and empathy
- × Development of communication, negotiation, compromise and co-operation skills
- × Awareness that a conflict may function as a potentially creative process
- × Awareness of various manifestations of discrimination, racism and possible responses to them
- × Understanding of the ways conflicts can influence people, places and environments, both locally and globally

### 8. Global citizenship

*Knowledge, skills and attitudes, needed to become informed, active and responsible citizens*

- × Development of skills for assessing information and different opinions on global issues, using media and other sources
- × Ability to obtain information on legislation, the actions of different institutions, non-governmental organisations and governments in solving global issues
- × Understanding about how and where significant decisions are taken
- × Awareness that the opinions of young people are significant and are taken into consideration, that young people are heard
- × Acting in a considerate way, being aware that the specific action can influence global issues
- × Awareness of the global context for local and national issues on the level of a personality and society
- × Understanding of the role of the language, place of residence, art, religion in the formation of one's own and other people's identities

## Why do Latvia's schools and society need global education?

When dealing with issues of development or global education, it is important to answer the question – why it is important to talk about global education topics in Latvian schools and Latvian society.

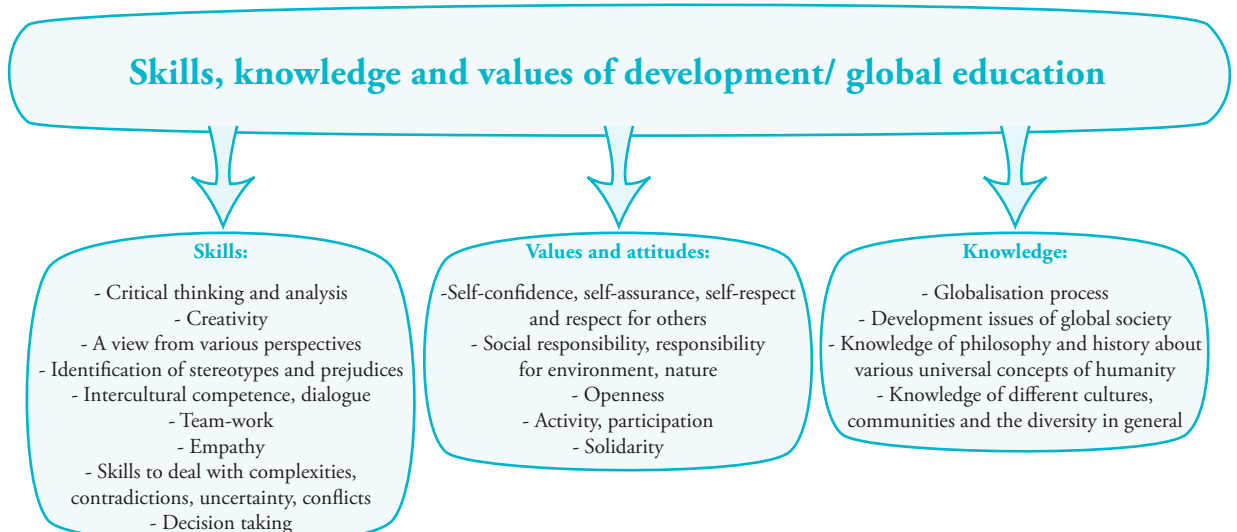
A couple of answers to this question:

- × Latvian students and teachers, as well as the society in general are influenced by processes occurring outside the borders of this state. Our everyday decisions and actions, which are connected, for example, with choosing the place of residence, future occupation, sense of security, languages to learn, food, media, what we read and what we trust, countries, to which we travel, relationship with environment are directly or indirectly influenced by processes happening outside Latvia – in the European Union, Libya, Japan, Estonia, Russia and elsewhere. Knowledge and understanding of these influences helps us to assess the situation, to take better-considered decisions and to become actively involved in building our own and Latvia's prosperity.
- × Likewise, each of us can directly or indirectly influence what is happening in Latvia and in the world – by buying specific commodities, by participating in civil initiatives, expressing one's opinion on the Internet, taking a stance against conflicts or by going to work outside Latvia. Awareness of one's own role and influence helps to see that we all have enough power and potential, which can be used for creating a better world.
- × In general the knowledge about what's happening elsewhere and about the interconnectedness of things allow forming a much more unbiased view of oneself and one's own state – to become aware that we live in one of the most developed regions of the world, that we have numerous opportunities that are not accessible to the majority of global inhabitants, that we live in comparative prosperity and security; and simultaneously to be aware that there are numerous different models of development and perception of life and that ours is not obviously the most correct one.
- × Considering the growing amount of information and different interpretations of Latvian and global events, global education urges to research and explore, to define one's own opinion and look for causalities. Global education urges not to become confused by the diversity of opinions, but to be aware of contradictions in the contemporary world, not to feel afraid of them and to be more courageous.
- × The graduates of Latvian schools and higher educational institutions more frequently are looking for study or job opportunities abroad. To a large extent their readiness, activity, attitude towards other people and response in concrete situations are defined by their knowledge and understanding of what's happening in the world.
- × ...

If any of these answers correlates with your views, continue reading and look for things that are useful to you.

## Necessary skills, knowledge, values and attitudes

When characterising the process and outcomes of development or global education, specific skills, knowledge, values and attitudes are mentioned that



contemporary people need not only to survive and not to become confused, but also to lead a joyful life and be actively involved in creating a better world.

See skills, knowledge and values of development/global education, indicated at the bottom of the previous page. This information has been compiled from materials produced by *Oxfam* and the North-South Centre of the European Commission.

## Start with yourself and the known

At a first glance issues of development or global education may seem distant, abstract and not (directly) related to me. Therefore it is the more important to see and to understand that all enquiries into and study of the world starts with self-cognition and interest in oneself – one’s own personality, space, time and people. Positive attitude towards oneself, self-confidence and self-assurance are noted among important values and attitudes of global education. This idea is vividly described by a statement given by Nelson Mandela, the former President of the Republic of South Africa, peace and human rights activist: “When we allow ourselves to sparkle, we unconsciously let others do the same. When we get rid of our own fear, our presence will automatically free others as well.”

To begin with oneself means becoming aware of one’s own identity, origins and affiliations. To begin with oneself means answering the question “Who am I?”

The Global Education Guidelines published by the North-South Centre of the European Commission describe micro-macro approach, which describes how to plan and elaborate the content of development or global education lessons or activities. They consist of three successive steps:

- 1) to study and analyse events, processes, which are occurring on the so-called micro level – in the closest reality (city, parish, region, and state);
- 2) to select and to choose one of the topical issues, topics;
- 3) to link the selected topic, issue with events, processes on the so-called macro level (region, world), to study the interconnectedness of these events, the similarities and differences.<sup>1</sup>

<sup>1</sup> Global Education Guidelines (2008), European Commission. <http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf>

This approach proves the aforementioned need to start with oneself and things one knows best (with one’s micro world, micro level). The transition from the known and the close to the unknown and the distant, in its turn, shows that the content of development or global education is not based upon abstract categories, but is directly linked with the needs and experiences of people. A successful global education activity has the right balance between the local, understandable, known, recognisable with the global, yet unexplored

## The importance of critical and creative thinking

One of the essential skills in development or global education is the skill to analyse, compare and process information. The methodological cornerstone of global education is asking questions unremittingly – “why?” , “is it...?”, “when...?”. Thus global education activities use extensively discussions, debates, simulations and role-play, thus ensuring active learning process. It gives the opportunity to study different situations and events, which we have not experienced in our daily life; it also develops the skills to analyse (even contradictory) opinions and data, and to take independent decisions.

The content created by media is very widely used in global education – for example, TV programmes, newspaper articles and the Internet rather frequently are the only source of information about the rest of the world. It is possible to work with media at least on three levels:

### 1) media as the source of information about the surrounding world

Thanks to the development of the communications sector, huge amount of information is available about what is going on elsewhere, about the thoughts of people belonging to other cultures and about their daily life. With the mediation of video recordings or photos we can travel to distant places and experience the stories that the local people tell about their life or a specific event. In this respect global education encourages listening to the opinion coming from the original source. For example, when studying the history of the Republic of South Africa, it is important to study the experiences of the South Africans (for example, by reading Nelson Mandela’s book “Long Walk to Freedom”). It is also

essential to assess, whether concrete visual materials are respectful towards the depicted people and situations and do not create additional stereotypes.

## 2) media analysis and comparison

The comparison of various media or analysis of articles, films or information published on the Internet also contributes to the development of critical thinking skills. It is important to encourage thinking, why an item of news is exactly the way it is, what it is like and what it tells about the global order: is this item neutral or does it express a specific stance; what other media or journalists have to say about this issue. For example, when studying the history of the Republic of South Africa, it would be interesting to compare Nelson Mandela's opinions with the views expressed in the history books of other countries.

## 3) assessing media influence

Considering the growing importance of media in interpreting various Latvian and global processes, global education urges to ask questions about the objective of a concrete story, opinions expressed in it and about its author. Global education urges to consider the influence of media, to think about the way our perception of the world, of others and ourselves develops and about the role of media in this process.

Since global development issues are linked with many challenges of the contemporary world (for example, inequality, discrimination, riots) an important outcome of the learning process are skills to find creative solutions – moving from “Why?” to “What to do and how to do it?”. Global education urges to apply various methods of creative thinking to discuss possible solutions to global challenges, starting this discussion already at school. That would promote enterprise and assuming responsibility, as well as co-operation between various stakeholders (teacher, students, parents, community).

