

Day 1: 10 May 2017

14:00 – 15:15: Opening of LADDER Tool Fair (plenary)

Ms. Imislawa Gorska (Vice-President of ALDA) welcomed the participants to the three-day event encompassing the LADDER Tool Fair, ALDA Assembly and HUB meeting. She thanked the city of Torun for its hospitality and introduced the speakers on the opening panel. **Mr. Zbigniew Ostrowski (Vice-Marshal of Kujawsko-Pomorskie Region)** spoke about the allocation of funds in the civil society sector, as well as the development strategy of the region. Special focus was placed on presenting the social and economic accomplishments of the past few years and pointing out that there is a two-way communication between the administration and citizens, whereby citizens can openly voice their concerns and needs. Ms Gorska then proceeded to introduce ALDA, LADDER and the concept of Development Education & Awareness Raising (DEAR) which represented the framework of the event. Subsequently, she devoted time to presenting the structure of the event and programme, and introduced each of the 6 workshops individually.



Mr. Jan HOFMOKL (deputy director in Polish Ministry of Foreign Affairs) opened up his speech with the European Partnership and reflected upon the success of the 8 years old collaboration between Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine and the EU, initiated by Poland in 2009. According to Mr. Hofmokl the value of local actors lies in its role of the **intermediary, “reality check” between the high political level, central government and the people on the ground.** As someone who has previously worked in the international development field and in the implementation of SDGs, he was fully supportive in involving local actors in the process.

Mr. Harm-Jan FRICKE (Development Education/Global Learning Consultant) provided an overview on what is DEAR. He started mentioning that DEAR aims to provide a global perspective to what concerns us in our countries and local communities, and opportunities for involvement in local and global change. He then followed mentioning that DEAR projects are concerned with: global development issues and the links between local and global issues; public engagement in (sustainable) development; local, national, European and global policies for (sustainable) development. Typical approaches to DEAR projects have been categorized into those that deal with Awareness Raising; education; advocacy and campaigning. Ms Fricke proceeded to outline key challenges of the DEAR projects, amongst which: **making global development issues relevant; involving busy people especially with regards to advocacy and campaigning; avoiding the use of jargon; learning from others as well as assessing the results.** He suggested that in order to work on the local level, projects should start with their own communities, knowing exactly what you want and how others can be of help, building a multi-stakeholder approach, as well as receiving endorsements from stakeholders.

15:45 – 17:00: LADDER Workshop 1

“Best practices of Global citizenship in the formal education sector”

Mrs. Gelly Aroni (moderator and speaker of the workshop) from Arigatou International presented her organisation and she showcased the [Learning to Live Together](#) programme for educators (teachers, youth leaders, social workers) which provides a pedagogical approach in order to strengthen children and youth’s:

- identity and critical thinking;
- ability to make well-grounded decisions;
- respect and work with people of other cultures and religions;
- individual and collective responsibilities in a global community.

The programme is adopted in 50 countries and the manual is in 10 different languages. It is designed to work with adolescents (12-18 years old). Mrs. Gironi applied this approach within Greek schools where there is a high percentage of immigrants children. She used different methodologies and techniques (ex: musical chairs, creating games from recycle materials, etc.) in order to teach them to learn from each other and respect the other cultures. She explained that the most challenging part is the discussion and reflection after the game – which is absolutely valuable and relevant, but that kids do not appreciate as much as the game itself. During this phase some questions such as “what does it mean for you winning/losing?”; “why are you so arrogant when you win?” etc. are debated.

Mr. Michele Mommi from FELCOS Umbria presented the project *“Don’t waste our future!”* and its link to the formal education sector. The project is funded by the European Commission under the programme DEAR. “Don’t waste our future!” aims at raising awareness and empowering people (young people and Local Authorities) on food waste reduction & creating an impact in the local public policies, through the active participation and open dialogue between LAs representatives and young people. [Actions implemented by the project within the formal education sector:](#)

