

Awareness for Fairness – Global Education in South-North Dialogue
International Workshop
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Senate Department for Economy, Technology and Research
Martin-Luther-Straße 105, 10825 Berlin



Greetings and Welcome, a welcoming word from the host

On behalf of the organising team Adina Hammoud welcomed participants from Africa, Latin America and Europe in their native languages and introduced the program of the two-day international workshop. Dr. Rainer Seider, then welcomed the participants as a host on behalf of the Senate for Economy, Technology and Research and as a partner, on behalf of the State Office for Development Cooperation.

He pointed out that we are changing the perspective in the way we think about the world and would like to learn from the South. Therefore our guests from the South are listed not as participants, but rather as experts. He was referring to the intensive discussions, which had been launched already on Monday among the Southern partners and the partners from Berlin, Leeds and Prague on climate change and fair trade, on equal partnership and perspectives of possible further collaborations. Mr. Seider invited all participants to benefit from the knowledge of our guests, to become agents of rethinking and to empower today's children and youth to think globally. Fairness starts with small things. According to an African proverb, many ordinary people doing many little things can change the face of the world. In this light the canteen of the house is serving dishes with fair trade ingredients on both days.

Dr. Seider answered a round of questions:

How can the State of Berlin become active and do more for fair trade products? Above all, how can we set fair tariff barriers not only on import commodities (cocoa), but also fair finished products (such as chocolate)? A large part of the value adds through the processing of raw materials. The countries of the South are prevented by tariff barriers from exporting finished products to Europe.

Dr. Seider: It is very difficult for the country in this context to become actively engaged immediately, since the decisions on this subject are taken at EU level. Berlin can initiate campaigning at the Committee of the Regions and the Federal Council for this purpose. This is, however, not binding for the Federal Government. There is an agreement with the ACP countries, which affects only raw materials and not finished products. We face a dilemma, because we do not want to do something for the South which would hurt their own economy, and must pay attention to the interests of the whole industry. The reform of the Public Procurement Act has been running for one year in Berlin. It is stipulated that in the public procurement at least the ILO core labor standards must be observed and, if possible, fair trade products are purchased.

At which stage of construction is the Berlin One-World House project?

Dr. Seider: It is the interest of the LEZ to finish the construction of the One-World house in the next five years. Political changes have occurred after the elections in Berlin. The lobby of the Berlin NGOs is necessary. One question is whether the property for The One-World House can be inexpensively transferred to the project.



Dr. Seider in conversation with Ousmane Niane from Senegal

MOVE Global - a migrants' view from Berlin

MOVE Global stands for **M**migrants' orientation, **n**etworking, and **e**mpowerment. Lucía Muriel reported in her keynote speech about her work, which involved qualifying migrant and diaspora organizations in Berlin and networking with development NGOs. MOVE Global will continue establishing migrant organizations as development actors in society and increasing their visibility. Previously migrants were not taken seriously in the developmental work. NGOs with a focus on migrants and development need to learn fast to communicate and work together. Intercultural openness alone is not enough. The ambiguous situation of migrant organisations hinders effective work. So far, they lack the information on policies and application processes. In return, the German development NGOs elaborate their projects, often without knowing how the topics are debated in the immigrants' associations. Therefore, this exchange and networking is meaningful for all immigrant organisations. In Global Learning migrants' communities can serve as a mirror and bring a different perspective from the outside. This could help learning our own history differently as well as better recognise Eurocentrism, colonial and patriarchal thinking. "We are bridge-builders!"

After the keynote speech, there was time left for questions and comments.

What can MOVE Global do in order to help migrant organisations to be successful with their project funding applications?

Lucia Muriel: We offer assistance to migrant organisations in the planning and application process. We are trying to implement the standards that are required for project work.

Does MOVE Global also support migrants without legal status?

Lucia Muriel: MOVE Global does not distinguish between legal and illegal people living here and strives to distribute information to them all.



Lucia Muriel, MOVE Global

Nicola Humpert / EPIZ: Many migrants work in the German development NGOs sector. These organisations also place great emphasis on working with migrants. Global Education has evolved which aims to break away from the folkloric traditional representation of the global South. One problem of migrant organisations is the quality of their proposals. Some of their applications unfortunately fail to comply the current requirements for Global Learning and emphasise the overly narrow focus on folkloristic aspects.

Lucia Muriel: It's true that many migrants are working in German development NGOs. However this work is not visible. The question is: How can we make it more visible and noticeable?

After the keynote speech the working groups activities had started.

Working Group 1:

Speak up!

Strengthen civil society, allow political participation - but how?