## Another point of view

Global education expands the worldview and allows looking at oneself, one's own country, opportunities, challenges and situations from a different vantage point. Global education allows to see the context and the general background of the events in our lives. Broader view reveals both positive and negative scenes in the contemporary

world. This, on the one hand, allows us to feel pleased and appreciate what we have, but, on the other, urges to contribute to the creation of change and a better world. Another point of view asks to abandon solely one's own needs and urges to co-operate, to make a common cause with others and support those who experience greater difficulties. That allows us to explore and to appreciate global diversity. This broader perspective shows that each of us is unique and has a different view of the world.

### An example. A map as a certain vantage point

The map is one of the working tools for the teacher of global education, since it is the simplest visual aid, which reflects the world in its totality. We are accustomed to using one type of maps – maps that place Europe in the centre or the Mercator projection maps (predominantly used in all schools throughout Latvia). When getting to know or using other maps we get acquainted with other worldviews and thus expand our horizon. The Peters projection maps, which show a completely different ratio of the state and continent sizes, are widely used in global education.

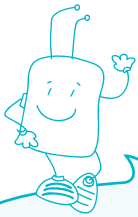
### Useful resources on maps:

- × about the Peters projection maps: <http://www.petersmap.com/table.html>
- × resource, which offers maps that change with changes in concrete statistical data: <http://www.worldmapper.org/>

## Contradictions and complexity

When exploring the world and looking for correlations between different phenomena, everybody will form the insight that a large number of diverse “players” are involved in all minor and major activities and processes (trade, migration, intercultural co-operation, environment protection), they all represent different opinions, life experience, living space. It is impossible to trace the interrelations of a phenomena or a process. Similarly, contemporary people communicate and co-operate in a rather disorganised and complex way. The complexity is increased by constant change – internal and perceptible, as well as external and imperceptible. The

objective of global education activities is to acquaint with the complex contemporary world and urge not to be afraid of contradictions, changes and instability, as well as to provide



everything necessary so that each of us would feel comfortable and capable of action in this constantly changing environment.

**Albert Einstein**

**on responsibility:** “The world is a dangerous place to live; not because of the people who are evil, but because of the people who don’t do anything about it”; **and on the topicality of creative thinking:** “We can’t solve problems by using the same kind of thinking we used when we created them.”

One of the possible ways of thinking and acting, which allows embracing these contradictions, is systemic thinking – attempting to identify various interrelated systems (ecological, cultural, political, technological) and the interconnection between the elements of various systems – who and what are interconnected, in what way, what is the impact of various “players” and, most importantly, – where do I stand in this system, what is my role, what influences me and what do I influence?

## Looking forward

Global education encourages not only to analyse the present situation and to explore the causalities of phenomena and events, but also to think about the future and to model it. The direction that the future takes (the values of future society, professions, human interrelations and communication, attitudes) is directly linked with the current trends in our thinking and behaviour. The time spent in discussions about what it should be like is valuable, because it allows specifying this direction. Thus children from a very early age should be encouraged to dream about

the world they would like to live in. Famous futurologist Alvin Toffler characterised the place and importance of discussing the future in education as follows – “our job is to prepare kids for the future... the challenge is to prepare them for the right kind of future.” The time dedicated to talks about the future brings also the awareness that our visions differ and we must co-operate and look for compromises in order to harmonise our visions of the future.

As mentioned before, for a teacher, who deals with the topics of global education, the simplest tools are the map of the world, photos and stories about what is happening elsewhere in the world. Another tool is the axis of time, which reflects the evolution of the world over time. When considering a globally topical issue, it is possible to analyse and view it, using three different tenses:

- × **PRESENT:** What is the topical issue or problem? (involved parties, location, various influencing factors)
- × **PAST:** What is the background of this issue? (causes, origins, attempts to solve it and the successes, failures of these attempts)
- × **FUTURE:** What are the possible future solutions of this issue or problem? (their connection with the present and past events)

When discussing the future, it is important to urge students or adults to look into it with hope and optimism. Brazilian Paulo Freire, the education expert frequently quoted in global education context, says that a progressive educator has as one his or her tasks to show and reveal sources of hope, irrespectively of the conditions. Without hope we lack the strength and inspiration to get involved in the shaping of changes.

Development or global education is an approach, which potentially could be integrated into the curriculum of education (WHAT are we learning?), methodology (HOW do we learn?) and also in the way the study process, internal and external relations and communication is organised, in defining the development visions and values of a school.

It is possible that many readers of this publication, who come from the education sector, already practice the global education approach in their teaching and in out-of-class work. Nevertheless, we hope that this material will help you gain new vantages points and insights.

### Example. The comprehensive approach of global education in curricula and methodology

× **The interaction of topics “migration”, “intercultural relations”, “conflict solution”, “modern technologies” and “globalisation”**

When learning about issues of migration (countries to which Latvians emigrate, immigrants to Latvia, the countries with the largest numbers of immigrants), it is possible to explore also issues of intercultural relations and develop intercultural communication and co-operation skills by using certain activities.

When analysing various causes of migration, it is possible to focus upon the issue of conflicts, which is one of the most significant causes of migration. When analysing conflicts and co-operation among people, the topics of refugees, peace and security can be emphasised. When exploring the causes of migration, it is possible to initiate a discussion on the influence of technologies and the Internet on migration processes, which, in its turn, can become the basis for a conversation about globalisation and its impacts, about the way the world has changed during the last years, what kind of new challenges and opportunities we face.

This short example shows that the central issue of global education is not the content of each separate topic, but the common aim of all diverse topics – “to make people open eyes to the reality of the global world and to urge them to create a world ruled by justice, equality, where human rights are respected.”<sup>2</sup>

× **Comprehensive methodological approach, including all possible ways of learning and exploring the world**

Following up the idea of a total or comprehensive view, it is important to mention also the interrelation between the content and the methodology. I.e., global education urges to use various types of learning and to

explore the world, using all human senses and diverse sources of information and knowledge. To continue the example of learning about migration issues, one activity for studying economic migration could be a conversation via *Skype* with somebody from Latvia working abroad. Moreover, the conversation could be held in English, involving also immigrants from other countries. It is also possible to plan a visit to the Office of Citizenship and Migration Affairs to meet experts there. When exploring migration on a wider, global scope, studying the refugee problem could be one of the activities. It could involve working with geographical and political maps, information analysis, interviews and meeting people (for example, from the society “Shelter “Safe House””), investigating the living conditions of refugees, for example, by modelling (drawing and describing) a refugee camp. Activities like these would facilitate the involvement of “all human senses” in the learning process and “putting oneself into somebody else’s shoes”, which is of utmost importance for global education. The teachers of global education should consider diverse types of learning, developing awareness and thinking. Each of us is unique and perceives information in his or her own way (visually, discussing, listening, listening to stories about concrete experience of others people, listening to music or reading poetry, going on a hiking trip or playing games). Since global education is inclusive and recognizes diversity as a value (not as a hindrance), all parties involved in the learning process (teachers, students, parents and others) are encouraged to use the resources of human abilities and imagination and not to limit themselves to one or two most widespread and customary types of learning.

The comprehensive approach is also characterised by the fact that sometimes global education is described as education for the mind (based upon facts, cognition of the world, critical assessment of information) and the heart (based upon values, co-operation, ability “to step into someone else’s shoes”).

<sup>2</sup> Global Education Guidelines (2008), European Commission. <http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf>

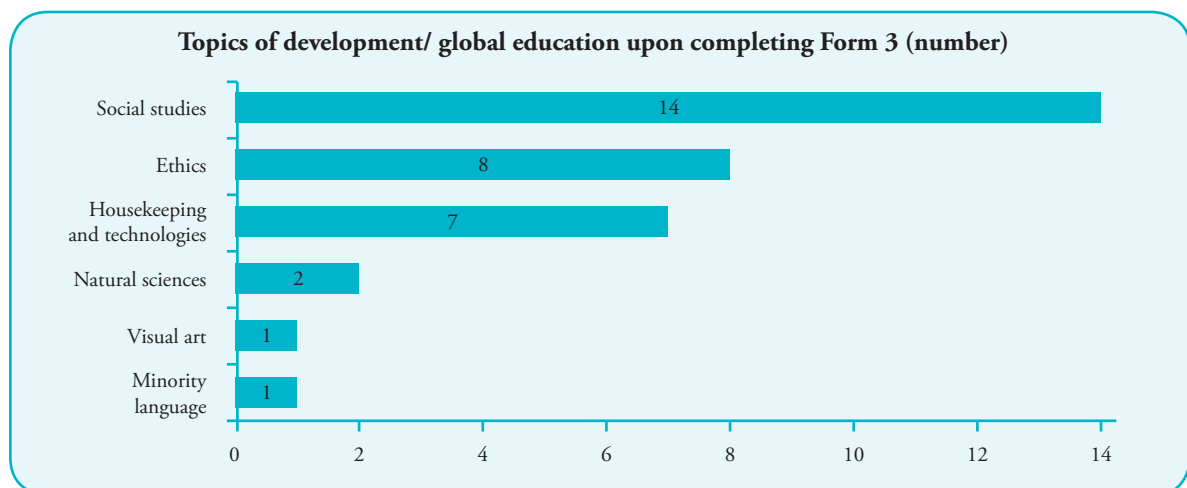
## The context of Latvian education. The issues of development/global education in the subject standards

A mini-survey was carried out after the project was launched to identify the way development education themes were included in subject standards. Subject standards were analysed and information on what kind of development education issues should be taught in what subjects was collected. **The main results and conclusions of the study follow.**

### Primary school

primary school stage, the standard requirements set for the completion of Form 3, were analysed. In some subjects, for example, mathematics, Latvian language, foreign language, minority language, basics of Christianity, the standard does not envisage teaching development education issues.