- **Educational path within the schools** in order to raise students’ awareness on food waste. These were implemented during school-time, through several didactic modules with an interactive approach.
- **Action-research tool** developed together by the consortium and the schools. For this innovative instrument the students were invited to investigate their context on the topic touched by the project, in 2 ways: individually, through fulfilling the “Waste Food week Diary”; in group, through the active elaboration and conduction of a survey addressed to restaurants of their own area in order to investigate the awareness and (positive or negative) impact on the topic.
- **Connection between LAs and students in order to elaborate together concrete proposals/actions to reduce food waste:** This activity was developed throughout a specific participatory process (participatory workshop which aimed to build a territorial proposal for the Charter against food waste and for the right to food).
- **Development of several regional proposals and their presentation at the First European Forum of youngsters and Local Authorities** held in Milan within Expo 2015. This led to the creation of a unique Charter, the “DON’T WASTE OUR FUTURE Charter 2015 - A joint European Manifesto of Young People and Local Authorities to promote Food Waste Reduction and the global Right to Food”. The Forum represented an occasion for the construction of a European alliance of youngsters and Local Authorities and key stakeholders against food waste and also it was occasion to promote a more responsible approach of youngsters to the political world.
- **Local Communication Campaigns:** Students elaborated a communication campaign, which was intended to promote the food waste reduction and to disseminate the Charter; for example in the Municipality of Foligno (partner of the project), students created a “Network of Responsible Restaurant Owners” through spreading the use of the “foody bag” (which is the doggy bag renamed foody bag). While informing the customers and the restaurant owners about this initiative, the students also raised the awareness on the issue.
- **Peer-to-peer learning implemented by the students:** high school students educating primary schools pupils.



Mrs. Margherita Squaiella from Fondazione ACRA presented the project [EaThink2015](#), project financed by the European Commission within the DEAR programme. The project aims at enhancing European students and teachers

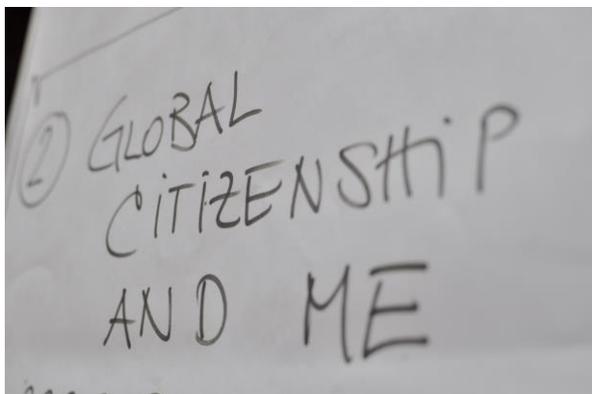
critical understanding and active engagement on global development challenges and specifically on **food security and sovereignty, sustainable food systems and smallholder farming**

The project developed different actions within the formal education sector. Particularly:

- **International exchange visits and workshops:** International exchange visits and workshops for teacher's and student's delegations have been organized in order to introduced the concept of global citizenship and alternative food systems using an interactive and participative way.
- **EaThink Educational Kit:** EaThink partners have been providing to European teachers in 12 primary and secondary schools (6-19 years old) of 12 countries a set of 130 food-related Global Learning Units (GLUs). These materials support teachers in the implementation of multidisciplinary educational modules closely linked to school curricula. The units were developed by the different project partners on a common template, but they addressed a wide variety of topics according to local priorities. In the third year of the project, the best materials, tested and enriched by teachers, will be disseminated further through an educational kit. The toolkit is meant to provide inspiration, practical tools, innovative methodologies, new perspectives to teachers and Global Education practitioners working in formal education with the aim of addressing sustainable food systems with a Global Learning approach.
- **Food Cloud Exhibition (FCE):** The FCE is an educational space dedicated to agriculture and nutrition. This exhibition was an interactive and without fixed route experience which aims at explaining the story of food from different points of view. The exhibition include also the results of an international photographic contest organized within the schools involved in the project for the best photo-reportage on food. At the beginning of the project an handbook which displays the guidelines to create the FCE was set up, following this general guides the FCE was then shaped according to the needs of each country of the consortium.
- **International video competition:** An international competition was organized within the schools involved in the project. The video-clips developed for the competition will be evaluated in 2 steps: national and international level. The winning video in each country is produced at professional level and screened on off and on line media to sensitize citizens for the basic message of the project, especially on changing their alimentary consuming habits.
- **2 multimedia apps for kids/students:** Multimedia APPs: (1) fairy tale for children on the origin and seasonality of food and recipes, (2)a multiple-choice game on ecological footprint.

World Cafè Session

Global Citizenship in Formal Education – Curriculum, subjects, methodologies, topics, etc – Some of the main points raised were: the contradictions between traditions (ex: linked to religion) and global citizenship (countries: Spain & Morocco); school programmes have strong national approach and it is hard to insert GC within the curriculum: tendency to regionalism, rather than globalisation; no space for topics different from “regular” subjects; when



organisations do some interventions within the schools they focus on a specific thematic for a limited time (spot activities); “Topical” year – some years dedicated to global thematic but not holistic approach; in universities the curriculum is more flexible –easier to insert GC thematic.

