

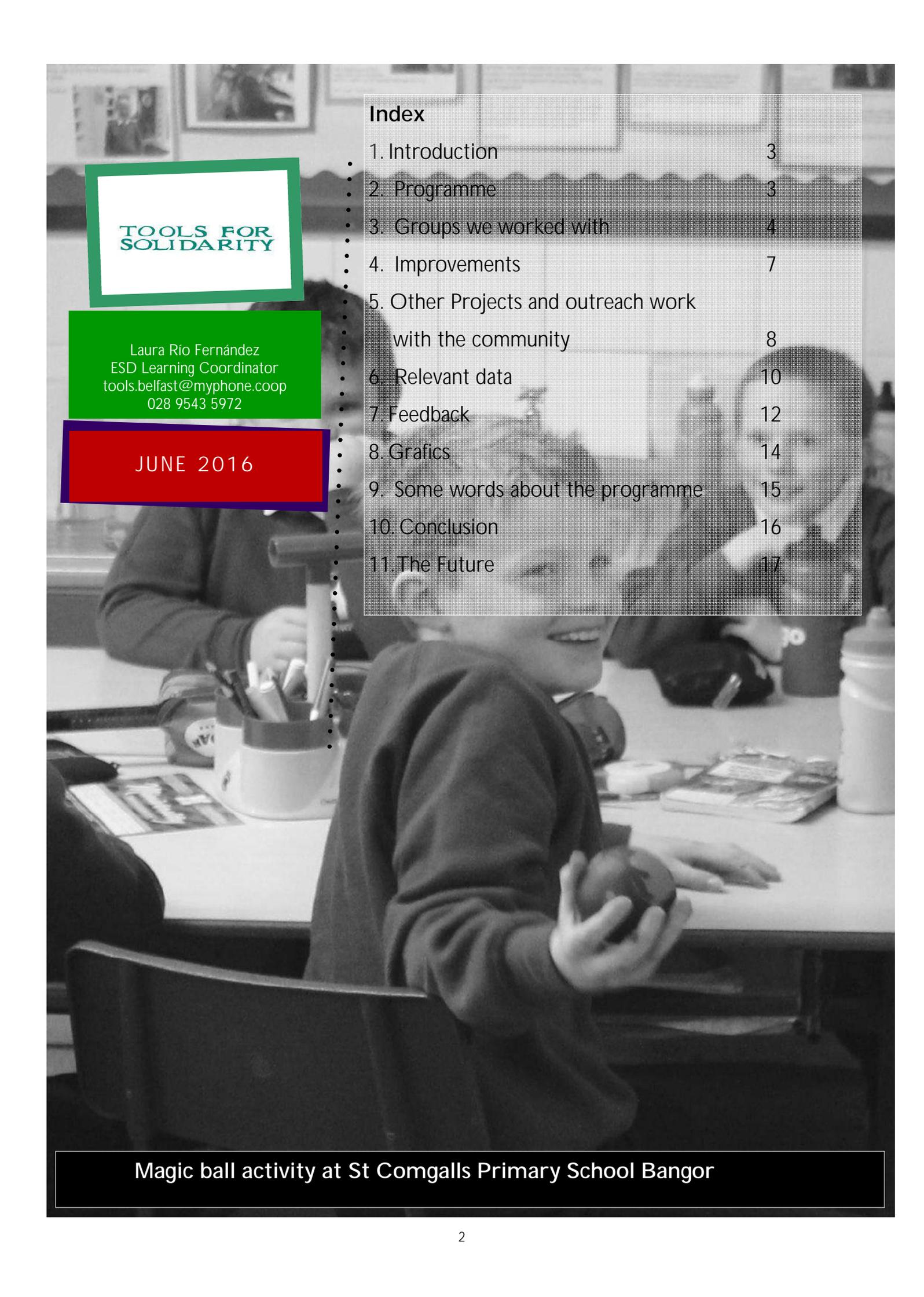


TOOLS FOR
SOLIDARITY



Education for Sustainable Development Report 2015-2016



A black and white photograph of a classroom. In the foreground, a young child is smiling and holding a ball. In the background, other children are seated at desks, and there are posters on the wall.

**TOOLS FOR
SOLIDARITY**

Laura Río Fernández
ESD Learning Coordinator
tools.belfast@myphone.coop
028 9543 5972

JUNE 2016

Index

1. Introduction	3
2. Programme	3
3. Groups we worked with	4
4. Improvements	7
5. Other Projects and outreach work with the community	8
6. Relevant data	10
7. Feedback	12
8. Grafics	14
9. Some words about the programme	15
10. Conclusion	16
11. The Future	17

Magic ball activity at St Comgalls Primary School Bangor

1. Introduction

The aim of this report is to collate information about the Education for Sustainable Development Programme (ESD) of Tools for Solidarity and use it to evaluate the work that has been done and highlight the progress made within the last year.