**During the elementary school period the development education curriculum issues are predominantly included in the subject standards**



The subject standards of basic education set out the main requirements on what must be learned in the study subjects upon completing Form 3, Form 6 and Form 9. Therefore, when analysing the development education curriculum issues that must be mastered at the

**of social sciences, ethics and housekeeping and technologies.** For example, the standard of social studies defines that upon completing Form 3 pupils should be aware of their links with environment and responsibility

for it (6.6.), compare the similarities and differences of various people (for example, interests, values, appearance, opinions) (8.8.). The subject standard of housekeeping and technologies defines that pupils upon completing Form 3 should understand the need to save resources used in households (10.7), understand that, when buying goods, their quality, necessity and price should be assessed (10.13).

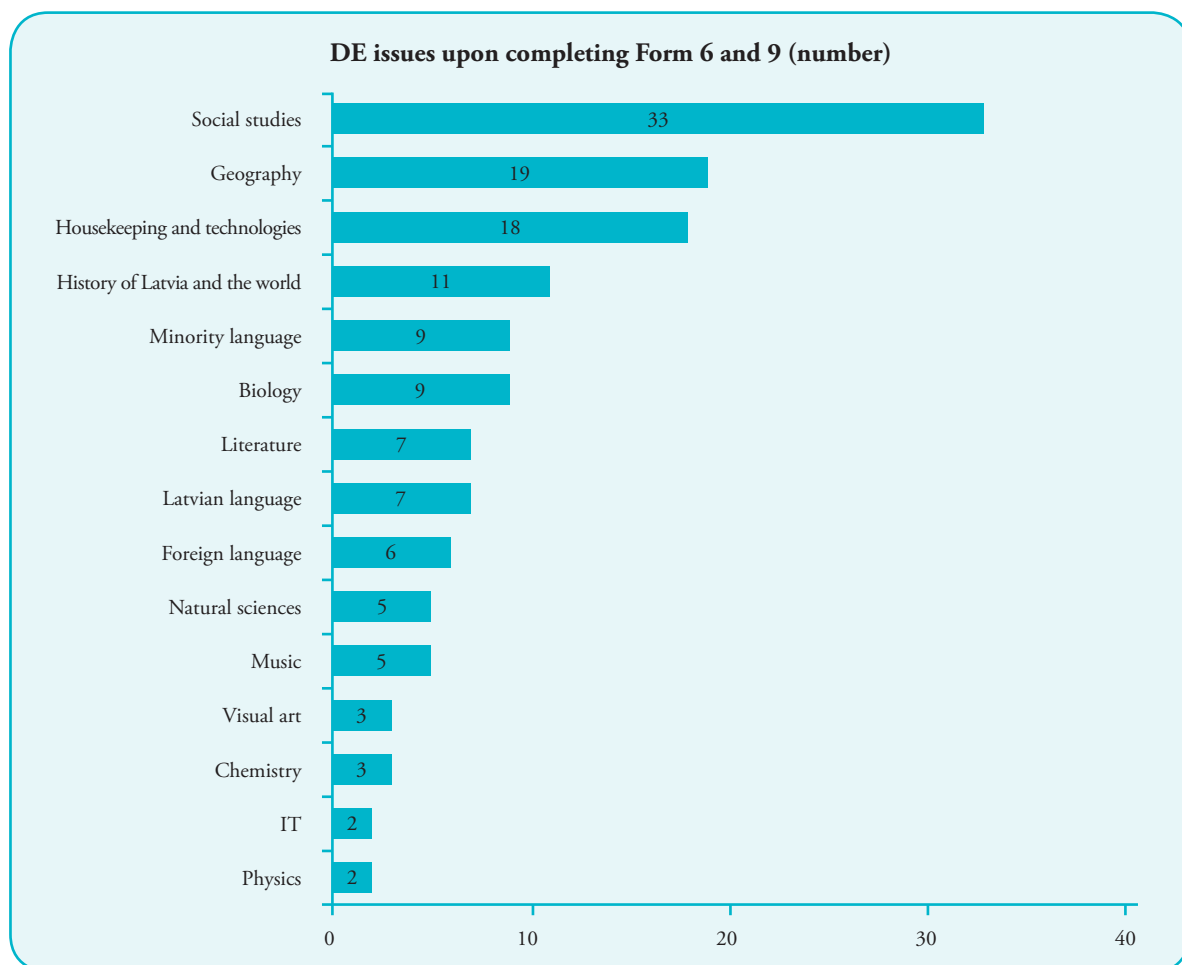
The requirements of the subject standard for ethics and social studies related to the field of development education are similar. But the standard requirements for housekeeping and technologies are specific to this subject.

During the primary school stage the methodology for teaching development education issues should approximate the specific requirements of social sciences and housekeeping and technologies standards.

When analysing the development education issues during the basic school stage, the standard requirements for the completion of Form 6 and 9 were examined. The standard requirements for both age groups were counted together, to understand the general situation with regard to teaching development education themes in basic school.

As we can see, **during the basic school stage development education issues are predominantly included in the standards of such subjects as social sciences, geography, housekeeping and technologies and history of Latvia and world history.** Since the geography standard defines requirements upon completing Form 9, it can be considered that geography includes more development education issues compared to other subjects. For example, the subject standard of geography sets out that students upon completing Form 9 should know the number of inhabitants in the world and in Latvia and understand factors (natural and

## Basic school





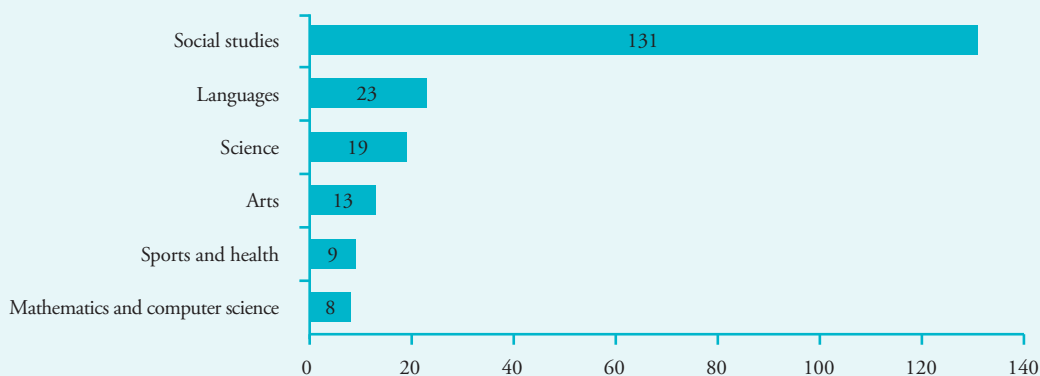
historical) causing uneven distribution of population in some parts of the world (2.2.), know types of migration and understand the reason, why immigrants (newcomers) move (9.3.), understand the diversity of life-styles among indigenous inhabitants and should be able to characterise and compare, using various sources of information (9.6.).

On the basis of the standard requirements in various subjects, teaching of development education issues during the stage of basic education should approximate the specific requirements and methods for teaching such subjects as social studies, geography, housekeeping and technologies.

## Secondary education

history of Latvia and the world defines that students should understand trade development trends and their significance in the history of Latvia, Europe and the world (9.7), analyse the interaction of civilisations and its diverse manifestations and consequences (9.14), etc. The subject standard of economics sets out that students should understand the essence of poverty and see possibilities for improving the well-being of society (9.3.), understand the problem of exclusion and be able to take effective decisions, based upon assessment of alternatives (10.1.), etc. The subject standard for culture studies defines that students should be able to explain the significance of needs and attitudes in various cultures (6.2.), understand the process of globalisation and its manifestations in cultures (6.19), etc.

DE issues in the subject fields of secondary education (number)



When analysing the topics of development education curriculum in the subject standards of secondary education, the subject fields of secondary education were explored. **We can see that the mastering of development education issues predominantly follows from the subject standards of social studies – the history of Latvia and the world, economics, philosophy, geography, psychology, politics and law, housekeeping, ethics, cultural studies,** the fields of languages and science include these issues to a lesser extent. For example, the standard of the

## Conclusions

Development education is not a separate subject in Latvian schools, however, issues of development education curriculum are included in the standard requirements set for study subjects. The standards of study subjects require teaching issues of development education in all age groups – from elementary to secondary school. The dimension of development education is found in the standards of various subjects, both in the field of humanities and science.

## The experience of the project “Schools – satellites for development education”

### × Recommendations on how to teach development/global education issues

**Daina Zelmene**

Curricula and methodology co-ordinator of the project “Schools – satellites for development education”

In the changing and globalised contemporary world one of the tasks of education is to help students understand the events around them and their possibilities to leave a positive impact upon processes in the world. During the implementation of the project conclusions on effective and meaningful ways of realising development education in school practice were collected

1. **It is important to start by exploring and understanding the local, then move on to studying global processes.**

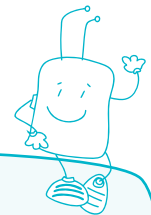
It is important to start with exploring the identity of one’s own personality, school, parish, city or state; it gives students more self-confidence and prepares them for exploring wider society.

2. Development education requires to analyse situations in the contemporary world, therefore **students should be taught how to work with diverse sources of information.** Students should be taught to interpret information; their critical thinking skills, their ability to distinguish between facts and opinions, to define and substantiate their personal view should be developed.

3. Development education is linked to the development of empathy skills in students. It is emotional and

develops the sense of sympathy and solidarity in young people. **It is advisable to involve the emotional and the rational aspects in learning process, to teach students to feel with their heart and understand with their mind** and to become personally involved in influencing processes in society.

4. Development education definitely is **intercultural education, therefore it should focus upon evolving intercultural competencies** in communication and relationships with other people. Intercultural



“Global Education is education that opens people’s eyes and minds to the realities of the contemporary globalised world.”

