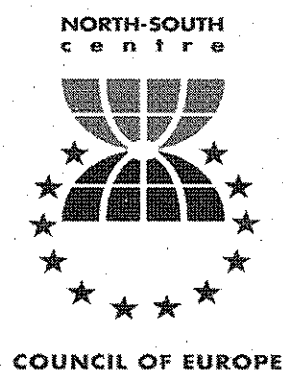
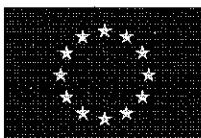


# WORLD AWARE EDUCATION AWARDS



**Recognising excellence in partnership, networking and coordination  
for increased and improved global education**

with the Support of the European Commission  
through the Joint Management Agreement signed between the EC and the NSC



## APPLICATION FORM

### 1. NAME OF THE PROJECT

"Awareness for Fairness: Joint Action of Public Administration and NGOs for the Advancement of Global Education in Europe"

### 2. BRIEF SUMMARY DESCRIPTION

Our project "Awareness for Fairness" is an international cooperation action of administrations and NGOs aimed to heighten the level of institutionalisation and quality of global education in the EU, with particular regard to the issues of Fair Trade and decent work, human rights and the social dimension of globalisation, as well as MDGs 1, 7, and 8.

"Awareness for Fairness" contributes to an increased public awareness and understanding of development issues – in particular Fair Trade and decent work – and to higher recognition of the importance of global education. The **objective** is to foster the anchoring of development issues in education processes and systems across the EU – in particular in terms of sustainable integration of global education in frameworks, curricula, school culture and learning practice (making global education a regular horizontal task) and in terms of quality in global education (providing a high-level material base, competence development of educators and multipliers, tailor-made and effective approaches to be applied for different target groups and settings in the learning process).

"Awareness for Fairness" brings together the three **key groups** essential for sustainable mobilisation of greater support to advance the institutionalisation of global education across EU:

- The learners (children, teenagers and adults) who participate in global education programmes: They are the final recipients of global education programmes – the goal is to influence and change their behaviour and thus initiate awareness-raising processes for a larger number of people;
- Teaching staff / multipliers: school and adult teachers, NGO-trainers and multipliers, school partnership representatives, and neighbourhood actors as those who work with the learners;
- Policy-makers: decision-makers at communal and region levels who are responsible for the institutional framework, incl. representatives of administration and its subordinate agencies such as teacher training centres, school management, but also civil society lobbyists. The participation of decision-makers is decisive for successful anchoring of global education – being the focus of our project approach.

Sustainable changes on global education issues require support from institutional structures and civil society. Thus, the project addresses a wider group of stakeholders across the EU.

The project employs an **integrated approach** linking competence development, improvement of material base and teaching quality with anchoring the issue in curricula and learning practice and cooperation promotion. We seek to motivate and empower our actors, and foster multi-country and multi-actor dialogue and cooperation (administration–NGOs–schools).

A multi-faced set of actions, structured into **4 components**, was developed:

- (1) Institution building: Set-up of multi-stakeholder networks involving developing countries' actors; awareness-raising with policy-makers to implement development issues in curricula and to anchor the topic in local community policies; develop guidelines for community action and for school development processes; consult education managers (school directors) on the issue; intervene for the set-up of agreements between NGOs, schools and administration; formulate policy recommendations for local, national and EU level reg. institutionalisation strengthening of global education and initiate their implementation.
- (2) Capacity building: Collect, evaluate and improve materials & tools for global learning, adapt them to settings and target group needs (acc. to quality standards, both for classroom and out-of school), publish brochures; develop and provide e-learning courses; develop and publish global education catalogues; train teachers/educators on global learning issues, train NGO actors and multipliers,

install a web-based exchange platform (for multipliers) and advise teachers and actors to make use of the methods, tools and teaching aids, working on improving quality of the teaching process.

