



TOOLS FOR
SOLIDARITY



Education for Sustainable Development Report 2016-2017



Opening Minds, Building for the Future

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**TOOLS FOR
SOLIDARITY**

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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 during the year 2016-2017.

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 critical thinking and how to identify 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 offer the programme through the formal sector such as schools and the informal sector such as youth groups and women's associations. The programme is always delivered for free.



The final composition of the groups that take part is based upon the interest levels of those offered the programme with many groups taking part year after year. They are as follows:

Schools

- Primary level

We worked with an increased number of schools focusing on Primary 5, 6 and 7 (aged 8 to 11). We concentrated on aspects of the Northern Ireland curriculum related to development issues.

The schools we work with include controlled (mainly Protestant) maintained, (Catholic), integrated (mixed) and Irish language schools.

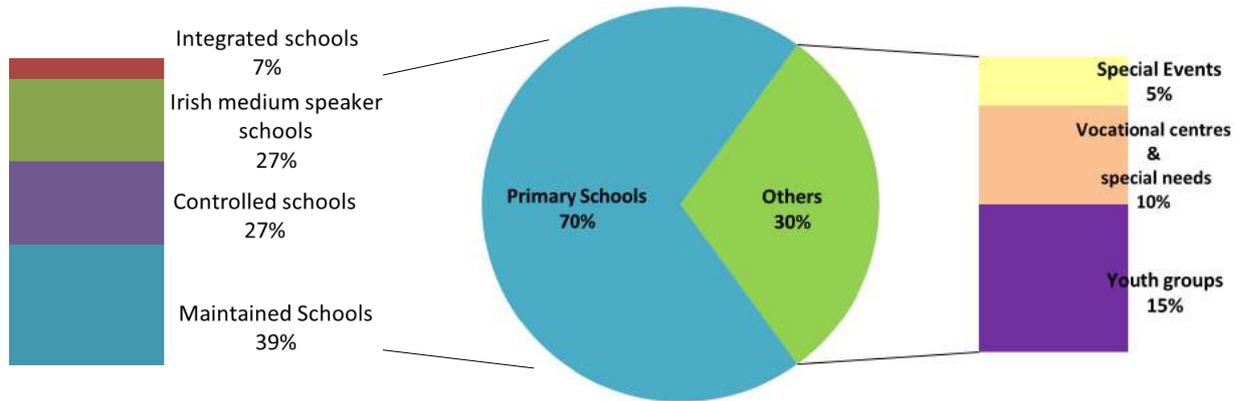
This is very important due to the context, culture and history of Northern Ireland.

- Secondary level

Although the main focus of project is directed at Primary Schools, we have collaborated with Secondary Schools on occasions such as 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 2016-17

This graphic shows a breakdown of the number of Primary Schools and other groups with whom we worked in the last year.



Vocational Centres:

We worked with students aged 16 to 18 and tried to get them involved in the process of critical thinking and how they can advocate for change. Most of the young people are from disadvantaged backgrounds with extra support needs. This requires us to employ a different approach tailored specifically to the needs of the groups in collaboration with their teachers and social workers.



Youth clubs

These are one of the most rewarding and challenging groups that we work with. These groups are made up of children aged 8 to 14 who typically come from deprived socio-economic areas. We apply a more game based methodology to gain their confidence and attention.



4. Improvements

Publicity materials

- ESD Reports from 2013-2015 aimed to evaluate the work that has been done and highlight the progress made over the past year. These reports can be viewed and downloaded online.
- Information booklet. This is a 4 page document that collates the most relevant information for teachers that we print and distribute amongst schools.
- Leaflet with more general information about the programme so that it can be used over time to promote the programme to the public.

New programme

We are working on a new programme designed with a more in-depth approach on sustainable development, social justice and empowerment. This aim to work with groups of older children that already have a basic knowledge of the topics. The programme was piloted with the Bahai and Quaker's youth communities and we hope to roll out this programme next year to secondary and grammar schools.

Sharing Experiences

We had the opportunity to share our work in Sweden as part of an Erasmus+ programme called "Ignite the Spark, What is the future of civic/political education?"