(Maastricht Global Education Declaration, 2002)

dialogue can be promoted by inviting people from other cultures to school, by exploring the traditions of other

nations, celebrating the festivities of other cultures, etc. Inter-school partnership projects are an excellent opportunity for exploring the experience of other cultures.

5. **Development education is called to teach students to understand the seriousness of problems and simultaneously be optimistic**, to see the meaning and possibilities for solving the problems of mankind. Development education should create in young people the sense of future prospects. A sense of security should be developed in students, belief that it is possible to influence processes and to achieve positive changes.
6. Development education is rooted in academic knowledge. However, it is important to combine it with students' active involvement in classes, campaigns, projects, with assessment of their own everyday actions and behavior. Only **active learning facilitates changes in students' attitudes and behaviour**. The aim of development education is to achieve changes in human behaviour.
7. When teaching a specific issue from development education curriculum, it is **important to explore it from several vantage points – from the economic, ecological and social aspect**. It facilitates students' thinking and their awareness of the complexity of global processes. Such approach shapes people, who are able to take carefully considered decisions.
8. Schools should **use diverse community recourses for development education themes** – NGO representatives, entrepreneurs, and activists, volunteers, who are connected with other people in the world through their work.
9. The issues of development education curriculum in accordance with subject standard requirements **should be taught both during subject lessons and during class teacher's lessons**. School experience confirms that it can be successfully implemented during school project weeks and in various out-of-class activities. The teachers, who develop interdisciplinary links in a purposeful and targeted way, achieve excellent results, for example, by integrating elements of IT, geography and history in one lesson.
10. **Interaction between the school and families** in implementing development education. One of the tasks of development education is to encourage everybody to reassess their everyday habits – attitude towards separate waste collection, saving water, electricity and other resources. This process is unimaginable without the involvement and support of the family. The practice of development education shows that students frequently become the educators and initiators of positive change in their families.
11. **Abiding by the code of ethics when presenting development states and people**. Discussions on development education issues during the lessons should be conducted with respect and fair attitude towards other people and cultures. It means giving up the use of stereotypes in texts and photos, in speech.

## × Development/global education during lessons

The success of the project “Schools – satellites for development education” is vividly attested by the integration of development education topics into the study process at schools. The project teachers and their colleagues have proved in their everyday work that global education “fits” into all subjects, it enriches the lessons of the class teachers and opens wide opportunities for developing integrated classes. Following the first Winter School of the Project in March 2010 the teachers were inspired to offer everything that they had felt and learned to their students and to share this experience with their colleagues. At the same time the teachers were worried that these good intentions could wear thin in the schoolwork routine and the vortex of responsibilities. Concluding the project, it appears that such worries had been groundless – by integrating development education themes into the study process the outcomes greatly exceed the initial expectations.

### Numbers and facts

**More than 200 classes**, dedicated to development education topics were held in project schools. The following have been popular topics selected for these classes: migration, measurements of ecological footprint, globalisation, saving resources, safeguarding nature, conflicts and co-operation, human rights and social

justice. It is worth noting that in many places integrated development education classes were held – teachers of several subjects worked together. Teachers creatively used the materials prepared by the project team and the visiting lecturers; they also prepared their own materials. Development education issues were discussed in **16 study subjects**, but most frequently – during natural sciences, geography, social sciences, language classes and the class teacher’s lessons. Teachers were able to adapt the curricula and methodology of development education **in all stages of education, from pre-school to secondary school**, and even used them when working with students of higher educational institutions.

The teachers have acquainted their colleagues with the knowledge they gained during seminars and tested in their own classes. The meetings of teachers’ councils, methodology associations, regional and municipal teachers’ conferences have been dedicated to the topics of development education. Even more – teachers have conducted training sessions also for social workers, folk-school participants, pensioners of the local parish, pupils’ parents, participants of city festivals. Several teams have attracted the interest of their audience not only by providing information, but also by offering practical educational activities – measurements of the ecological footprint, film screenings and discussions.

## Conclusions

Achievements of the schools in integrating development education issues in the learning process may serve as a significant source of knowledge and information also for teachers in other educational institutions in Latvia. Therefore, some conclusions and recommendations:

- × It is possible to master the topics of development education successfully **in all age groups of the learners – from pre-school to secondary school**. The most significant difference is the method chosen by the teacher, the complexity of texts, usage of language and examples appropriate for the students' perception.
- × To make students' knowledge solid and sustainable, it is especially important to introduce the topics of development education into **the various study subjects**. That expands students' horizon, develops a complex approach to the studied issues and allows using in full the individual abilities of every student.
- × The best way to reach student and adult audiences is to show how the topics of development education are **linked with the real, everyday life of every person**. That was proven by the popularity of such activities as measuring the ecological footprint, nature observations and "green work", as well as "Kristine's dilemma" – to leave or not to leave Latvia.
- × Teachers have become convinced that **development education installs in students the wish to change their everyday habits**. During the discussions about separate waste collection, the limited water resources, climate change and other development education topics, it is possible to talk also about our own life-style. The discussions held during lessons sometimes have inspired students to initiate positive changes in their own school and families – to arrange rain water collection sites, to re-examine their shopping habits, to collect waste paper and used batteries, to audit water consumption, etc.
- × The teachers appreciated the possibility to use **diverse learning methods** when working with development education topics – role plays, discussions, *PowerPoint* presentations, films, graphic organisers, drawings, movement games, etc.
- × The themes of development education are an excellent foundation **for foregrounding the interdisciplinary links and creating integrated classes**. Global education is an interdisciplinary course in twenty EU states. The experience of Latvian project schools also confirmed the effectiveness of this approach.
- × Development education topics reach **wider society through students**. The insights recorded during the pilot stage show that the students have informed and influenced in a positive way their friends, encouraging them to reconsider their own possibilities and responsibility with regard to improving their own and other people's quality of life today and in the future.
- × The best way to make **other colleagues at school interested in topics of development education** was to involve them in the implementation of concrete activities (for example, measuring the ecological footprint) or buy opening their classroom doors during open lessons.
- × **Regular meetings of the project team are very important** – sharing the experience, planning joint activities, keeping up the team spirit and mutual enrichment of professional experience.
- × **Co-operation with wide local community** has led to diverse experience and reflections – growing parents' interest, development of positive partnership between schools of the same region and town. The co-operation with local authorities has had variable success in different regions.
- × Schools have perceived and used the teaching of development education issues as **an opportunity to promote themselves**, to present themselves as a DE resource centre, which is of special importance under the conditions of growing competition between institutions of education.

## Insights into some best practice examples at schools

The experience of project teams in implementing development education in school practice clearly shows that each school has found its own specific niche for foregrounding issues of development education – has chosen topics, forms of work and partnerships that are of greatest interest to them. Some examples that show school achievements, reflections of involved students and teachers follow.

**Misa Secondary School.** The team, using the ideas of sustainable development, has managed to inspire other teachers, not involved in the project, who participated in organising the week of frugality. During this week the ideas of saving water and paper were foregrounded, the long path of food to the table was reassessed. Various forms were exploring topics of development education during their classes, but the pupils of elementary school engaged in in-depth studies of safeguarding nature. For example, an example of “green work” done by teacher S. Liniņa’s students – “clean up everything after a picnic, rake up leaves of last season, tell others not to trample on grass, I closed the hole in a birch-tree after taking the sap, helped to clean up the pond where wild geese nest.”

**V. Plūdonis Kuldīga Gymnasium and Alternative School** Pre-school teacher Daina Linde and her pupils have proved that it is never too early to start studying issues of development education. During the activity on water the teacher noted children’s interesting insights: What do I know? – “I can wash with water; ride in motor-boat on water; one can drink water and make tea; one puts an egg into water and can boil it; water can be used to extinguish fire; one can drown in deep water; water is used to water flowers; when water freezes, you cannot jump into it.” What did I find out during the lesson? – “Even muddy water can turn into clean water; water circulates in nature; one should not throw bottles and rubbish into rivers and lakes, because it contaminates nature – it is hazardous for animals, they can die.” Students of Form 12 perceived and analysed the project material – Kristīne’s dilemma – to leave or not to leave Latvia – very personally, since this topic is very relevant to their lives.

**A. Pushkin Liepāja Secondary School No.2** Teachers D.Okmane and A.Gudovska have demonstrated an interesting pedagogical approach, integrating the classes of Latvian language, IT and class teacher’s lessons to explore the topic “Using natural resources and measuring ecological footprint” in Grade 11. The students and the teachers have concluded that it is possible to combine within one lesson emotional discussions and the rather pragmatic issue of *Microsoft Excel* software. Teacher G. Skorobogotova in her geography classes has developed students’ awareness of aspects of honesty in global trade, paying special attention to the interpretation of the concepts *North-South* and *sustainable development*.

**Riga Cultures Secondary School.** The students of teacher S.Gromska have expressed interesting ideas how to decrease their ecological footprint – “to buy more goods produced in Latvia, to use a bicycle, to turn down heating and put on warmer clothes, to choose goods produced from recycled material, stop buying magazines, which can be read on the Internet, switch off the TV immediately after you have stopped watching it.” The pupils of elementary school have been as resolute in their decisions – “I’ll save paper and electricity, I’ll eat up all food, I’ll consider the packaging of food that I buy”. Teacher V. Sūniņa has offered an interesting and content-rich title of an activity “Nature to us, we - ? (to nature)”.

**Lizums Secondary School.** Teacher N. Biezā has developed handouts for elementary school “Satellite’s Offer” – ideas that can be implemented by anybody to safeguard environment for future generations. Pupils have come up with a lingering idea – by doing small things, it is possible to safeguard environment in everyday life. The teacher of Latvian A. Kostigova has supervised the elaboration of material “Our Class Newsletter” on the diverse ways the world enters our classrooms and homes. All participants were surprised upon seeing that objects that have come from more than 30 countries of the world were found at school and at home – “We had never imagined that we were so closely connected with the rest of the world!”