- (3) Implementation: Execute global education events – target-group oriented (for children, youth, adults), setting-oriented (classroom, project work, fairs, etc.) and using capacities and materials provided through the project, support school initiatives (f.i Fair Trade School initiation), advise and promote school partnerships, school firms, Global Advocate initiatives, future workshops etc. in view of sustainability, evaluate implementation, assess improvements and formulate conclusions for global education improvement, to be fed back to the actors.
- (4) Dissemination: Awareness-raising campaigns, workshops and presentations to inform and motivate the stakeholders, support transfer, work with media (press releases, media partnerships), publications in different settings, web-site.

The activities are closely interrelated – institution building provides the necessary framework, capacity building is prerequisite for successful implementation, lessons learned from implementation are fed back to improve institution and capacity building. Working with the public supports these aspects to make global education more visible and accepted.

The effectiveness of the activities is ensured through the integrated approach, closely linking the different types of stakeholders and ensuring involvement of decision-makers. The approach builds upon good practice, the set-up of required infrastructure, qualification of key persons, creation of conditions to actively involve users, focus on sustainable solutions and institutional strategies. Effective and tailor-made means for disseminating support positive public meaning.

"Awareness for Fairness" will provide the following **results**:

- (1) Increased level of institutionalisation; development issues are better anchored in curricula and school culture, policy support is documented in agreements between administration, NGOs and schools, multi-stakeholder networks connect school with civil society and policy-makers, transnational cooperation is fostered.
- (2) Motivation, professional & methodical competence of actors in global education is strengthened and the scope, quality and target-group orientation of the material base are substantially improved.
- (3) The attractiveness, quality and impact of global education practice are improved – with a substantial increase in the number of learners and a raised understanding for coherence and empowerment. The teachers/educators trained by the project use improved material and methods to execute high-quality events for their target groups.
- (4) Public interest and awareness of media in global education is strengthened.

The **deliverables** of the project include a set of policy papers for different stakeholders (conclusions and recommendations for different actors levels of how to better anchor global education in the school structure and learning processes, strategic guidelines "Fair school", "Fair Church", "Fair Town"), Tool & Material sets (brochures, e-learning courses, interactive powerpoint/video, catalogues and training guides), global education portal and multipliers' exchange platform, training offers for teachers and NGO-actors, and learning opportunities for children and youth as well as for the community level (classroom training, out of school events, school initiatives, exhibitions; neighbourhood events etc).

### 3. WHAT IS THE NORTH-SOUTH/ GLOBAL DIMENSION OF YOUR PROJECT?

The project addresses awareness raising regarding development issues across the EU – in particular globalisation effects and the impact of daily behaviour of citizens in developed countries on living conditions in developing countries. We refer to the "European Consensus on Development: The Contribution of Development Education and Awareness Raising" (2007), which recommends that local authorities in EU "(...) establish and support structured and ongoing processes to develop long-term perspectives (...) that promote Development Education and Awareness Raising (...)" (§50); "(...) provide policy, financial and organisational support for the integration (...)" (§51); "(...) establish partnerships and genuine collaboration with practitioners and decision makers in formal and informal education systems and in the media (...)" (§55). Furthermore, national policy documents (such as the

"German Orientation Frame on Global Development", adopted in 2007 by the BMZ (Federal Ministry of Economic Cooperation and Development) and the KMK (Standing Conference of the Ministers of Education and Cultural Affairs, Germany) will guide our approach to global education.

Our project focuses on the relation of **Fair Trade** to the **social dimension of globalisation**. Global trade faces many challenges, incl. the failure of the last three DOHA rounds. Bilateral agreements such as EPA force African countries into trade liberalisation. In many commodity-exporting countries, the GNP depends on fair prices for 1-2 commodities. A similar picture can be drawn for labour and social standards. Even though many countries have ratified ILO core labour standards, working conditions in factories, mines and farms worldwide show another reality. Fair Trade can be one answer to these disparities – as it guarantees a set wage as well as securing working conditions (see definition of the European Fair Trade Association, 2006). The challenge is to convince people that fairer relations are absolutely essential for sustainable development in a global world and that inequalities cause major risks for both the developed and the developing countries (despite any short term advantages of ruthless exploitation of resources in the latter). Better understanding of global dependencies lead to greater acceptance of individual responsibility and support changes in attitudes. Here, our project "Awareness for Fairness" provides impulses to mobilise public support for such a shift.