2. Programme

The programme aims to create awareness about poverty, global injustice and environmentalism and encourage people to question their daily lifestyle choices and their impact on the world. It consists of 4 workshops that explore different development topics and employs the use of interactive learning techniques to engage participants and allow them to gain an understanding of global development issues. Each session lasts for 50-60 minutes.

The Lessons and Learning outcomes that are included in the programme are as follows:

Session 1. Inequality in the world

The idea behind this theme is to introduce the students to a basic knowledge and understanding of the Inequality in the world and the differences between developed and developing countries.

Session 2. Poverty and Inequality

With this session we expand the knowledge and understanding of the concept of poverty and inequality in the world. We examine the difference between extreme and relative poverty and we use role play activities, giving the students the opportunity to empathise with and better understand the lives of people who live in poverty.

Session 3. Resource exploitation and critical thinking

In this session we look at how we use and manage natural resources and how this affects the world on a social and environmental level. We involve children in a process of being critical and identifying their real needs and the needs of others.

Session 4. Fair Trade, Conclusions and reflection

During this session we reflect on how every individual can make a difference and we show how our decisions can have a positive impact in the world by choosing which products to buy.

3. Groups we worked with

We offer the programme through formal channels such as schools and informal channels such as youth groups and women's associations. The final composition of the groups that take part is interest based and the programme is always delivered for free.



Schools

- Primary level

We had a considerable increase in the number of Primary Schools we worked with. We worked with Primary 5, 6 and 7 (aged from 8 to 11) and we focused on aspects of the Northern Ireland curriculum related to development issues.

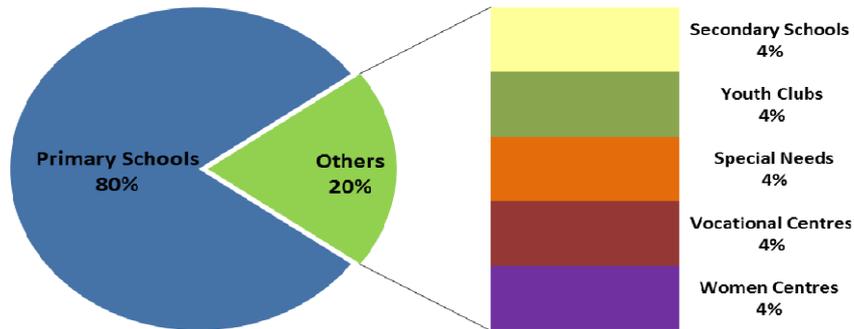
The schools we work with include both maintained schools (from catholic areas) **and controlled schools** (from protestant areas). This is very important due to the context and history of Northern Ireland.

- Secondary level

Although the main focus of project is directed at Primary Schools, we have collaborated with Secondary Schools on occasions like assemblies and other events organized by the schools. This year we are collaborating with the Methodist College Belfast on the implementation of the Citizenships Events in their School. This event consists of different "small day-life practical wokshops" related with development.

Breakdown of Beneficiaries 2015-16

The follow graphic shows an increase in the number of Primary Schools with regard to the last year and an increase of diverse groups that we have worked with.



Women's Centres

Women as a group can have a huge impact on sustainability and their decisions can make a real difference in the world. We collaborate with FootPrints Women's centre and the programme gives them the opportunity to take part in constructive activities, creating a safe space where we

share our knowledge and we learn and grow as a group.

For this particular group we offer independent workshops so they can choose the topics that best match their interest and adapt the programme to their practical needs. We focus our work in areas like wealth distribution in the world,



Laura leading Food Map activity at FootPrints Women's Centre Belfast

3. Groups we worked with

Special Needs Groups

We believe it is important to include groups with fewer opportunities. In this particular situation we apply a different approach tailored specifically to the needs of the groups in collaboration with their teachers and social workers. We utilize smaller groups and aim to demonstrate the value each person has, regardless of their personal circumstances.

Youth clubs

This is one of the most challenging groups, we work with. These groups are made up of children aged from 8 to 14 who typically come from difficult backgrounds and in most cases present behavioral problems. We apply a more game based methodology to gain their confidence and attention.