This project focused on whether there is a role for youth work + civic education in defence of democracy? It further explored initiatives of civic education and encouraged multipliers to take action. We shared our work with other participants from Europe and we emphasised the importance of knowledge of global Inequality and social justice to be able to achieve real democracy.

Connections with the Community

We believe in the importance of working collaboratively with other organisations and for this reason we keep working with existing contacts including Global Learning Programme, Comhlamh, CADA and Suki tea.

We have also made a **new connection** with two religious groups from the local community - The Bahai and Quaker Youth, We worked collaboratively with them on a project based on social justice.

New evaluation format

We changed the feedback form that we give to students to extract more relevant information regarding empowering young people and critical thinking.

New Activities

We researched and implement new activities to make the content more understandable and make sure that we communicated the learning outcomes with a fun approach. Some of these activities are original designs by the ESD group.



Inter-dependence activity



Natural resources activity



Giant Steps cards

5. Results

ESD teacher feedback 2016-2017

Dear teacher, we would like to ask your opinion to improve the educational programme.
Your feedback is very important to us, so please take a moment to fill out the questions below. Your time and help is greatly appreciated.

Name of the school _____

Age of the participants _____

Number of participants _____

1. The learning objectives are logically staged

or relevant to them - chn of the same age

<input checked="" type="radio"/> Yes	<input type="radio"/> I'm not sure	<input type="radio"/> No
--------------------------------------	------------------------------------	--------------------------

2. The activities and learning outcomes are appropriate to the age of the students

Children paid attention & were engaged at all times - very difficult in this class!

<input checked="" type="radio"/> Yes	<input type="radio"/> I'm not sure	<input type="radio"/> No
--------------------------------------	------------------------------------	--------------------------

3. Some of the learning outcomes of your educational units have been reinforced

Backs up our current topic of Planet Earth!

<input checked="" type="radio"/> Yes	<input type="radio"/> I'm not sure	<input type="radio"/> No
--------------------------------------	------------------------------------	--------------------------

4. In general, the implementation of the programme has been successful.

Always reliable & punctual.

<input checked="" type="radio"/> Yes	<input type="radio"/> I'm not sure	<input type="radio"/> No
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5. Please tick the three issues you find most interesting on the list below.

- | | |
|--|---|
| <input type="checkbox"/> Tools for Solidarity
<input type="checkbox"/> Poverty
<input checked="" type="checkbox"/> Inequality
<input type="checkbox"/> Life in Africa
<input checked="" type="checkbox"/> Exploitation of natural resources
<input type="checkbox"/> Fair trade | <input type="checkbox"/> Sustainable aid
<input checked="" type="checkbox"/> My responsibility |
|--|---|

During the school year 2016-2017 we have achieved the following:

- We have worked with 21 institutions, of which 15 were primary schools, 3 were youth groups, 2 were vocational centres and 1 was a grammar school.
- We have worked with a total of 820 participants, of which 816 were from primary level, 26 were from vocational centres and 34 were from youth groups.
- We were more inclusive of both main communities in Belfast, working with Maintained schools (39%), Controlled schools (27%), Irish medium language schools (27%) and Integrated schools (7%).
- We participated in a special citizenship event at Methodist College Belfast where more than 240 students were involved.
- We had an **increase of over 60%** on the overall participants with respect to the previous year.
- We have trained three volunteers in Sustainable Development issues and facilitation techniques which provided them with new skills and further opportunities for their careers.
- We continue working within the community and we have made two new connections this year: The Bahai and the Quakers youth communities.
- We had the opportunity to share our work in Sweden as part of an Erasmus+ programme called Ignite the spark, What is the future of civic/political education?
- The **total number of participants** that we have touched since the programme started is now **over 1700 participants**.

Election activity: Why are people poor?



6. Feedback

Teachers

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

- The performance of the educators was rate at 4.3 out of 5.
- 100% of the teachers think that the learning objectives are logically staged.
- 98% of the teachers think that the activities and learning outcomes are appropriate to the age of the students.
- 90% 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.

Some comments from the teachers

A good series of lessons that helped widen the children's understanding of the world.