Global Citizenship and Me – Me as a Professional, Me as a citizens, Me as a Neighbour, Me as a Family Member – Main points raised: difficulties and challenges within the family (bring GC to young sons/daughters); difficulties at introducing GC within a municipality or in the policies of a local

authorities (also because of languages' barriers); challenge in activating other people to act (example: neighbours); GC is transmitted also throughout local, national and international media.

15:45 – 17:00: LADDER Workshop 2

“Best practices of Global citizenship in the non-formal sector”

Ms. Patricija Virtic (SLOGA Slovenia) welcomed the participants to the workshop and introduced the speakers on the panel.

Ms. Isabel Rodrigues (Networking for Development) introduced her project in Portugal. She noted that development cooperation is the competence of the local level in the country and the project arose as municipalities that do not have the adequate resources to tackle development issues on their own. **As one of the most notable outcomes of the project, she presented the website that was created as part of the project and includes all the tools for those wishing to engage in development work**, as well as pictures from all exhibitions on development that were hosted around various cities in Portugal. The website was initiated as a response to the lack of tools and materials about development cooperation amongst technicians so to say.

Mr. Miles Gualdi (Bologna Municipality) works in the development cooperation and Human Rights office of the municipality and presented a re-run, second project of the municipality that started in 2014. He focused on specific and tangible outcomes. The project focused on education and awareness raising and it is implemented in 6 countries, with 14 partnerships between different organizations, NGOs etc. established. The project foresees 3 activities:

- Training of civil servants
- Training of teachers
- Education platform for teenagers

The training provided to civil servants aimed to give them an understanding of development cooperation policies. The structure of the training was blueprinted by the University of Bologna and based on common guidelines each partner had the possibility to adapt content to local specificities, peculiarities, interest etc. **The special aspect of each training was that it had to produce a deliverable – local action plan or policy document – as a tangible goal. These deliverables bound the local administration to specific goals.** The training of teachers as the 2nd component aimed to equip teachers to deal with a development framework and the blueprint was again provided by the University of Bologna. Here too a final output/deliverable was expected of the participants. The third activity was more focused on raising awareness than training. Similarly, the task was to produce audio-visual material.



Mr. Leszek Swietalski (URC Poland) presented a methodology of capacity-building in the rural areas of Poland. Inhabitants of rural areas possess huge capital and knowledge that they acquired on an informal basis through non-formal learning. During workshops URC Poland found out that there are people with experience but no certificates and it was important to provide them with training that would validate. In that sense, it is a programme of mobilizing hidden resources. Another DEAR and rural project “Rural DEAR Agenda” led by the University of Valladolid was presented by **Mr. Ignacio Aranda**. The project’s overall objective is to improve the planning of the activities for Development Education and Awareness Raising in rural areas so that they are effective, and promote effectively solidarity and understanding of the causes of inequality and poverty. The project aims to achieve what is necessary to develop and promote a participatory model of Development Education to carry out in rural municipalities, including innovative and effective strategies.

The presentations were followed by a very engaging discussion, during which participants wanted to find out the opinion of panelists on whether local authorities could become agents of change, what the role of NGOs is etc. In response, the panelists pointed out the NGOs have the capacity and resources to do development education activities. However, they also have different views of local development than authorities and their methods do not coincide.

Furthermore, the relationship is aggravated by the lack of trust between the two institutions. The discussion soon shifted to attitude towards SDGs encountered in different countries. The participants agreed that awareness of SDGs is mostly encountered in the circle of development workers, while the general public is not all too familiar with them. In addition, the participants pointed out that in their respective countries there are not yet implementation plans in place for the 2030 Agenda. As Mr. Miles Gualdi pointed out, SDGs are often sacrificed for domestic economic and political goals. Lastly, participants agreed that not enough media exposure contributes to a state of play and that the ideal role of media would be to contribute to raising awareness.

15:45 – 17:00: LADDER Workshop 3:

“Empowering citizens and creating an enabling environment”

The introduction was made by Mr. **Aldo Xhani (ALDA)** who also initiated the discussion of civil space amongst the participants of the workshop and pointed out the ALDA launched a survey on mapping civic space across Europe in 2016, owing to the increased challenges to core democratic values in a number of countries and in order to investigate whether CSO feel their rights are eroded. Key challenges identified in the survey were: deteriorated conditions for registration; freedom of assembly; freedom of expression; the ability and willingness of the State to investigate abuses against the sector; financial resources; civic dialogues; bureaucracy of public sector and others.