Reyneris Soza Flores, ADM, Boaco / Nicaragua and Ousmane Niane, Inspection d'Académie de Ziguinchor / Senegal

Chair: Dr. Gisela Führung (BGZ)

ADM – Asociación para el Desarrollo Municipal (Association for Community Development) enables people to understand their rights and to demand self-determination as well as to improve their lives. The organisation promotes sustainable human-centered development, participatory democracy and corporate entrepreneurship.

Inspection d'Académie de Ziguinchor the regional education authority of Casamance. In addition to its administrative duties and the supervision of the educational establishment in the region, it is also responsible for conflict resolution, participation and partnerships.

How do civil societies learn to assert their rights and to take responsibility? Two examples from the Global South were offered as innovative approaches to the participants.

Example Senegal:

Framework for cooperation of local authorities in Senegal

The work done through frameworks for cooperation at the local level is the result of decentralization in Senegal. The power of decision-making is divided between the state and local authorities and is distributed through skills transfers. Through decentralization the grassroots democratic process is set in motion, which gives the population the opportunity to decide for themselves. Two crucial points characterise the administrative decentralization: autonomy and self-government. They set a baseline for local problems to be solved locally. The local control system encourages creation of the of development agents. The state is no longer the sole development agent. Local authorities, civil society organizations and citizens themselves also benefit from the opportunity to participate in local projects. Other problems worth mentioning in this context:

- Lack of participation and funding
- Lack of goals and coordinated strategies
- Difficulties with determining of the project's infrastructure and location (eg, construction of hospitals, schools, roads)
- Lack of inclusive programs and policies for all groups of the population
- The population does not feel that the needs of the settlement are addressed
- Problems with the management of land use
- Conflicts between farmers and ranchers
- Little to no communication in the region
- The existence of divergent interests.

To address these problems, the frameworks for cooperation were founded within the local authorities. They allow grassroots democracy to flourish, higher legitimacy of decisions taken, joint planning and

implementation of projects as well as they ensure coordinated management of the infrastructure. They do not replace district or the municipal Council, whose powers and functions are regulated by the law. They rather support the Council in collecting information, in planning, in mediating between different stakeholders, and promoting exchange and participation of the population. The frameworks for cooperation support the decentralisation process by promoting local development and the participation of local people through raising awareness and resource mobilisation. They bring dynamism in the dialogue between all stakeholders and enable effective participation in the implementation, monitoring and tracking of local development initiatives. Representatives of the following institutions take part in the frameworks for cooperation on the local levels:

- County council, district (or regional) council
- Committee of the villagers and representatives of neighborhoods
- Religious leaders and notables
- Youth associations
- Women's associations
- Representatives of the water committees, health committees and schools
- Associations (including crops, livestock, environment, trade, commerce, transportation, etc.)

The governmental and nongovernmental organizations in the frameworks for cooperation provide consulting services and help to reach a joint decision. The present members of the district and municipal council must not make up more than a third of the people present in the frameworks for cooperation.

The peaceful resolution of conflicts through school committees in the region Ziguinchor in Senegal

After the frameworks for cooperation with the local authorities had always shown better results in planning and implementation of local projects and conflict resolution, this model was applied to schools. The school committees are represented by:

- Teachers,
- Students,
- Parents,
- School administration,
- Rector / Principal
- Guests (if invited, for example, NGOs).

All players are invited to meetings of the frameworks for cooperation. It may well happen that foreign actors participate as well, for example, as in Niaguis (district in the region Ziguinchor in Casamance). The area is mined. Therefore the NGO "Handicap International" was invited to assist the local community in solving the problem. Such organizations as the German "Society for International Cooperation" also help with the training of the population, for example, sex education, family planning and prevention of disease. However, the will of the population to participate is much more important than the training itself.



Ousmane Niane, Inspection d'Académie de Ziguinchor / Casamance (centre)

**Example Nicaragua:
Promoting citizen participation in department Boaco in Nicaragua**

Reyeneris Soza Flores gave the second presentation on the work of her organization.

Quality of life includes both physical aspects and "intangible elements" such as freedom, clean air, clean water, respectfulness, respect for the human rights, harmony. ADM does not intend to replace the work of the state or build structures that are parallel to those of the state. Nicaragua's problem with public resources is that they are not used for the public good, but rather to satisfy the personal and party interests. The citizens must therefore know their rights and learn how to demand them.

The empowerment of the people is executed through

- Education (knowledge of rights)
- Information (public decisions),
- Organisation (the actors) and
- Actions.