Cliftonville Integrated Primary School

A very interesting programme leading to lots of healthy debate and ideas expressed

Our Lady of Lourdes Primary School

Activities were very well planned – the class really enjoyed the interaction. Thank you for such an interesting course

Sacred Heart Boys Primary School

Excellent structure to the sessions. A super range of interesting activities that were interesting for all involved

Currie Primary School

A variety of teaching strategies and activities. The content ties in exceptionally well with the World Around Us topic

Cavehill Primary School

Children looked forward to the activities, wonderful lessons

St Clare's Primary School

Students

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

- 90% of the students recognise that they have the power to change the world for the better.
- 100% of the participants believe in the importance of sending equipment and providing training to developing countries instead of sending money.
- 96% of the students enjoyed the activities

Participants were able to recognize:

- 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 in comparison to other people in the world.
- Participants are able to understand sustainable aid and the importance of communities becoming self sufficient.

What the pupils identified as the most interesting thing they have learnt in their own words...



We depend on the world to get food like chocolate



Learning about how to change the world and use less resources



How to save the world and help people in poverty



Farmers in poor countries don't get fair pay



Everything in your (shopping) trolley has a story



We make a lot of trash every day

7. Conclusion & Future

It was a good school year in terms of participants and improvements. We have increased the number of participants but we have also achieved a closer balance of schools from both communities,. In terms of improvements we have created and designed new activities for primary and post-primary schools and all of these have been well received by the participants.

Taking into consideration the feedback from the participants, the teachers the social workers we believe we are moving towards a more empowered society, with citizens that recognise their own responsibilities in creating a better world.

In the future, we hope to continue working with primary school children and students with fewer opportunities that are not regularly exposed to sustainable development issues. Our goal for the year ahead for the ESD programme is to reach people who already have a basic knowledge of sustainable development and work together on a new project to deliver a deeper understanding of global Inequality and social justice.



8. Data

Number of visits per Institution 2016-2017

Primary level 2016-2017	
Name of the School	N of Participants
Ballysillan Primary School Belfast	49
Bunscoil Mhic Reachtain Primary School Belfast	20
Bunscoil Phobal Feirste Primary School Belfast	23
Cave Hill Primary School Belfast	89
Currie Primary School Belfast	39
Cliftonville Integrated Primary School Belfast	44
Gaelscoil An Lonnain Primary School Belfast	15
Gaelscoil Na Bhfal Primary School Belfast	19
Holy Rosary Primary School Belfast	23
Our Lady of Lourdes-Park Lodge Primary School Belfast	183
Our Lady & St Patrick Primary School DownPatrick	57
Rosetta Primary School Belfast	29
Sacred Heart Boys Primary School	37
St Clares Primary School	60
St Patricks Primary School Belfast	73
Total 760	

Vocational Training 2016-2017	
Name of the Centre	N of Participants
PeoplePlus NI	23
Rutledge Recruitment & Training Belfast	12
Total 26	

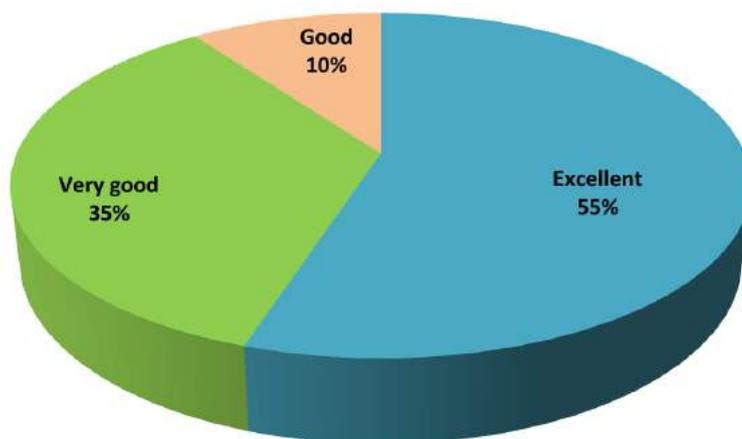
Youth Groups 2016-2017	
Name of the Centre	N of Participants
Baha'i Community Belfast & South Belfast Quaker Meeting House (Join Programme)	14
Lagan Village Youth & Community	20
Total 34	