Vocational Centre

We work with vocational centres where we teach students aged from 16 to 18 and we try to get them involved in the process of critical thinking and how they can advocate for change



TFS presentation video at Lagan youth & community centre Belfast

4. Improvements

Publicity materials

- ESD Report 2013-2015 aimed to collate information about the programme and use it to evaluate the work that has been done and highlight the progress made over the past two years. The report was printed and given to school principals and youth leaders to promote and recruit participants.

- Website. Prior to having the funding we had an ESD blog where we published all recent news. After the funding we were able to develop a whole new website where the public can get information about the programme, the objectives, the target groups or even see the planned calendar with information on the groups we are working with each month.

-The conceptual framework. We designed a framework to explain in a visual way the main characteristics of the programme and to highlight the path we try to walk during the learning process: From exploring what happens in the world, to questioning the impact of our decisions to achieve positive social impacts.

New formats

In order to cover the needs of the different groups we offer different alternatives to fit best with the requirements of the target groups:

- Formal Education: 4 ESD workshops of 60 min. This is the original design of the ESD. We visit the school for four consecutive weeks to give the students the chance to assimilate the knowledge and increase it step by step.

- Youth Groups: 2 ESD workshops of 120 min. This is an alternative design for Youth Groups. We include more ice breaker activities and focus more on a game based approach.

- Women Centers: 3 independent workshops of 90 min. We offer the knowledge split into different groups of content so that women can choose independently. In this way we give more flexibility according to their timetable and preferences.

- Intragenerational: A programme where we work with mums and children to bring awareness to the whole family.

5. Projects alongside and outreach with the community



Laura leading Wealth distribution activity with Volunteers at TFS Downpatrick workshop

There are many ways to improve the Education for Sustainable Development programme and we believe that communication with the community and working collaboratively is the best way to keep the project improving day by day. For this reason our Education Officer is willing to work with other organisations and bring the best out of partnerships. Other projects where Laura was involved this year are as follows:

The Global Learning Programme (GLP)

The GLP is a new formal education project designed to enhance the global learning taking place in schools throughout Northern Ireland. Laura is one of the global facilitators involved, giving training for teachers and advising them on how to introduce global learning in the curriculum through a whole school approach. This has helped massively to advertise the ESD with local schools and to improve the project according to teacher needs.

Comhlamh Belfast Group.

Comhlamh is a member and supporter organization open to anyone interested in social justice, human rights and global development issues. Laura was actively involved in the production and development of the resource pack "Digging Deeper. Exploring resource extraction and our connection with the earth!" for Primary schools. This resource will explore the questions of mining, resources and our connection with the earth.

Partnership with Suki tea.

Suki tea is a Fair Trade company based in Belfast who collaborate with the ESD in the creation of new activities around Fair Trade and empowerment. They also come to some schools to talk about their story and the impact of Fair Trade on people's lives.

Member of CADA board.

CADA is The Coalition of Aid and Development Agencies in Northern Ireland and is an umbrella organization of those overseas aid agencies with an active presence in Northern Ireland. Laura is the representative member of Tools for Solidarity and has been involved in planning and strategic meetings during the past 3 years. CADA's main objectives are to promote sustainable development, social justice and a fairer society in both local and global contexts.

6. Relevant Data

Taking into consideration the schools and other institutions that we have worked this year so far and the schools or institutions that are already enrolled on the programme, at the end of the school year we expect the following:

- Have worked with 17 institutions during the school year 2015-2016. This is an increase of more than 100% from the previous year
- Have worked with 25 groups during the school year 2015-2016. This is an increase of nearly 80% over the previous year.
- Have worked with more than 500 participants during the school year 2015-2016. This is an increase of over 100% on the previous year.
- We were able to increase the publicity materials and extend the advertisement of the programme through the generation of printed reports and a new website.
- The total number of participants that we have touched since the programme started until now is over 900 participants.
- Due the increase of participants in the programme we have also increased the number of volunteers involved in it. We have trained three volunteers on Sustainable Development issues and facilitating approaches which provide them with a new area of study and a new opportunity for their professional future.