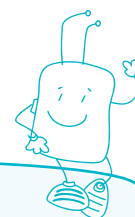
**Baumaņu Kārlis Viļķene Primary School.** The students of English teacher M. Zvīne have used foreign language to give Kristīne advice, whether to stay in Latvia or not. Elementary school pupils have given an interesting insight - “our ancestors were leading much healthier lives, they lived in harmony with nature, air used to be much fresher, because many polluting objects had not been invented yet, in the past people had fewer things to stress about, so they did not fall ill so frequently.” Pupils of first forms have also shared their experience of good work – “I took food to forest for deer, I left food for titmice, me and my sister “beat down” icicles, in winter I go to cut ice-holes, I do not pluck plants that I don’t need, I do not burn the old grass, I make bird-houses, I let out butterflies who have wandered into room.”

**Daugavpils Vienība Elementary School.** E. Drelinga, a project team member, has conducted classes on development education for students of Daugavpils University. She was pleasantly surprised by the insights of future teachers following the class “The World in a Miniature”: “Is it really so that in our “global village” only seven people out of one hundred have secondary education? That means that we belong to the chosen ones, who will soon have higher education”. The students of teacher O.Ostrovskā after a lesson on migration concluded: “If all young people go abroad, then quite soon Latvia will be left without labour force, without educated people and without future, which can be created only by the young”. Teacher A. Plotka successfully expanded the lesson of natural sciences “Let’s Create the Earth!” with discussions on plants that have come to Latvia from other continents.

**Viļaka Elementary School and Viļaka State Gymnasium.** The teachers of both schools have contributed a lot to the education of other teachers in

the region – the methodology for measuring ecological footprint has been taught, screening of the film “The Story of Stuff” was held; during school holidays creative practical work-shops were held to discuss the opportunities and challenges of development education. The students of teacher B.Miņina during ethics class discussed the complex issues of ecological ethics and were looking for answers to the question – what should be done to make man feel less “powerful” and arrogant in the interaction with nature, but feel more like a part of it.

**Aknīste Secondary School.** The teacher L.Mažeika used possibilities of the computer class and the Internet during the IT class to show to her students the effect of the presence of the global world during a class on justice and solidarity. The students of teacher A.Deksne after the class on migration wrote – “We keep saying that we have low salaries, but compared to poor people elsewhere



To learn more about the achievements of schools when implementing the topics of development education in study process visit [www.skolaskasateliti.lv](http://www.skolaskasateliti.lv)

in the world, we have everything that we need. Poor people in other places would dream about the life that we have.” “We always complain that our life is bad, about the slow Internet, about the offer of goods in shops, but others just do not have these things at all.”

## × Actions/events of development/global education at schools

**Diverse development education campaigns and events were held at project schools.** Every school team had decided to focus upon most interesting and significant topics in their school and community. The topic of sustainable development of environment was among those chosen most frequently. Several schools worked with the topics of globalisation and migration. During the campaigns schools applied the methods learned in the project, for example, discussions, visualisation of information, measuring the ecological footprint, etc. Several campaigns had very interesting and attractive names, for others appropriate visual materials – a logo, a bookmark, etc. were produced.

**Such actions gave schools the opportunity to position themselves in their parish, city or region as an important development education pedagogical and methodological resource centre, able to implement diverse activities.** Schools have

expanded their experience in co-operating with the local community, have held meetings with employees of various institutions, companies and organisations. Another positive benefit of these campaigns was that young people had the possibility to do volunteer work, help other people, save resources, safeguard environment, act economically and responsibly. Seminars, conferences, experience sharing events, open lessons were held in several schools, during which the teachers of other schools were acquainted with the topical trends in development education. During these events the teachers from other schools were given not only the content, but also methodological support and understanding of the practical means for implementing development education topics into school curricula.

An overview of the campaigns implemented by schools and their themes follows.



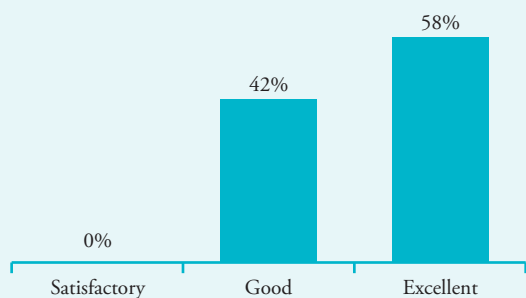
## Topics and types of development education activities/actions

School	Themes	Type of activity/ campaign
<b>Baumaņu Kārlis Viļķene Primary School</b>	Environmental sustainability Limited resources Intercultural relations Human rights Global interconnectedness Development education at schools – recommendations and best practice examples	Creative workshops on environment issues during the parish festival. Educational activities for students, local community. Project – “The World Enters the Classroom”, activities about welfare and conflicts, sustainable development, allocation of resources and globalisation, women’s rights, global changes in the world map, an individual’s ability to adapt to an unknown environment. A seminar on development education for the teachers of Limbaži region. Miķelis’ Day (harvest celebration) events – Latvian identity and intercultural relationships.
<b>Daugavpils Vienības Elementary School</b>	Water resources and how to save them Multicultural society Interaction with other people	An environment education month on water resources “My Drop in the Sea” – classes, trips, cleanup actions, a study, a singing marathon. Project “We – for the World”, activities “What are we responsible for?”. Multicultural society – visiting cultural associations.
<b>Lizums Secondary School</b>	Focusing upon issues of development in the economic model of the parish Sustainable development	A competition on principles of sustainable management in the daily lives of parish people. A contest of students’ creative work and essays on sustainable development. Educational activities – peer to peer on development education topics.
<b>Aknīste Secondary School</b>	Migration Sustainable development	Training activities for students and teachers of the region. Photo competition “Me in the Wide World” and competition “Eco bags and birds in cross-stitch”. Final event in the school hall, placement of visual material in the squares in front of the school and the City Council. Measuring the ecological footprint.
<b>Liepāja A. Pushkin Secondary School No. 2</b>	Sustainable development Globalisation Environment and climate change Global citizen Conflicts Water resources	Seminars, creative workshops for teachers, students. A conference on development education in Liepāja. A drawing competition for elementary school pupils. A competition of painted T-shirts. A project week “The World Enters the School, the School Leaves for the World” – sub-projects “Human relationships”, “Animals and helping them”, “Ecology of the Baltic Sea”. A competition for elementary school pupils “Water is the Source of Life”.
<b>V. Plūdonis Kuldīga Gymnasium and Kuldīga Alternative Elementary School</b>	Globalisation Development co-operation Environmental sustainability Health	Workshops during city festivals. Educational events for students. Promoting students’ positive experience in sustainability and installing a wall of “Good Deeds” at school. Campaign “Wash Your Hands” – a reminder to abide by sanitary norms in everyday life.
<b>Viļaka Primary School and Viļaka State Gymnasium</b>	Development education in schools – proposals and recommendations for teachers Safeguarding environment	Environment cleanup action. Collecting waste paper. An exhibition of students’ drawings. A conference of the educators of Viļaka region on promoting development education in school practice.
<b>Misa Secondary School</b>	Migration Globalisation Saving resources Sustainable development Water resources	Educational activities. A study of migration in the schools of the region. A poster made jointly by the students “My Land is Beautiful”. Activities for saving resources. Discussion “To Stay or to Leave” on migration related topics.
<b>Rīga Secondary School of Cultures</b>	Migration Water resources Development co-operation Sustainable development Development education in schools – proposals and recommendations for teachers	An informative/ creative tent of the project during Family Festival. Creative / practical seminar for teachers “Global Tasting”. Students performed research on topics of development education. A seminar for the elementary school teachers of Rīga on development education.

## Conclusions after the implementation of the actions

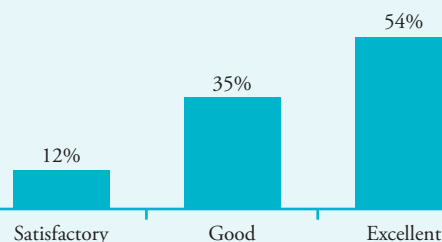
No campaign can be implemented without preparatory work and planning the teamwork. This was confirmed by the assessment provided by the participants following the campaigns – **everybody, who had implemented a campaign, in their assessment noted that the campaign had been well or superbly planned and prepared.** The first planning steps were taken already during the Winter/Spring School, when participants received information on development education campaigns. Illustrative material was prepared during the regional seminars, it offered examples of the implemented development education campaigns elsewhere. During the advisory visits planning activities were held in all schools, during which the preparatory works were discussed in detail.

### Campaign was carefully planned and prepared



When implementing the campaigns the school teams made an effort to make these activities “visible” in the local community and attract the attention of local people. When evaluating the implemented campaigns, the majority of school representatives consider that forms of activities that attracted attention had been selected. 12% evaluated the chosen form or activity as “satisfactory”. When implementing similar campaigns in the future **greater attention should be paid to ways of drawing public opinion to development education issues** and of involving people in development education activities.

### The most attention catching forms of campaigns



When evaluating, whether a well-sounding and appropriate name had been chosen for the campaign and the way its publicity was ensured, 23% of the respondents answered – excellent. When answering the question, what they would do differently in the future, when implementing a similar campaign, several respondents admitted that, when implementing such activities, serious considerations should be given to publicity. One of the participants wrote, surprised: “Thus, it means that we have to write about ourselves, without waiting when someone else does that.” **Schools need theoretical and methodological support on how to inform the public about the activities they launch.**

Project participants admitted that **during the implementation of the campaigns they had had the opportunity to express their opinions and to demonstrate various abilities.** It is proven by the “heated” discussions on many topics that took place during the campaigns. Various visual artefacts, for example, painted T-shirts were made; the participants also showed their attitude by singing, engaging in sports, etc.