Mrs. Joanna Szczecinska (Rural DEAR Project) introduced the topic of the empowerment and facilitation in the implementation of local civic projects-based on the case studies from RURAL DEAR project. Her own project provides an opportunity to give grants to civic society, while the challenge was identified in the encouragement of their participation. In her own experience, a task of that magnitude requires certain preconditions such as: allowing discussion of own needs; use of appropriate language; help to participants to recognize their own needs; approaching targets groups in the own environment; pointing out various sources of financing.

Finally she highlighted that during the call for grants, it is important to prepare presentations in everyday language and be ready to answer questions, run a short practical training in writing applications, help selecting the best project ideas, as well as to help disseminate project results at a national and international level. Following the implementation of the projects, it is instead important to thoroughly explain the financial reporting phase, while also pointing out errors constructively and providing assistance during networking activities.

Mrs. Natalia Sovkopljas (Union of Towns and Cities of Slovakia) shared the experience from Slovakia where she worked on deepening understanding on how to create the space for civil society, how to improve it, what mechanism and stakeholders are needed etc.

Finally, Ms. **Stanka Parac (ALDA)** talked about the civic space in local community. Slovakia is an example for the reforms that began in Serbia. In Serbia, the organizations of civil society are based in capital city and potentially have a branch at the local level. Ms. Parac subsequently shared her experience related to work with mayors, particularly when presenting the network of NGOs. According to her, the real challenge is to make the civic engagement space more predictable, so that the rules are known for each of us, even when the power changes.

Representatives of Local Authorities provided their view on how to increase civic space for youth and women in their respective communities. The answers centered on student and youth council, as well as grant schemes for different categories such as youth. The Municipality of Velje pointed out that the student councils serve to provide feedback to the local government, while the student parliament is an official structure for women. Natalia Sovkopljas pointed out that youth can get engaged in the framework of the city council. In addition, there is also a separate budget for which youth can apply. In Torun, twice annually there is a series of grants for different types of activities (ex: for children, health or sport activities, etc.). In Serbia, there are youth council and youth offices, while a Women’s group exists in the local parliament. CSO representatives shifted the discussion of structures in place to challenges, such as how to

raise awareness amongst youth of civil space, as well as how to create a common platform for LAs and CSOs for different minority groups.

Lastly, Mr. Aldo Xhani concluded the workshop by highlighting the toolkit on good practices that ALDA has collected over the past 2 years. This toolkit could be employed by all the participants in their activities. As a take-home message, Mr. Xhani asserted that CSOs and LAs need to work on both a horizontal level in bringing actors together, as well as on a vertical level, to make sure that good practices are not affected by different policies.

Day 2: 11 May 2017

09:00 – 10:30: LADDER Workshop 4

“Reaching out to citizens: the example of Local Democracy Agencies”

The workshop on “Reaching out to citizens: the example of Local Democracy Agencies” was moderated by **Ms. Stanka Parac (Balkan Regional Coordinator, ALDA)**. **Ms. Lusine Aleksandrian**, LDA Armenia delegate, and **Ms. Nino Khukhua**, delegate of LDA Georgia, presented the experiences of local democracy agencies on how to reach out citizens and how the partnership of different stakeholders can support the process of citizens’ participation.

Ms. Nino Khukhua (LDA Georgia) presented the activities of LDA Georgia and in particular the results of the project “3M-Participate in Governance”. The aim of the project was to support the participatory mechanisms of the local self-government code, introduced recently in Georgian Legislation. She also explained the challenges of the tools and the role of the civil society in the process. As an example of the activities of LDA Georgia she spoke about the successful stories of organization of General assemblies of settlements in the Imerety Region.

Ms. Lusine Aleksandrian(LDA Armenia) presented the activities of LDA Armenia and the good practices of citizen participation in decision-making processes. Following the general picture she focused on a project which was implemented together with the host city Gyumri. The project aimed to conduct public discussions in kindergardens and to prepare child need assessments. After the assessment phase, with the support of LDA Armenia some of the problems of the kindergardnes were solved. **It was also noted that LDA Armenia is testing the methodology of the Kettering Foundation (USA), new partner of ALDA, on how to deliberate in communities.** Lastly, she presented the results of the work in two communities and noted that people in communities still need a lot support and coaching to fully get engaged in decision-making processes.