Our action brings together policy-makers, multipliers and learners – as the prerequisite for sustainable mobilisation of greater support to the development goals. Awareness-raising work with policy-makers (to strengthen the institutional framework for global education) and media (to increase visibility) is combined with global education work (incl. improvement of quality of materials & tools, capacity building for NGOs and teachers who execute global education and implementing adapted approaches in training events for children, youth and adults).

#### 4. PARTNER ORGANISATIONS

The project is executed in a **partnership** comprising actors from four countries (Germany, Austria, Czech Republic and United Kingdom).

##### a) LEAD PARTNER

Name: **Landesstelle für Entwicklungszusammenarbeit / LEZ** (State Office for Development Cooperation)

Contact: LEZ, Desiree Hagen, Desiree.Hagen@senwtf.berlin.de, Martin-Luther-Str. 105, 10820 Berlin, Germany

Type of Organisation: Local administration

##### b) PARTNERS

Name: **Entwicklungspolitisches Bildungs- und Informationszentrum e.V. / EPIZ**

Contact: Mary Prinzler, prinzler@epiz-berlin.de, Schillerstraße 59, 10627 Berlin, Germany

Type of Organisation: NGO

Name: **Kontaktstelle für Umwelt und Entwicklung e.V. / KATE**

Contact: Kerstin Wippel, wippel@kateberlin.de, Greifswalder Str. 4, 10405 Berlin, Germany

Type of Organisation: NGO

Name: **Gesellschaft für solidarische Entwicklungszusammenarbeit e.V. / GSE**

Contact: Adina Hammoud, gse.berlin@gmx.de, Krossener Str. 20, 10245 Berlin, Germany

Type of Organisation: NGO

Name: **Welthaus der Diözese Linz / Welthaus Linz**

Contact: Julia Pichler, julia.pichler@welthaus.at, Kapuzinerstraße 84, 4021 Linz, Austria

Type of Organisation: NGO

Name: **Ekumenicka Akademie Praha (Ecumenical Academy Prague)**

Contact: Jiri Silny, ekumakad@ekumakad.cz, Na Micankach 1, 101 00 Praha 10, Czech Rep  
Type of Organisation: NGO

Name: **Leeds Development Education Centre / Leeds DEC**

Contact: Adam Ranson, Adam@leedsdec.org.uk, Roundhay Road Resource Centre, 233-237  
Roundhay Road, LS8 4HS Leeds, UK  
Type of Organisation: NGO

Name: **BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH (BGZ Berlin International Cooperation Agency)**

Contact: Ines Klemm, klemm@bgz-berlin.de, Augsburg Str. 33, 10789 Berlin, Germany  
Type of Organisation: non-profit

## 5. PLEASE OUTLINE BRIEFLY THE FOLLOWING ELEMENTS OF THE PROJECT<sup>1</sup>:

### a) overall aims

The overall objective of our project "Awareness for Fairness" is to contribute to an increased public awareness and understanding of development issues – in particular Fair Trade and decent work, human rights, the social dimension of globalisation as well as the MDGs 1, 7 and 8 (incl. changes in consumer behaviour) and to contribute to a higher recognition of the importance of global education.

### b) specific objectives

The **specific objective** of our action is to foster the anchoring of development issues in education processes and systems across the EU – in particular in terms of sustainable integration of global education in processes and structures (curricula, school culture, frameworks) and in terms of quality of global education (actors' competences, tools & material basis, approaches and methods).