The aim of the campaigns is to encourage people to think about development, to make them interested in exploring a certain topic deeper. The evaluations of the participants allow concluding that **the public interest was triggered and the exploration of development education issues will continue.**

One of the aspects, which need future improvements, when organising campaigns, is **thanking the supporters of the campaign.** Several

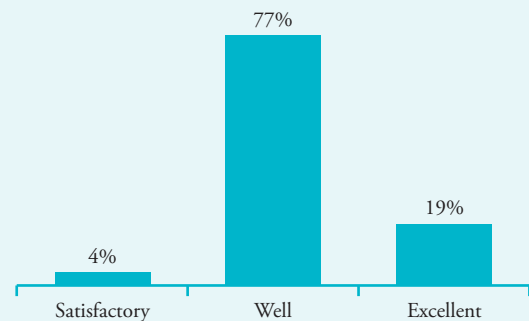
schools have positive experience in co-operating with the local community, it improves the image of the school and its publicity, motivates people to participate in similar events in the future.

The supporters can be thanked in different ways – by writing a letter, by publishing an article in the local press, publicly thanking them at the final event of the campaign, by taking a group photo and sending the photo with a note of thanks to the supporters, etc. In the future expressing gratitude should become as important part of the work as invitations to participate and become involved in a certain activity.

**In the future attention should be paid not only to the planning of the campaign, which the respondents evaluated as being well and meticulously done, but also to its evaluation and to the analysis of results.** The evaluation is essential for further planning, so that the campaign would not be just an isolated event in the biography of development education at school, but become a form of regular activity, helping

students to acquire skills through practice, to practice communicating with other people and to become the agents of development change in the local community. The evaluation of the campaign may become as captivating and interesting an activity as the discussions and other creative work. When evaluating the outcomes, it is possible to write letters to other organisers of the campaign, to make collections of good advice, advertisements, etc.

**The team evaluated the implementation and outcomes of the campaign**



## Recommendations of development/global education experts

This section contains recommendations provided by development/ global education experts, who work with various topics of development education.

During the project co-operation developed with Dr. Visvaldis Valtenbergs from the University of Applied Sciences *Vidzemes Augstskola*, who is one of Latvian experts on development/ global education and co-operation. His article introduces this section. The views of foreign experts are represented by experts from the United Kingdom, its experience in the field of development education spans more than 30 years, as well as experts from the Czech Republic and Slovenia, countries similar to Latvia as to their development and with a comparatively recent history of development education.

Trish Sandbach from Leeds Development Education Centre, which is the co-operation partner of the project “Schools – satellites in development education”, was involved in preparing this publication.

Kristýna Hrubanová from the organisation *OnEarth – Society for Fair Trade* shares the Czech perspective, but Slovenia is represented by Max Zimani from *Institute for Global Learning and Projects Development*.

All authors of these materials participated in project activities in Latvia and met with project participants.

## × Four lessons for development/global education teachers

**Dr. Visvaldis Valtenbergs**

University of Applied Sciences *Vidzemes Augstskola*

**Within this short article I shall propose four lessons for development/ global education teachers, which would help to cultivate knowledge of the internal and external**

**world of people. These lessons emphasize working with the internal and external world of people and urges to explore the internal and external worlds of others.**

## 1. Working with one's own internal world

Dear teacher, try to find some time for meditation or other form of self-exploration before the class. Try to make your knowledge about yourself as deep as your knowledge about the world and global issues. In the contemporary world we have been taught to neglect our internal world. Therefore, now and then, ask yourself – do I believe in what I teach? Harmony on the surface and in the depth of your personal ocean will make your enthusiasm thrive. Your students will benefit directly from it, but also you will feel less tired after the classes.

## 2. Working with one's external world

Dear teachers, master the range of diverse and well-tested study materials and methods brought to you by the working group of the *Satellites* project. Contemporary students expect more attractive and interesting methods for giving information – discussions, case analysis, travel stories, role-plays. The methodological approaches tested in the project allow creating interesting activities on globalisation, migration, inter-cultural relationships, justice, trade and sustainable development. Use them! Likewise, use the opportunity to invite visitors, who can give you unmediated information about events in other states, to avoid stereotypes in the reflection of global events.

## 3. Be aware of the internal world of others

Dear teacher, not always the cultures of Latvia and other nations are ready to accept new opinions. The majority of people in their collective consciousness still are more attached to a small bend in the local river, village, language, ethnos, nation, religion or a specific sector they work in. Because of that we live in a country, where everybody sees only his or her own tree, unable to see the whole forest and a way out of it. During the evolution of mankind cultures have passed through several levels of consciousness, and each person repeats the same evolution of humanity. Global education emphasizes the need to have global consciousness,

identity and citizenship, which would allow the civilisation to have a clearer view on the correlations of global processes and to make smarter choices. At a first glance it seems that there is a contradiction between the opinions held by the majority of Latvian society and the premises of global education. However, it is not so. A teacher with an integrated worldview will be aware that for many people the collective consciousness of their cultures and nations is still very relevant, and therefore will treat the singularities of their own and other cultures with respect. Your efforts in the field of global education will be influenced by the perceptions of others – your students colleagues, parents. Therefore, do not aim for the maximum when setting your objectives. If you think that the surrounding culture will be supportive, stifle your optimism. If you think that it is not worth trying, set your hopes higher. In brief – be a realist and take into account the peculiarities of the local culture. Then you will not be disappointed.

## 4. Try to get external support. Create a different external world.

Dear teacher, learn to gain external support, since this is the only way you'll be able to continue the activities that you have started. It is important that topics of global education gradually start appearing in various subject classes, centralised exams, project weeks, youth events, volunteer work, international projects. To achieve this, your personal interest and contribution will not be enough. The support of your colleagues, ministry, NGOs, municipalities and other schools is important. If you no longer believe in the ability of the state to ensure good education, don't forget the alternatives. Currently we see that in many places throughout Latvia parents become more active and take the first steps towards closer union between society, school and parents in the fields of alternative education. The self-organisation model of parents, local governments and schools could be also suitable for implementing global education activities on a larger scale. The support of local institutions and involvement in networks will give you a sense of security that you will be able to work with topics of global education also in the future.

## × Recommendations for teachers: how to work with topics of development/global education

**Trish Sandbach**

Leeds Development Education Center, United Kingdom

We are challenged in the 21st century to meet the educational needs of children and young people in a fast-changing, interdependent world. Many of the issues involved in Global Education, or the global dimension, are complex and difficult for children and adults to understand. In addition, they can be controversial and sometimes our tendency is to avoid them, but the issues are someone's reality somewhere in the world, maybe in our own countries and so are significant and relevant. More importantly they have a moral force, which we recognize and we want to equip our young people to participate and take action to make the world a more just and sustainable place.

Teachers will have their own approaches to teaching and learning in relation to Global Education, however, we can learn from each other, benefiting from others' experience to avoid pitfalls and mistakes. We especially need to listen and be informed by voices and perspectives from the global South.

One of the biggest challenges is “walking the talk” i.e. being aware that there is a process of self-awareness and personal development that is part of becoming a Global Citizen. We as educators are not only supporting our children and young people to engage with this process but we need to do it ourselves. We are more likely to achieve the changes we want to see in the world,

if we also look inward at ourselves to see where we need to change – so that we act in ways that are in keeping with the values and attitudes we profess.

The values and attitudes that underpin global education need to be seen to be practiced by us in our approach and actions if our teaching is to have credibility, authenticity and integrity. We are not just teaching and learning **about development**: it is **for development**.

This checklist is not meant to imply that teachers are not already aware of good practice but may serve as a useful aide-memoire.

- × **Do** present as “rounded” as possible a picture of any place, country or people. Using a wide range of images and information will help you do this: from urban and rural settings, young and old, rich and poor. Show people undertaking different activities: work and leisure. There are problems and challenges everywhere as well as joy, achievement and contentment. There are rich and poor people in all societies.
- × **Don't generalize** without then nuancing the statement made. Just as you couldn't talk about “a European house”, because of the variety of different types of houses that exist in Europe, the same will be true of any African country. Generalizations about

- Africa tend to lead children into thinking that Africa is a country, rather than a continent, comprising 57 countries and territories. (UN)
- × **Do** treat people in photos with sensitivity and *respect*. Imagine they are in the room and that will guide you. They are more than just images for our learning needs; they are people with their own hopes, fears and aspirations.
  - × **Don't** make assumptions about people and places; try and find out as much as you can about them. Asking questions is a more cautious approach than making statements. e.g. does it challenge or support stereotypes? What images could counter that perception? What makes an image positive or negative?
  - × **Do** compare like with like, be it places or objects. If making comparisons, look for *similarities as well as differences*. Relate them to basic human needs and rights and the commonality of human experience. Differences are often linked to what is available locally as well as custom and individual taste.
  - × **Don't** describe cultural differences in terms of the exotic, primitive or strange, especially indigenous people. *Celebrate* the diversity of humanity. All civilizations have contributed to the development of the world in different ways: some positive, some negative.
  - × **Do** be aware of context when looking at artefacts or images: place, time, cultural background and purpose all need expanding to understand what it is being conveyed or communicated.
  - × **Don't** be patronizing or superior. Our cultural norms are not the only ones!
  - × **Do** explore the good points of using *'Appropriate Technology'* as well as the benefits and disadvantages of industrial technology. Using locally available materials, means that things can be repaired, are more sustainable, affordable and practical.
  - × **Do** explain the *structural causes of poverty*, such as the power imbalance between North and global South in relation to world trade rules.
  - × **Don't** ignore the issue of corruption, not just in the South but in the North too.
  - × **Do** help students to reflect on their roles and responsibilities with regard to climate change and the injustice that *the poor who have contributed least to the problems will be the hardest hit*. Use real examples to illustrate this.
  - × **Don't** leave the students feeling powerless and frightened. Help them to *identify actions they can take* at different levels to reduce their ecological footprints.
  - × **Do** encourage *empathy and solidarity* rather than pity, recognizing the dignity and worth of every human being. Justice is needed rather than charity though that has a place too.