6.1 Overall Numbers

Table of contents	N of schools/institutions	N of Participants
Primary School	12	493
Vocational Training	1	13
Womens Centre	1	2
Youth Club	1	20
Total	15	528

6.2 Number of visits per institution

Primary level 2015-2016	
Name of the School	N of Participants
Rosetta Primary School Belfast	30
Cliftonville Integrated Primary School Belfast	54
Harding Memorial Primary School Belfast	27
Bunscoil phobal Feirste Belfast	48
Our Lady & St Patrick Primary school DownPatrick	51
St Comgalls Primary School Bangor	50
Gaelscoil na bhfal Belfast	22
St Patricks Primary School Belfast	58
Holy Family Primary School Belfast	65
Holy Rosary Primary School Belfast	56
Gaelscoil an Lonain	11
Bunscoil Mhic Reachtain	21
Total	493

Vocational Training 2016-2017	
Name of the Centre	N of Participants
Rutledge training centre	13

Women's centre 2016-2017	
Name of the Centre	N of Participants
Foot Print's Women's Centre	2

Youth Club 2016-2017	
Name of the Centre	N of Participants
Lagan Village Youth & Comunity	20

Special Events 2016-2017	
Name of the School	N of Participants
Methodist College Belfast citizenship Event	240

7. Feedback

7.1 Students

The information received from students on the feedback form at the end of the course was as follows:



Eleonora (EVS volunteer) leading Splash ice-breaker activity at St Comgalls Primary School Bangor

95% of the students enjoyed the activities

The favorite games were:

Ice breaker activities 45%

Fair Trade activity 20 %

Giant Steps (poverty activity) 15%

Other 20%

90% of the students recognise that they have the power to change the world and suggestions on how they can contribute to make the world a better place:

- Buy Fair Trade products
- Think carefully before buying things that they don't really need.
- Donate to charities

7.2 Teachers

The information received from teachers and social workers on the feedback form at the end of the course was as follows:

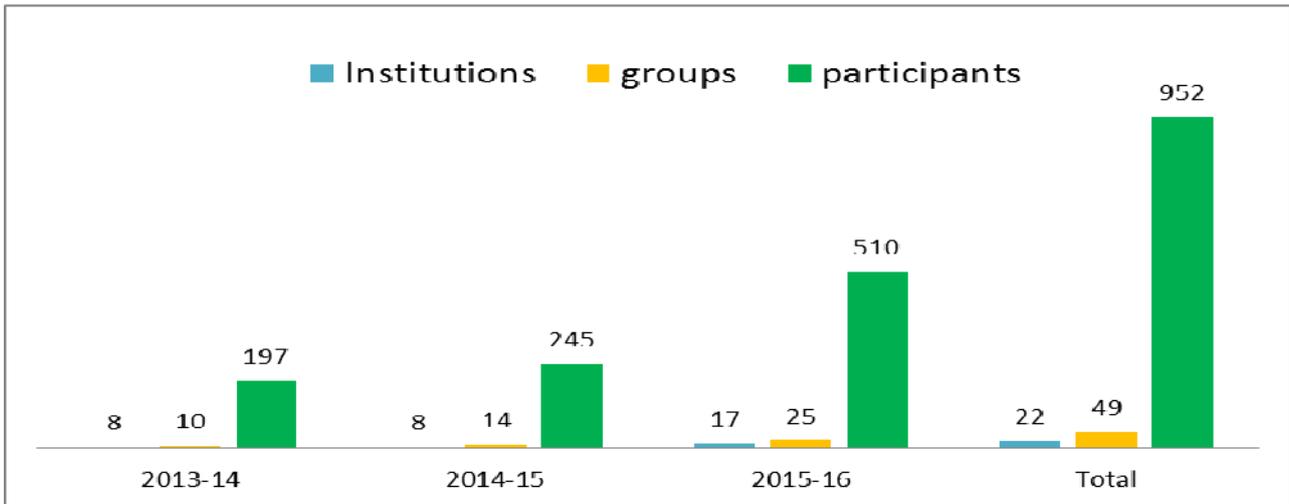
- 95% of the teachers think that the performance of the educator was very good or excellent.
- 95% of the teachers think that the learning objectives are logically staged.
- 100% of the teachers think that the activities and learning outcomes are appropriate to the age of the students.
- 100% of the teachers think that the learning outcomes of the educational units have been reinforced.
- 100% of the teachers think that the programme, in general, has been successful and would recommend it to other schools or institutions.