ADM is working with community organisations, civil society representatives of women, youth, community leaders, committees on drinking water and organisations of farmers. The aim of ADM is in a sustained anchoring of citizens' participation. For this purpose they should join networks on local, regional and national levels. The cross-linking takes place both directly among citizens and between institutions.



Reyneris Soza Flores, board member of ADM (centre) and the interpreters Violeta Cotado Torrubia and Jürgen Mirtschink

They use their vision of development as a tool of their work - productive plans and agendas that are neither auxiliary, nor biased and express a stimulating, creative and innovative attitude. Proposals are viewed as neither confrontational nor as a form of begging.

ADM produced good results. Families, youth, women and community leaders became aware of their rights and capacities; they have developed self-awareness and critical thinking. Families produce their own food and generate added value. They use sustainable, ecological techniques. Hunger and malnutrition had been reduced and health improved. A Committee for drinking water and wastewater had been established and promoters for a sustainable,

ecological agriculture have been trained. As a result neighborhood communities, young people and women can express themselves. Harmony in the family, in the community and in local communities has been improved. According to many women domestic violence had decreased. Women and young people are increasingly involved in private and public decisions.

The participants took the opportunity for a detailed discussion and additional questions.

Is there an international network of ADM and is there a special person responsible for international communication?

Reyneris Soza: We have contacts with international organisations, such as the Heinrich Böll Foundation, the Rosa Luxembourg Foundation, the Diakonia Sweden, the AWO International and Bread for the World. Our impression is that the involvement of these organisations is decreasing. We know that there are

government-related reasons that impede the commitment. No one in particular is responsible for international communication. At ADM, there are fewer and fewer people. We were used to be 30, now we are only 14. I am responsible for managing the project together with another colleague. We also to travel nationally.

How do you reach out to the local groups and where do you work in Nicaragua?

Reyneris Soza: We work in the region Boaco. We work with a network of approximately 5,000 water and wastewater committees and the network for more democracy and local development. We of course do not reach all. About community outreach - we try to get our ideas passed on. We all are different people of different professions and try to pass our knowledge on community outreach stuff. One day we will have to leave the community alone with their problems.

When comparing the situation in Senegal and Nicaragua: Is there something that you would like to learn from each other?

Reyneris Soza: We have a lot in common and are interested in an exchange. It is important to see that we are fighting for the same thing. We would like to share our methodology and see how others overcome their problems.

Ousmane Niane: Our goal is the same. We aim to create a civil society that knows its rights and obligations. And in both countries there are problems with the state because the state is afraid when people demand their rights. It was nice to meet Reyneris, we have the same approach and the same vision - and she has lived and worked in Latin America and we are in Senegal and we met here in Berlin through our German partners.

Are there any advantages and disadvantages due to the fact that one organisation is linked to the state (Senegal) while the other is not (Nicaragua)?

Ousmane Niane: I do not see that many differences, because our approach is based on the law. The state has allowed for the decentralization in Senegal, but does not have enough funds available. Therefore, the population must rely on its own local resources. Look! I am a government official, but support grassroots organisations.

Reyneris Soza: We have no government involvement. We rely on the laws of citizenship. The government is required by the law to promote civic participation, but those laws are not followed. The citizens are supposed to make themselves available as a labor force, but not to have their own opinion. The state allows for participation in the execution but not for participation in the crafting of projects. The government has created their own spaces (e.g. citizens' councils), which serve only the interests of the party. But we all wish to participate.

Working Group 2: Bodywork! Breaking with the "colonial legacy" through theater education

COMP A - Comunidad de Productores de artes (Community of Art Production) emerged 22 years ago from an art project with delinquent children and youth. From this emerged "Teatro Trono", the core of the COMP A, which now in addition to theater and music also provides dance, radio and painting workshops for children, teens and adults. It has as well developed specific alternative learning opportunities at schools in the cities of El Alto and La Paz. The community's aim is to foster self-esteem and support emancipatory aspirations. In addition to its headquarters COMP A has branches in three other places in peripheral districts of El Alto. In Cochabamba and Santa Cruz de la Sierra, there are other branches. In the tropical Yungas with the "Pueblo de Creadores" an artists' village was created. COMP A is creating another small branch in Berlin.

Ana Salazar Torres, COMP A El Alto, Bolivia and Coral Salazar Torres, COMP A Berlin iG Chair: Adina Hammoud, GSE e.V.

Freedom requires rules – the participants establish rules for working together.

- Rule 1 – we do not laugh at other participants and their actions - but with them.
- Rule 2 – we have fun.
- Rule 3 – we listen.