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

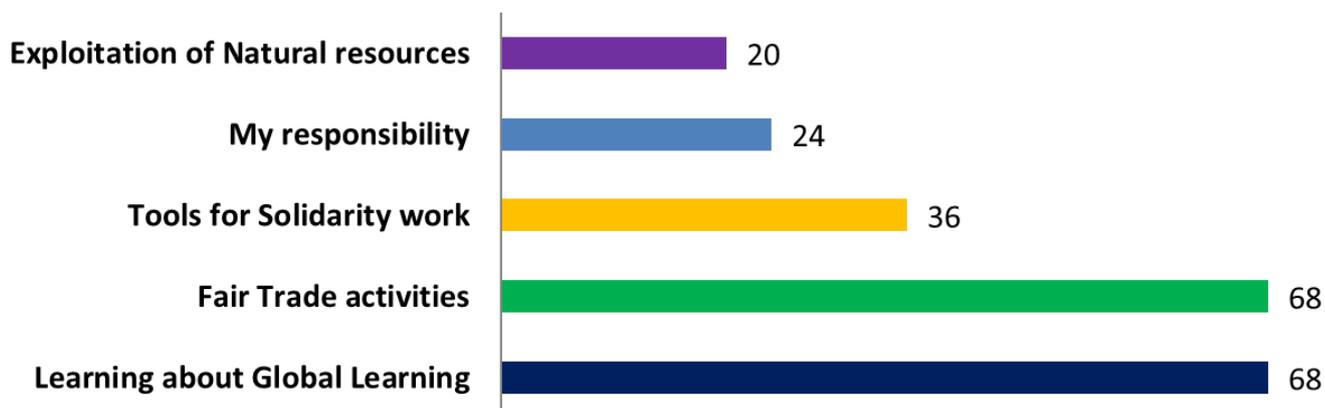
Number of participants in the programme since the beginning.



The performance of the educators was rate at 4.3 out of 5 and the breakdown is as follows:



What the teachers found most interesting about the programme :



9. Glossary

Extreme poverty or absolute poverty: Severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services.

Relative poverty: The condition in which people lack the minimum amount of income needed in order to maintain the average standard of living in the society in which they live. People are considered to live in relative poverty not only if they struggle to participate in economic activities but also social and cultural activities.

Social inequalities: Differences in income, resources, power and status within and between societies.

Exploitation of Natural Resources: The use of natural resources for human purposes.

Environmental impact: Any change to the environment, whether adverse or beneficial, wholly or partially. It can be caused by an individual, group of individuals or an organization.

Social impact: The effect of an activity on a community and well-being of individuals and families.

Consumerism: The preoccupation of society with the acquisition of consumer goods.

Fair Trade: Alternative approach to conventional trade that is based on a partnership between producers and consumers. When farmers sell through Fairtrade terms, they get a better deal and improved terms of trade. This allows them the opportunity to improve their lives and plan for their future. Fairtrade offers consumers a powerful way to reduce poverty through their everyday shopping.

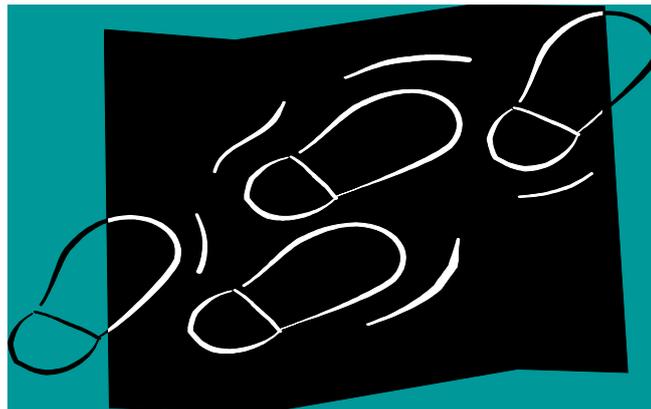


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The longest journey starts with the
first step...