**Institution Building for global education** comprises the improvement in the integration of global education in sustainable structures and the establishment of global education as an ongoing process in the relevant settings, with strong support provided by decision-makers (administration, education institutions, civil society). That includes

- aligning global education with strategic guidelines of development policy and attaining sustainable integration of development issues in curricula and frameworks;
- displaying the issue in plans and policies of the stakeholder institutions, in school development processes and school culture;
- interlinking individual global education initiatives and joining forces for lobbying the issue, increasing the degree of networking among the actors and fostering cooperation by establishing transparent and sustainable networks (NGOs – public administration - schools/ educational institutions, but also at the local – regional – national – trans-national levels); and
- fostering the dissemination / transfer of good practice (target groups, settings, stakeholders, regions, countries).

**Quality Improvement for global education** comprises the improvement of the access of actors to a comprehensive and high-level tools and materials basis and the increase in competences of teachers and multipliers who work with the learners on development issues. This includes:

- establishing quality standards for global education tools and materials, as well as for methods and activities; applying proven quality standards, actuality, appropriate learning settings and target-group orientation of the material provided;
- ensuring an easy access to resources (learning and teaching tools & materials);
- using consolidated motivation and empowerment of teachers and multipliers, competence development – soft skills, didactics, subject-related expertise (through training and consulting);

<sup>1</sup>Please feel free to use existing documentation in response to Part 5 of the application form.

- applying attractive and effective approaches and methods for global education – adapted to different target groups and settings. The approaches shall be designed to awaken the interest of learners, establish a sense of individual responsibility and motivate them to engage with the issue (i.e. leading to changes in consumer behaviour).

### c) outcomes

The expected outcomes comprise that:

- (1) The **level of institutionalisation is increased** (development issues are anchored in several curricula and school culture, policy support is documented in agreements between administration, NGOs and schools – following the example of the Berlin Agreement on NGO-school cooperation of the LEZ and the Senate of Education, issues addressed in global education at local level are closely linked to EU and UN development policy priorities, guiding principles for global education are agreed upon), **multi-stakeholder networks** connect school with civil society and policy-makers, trans-national cooperation is fostered.
- (2) Motivation, professional and methodical **competence of actors** in global education are strengthened and the **scope, quality and target-group orientation of the material base** on the topic areas used by these actors are substantially improved (teaching materials, didactic guidelines etc. – both for classroom and self-learning – are enlarged and adapted using good practice and innovation).
- (3) The **attractiveness, quality and impact of global education practice** are improved – with a substantial increase in the number of learners and a raised understanding for coherence and empowerment (global citizenship). The teachers/educators trained by the project use improved material to execute events for their target groups. The education process also supports individual initiative and changes in behaviour).
- (4) **Public interest and awareness of media** in global education is strengthened.

We will deliver:

- (1) multi-stakeholder networks with an increased number of multipliers in the four cities/regions Berlin, Linz, Leeds and Prague (incl. 3 regional stakeholder workshops and a stakeholder conference in each city, as well as transnational workshops and conference); Strategic guidelines "Fair Town", "Fair Church", "Fair School" and "Global Advocates"; Conclusions and Recommendations with regard to sustainable anchoring and effectiveness of global education for different stakeholder groups (political decision-makers, school management, civil society actors etc.) at local, regional and national level as well as a joint policy paper for transfer across EU (integrating all the conclusions and recommendations from all project components & partners (*app 2.500 policy-makers / actors addressed*)).
- (2) Training material: Sets of Tools and Materials for global education events at primary, secondary and VET-level (incl. documented quality criteria, methods and didactic guidelines) – with focus on Fair Trade and decent work; E-learning courses and printed brochures with teaching material on topics of Fair Trade and decent work, PowerPoints / video / film as visual aid and learning tool, as well as user guide for multipliers for global education;  
A web-based Global Learning Portal with information, materials, contacts (as pilot with offers for Berlin region, in German) and web-based exchange platform for multipliers;  
A variety of teacher trainings and seminars for multipliers in all four countries (*app. 50 events planned*), plus international multipliers workshops with partners from developing countries (*app 5.000 teachers, NGO-actors and multipliers addressed; among them app. 1.000 directly trained/consulted, plus app 10.000 learners / pupils addressed as users of material and courses*)
- (3) A variety of learning events for children and youth, including classroom trainings, workshops, project days and project fairs (*app. 150 events*); plus community and neighbourhood events addressing children and their families;  
School initiatives: Fair Trade Schools Awards (planned for 50 schools); a mobile exhibition "Active Global Advocates", school enterprises (5 schools) and school partnerships (9 schools), a.o. (*app 1500 school managers, teachers and multipliers and app 20.000 learners addressed*)
- (4) Information and awareness raising material, such as project info sheet & presentations, promotion leaflets, articles in newspapers and magazines a.o., plus a project website.