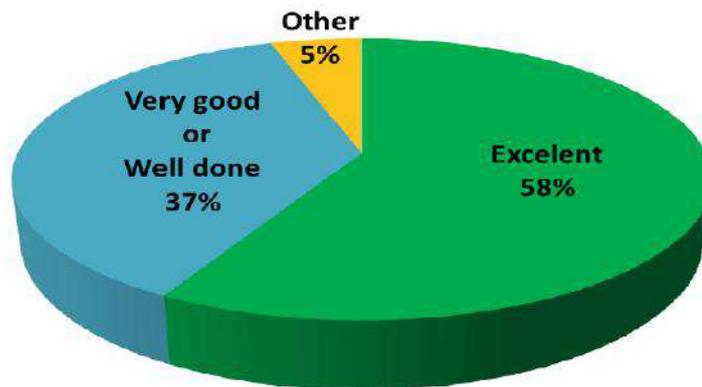
Conclusion & Inter connexion activity at Methodist College Belfast

8. Graphics

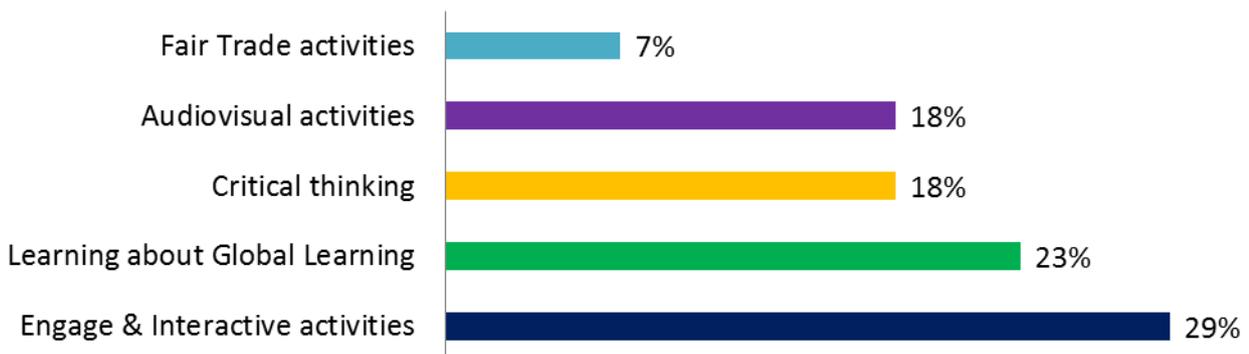
Number of participants in the programme since the beginning.



The performance of the educators was



What the teachers liked the most about the programme :



9. Some words about the programme...

"Excellent Topics, a very worthwhile project. It was a great opportunity for the children to learn about the wider world"

Holy Family Primary School Belfast

"I like the interactive group activities"

Rosetta Primary School Belfast

"I loved the lesson on absolute and relative poverty as it opened children's minds and it also made them aware how fortunate they are in this country"

St Comgalls Primary School Bangor

"IWhat I liked the most it was the discussion about sustainable aid"

Lagan Village Youth & Community

"The children responded very well, it got them thinking about issues they may not have ever considered"

Bunscoil Mhic Reachtain Belfast

"I was extremely lucky to be a part of the programme. ESD expanded my mind and made me conscious of the things that truly matter."

Elena Vitoshko EVS volunteer

10. Conclusion

At the end of the programme participants were able to recognise:

- The unfairness of the wealth distribution in the world and the inequality and injustice in the world.
- The difference between extreme and relative poverty and they have changed their perceptions about themselves and how wealthy they are in comparison to other people in the world.
- Participants are able to recognise their personal situation on a global scale.
- Participants are able to discriminate sustainable aid and recognise how sending tools and skills makes a bigger difference in people's lives rather than sending money.
- Participants believe that the world can be changed and they recognise their own responsibility in this process.
- The volunteers trained recognise that the ESD opens a new professional perspective in their career and they have learned useful skills.

- The issues that teachers selected as the most interesting:

1. Poverty and Inequality 41%
2. Fair Trade 20%
3. Tools for Solidarity Work 16%
4. My Responsibility 11%
5. Exploitation of Natural Resources 9%

Taking in consideration the comments from students and teachers, the feedback forms and the debates and response to the activities, we believe that we are moving in the direction of the long term goal of the project – to create a new society with participants more conscientious in their actions and questioning their decisions towards living in a more equitable and sustainable way.

We take into consideration the feedback and comments of all teachers and participants in the programme. This is crucial to ensure the success of the programme.

“Education does not change the world, Education changes the people who will change the world”

Paulo Freire

11. The Future

We aim to create more awareness of how our actions impact the local community as well as on a global scale. We aim to empower participants to make informed decisions that reduce local and global poverty, promote a cleaner environment on a global scale and improve the welfare of the local community.

We would like to keep working to improve the programme, enriching more participants and creating new materials.

We know that the longest journey starts with the first step, and we want to continue making the path.



Making decisions activity at Holy Family Primary School Belfast

Notes

Notes



55A Sunnyside Street

Belfast BT7 3EX

Tel/Fax: +44 (0)28 9543 5972

E-mail: tools.belfast@myphone.coop