The debate session saw greater involvement of the audience and stimulating reflection on the topic. As the topic of NGOs role came up, participants provided important insight into the distrust that exists on the local level, as very often the representatives of NGOs are asked why they are working in communities. Oftentimes it is assumed that they are fullfiling their own agenda, rather than the agenda of citizens. The post-soviet past was mentioned as one of the key challenges with regards to citizen participation in the EAP region. The overwhelming belief of the older generations – which dominate the demographic landscape - is that government should solve all problems. It appeared as though this is shared problem in the area, but characteristic of the South East European area too.

11:00 – 12:30: LADDER Workshop 5

“Increasing ownership of SDGs: research findings on development education”

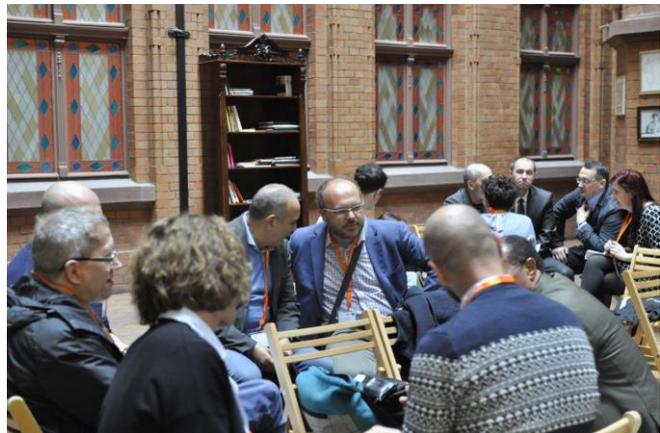
Mr. Dirk BOCKEN (Global Education Network Europe) introduced the informal network of ministries and entities developing global education (civil servants, etc.), whose membership includes 40 agencies and ministries from 25 countries. The network brings together people professionals who share some of the same problems and try to work out solutions. Subsequently, these shared solutions are implemented in their countries. The network is bringing in internal experts and conducts conversations with stakeholders in the countries concerned. It is observing the landscape of global education in the country and providing recommendations, as well as reinforcing the policies on global education. The network also has an innovation programme and its members gather twice a year in roundtable manifestations. At the latest one in Brussels, some of the following impressions on SDGs were shared:

- Need for a long-term reflection and strategy to avoid to lose the energy in promoting the SDGs.
- All-inclusive agenda which would boost reflection for all the stakeholders.
- Communication strategy that offers a richness of tools.
- Developing a language that the average citizens understands and bring to his/her dimension.
- Opportunity for political cohesion.
- Coordinating body: bringing together all the parts of the whole.
- Education policy. Education is a huge opportunity to bring SDGs to school and it has to be made more concrete.

Mrs. Gema Gonzales (AEXCID) introduced AEXCID, an agency for international development cooperation created in 1998 by the government of Extremadura. The agency was created to foster full development, human rights, fight against unemployment, promote international cooperation etc. and reached 2.5 million people (168 projects in 30 countries) last year. The projects conducted in the agency are divided in:

- Education for development
- Humanitarian aid
- Cooperation for development
- Peace-building (Palestine, Cuba).

The strategy of Extremadura agency is to achieve SDGs in the region, working with public bodies and the regional government of Extremadura and the projects seek to achieve sensitization and DEAR to the Spanish citizens. **A publication has been developed to explain to citizens what SDGs are and what they can do in their daily life to pursue them.** According to Eurobarometer statistics, 60% of the population has never heard about SDGs, while 10% know what they are. In addition, AEXCID fosters an alliance with various bodies support the work towards SDGs (i.e Platforma). It also signed a MoU with the main authority in Portugal on development cooperation and with University in Extremadura to create a network and work in a coordinated and more effective manner.



Mrs. Gelly ARONI (Arigatou International) and Mr. Rolf Gollob (Centre IPE at Zurich University of Teacher Education) talked about [an online resource aimed at teaching democracy \(tool for students, teachers, principals, parents\)](#). It was conceived and targeted for the age group until 18. Depending on age, there is a different set of tools available, as well

as translations in 12 languages. The tool has been under conception for 20 years! Although 60% of EU population does not know SDGs, this knowledge is inner competence, unconscious. The idea of the project was born in the Council of Europe and started to be implemented in Bosnia already in 1996 and common ground for it was found in a Human Rights- based education. Over time, the project became more and more international, eventually ending up with 6 volumes for the 47 CoE member states.