A short film presenting the work that COMP A does and the concept of 'decolonisation of the body' had been shown. Freedom requires open space in a way that each and every body creates space without hindering the other. Everyone is moving at different pace in straight lines through space. Taken further, the exercise combines pace with change of plane (all fours, stretched, normal – all in different tempos).

Thinking should now be switched off. In Bolivia, according to the explanation, the people's posture is often very tense, cowering, with heavy and extremely long working hours in what often is a monotonous and uncomfortable position and the lack of opportunity for working out being named as major reasons. To unblock the body, it has to respond by itself and without any intervention of the thinking center.



Rule 2 – we have fun. That's highly visible.

The purpose of the next exercise is to simultaneously allow getting to know each other: standing in a circle each participant introduces him- or herself by name and spontaneous dance movements, which symbolize their own names. Getting closer to each other is progressively in-built into each next exercise - up to the one in which the participants go around the room and greet other like good friends who meet for the first time in many years and this should be made believable to each and every one. Next comes an exercise that trains confidence, sensitivity and perception. Participants form pairs, one of the partners is blindfolded, followed by a light physical contact is seamlessly handed over to others. This exercise is best

reflected in comments from the participants: "wonderful feeling, free movement", "great – I did not have to think about anything and did not have to be responsible for anything", "I liked to lead," "to come into blind contact with things I usually do not consciously perceive, to feel the slats of the blind, get a glass of cold water into my hand – flying away!", "making sure that the 'blind' person is pleased and is about to live through an unforgettable experience" . And in our daily lives - where do we use this experience? We build trust and fear from prior contact, overcome barriers that we otherwise observe. Ana explains the importance of these issues in the Bolivian context: perception of one's body hardly exists, body language is ignored, thinking dominates everyday life and is at the origin of the way things are perceived. As a first step to break this pattern it helps to look for alternative and collective solutions to everyday problems.

Now it is time to dig deeper into the body language – the body is now transformed into objects. This is done without thinking, following the first impulse. The room is filled on command with blackboards, shoes, bikes, phones, cars, birds, helicopters.

Another small exercise leads to "family formation": everyone receives a secret note with a role in the realm of animal families (species, position in the family). The task is to firmly believe in what you are doing now, using everything learnt in previous exercises - levels, tempos, transformation and trust. The first round takes place in silence. The participants navigate only by posture and movements to find the



Ana Salazar Torres, coordinator and instructor at COMPA Bolivia

lost families and take a position: the mother sits on the father, the child on the mother, whether chicken, monkey, tiger To find their real families the participants are allowed on command to make appropriate animal noises - and so they reassemble again. A practical effective core of this practice is called "I firmly believe in what I am and do", and it can be used in everyday life as an exercise for self-confidence and self-awareness.

The next exercise is performed first in pairs, and then in small groups. The pairs run close together and on the first impulse shout out the name of ONE object – for example a bottle. It is important that both persons are acting like ONE body. In the next step four people form a body together and become abstract objects - education, global education, environmental disaster.

In the final step, the participants' task is to stage a 2 minute long performance piece based on a story written in a group. The main theme to be used is migration.

Beforehand, the participants had together established the following conditions:

- Who are the characters?
- Where is the story taking place?
- When does the story begin?
- When does the story end?
- How does the story end?

Two groups improvise their stories. The first story takes place in the immigration office, a family is entering the new country, while their pre-immigration story (their departure and their farewell to

their home and relatives) is also outlined. The family is deported. The second story pictured a self-centered and impatient cashier at the supermarket, who is not accepting of the migrant's shopping behavior.

The participants' reflection on their own roles and feelings in the role was diverse. "I have knowingly discriminated", "I was a deportation official, a role that is contrary to my nature", "everything went

according to protocol, schedule and list and I felt bad," "as a child in the play I had experienced a mixture of feelings, going away from relatives, being on the airplane, where I made friends with someone - but I could not enter the new country the way this person could.

Ana Salazar places this type of exercises in the Bolivian context. Education in Bolivia is mainly cramming, memorizing, obeying. Neither emotions nor physical condition play a role. Thus an important learning potential is ignored. To promote expressiveness of emotion and involvement of the body, to have fun with learning and to memorize in a sustainable fashion is what had been learnt. Theater as a method has an advantage that everyone has an opportunity to go into feelings of others, to understand others. Understanding leads to empathy, or at least to understanding of the attitude of others. Thus the role of theater as a tool in education is briefly outlined. The workshop was a model, a sample from what, on what and with what COMPA had worked for 20 years. These developments are a process that is to be completed. Thus, this workshop is actually not even finished - now comes the second part, in which problems similar to the ones identified (like the scenes on migration) will be worked with in order to find solutions.