**d) duration of the project**

February 2010 – January 2013 (36 months)

**e) participation of the target group(s)**

"Awareness for Fairness" brings together policy decision-makers, multipliers and learners in for countries – as the pre-requisite for awareness-raising and support for global education and sustainable mobilisation of greater support to the development goals. The main direct target groups are:

- (a) The learners as the final recipients of global education programmes
- (b) Teaching staff / multipliers: as those who execute global education activities
- (c) Policy-makers (decision-makers at communal and region levels)

- in the design of the project

(a) **The learners:** Feedbacks from prior work with learners was taken as the basis for identifying the needs and setting up the programme for the learners.

(b) **Teaching staff / multipliers:** Teachers and NGO-actors were involved in the discussion process regarding the millennium development goals and the needs for improvement of global education (in particular in terms of quality and institutional anchoring)

(c) **Policy-makers** (decision-makers at communal and region levels): Their commitment is the basis for sustainable mobilisation of greater support for the development goals. Policy-maker levels were involved as partners and supporters for project creation, advising reg. policy development, administrative framework, and conditions for mainstreaming of global education in school curricula and school processes.

- in the implementation of the project

(a) **The learners:** For the project lifetime, pilot actions are implemented for school pupils (primary, secondary and VET), and neighbourhood populations. The learners participate in global education programmes and implement initiatives on Fair Trade issues in school and extracurricular settings. Their feedbacks are the basis for conclusions regarding the impact and effectiveness of programmes / learning offers.

(b) **Teaching staff / multipliers:** They are actively involved in the testing and implementation of good practice and new tools for global education and the integration of development issues in curricula and school culture. To be better prepared for dealing with global education, they run a set of competence development programmes. Further, the multipliers platform invites all actors to take part, discuss issues, learn from each other, increase exchange and cooperation links.

(c) **Policy-makers** (decision-makers at local and regional levels): Policy makers are involved in all stages of the project. They are invited to play an active role in global education events, are actively included in the exchange of information and provide key expertise on strategy development and the formation and implementation of global education policy. Workshops for local networks facilitate the formulations of conclusions and strategies for sustainable policy changes. The policy makers play a key role in linking school actors with NGOs by emphasizing cooperation agreements, disseminating information, making recommendations and lending credibility to the NGO actors in the educational system.

**f) strategies for integrating learning from the project into the educational system (formal and non-formal)**

**Anchoring of development issues in education processes and systems across the EU** is the main objective of our project. Thus, the strategy focuses on:

- **institutionalisation support:** sustainable integration of global education in structures and processes – in curricula, school culture and frameworks – and establishing it as an ongoing process)

and on

- **improvement of the quality** (incl. high-level material base, competence development of educators and multipliers and tailor-made and effective approaches/methods to be applied for different target groups and settings).

With its focus on institutional anchoring, the project "Awareness for Fairness" is strongly geared towards sustainability. The strategy is to foster:

#### **Policy development**

- Framework agreements between the public administration and NGOs are developed to guide the institutional anchoring of global education.
- Curricula are fostered to integrate development issues. School administration and school management is advised and supported to improve and apply curricula that integrate development issues.
- Agreements are made with schools, and global education is a part of the formal agenda at key decision-maker level.