Ms. Patricija Viritic (SLOGA) talked in-depth about the national platform for global education in Slovenia, which is an attempt to build a bridge between the label of SDGs and topics that a lot of teachers are already covering (climate change, Human rights, global education, etc.) The project is engaged with a lot of NGOs and ministries and focused on how to present SDGs to regular citizens, how to address media, teachers, etc. **As part of it, a booklet for the teachers was created.** Teachers are already overwhelmed with work and they are not willing to be the ones who teach global education. Consequently, NGOs visit schools and do it instead. As far as research on global education is concerned, financial resources are scarce, and as a solution, links are going to be established in the next few DEAR projects to link with already existing tools and practices instead of creating new ones.

Anne Laure Joedicke (ALDA) presented the [research part of the LADDER project](#), which was the only one no finances were assigned to. The beginning of the project saw the creation of a task force on voluntary basis, whereby 10 organizations joined. The task force created a survey to collect the knowledge about DEAR and SDGs by the participants of the project. The idea was to make a data comparison at the end of the project. The survey also served to collect the opinions of the people about DEAR and the SDGs. Upon analysing the results of the survey, the task force created a glossary with key words about DEAR (because the words were not known, even to the partners!), which can be found online.

11:00 – 12:30: LADDER Workshop 6

***“Reaching out to citizens: local actors in action*”**

The workshop was lead and moderated by Ms Cecile Meijs, a representative from The Hague Academy, partner of LADDER. The Hague Academy has already organised successful trainings for the LADDER Project at its beginning, especially for the EU level trainings.

WELCOME AND INTRODUCTION

1) What is DEAR?

- Development education is an **active learning process**, founded on values of solidarity, equality, inclusion and co-operation.
- It enables people to move from basic **awareness** of international development priorities and sustainable human development, through **understanding** of the causes and effects of global issues, to **personal involvement** and informed action.
- It fosters the **full participation** of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, and human rights based national and international policies.

People feel largely committed to international development, but there is a gap between their stated commitment and their actions. This survey has shown that, overall, attitudes towards development and cooperation are more positive than in 2013. Despite continuing economic uncertainty across the EU, there is strong support for increasing development aid in almost all Member States, even in those where the economic crisis has hit particularly hard, such as Spain and Greece.

2) EC DEAR Programme Objectives

- **Inform EU citizens** about development issues and **foster awareness and understanding** of global development and recognition of interdependence;
- **Mobilise greater public support for action** against poverty and fairer relations between developed and developing countries;
- **Change attitudes** of the European public and provide them with tools to engage critically with global developments and support the emergence of new ideas on development issues.

3) DEAR Methodology

- **Lifelong learning perspective** - not only children and youth, but also adults;
- Different groups require **different types of education**;
- Most effective when **integral part of an existing subject** - e.g. human rights programmes, citizenship education, environmental education.

Can be delivered as an integral part of an existing subject (such as civic or citizenship education, human rights education, social studies, environmental studies, geography or culture), or as an independent subject area. Integrated models appear to be more common. (and effective)

4) Types of actions

Curricular approaches (integration or separate curriculum); Teacher training; Exchange (students, professionals, teachers) – Use of IT); Contests; Certification (Future Friendly School, Milleniumcampagne); Games; Festivals (art, food, music, sports); Coordination/facilitation; Thematic days/weeks/months; Sub-granting...

PRESENTATIONS OF PROJECTS FROM 3 LADDER's PARTNERS

1. UTCS – Ms Martina Paulikova

Ms Martina Paulikova presented two projects implemented in Slovakia with the experts' and organisational support of the **Union of Towns and Cities of Slovakia** and funded by the Regranting Scheme Action of the LADDER Project.

The first one "**We work locally, we think globally**" was held in Zvolen by the [Slatinka](#) NGO, it focused on the global development goal "Sustainable cities and communities" (SDG11). The activities aim at fostering a partnership between local government, NGO's and academic institutions operating in Zvolen to achieve together the SDGs. The main partners were the Municipality of Zvolen, the Technical University of Zvolen (Faculty of ecology and environmental studies), The Slovak Library of Forestry and Wood Sciences at the Technical University in Zvolen and University Mateja Bela in Banska Bystrica. In the activities were included other 7 NGOs and CSOs.

The target groups of the project were: **Local government** - City elected MEPs, members of an expert committee, civil servants of the Municipal Office in Zvolen; **Inhabitants of Zvolen**: the project was reached out to citizens of different age, social and educational groups; **University students** who were involved into the preparation and implementation of the community need survey.