To classify practical benefits of the completed exercises Ana and Coral Salazar now explain the five methods, as they are described in the manual issued by the COMPA for Schools "Cuerpos libres en las aulas" (Free body in the classroom). This guide contains practical experience collected during 20 years, which is elaborated and systematized for the first time for the presentation here.

- An overarching of senses. Hearing, seeing, feeling, talking, thinking, suggesting.
- Playful experience. The learning through the game as in an enjoyable process. Playing is a serious matter
- who's playing has serious fun. Movement anchors learning.
- Collective knowledge gathering. Own experience and own knowledge are reproduced as well as are those of the environment.
- Collective Creation. Struggle against the dominance of the ego - participation outweighs task without the ego.
- Active participation. Reflection on their own responsibility for the success of the learning process.

The workshop leaders ask participants to remember in which moment have they most intensely felt, for example, the overarching of senses method. There was an exercise for each of these methods; several of the methods had been gradually incorporated.

Ana Salazar concludes that COMPA is engaged in a constant process of expansion and division.

Working Group 3:

Watering with a vision

Commitment to the environment and development in school and neighborhood

Rafael Silva, San Rafael del Sur / Nicaragua and Yohalmo Cabrera Chacón Atiquizaya / El Salvador

Ursula Ondratschek, Berlin

Chair: Belinda Hanke, KATE e.V.

The NGO Centro de Desarrollo Rural (Cedru) from Nicaragua operates in the municipality of San Rafael del Sur in Managua Department. The main focus of its practice areas include, among many others, integrated poverty reduction, organic farming and education on ecology, human rights and health. Cedru is engaged in networking with many institutions and actors in the region and has close contacts with the schools in the district.

The Pokomames Asociación por el Medio Ambiente (APOKAM, formerly ADEMUZA) is an NGO in El Salvador. The organisation is closely linked to schools and youth environmental groups in the region and has extensive experience in both international cooperation and projects in educational work. The main focus of APOKAM is, among others, the strengthening of civil society, environmental protection and sustainable management.

How does learning about the environment contribute to a country's development and what is actually used in a school garden? Creative Ideas from El Salvador and Nicaragua meet with experiences from Berlin-Spandau.

Participants from schools, clubs and initiatives learned successful examples of practical environmental education in South-North dialogue and discussed ways towards a more active environmental education using three examples:

- School and community gardens and environmental brigades in San Rafael del Sur / Nicaragua,
- Environmental initiatives and gardens in Atiquizaya / El Salvador,
- School garden in Berlin-Spandau.

School and community gardens as a learning center

An example from San Rafael del Sur, Nicaragua

It all began more than 10 years ago with the establishment of environmental initiatives in schools in the region. Two initiatives of environmental education in the San Rafael del Sur have provided a significant boost: the establishment of school and community gardens and environmental brigades (grupos Ecologicos).

Special school and community gardens

School gardens were established in several schools in the region in collaboration with the Ministry of Education. So far, there are 33 school gardens in San Rafael and 16 in the neighboring province (i.e. in more than 50% of schools). Each school received tools, seeds and saplings. Traditional crops are grown as well. Hedges protect the gardens. The crops enrich the school kitchen. The state school program

stipulates that every child in elementary school gets a free lunch. Thus, the families are encouraged to send their children to school. By contributing products the school gardens play a very practical part in food security. In every school there is a working group, involving both teachers and students. They educate themselves continuously. Theoretical and practical knowledge is shared this way. The practical work in the school garden has proven to be an important tool in education. It generates a multiplier effect and stimulates the students to create their own gardens at home. School gardens are therefore a factor of sustainability.

Environmental Action Brigades

Environmental Brigades in the context of secondary education provide students with ecological work. In 1998 the first trees had been planted by the Brigades on a road, which is now grown into a beautiful avenue of trees. The Brigades also clean the rivers or plant new trees. Every year there are now between 300 and 400 children and adolescents in the brigades. They learn in practice how to respect and to protect environment. It has been a decade since the first pioneers who are now parents themselves and pass the experience on to their children.

With the brigades the environmental management

of the municipalities will be strengthened. Reforestation is a crucial issue for San Rafael del Sur. Lime production is an important economic factor for the region. However, the 500-year-old technology of lime production consumes much of firewood. New diesel-powered stoves would help reduce the logging significantly.

The local farmers and producers are rarely interested in environmental and sustainability issues. To change that an association was established in 2002 for reforestation, currently planting 50,000 plants per year.