#### **Institutional anchoring**

- Larger, active and diverse networks are established, involving teachers' working groups. Stakeholders (schools, NGOs and communities representing developing countries) regularly meet for exchange and lobbying. Cooperation agreements (incl. those at transnational level) support this process.
- Tools & Materials (based on quality criteria and including learning modules, methods & didactic guidelines etc) are widely available. The T&M fulfil quality standards and are easy to be combined and adapted to different settings – both for the use by teachers/multipliers and by learners; they are freely accessible for all actors (in print form or online, such as via Global education portal or E-learning centre).
- Teachers, educators and multipliers are consulted and trained in the use the tools on a continual and systematic basis. The staffs trained by the project act as multipliers in learning environments of schools, communities, neighbourhoods etc. and support transfer and dissemination. NGO-trainers are regularly requested to execute events. Representatives of developing countries are actively involved.
- Informed and empowered target groups (children, teenagers, adults) provide additional support to application and dissemination.
- For long-term impact, role models support the process. When a larger group of young people are more aware of the issues and are frequently confronted with the topic in the learning process, they will pay greater attention to them in their daily life and take these aspects into consideration while planning their own consuming or acting etc. At the same time, they take over role models' behaviour and thus influence their peers.

#### **Financial sustainability**

- Online resources (Tools and materials / Global education portal, E-learning platform) are available, the maintenance may be done with minimised costs.
- Follow-up costs are intended to receive reliable financial support from administrations. In addition, funding sources of partners will be used (donations by development foundations, churches, and support associations), f.i. for further teacher training.
- School teachers act in their function as state employees (their finances are covered). They may be supported by volunteers from NGOs and community representatives. The actors are aware to plan fundraising (to cover additional costs for actions) – relying on an improved awareness for the issue at wider stakeholder groups (civil society and economic sector).

#### **g) evaluation mechanisms (internal and/or external)**

"Awareness for Fairness" integrates evaluation into all global education activities and outputs throughout the project. The project is targeted on institutional anchoring; all activities are used to evaluate approaches and methods towards its effectiveness and level of integration in processes and structures.

Over the project lifetime, permanent internal monitoring and evaluation is accomplished for each of the activities and outputs, following a jointly agreed monitoring and evaluation procedure. This will be done by the partnership itself (guided by the quality assurance expert/monitoring coordinator). It is based on feedbacks (from the learners, from the participants of multipliers' & trainers' trainings, from the network actors and stakeholders participating in events, as well as from the recipients of reports and conclusion papers) and on the conclusions made by the project experts during their internal evaluation. The evaluation is planned into the activities at the level of each individual event (feedback rounds with pupils, questionnaires etc), summed up in evaluations reg. the different global education methods (classroom training, out-of-school events) f.i. in form of evaluation workshops for school partnerships and Fair school networks (providing suggestions for improvement in terms of attractiveness and impact). On that basis, generalized evaluations at the level of the results are made.

All the conclusions will be jointly discussed in the partnership (during regular workshops), taken as basis for the adaptation of the next steps and brought together in joint recommendations and strategies at the approach level for the implementation of global education, to be disseminated and transferred to a wider user group.

Towards its completion, an external evaluation will be added, focused on effectiveness, impacts and sustainability aspects in a larger context of institutional anchoring. Follow-up is done on institutional and output level. Good practice & recommendations are disseminated to wider user groups. We intend to provide consulting support to further actors. The network will continue to work on the issue.

#### **h) budget – details of financial sources and summary of income and expenditure**

The project is jointly funded from the sources of the European Commission (EuropeAid) and from local sources in Germany, Austria, UK and Czech Republic. In particular, co-funding comes from the partners themselves and from local administrations.

The total budget comprises app. 1.25 million EUR. (details regarding the budget are attached).