The main outputs of the project were revealed in the process of awareness raising about SDGs and DEAR which targeted the LAs, the key stakeholders and the local communities of the city of Zvolen. Special survey's data were collected and they are now used for local government's decision-making with the objective to reach "Sustainable city and communities" goal in Zvolen. The Special survey of the needs and opinions of the Zvolen's inhabitants was prepared and realised in cooperation with the universities and with independent experts. Its results were presented on individual meetings with members of local government and published as a brochure. To raise awareness about DEAR concept and its tools and benefits for local government and civil society NGO Slatinka prepare 4 public events and 1 training on global education (DEAR) for local authorities, city council committee members, as well as for leaders of local NGOs and active citizens.

Sustainability and benefits to municipality of Zvolen town: The most significant achievement of the project is the creation of the strong interconnections and of the sustainable model of mutual cooperation between partners especially with focus on solving environmental problems in Zvolen with the support of the Faculty of Environment at the University in Zvolen. A plan for the continuation of joint activities at the end of the project was also created. Links between universities, NGOs and government in the topic of global education and DEAR are very important. DEAR cannot stay only at the level of basic schools and universities as it is now Slovakia. Project "**We work locally, we think globally**" that was realised in Zvolen can be a positive example for other cities, towns and local communities in Slovakia because it creates the model of cooperation between deferent stakeholders with focus on the SDGs implementation.

The second project presented was "**Zvolen separates waste**" led by the [Centre for Sustainable Alternatives](#) and implemented also in Zvolen. The main objective of the project was to raise awareness and active participation of citizens in solving global problem of waste management. The waste is a significant problem of nowadays, but if treated correctly, it can be a useful raw material. The project aims at creating a functional system for waste separation. Particularly, it achieved at informing as many people as possible about how to separate waste in the town and how waste can become raw material that can be used again.

Final beneficiaries of project were citizens of Zvolen town and employees of Zvolen's Town Hall.

Main activities:

- Establishment and launch of the waste separate collection at the Zvolen's Town Hall – as a model for the others (institutions, citizens, ...) – 40 indoor waste bins for waste separation (for paper, plastic, glass, metals and composites, bio-waste - 8 for each kind of waste) were installed at the Zvolen's Town Hall. The Zvolen Town Hall is an institution that is daily visited by many citizens and thus it can serve as an example of modern waste treatment. The employees were trained to use the system and maintenance workers were determined (scrubs' women), plus, and informative board was installed at the Town Hall, too.
- Motivational leaflet focused on waste prevention and sorting with global causality was distributed into each household in Zvolen
- Public hearing of waste management strategy of Zvolen was realised at the community level with public deputies from relevant parts of the town: Podborová, Sekier, Západ.

Sustainability and benefits to municipality of Zvolen town and Zvolen's inhabitants: The most significant achievement of the project was the launch of the waste separate collection system at the Zvolen's Town Hall and raising awareness of people in the area of waste collection, separation and recycling. The employees of the Town Hall were trained directly and we noticed their interest and enthusiasm. The information leaflet on waste separation and collection was addressed thousands of Zvolen citizens and explained them why waste is a problem in "**global context**" and how it can be turned into a valuable raw material at **local level**.

2. NAMBR – Ms Yulia Ivanova

Project 1: ORBIT – Education for Development – for Future, Growth, Tolerance and Activity.

This project aims at curbing the problem of use and abuse of drugs by developing and implementing preventive education program and implement the DEAR concept. Related to achieving the objective and purpose № 3 № 4 of the set by UN AIMS for Sustainable Development. How the project involves citizens? Conducting a representative survey on the reason for the use and abuse of drugs; It will be conducted among students in grades 8-12; Forming a multidisciplinary team to develop a model of preventive educational program for drug prevention; Conducting trainings for the implementation of the program of volunteers, schools and teachers; Implementation of the program in school; Evaluation.



Expected quantitative results: created network of experts and attracting new young volunteers -- Expected qualitative results: increased awareness on the issue “drugs and addictions” and changed attitudes of the public regarding drug use and increased tolerance toward dependents.

Project 2: Youth Eco Forum for Sustainable Development. This project aims at raising awareness of the inhabitants of the municipality on sustainable development, environmental challenges. This project will contribute to increase the involvement of the local community sustainable development by cooperation between local authorities and the Youth Eco Forum. How the project involves citizens? Creation of a local Youth Eco Forum; Training sessions about the development of local capacity in activities and information to the community and monitoring of municipal plans and programs on environmental questions; Working sessions with the municipal council; Adoption of plan program for integrated environmental education in preschools, school, secondary schools in the municipality. Expected results: exchange of experience and exploring best practices for working with civil society structures and young people.