Meanwhile, private companies also support reforestation. Trees were planted for timber on about 7% of the territory of the region. The forest is also advertised to the small farmers as a good alternative source of income (planting of fuel wood for sale). Climate change adds to problems for each farmer. One has, for example, no irrigation and drainage systems and there are greater fluctuations in water balance, which results in high losses of crop. Tree planting would be helpful - but it takes a few years to yield returns. Here the lack of reserves of farmers is an obstacle. Cedru supports the farmers as a lobby group. The twinning of San Rafael del Sur with Berlin / Kreuzberg is another source of support.

Green Schoolyard and biogas system

An example of Atiquizaya, El Salvador

The intention here is to link practical work and education to environmental concerns. The goal is to start an environmental movement from within so different members of the community can participate (eg, parents and students). This topic is particularly important and urgent: the extremely poorly forested El Salvador is potentially vulnerable to environmental disasters according to the United Nations.

In order to involve the young people, APOKAM focuses on environmental education in schools. There is for example an environmental diploma for students as well as environmental hiking trips. Five schools currently participate in a project of reforestation with KATE.

School Projects

One of the first environmental projects at schools in Atiquizaya had been green schoolyards. Students' engagement began six years ago with self-organized planting campaigns. Meanwhile APOKAM supports



Rafael Silva, board of CEDRU, Nicaragua talking with participants

this initiative. The former students still feel connected to the initiative and take over, for example, repair work. APOKAM provides the young people with the leadership education. Here, too, many of the school and community gardens were established in the recent years. Community gardens are a public space. The harvest goes to health facilities that can provide young pregnant women with fresh food. Students' environmental groups manage the gardens. Each member of the environmental group has a small nursery at home. The plantlets are used in reforestation campaigns when they are mature enough. The work in the gardens thus has an immediate practical benefit to the community members and promotes cohesion in the school-parent contact.



Yohalmo Cabrera Chacón, chairman of APOKAM, El Salvador and Violeta Cotado

Biogas system

Another example of sustainability is the common biogas system built in the Cooperativa El Jicaro Cantón Zunca. It will generate electricity for the community that uses it to supply its own small dairy factory. Because electricity in El Salvador is very expensive, this reduces pressure on the municipal budget. The community members donate their time to provide the plant with raw material. The model is so good that its example is considered to be used for other systems.

The first biogas system was planned and implemented with support from Berlin - the initiative "Engineers Without Borders" had taken over the planning, as a part of the ASA program, in

which German students helped with construction works. Currently the second factory is planned and we again are hoping for the similar support.

Outlook

Environmental education can and should become a part of the curriculum in the future. The right-wing government had for many years ruled in El Salvador. The current political changes will also lead to changes in education policy and curricula. APOKAM sees good opportunities in being involved in this process.

Crater in the school garden

Example Berlin-Spandau

Spandau is a village, but also Berlin. For nearly 40 years, Ursula Ondratschek works as a teacher in Spandau. Her school is located in the outskirts of Berlin in the countryside. There are many single-family homes, in which middle class families used to live. Their children went to Ursula's school. Meanwhile, the kids had grown up and moved away and elderly people live alone in those single-family houses. Today kids from the neighboring multi-storied apartment buildings attend this school - that's a different clientele. In many of these homes children are not well cared for. Many migrant families, in which only a little German is spoken, send their children to this school. There had to be a response from the school with new ideas on how to interest children in school, such as, for example, actions in the environmental field.

Environmental issues are now included in several subjects at the school: in German, English and Geography. There are student exchange programs with schools in other European countries (the travel and living expenses are financed by the EU Comenius program).

As part of a Comenius project a while ago, a school garden with two crater beds was created. Children from four countries participated. The reaction to the school garden in the community was very positive.

An association had been founded "Neighbors in the Neighborhood," which manages the garden by taking care of it during the summer holidays.

But what can we do to make the school garden better, and how can we involve the residents of the neighborhood? If the garden belongs to all, probably more people take care of it and there is no vandalism.

It turns out that many German Russians live in the neighborhood. The generation of grandmothers brought rich knowledge about agriculture and horticulture, which they cannot apply to the new environment. The students are considering how to use the knowledge of the older generation only and conducted interviews with the grandmothers.

The action will continue into the new school year.

This fall, many people were active - the parents donated flower bulbs, the neighborhood association of children and teachers put together the onion bulbs.