## Bias in Resources

Bias can be a problem in teaching and learning resources and in what is presented to students in the classroom.

It can be useful for both the teacher and student to ask questions in relation to bias. The following list of questions may help the teacher consider how topics/ themes/ issues are presented in such a way as to challenge rather than reinforce prejudice.

- × Are the issues 'honestly' presented?
- × Are there any *hidden messages*? What are they? What difference do they make to our perceptions?
- × Is the picture of the society presented both *diverse* and *balanced*?
- × Race: how are black people presented? Do they have real and varied attributes? Are they left out or only tokenistic? *From whose viewpoint is the resource written?*

(NB The word 'Black' is commonly used in the UK used as a non-pejorative 'anti-racist' term to cover a range of non-Caucasian peoples. Other terms are also in current use in the UK and the US; these include 'people of colour'. In the UK, terms such as 'Black British' and

‘British Asian’ are also commonly used. Since there are differences of opinion on defining cultural groups, one common approach is for the individual define their own cultural identity).

- × Disability: how are disabled people portrayed? Are they independent, contributing to society or needing help?
- × Gender issues: Are women shown only in “traditional” roles? Are they passive rather than “doers”? Are generalisations made about men /women? Are both

represented as scientists, influential people in history, writers?

- × Sexuality: are both heterosexual and homosexual relationships portrayed? Are assumptions made about these relationships?
- × Relationships: are a variety of family groups portrayed? (e.g. single parent families; mixed race families; families with gay or lesbian parents; families which include people with disability).



## × The meaning of development/ global education

**Kristýna Hrubanová**

*OnEath – Society for Fair Trade, Czech Republic*

*What do I have in common with people on the other side of the world and how do my decisions affect them? Whose opinions carry the greatest weight in today's world and what are the current power relations? What's behind my own beliefs and perspective? Am I able to see the lens, through which I look at the world around me – can I see the limitation and partiality of my views? How do I react when I encounter difference and why?*

These are some of the most burning questions of education called by various names – e.g. Global Education, Development Education, Education for Global Learning, Learning for Global Citizenship etc. Regardless of the names their objectives are the same: to help students to form an understanding of today's fast changing, interconnected world and of their place in it. Global Education (choosing this name just for the economical reasons) is not about teaching and memorizing facts and statistics about distant parts of the world, but about exploring what links us to other people and places – socially, environmentally, politically, economically or culturally. Connecting the local and the global and recognizing the interconnectedness lies at the core of GE. Moreover, it's becoming increasingly personal, the importance of self-understanding in the first place. Focusing on our inner worlds enables us and our students to track how

our knowledge and opinions have been formed, what context is behind them and, hopefully, acknowledge its partiality and incompleteness. Without understanding ourselves we cannot understand the other.

Apart from knowledge aims, developing relevant skills and values for living in today's complex world are essential for becoming a “global” citizen. Using co-operative and participatory learning methods engage students and at the same time they develop co-operation, critical thinking, empathy, value and respect for diversity. The role of the “global” teacher is not to tell your students what to do or think or to provide them with simple solutions to complex issues. Far from that. You are there in the classroom to structure safe space for dialogue and enquiry, to guide students on their learning journey and create opportunities for developing all the above-mentioned skills. You do not have to be an expert on global issues in order to integrate them into your lessons.

### How to deal with global issues?

Here are some tips or basic principles, which should help to make dealing with global issues easier for you and more interesting and meaningful for the students. And maybe you will be surprised – you might be doing some of the things already without being aware that it is Global Education!

- × **Global issues** – what are they? Ask your students! There is no single answer. The lesson on global issues can be made around anything – starting from traditional inputs like newspaper headlines, photos, quotes, case studies, adverts, video clips, films, short stories, cartoons, songs, poems, paintings to something your students have in their bags or you find in the classroom – an item of clothing, chocolate, wood, mobiles, water, maps, pen... And then for example just ask your students to make mind maps, write everything they know about it, do brainstorming, raise their own questions, have other classmates answer them, identify possible problems, connections, formulate arguments for and against or look at the things from various perspectives and so on... Everything around us can be discussed and explored on personal, local and global level. Have your students search for parallels in their lives, in the community, in the local media issues. Ask them to look for similarities and differences between their context and that of other people. Have them look for connections, causes, and consequences. As Martin Luther King said: “Before you finish eating breakfast, you’ve depended on more than half the world.” Show them the bigger picture and make them consider how they affect people’s lives somewhere else. Only then they can make informed choices.
- × **Students as the starting point** – start with your students’ assumptions and opinions and build on that. *What do you think, feel, know about the issue?* This triggers their interest as they often find out that they do not know that much and, as a result, are more motivated to learn more. Apart from that, in this way you prepare their minds for absorbing new information and constructing new knowledge. Don’t regard them as blank sheets. Even if they claim they do not know anything about the issue, there is always something in there. Use mind maps, brainstorming, free writing, etc.
- × **Create an open safe space for dialogue and enquiry.** All opinions are welcome. Don’t judge/ evaluate your students’ answers or opinions. All of us see the world in our own way and, therefore, create space for differences and exploring what is behind their beliefs and perspectives. Ask them: *Why do you think so? How is your answer influenced by your experience and social and cultural background? What’s the mainstream belief in the society? Do you understand what’s behind different perspectives?* Knowing oneself and the limitation of our knowledge helps them to encounter difference in their everyday life. (more on: <http://www.osdemethodology.org.uk>)
- × **Don’t reinforce stereotypes, avoid making generalizations.** Be aware of the danger of looking at people, countries, cultures as a category. How would you feel if somebody believed that all the British look like Mr. Bean and all of them live in mansions similar to the Buckingham Palace? Similarly, there is nothing like a typical “African house“, a “typical“ refugee or Indian. The world is full of diversity and differences among people, lifestyles and conditions in which they live in. Don’t make the world look simple and make students look around and see how their stereotypes have been formed.
- × **Don’t be afraid of conflicts** – the world is complex and students encounter conflicts everywhere - in their families, school, community and inside them as well. Where else should students learn about conflicts and discuss it if not at school? If you believe that schools should reflect the current world and teach for today’s world, don’t avoid such topics. (recommended resource: *Teaching Controversial Issues*. Oxfam, GB 2006)
- × **Promote critical literacy** – *What and who is behind the visuals or texts? What did the authors want us to think and feel? What tools did they use? How do they understand reality? How was their understanding shaped? What are the implications?* Analyze and deconstruct any kind of material you use.
- × **Prefer cooperation to competition.** The competency to collaborate is one of the most valuable and needed skills in today’s world. It includes being able to listen to each other and develop empathy. Choose activities and methods supporting cooperation. And, just a reminder, understanding someone’s point of view does not necessarily mean agreeing with them!

- × **Questions.** Ask open-ended questions starting with *Why, How, What...* etc? It fosters not only their speech but also their thinking. Give them some thinking time before speaking. Students can also form their own questions – this not only saves your time but makes it more interesting and relevant to them. It supports the natural curiosity in them and makes them think differently. Once they get used to it, they'll really enjoy it! What about the answers? They can answer them then on their own, or ask their classmate – the more diversity in the answers, the better. Or they can look up the answers at home. Don't forget – you are not in the role of the expert in the lesson, you don't have to know the answers.
- × **Don't forget about creativity.** It has its place even in global issues lessons. *What if...? Can you imagine...?* Have you students create graphic mind maps, sketches, drawings or posters.

## × The importance of pictures and messages in development/global education

**Max Zimani**

*Institute for Global Learning and Projects Development, Slovenia*

Major sources of images and messages that (mis)inform us about the “other” are found predominantly in children’s literature, educational materials, media and fund-raising campaigns.

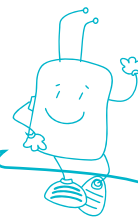
A study of six geography and history primary and secondary school textbooks in Slovenia in 2010 showed that Africa was portrayed negatively, scantily, and in a Eurocentric manner. A similar study of the portrayal of Africa in media came to the same general results. Negativity was also evident in some children’s books and in some fund-raising campaigns.

A number of concerns can be identified in the way in which the majority world is portrayed in literature, media and educational materials:

- × Dehumanization of the portrayed subjects. The dignity and humanity of the portrayed people is not respected. There is a risk that those portrayed become dehumanized, as they are deprived of their personal identities and reduced to representations of a situation faced by others. Educators should ask themselves if they would like their own children to be portrayed in such a manner.
- × Construction of a skewed reality of the portrayed. Through the images and messages that we are

bombarded with, we construct our own truth about the majority world. This truth is not necessarily a reflection of the reality. It is a mere representation of who has the power to construct the images and messages, and who can control the debate around the issues portrayed. Educators should strive to understand the images and messages do not give the whole truth.

- × Lack of context. Many images and messages are not equipped with the context required for the intended audience to really grasp the background story. Such de-contextualized images and



**Max Zimani:**

Global education – it is not a leap, it is a long journey – two steps back, one – forward, sometimes the other way round. It is not a path leading only uphill.

messages can distort complex realities and result in the creation or reinforcement of stereotypes.