3. Birgu Municipality – M John Boxall, the Mayor of Birgu

Birgu, a small and old fortified city on the south side of the Grand Harbour in the South Eastern Region of Malta was represented in Torun by its Mayor, Mr John Boxall. The Mayor of Birgu municipality, mainly presented his 23 years old experience as a mayor of the city that he loves and what improvements did he made in development education and awareness raising, especially by reaching youth and promoting educational actions for raising awareness about Sustainable Development Goals ‘SDGs.

He speaks a lot about culture and history, especially historical facts related to his city, and about the historical parallel that he has made with many other cities of the Mediterranean coast which he decided to contact and promote his small city and promote the way that Birgu municipality works towards Development Education improvement.

GROUP WORK

The room was split into two working groups, in each group a person was assigned to present the results of the groupwork in the plenary session. The discussions were based on participants experiences of different types of educational actions, and the participants had to explain what worked, what has not worked and explain why. At the end of the discussion, they wrote down the most important do’s and don’ts as well as lessons they had learned.

PLENARY WRAP UP OF LESSONS LEARNED

Group 1: The participants mostly talked about the fact that reaching out citizens on the DEAR objectives was very difficult when they are not aware about their global impact. The principal challenge is then broadening the Public perception of “Global”. The group discussed about possible solutions: using the social medias for the youngest target group, and involve Local Authorities, who will facilitate the participation of tv, radio, and local/national newspaper, which will reach a wider target group as adults or seniors. Concrete action which could be effective is going directly to the streets or organizing many DEAR related events.

A concrete idea was proposed by a Danish journalist present at the workshop. The “LifeStraw” a recent invention which is a straw that filters every single bacteria present in wastewater. The topic of climate change and access to clear water could be addressed via this invention directly in the streets by presenting a bowl of unclear water to the passers-by, asking them if they would like to drink some of this dirty water? The answer should be “no”, then the LifeStraw could be presented to them and topics of DEAR could be presented. The LifeStraw is a patented invention, which is already present on the market for about 25€.

Group 2: The participants mostly talked about different ways to promote Development education amongst youth. Reaching children is important, and actions like cleaning of the city with children, teaching in schools about recycling, create school gardens which will permit children growing their own vegetables and then teach them their value, etc. could be a good way to address the theme of development education among youth. The school system is very important in DEAR, that's why cooperation between CSOs and schools is highly recommended. It could be also useful to create a community mapping to facilitate this cooperation

Day 3: 12 May 2017

12:15 – 13:30 - Closing Ceremony

Mr Oriano Ortocan (ALDA) opened the closing ceremony pointing out some successful examples of DEAR methodologies and tools. He also highlighted some challenges that the LADDER project and other DEAR projects are confronted with. Involving busy people especially with regards to advocacy and campaigning is something more work will need to be done on in the future. In Mr. Ortocan's opinion it is also crucial to avoid jargon, so as to explain the SDGs to the public properly. Lastly, it is imperative to not engulf ourselves into our own limited project mindset, but get out, talk to others that have similar project going on, and learn from past mistakes.



Mr. Leszek Świątalski (Secretary General of URC RP) thanks ALDA and the Region Kujawsko Promorskie for their hospitality and for offering the opportunity to the participants to take part & share reflection within the framework of the Tool Fair. He then empathized the importance of fostering development education and creating raising awareness in local communities. He followed his speech focusing on the concept of democracy and on the importance of it especially nowadays. He highlighted the importance of listening to each other, making decisions and solutions together. He explained that

his organization is trying to answer numerous questions on how to build social societies, how to share responsibility, and how to connect different interest of various groups and how to balance cultural, environmental and structural needs. The key lies in the rural areas and communes. In terms of rural areas, there is a big difference between rural communities and city communities. The aim of their activity is to focus on social participation and encourage other societies and communities to be involved in their actions.

Mr Mger Kuiumchyan (Deputy head of Dnipropetrovsk Regional Council) expressed his appreciation for efforts of ALDA to work with the region in hard times. It is one of the largest regions in Ukraine, located at the heart of events. He pointed out the good work that the LDA is doing within the region since 2015.

Mr. Dirk Bocken (Global Education Network) stressed that he sees a lot of opportunities for different networks that are taking part to establish more rooted networks and expand their scope of participation; the Global Education Network is naturally looking forward to possible synergies. The challenge lies in finding new formulas from the educational field, which also requires a re-shift of minds. New formulas are needed and new answers for development education. Lastly, Mr Bocken made an analogy to Nikola Kopernikus, and asserted that much like in the spirit of the world citizen and change maker, we should take a holistic approach to thinking and go beyond comfort zones.

*** End of the event ***