We have achieved a lot, and want to continue with the school garden. It should be noted, however, that the whole process is made out of very small and expensive steps, nothing is controlled from above, but must grow from the bottom. Important: This initiative should go beyond the school garden, we would like our children 'armed' with identity measures to reach other goals - such as environmental projects or climate schooling. For the children it is mostly important to learn and to understand the meaning of their actions. While working at the school garden, we had also addressed other issues, such as climate change, child labor and the consequences of globalisation. The children develop an awareness of these issues, which is significant for a primary school.

The 4th graders started addressing environmental issues in Ursula's class with small steps. The children put together an exhibition and then went as Energy Detectives in other classes. So the idea of Energy Detectives has spread slowly. Now, a new fourth grade takes over the work of the Energy Detectives. This year, the school program is rewritten. One of the new targets is for a school to become environmental. All teachers are required to participate in it.

These three examples provide for a lively discussion on what works well and why, where there are problems and why.

The following aspects should be considered in the future:

- How can we inspire people to engage with the project on a long-term basis?
- How do we integrate the actions into school / education?
- How do we successfully involve families and the particular environment?
- How do we secure the financing?

It is important to find something that both children and parents feel connected to. Then they will support the cause even more. The activities, which everyone can take part in, also integrate people into the local environment. Everyone can join a school or a community garden - the thresholds are low: to share food and drinks with everyone and do something.

At the community level, there is another good initiative in Berlin - the intercultural garden. The starting point was the recognition that immigrants who live in Berlin often miss their garden and felt unhappy about it. This generated the idea to open gardens for immigrant families. In 2003, the first intercultural



Ulla Ondratschek, teacher from Berlin

garden was established in Köpenick. There are now more than 30. Currently there is a pioneering project on the site of the former Tempelhof Airport. There, 300 beds were created. This action activates a lively debate about how we deal with our common property in Berlin. It may seem surprising, but there is no damage, even though the gardens are not closed: the members of the community take care.

Common problems and what can be done?

Conclusion

The anchoring of the initiatives is usually only partially successful - not all the children and families are involved. For example in El Salvador the teachers' involvement is particularly difficult. Due to their work overload it will take time to win them over for cooperation.

The inclusion into the neighborhood is also not an easy task - the gardens include long-term projects, which are hard to run difficult times, but such support is necessary. The KATE projects are a good example. Once it is an international project and something is going on, there are more people in the community interested and motivated to join.

The school gardens need to be integrated into a local strategy. This requires from the majority of the community members and the school to recognise all the benefits and the necessity of school gardens. The core of the project is its practical focus: one wins sympathy for the idea of children and parents. A project as grounded and down to earth as a garden creates a sense of community and identity in an otherwise complicated social environment.

Activation of self-organisation is an important step. When people are empowered to work together and make a difference, then they are also involved in things that they initially consider to be of a lesser concern.

Working Group 4:

How fair is fair trade?

Cocoa from cultivation to consumption - and where does the profit go?

Gregory Ntemoyok Mewanu, founder of Mulan Bilingual Academic institutions, cocoa farmer and building contractor from Kumba / Cameroon and Judith Siller, Weltladen A Janela (Fair Trade Shop), Berlin

Chair: Adina Hammoud, GSE e.V.

The Mulan Bilingual Academic Institute is a private nursery, primary and secondary schools with a focus particularly on science education for girls from rural areas.

The World Shop A Janela sells fair trade products, educates about fair trade and is a co-founder of the initiative Fairtrade Town Charlottenburg-Wilmersdorf.

Even the entry-exercise produced a heated discussion - it revealed such different perspectives on the issues of fair trade that the participants would have liked to continue debating. But the barometer was actually intended only as an introduction and initial guidance.

An imaginary scale from 0 to 100 had been passed around the room, and the participants were invited to answer the three following statements by positioning themselves along the scale: 0 = completely disagree to 100 = completely agree.

- I know what Fair Trade is: positioning from about 5 to about 85
- I only buy fair trade chocolate (coffee, tea): positions from about 5 to 100
- I think that Fair Trade can really change the world: positioning of almost 0 to 100

The participants offered interesting justifications and explanations. In the example of the second question those positioned close to 100 were involved World Store through their own activities. Whoever was on the other end of the scale, justified it with the lack of shopping possibilities and higher prices. There had been an intense discussion on approaches with regard to the third question, which only displays for each end of the scale how this example would be called. A participant with a position close to 0 explained her doubts with the fact that a change cannot be achieved without a fundamental change in buying behavior and political structures. A participant with the score close to 100 explained his position through the fact that with Fair Trade justice is enforceable.