### **6. DESCRIBE HOW NETWORKING, PARTNERSHIP OR CO-ORDINATION WORKS IN THE PROJECT TO ENHANCE EFFECTIVENESS**

"Awareness for Fairness" interlinks public authorities and NGOs representing the educational and the development sector as partners with mutual interests. We build a strong partnership of key organisations with excellent practical expertise in global education. The combination generates the force necessary for institutional strengthening and capacity building to advance the quality and anchoring of global education.

The partners involved in the proposal are key players in the field of global education. Our project "Awareness for Fairness" provides support in making substantial progress in the institutionalisation of global education in administrative policy, enhancing the quality of learning processes and the mainstreaming of development issues, acting as catalyst to enhance the degree of institutionalisation and make it a good practice to be used across the EU.

All partners jointly work on networking, awareness-raising and the integration of approaches both at the process level (global education practice) and at the structural level (curricula, school culture, frameworks).

We duly integrate actors from developing countries as associates complete the partnership – among them: ADM - Asociación para el Desarrollo Municipal; department of Boaco (Nicaragua); MAVUNO PROJECT, Karagwe (Tanzania); CICAPE - Centre d'Information, de Communication, d'Animation, de Formation et d'Education (Madagascar); ADEMUZA - Asociación para el Desarrollo Municipal "Zunca-Aguijuyo" (El Salvador); C.E.M. Ahoune Sané, Bignona (Sénégal); NOMORA - No More Rape (Cameroon); COMPA - Comunidad de productores en artes, El Alto (Bolivia) – reached through our NGO-partners, and the city-partnerships of Berlin (Buenos Aires, Jakarta, Mexico-City, Windhoek). These partnerships are built due to long term cooperation and familiarity with global education issues. Our associates provide first-hand information on social, ecological and political effects of trade structures in the developing countries and impacts of Fair Trade policies. Their representatives act as consultants and multipliers for the entire project lifetime and beyond.

For coordination purposes, we have installed a continuous communication process integrating the whole partnership (documented in a communication plan). All partners take over an active role here. An effective and efficient communication is installed, combining:

- direct bilateral communication
- regular virtual group meetings (via skype), completed by a set of transnational workshops (to be executed in the four participating cities)
- a web-based exchange platform with discussion boards (for the project partnership), accompanied by a discussion platform for multipliers
- a regular reporting scheme, making the documented outputs open to all partners
- working groups for conclusion and recommendation development
- communication with external experts for getting advice and support.

### **7. WHAT IS THE MOST IMPORTANT LEARNING DIMENSION OF THE PROJECT THAT COULD BE USEFUL IN OTHER COUNTRIES?**

As a transnational project, focus is given to solutions that may be used as good practice across Europe. Advice regarding adaptation to target groups and settings is available.

The conclusions and recommendations drafted are twofold – on one hand specific to the needs of the regions where our project takes place, on the other hand targeted towards European level, exchange and transfer to other countries across EU (in a spirit of understanding, mutual learning, cooperation and partnership).

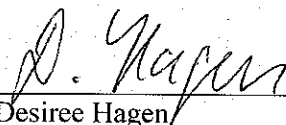
In this respect, all deliverables are made available to be taken as good practice. The materials are accompanied by guidelines to assist further users to implement it in their own processes and settings.

We recommend to pay particular attention to

- Recommendations at the policy makers level regarding institutional anchoring of global education in framework regulations, curricula, systems and processes
- Recommendations regarding fostering cooperation between administrations, schools and NGOs
- Guidelines on "Fair town", "Fair school" and "Fair church"
- Sets of materials (printed brochures, Tool & Materials boxes, brochures, e-learning courses, catalogues, videos / power points, exhibitions a.o.)
- Results of discussions regarding quality criteria for learning material and conclusions regarding framework conditions, target group orientation and impact level of the different methods regarding global education evaluated during this project.

Signature of the responsible applicant

Date and place

  
 \_\_\_\_\_  
 Desiree Hagen

Landesstelle für Entwicklungszusammenarbeit