- × Drawing attention away from the real issues. Frequently the responsibility of the North is left out in addressing issues that confront the majority world. Topics like the effects of the TransAtlantic Slave Trade or the colonization of Africa by Europeans are at best given very little attention. Thus, there is no link between colonialism and poverty in many African countries. Poverty is thus not addressed as a political, social justice and human rights issue, but rather like an isolated issue that can be fixed through donations. Educators may be better placed not to rely solely on school textbooks for in-depth information on these subjects.
- × Long-term impact. The persistent negative portrayal of Africa countries has detrimental effects on both the African countries and Western countries. There's certainly less interest on the part of foreign investors for countries that they perceive to be perennially corrupt, poverty stricken, unsafe, politically unstable, war-prone and whose population is sickly and uneducated. But the losers are also children in the West who as a result of the negative portrayal of Africa do not consider studying at an African University or

doing business in Africa. The false sense of superiority created by long-term exposure to these images and messages is potentially dangerous in that it might sooner or later provoke radical reactions from the majority world.

The greatest challenge facing educators is that many are not even aware of the contentious issues related to images and messages that are used in development education. It would be a good idea to identify the training needs of DE staff in relation to the use of images and messages and how these needs can be met. While it is recommended to learn from Western partners as they have more experience in the field, it makes sense to be very critical in terms of what we learn. We might end up repeating the mistakes that are being made today by the more experienced Westerners. Consider following Southern partners lead in terms of how they use imagery. They are better placed to know how best to represent themselves. Note that the images and messages that serve development education objectives are those that raise awareness, strengthen solidarity, and promote critical debates on the part of peoples.



## Project “Schools – satellites in development education” team recommends

### × Internet resources

Education Development Center project “Schools – satellites for development education” – <http://www.skolaskasateliti.lv>

GLEN Latvia – <http://www.glen.lv>

Leeds Development Education Centre (*Leeds DEC*) – <http://www.leadsdec.org.uk>

Latvian Platform for Development Cooperation (LAPAS) – <http://lapas.lv>

Ministry of Foreign Affairs of the Republic of Latvia, Department of Development Co-operation Policy – <http://www.mfa.gov.lv/lv/Attistibas-sadarbiba>

United Nations Millennium Development Goals – <http://www.un.org/millenniumgoals>

A video of Kofi Anan presenting Millennium Development Goals – <http://www.youtube.com/watch?v=uk4GOCMFAA0>

The Fairtrade Foundation, the UK webpage – <http://www.fairtrade.org.uk>

Oxfam <http://www.oxfam.org.uk> –

World Wildlife Fund – the calculator of the ecological footprint – <http://www.pdf.lv/epeda/epeda.html>

Sustainable Development Strategy for Latvia 2030 – <http://www.latvija2030.lv/page/238>

Information on educational project “*The Story of Stuff*” – <http://www.storystuff.com>

Latvian language version of the film “*The Story of Stuff*”:  
Part 1 – <http://www.youtube.com/watch?v=UPoV7Zl2xyU>  
Part 2 – <http://www.youtube.com/watch?v=kOjXDOeahrQ>

A collection of unconventional maps of the world  
[www.worldmapper.org](http://www.worldmapper.org), [www.earthscan.co.uk](http://www.earthscan.co.uk)

Information on study aids in global education – films, books, posters and the Internet resources – [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

Video and statistics on global population – [www.miniature-earth.com](http://www.miniature-earth.com)

Web page of Development Education Center *Harambee* (United Kingdom) – [www.harambeecentre.org.uk](http://www.harambeecentre.org.uk)

Non-governmental organization *Sapere Development Solutions*, which studies the development of education systems and education policy in development countries – [www.sapere.org](http://www.sapere.org)

Study aids of 2009 Global Education Week in Latvian – <http://www.coe.int/t/dg4/nscentre/ge/gew/GEW2009-Latviapdf>

### × Books in Latvian

Frīdmens T. L.  
**Pasaule ir plakana. Īsa 21. gadsimta vēsture**  
Jumava, Rīga, 2009

Gors A.  
**Neērtā patiesība**  
Apgāds Zvaigzne ABC, Rīga, 2009

Kļaviņš M., Blumberga D., Bruņiniece I., Briede A., Griškule G., Andrušaitis A., Āboliņa K.  
**Klimata mainība un globālā sasilšana**  
Izdevniecība LU akadēmiskais apgāds, Rīga, 2008

Mērfijs G.  
**Globālā sasilšana. Ko vari darīt tu?**  
Apgāds Zvaigzne ABC, Rīga, 2008

Stīgers M.  
**Globalizācija: ļoti saistošs ievads**  
1/4 Satori, Rīga, 2008

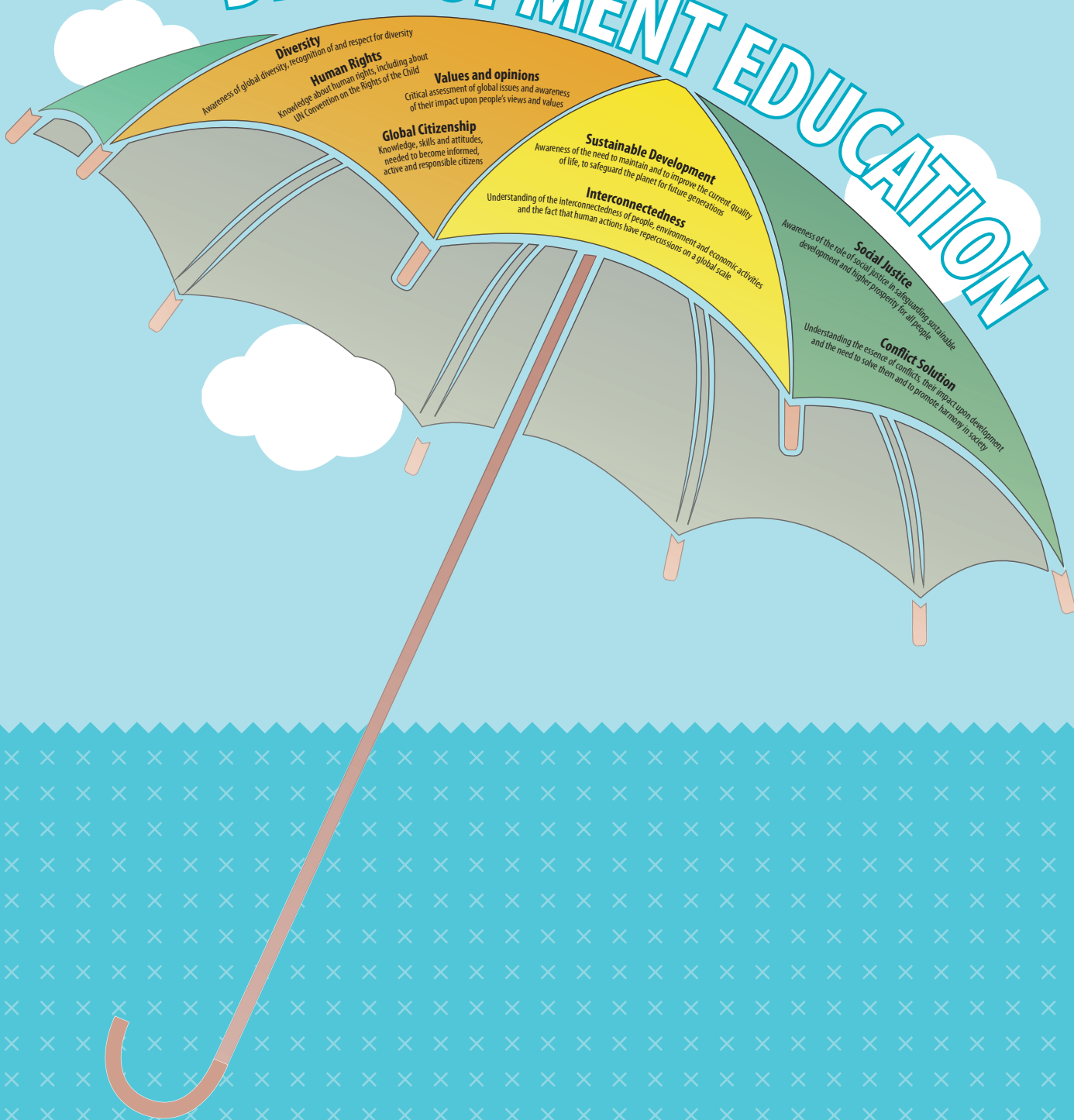
Stiglics Dž. J.  
**Globalizācija un neapmierinātība ar to**  
Biznesa augstskola Turība, Rīga, 2010

Sundstens B., Jēgers J.  
**Mana pirmā grāmata par klimatu un laiku**  
Madris, Rīga, 2009

Vakerneidžels M., Rīss M.  
**Mūsu ekoloģiskās pēdas nospiedums.**  
**Kā samazināt cilvēka ietekmi uz zemeslodi**  
Norden AB, Rīga, 2000

Viljamsa Dž.  
**50 fakti, kam jāmaina pasaule**  
Avots, Rīga, 2007

# DEVELOPMENT EDUCATION



**Diversity**  
Awareness of global diversity, recognition of and respect for diversity

**Human Rights**  
Knowledge about human rights, including about UN Convention on the Rights of the Child

**Values and opinions**  
Critical assessment of global issues and awareness of their impact upon people's views and values

**Global Citizenship**  
Knowledge, skills and attitudes, needed to become informed, active and responsible citizens

**Sustainable Development**  
Awareness of the need to maintain and to improve the current quality of life, to safeguard the planet for future generations

**Interconnectedness**  
Understanding of the interconnectedness of people, environment and economic activities and the fact that human actions have repercussions on a global scale

**Social Justice**  
Awareness of the role of social justice in safeguarding sustainable development and higher prosperity for all people

**Conflict Solution**  
Understanding the essence of conflicts, their impact upon development and the need to solve them and to promote harmony in society

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