Farewell to Illusions

Gregory Mewanu: Cocoa In Cameroon

Gregory Mewanu is, inter alia, a cocoa farmer in his native Cameroon. He initiates and supports rural cooperatives. His cooperative has 340 members. It produces 120 tons of cocoa a year. It has an export license and has - so far unsuccessfully - sought buyers in Germany. This begs the question: how do we get our product to the fair trade markets? In order to give a living representation of the daily lives of cocoa farmers, the speaker had brought a work in progress film, a draft of which had been finished only a day before his departure. It shows all the phases of the sowing from planting to harvest. This was a practical insight for the audience. But apart from that, the film presented excerpts from interviews with farmers and cooperatives, discussions within their educational and high novelty value – and provoked a heated debate. For example, the question of the establishment of cooperatives - way too many of them have failed, as farmers say in the film. Despite the hard work, they yet remain for roughly a half of a year without income. 12,000 of 20,000 seedlings survive. The already visible shortages will worsen soon, with young people having no future in the rural region. Owning cheap Chinese motorcycles young men prefer to work in the city as a motor-taxi drivers and earn in one day almost the same amount as in one year in the field. Another problem is the chemicals. 20 years ago they had an access to good fungicides and pesticides from Germany, whereas now cheap chemicals from China are flooding the market that do not fulfill their purpose: to kill the diseases in cacao harvest. The farmers receive no reward in their own words, but an allowance. Often 80 percent of the annual crop pests fall victim because either none, or ineffective chemical agents are used.



Gregory Ntemoyok Mewanu, Mulan Bilingual Academic Institute, Cameroon (left)

Those statements in particular called for questions and certainly destroyed some illusion - namely that of pure organic cocoa production.

Chemicals-free cocoa - is that possible?

Gregory Mewanu: It is difficult, if not impossible to bring 100% organic cocoa to the market. Diseases of both the plant and the fruit are a natural problem, and even the insects that eat up my hard work follow their nature, as well as the fungi that infect a plant. Each farmer sees himself in the right to save his harvest and to seek funding. I'm a realist: As organic and natural as possible, but without pests.

Can processing be done in Cameroon and are there alternatives for farmers in those times without income from cocoa?

Gregory Mewanu: We are trying to create a production with a view to export for ten years now. This, however, remained unsuccessful and our illusions are gone. In the months without income from cocoa farmers cultivate subsistence farming and grow plantains, cassava, yams, and fruits such as bush mango and other fruits of the forest.

What is a measure of fairness: What we want (100% organic), or what is possible? Can mixed cultures really avoid the use of chemicals?

Gregory Mewanu: Here lies the relationship between demand and market. For years the demand has been greater than the production capacity. Cocoa is a global object of speculation and is also subject to political developments. When the civil war broke out in Ivory Coast, the major cocoa producer, there was a global cocoa shortage and the price has increased by three times. The farmers have never seen so much money in 2002. After a year, the price went down again and in 2010 it was still twice the initial price. Mixed culture is already very ecological, but requires a sound calculation. Mixed culture means leaving big gaps between the trees, on the one hand, to prevent the spread of specialized pests, and on the other to make room for other products such as mango. The questions are: how much the farmer earns with mangoes and other fruits and does it cover for the absence of the cocoa? That's a decision that needs to be thought through.

Adam Ranson from Leeds / UK commented on the ways of fair trade citing an example: The Leeds Development Education Centre had developed a chocolate game in which everyone involved in the production and consumption appears: the farmers in Ghana and Brazil, a British chocolate company and a fair trade company. In 1999 the national governing body of the confectionery industry sent a letter to stop the distribution of the game. Leeds DEC sold it further. The development could not be stopped, five years later, a chocolate company of the Fair Trade company bought it. In 2009 the price of conventional chocolate was on par with the fair trade chocolate. Nestlé now also sells a Fair Trade version of KitKat.

Reyneris Soza Flores from Nicaragua recalls the barometer exercise 3 and argues for a "yes"-answer, but as part of a system that needs to change. Fair trade should also include social fairness. Not only the attitude towards fair trade has to change, but also to production systems. In Nicaragua, many groups are interested in fair trade and organic coffee trade. An analysis of the sequences shows that the NGOs are more involved in mediating than in challenges. The farmers are paid for the coffee before the harvest, but after the harvest the price is often higher. Only the mediator benefits from this system, nothing comes to the farmers' families. Moreover, while they produce the eco coffee, the products for their own use are not usually ecological. Fair trade must incorporate ALL systems.

With so many young people leaving for the city - what are the prospects for youth in the countryside and in Cameroon in general?

Gregory Mewanu: Cocoa farming must be attractive, otherwise the majority of parents will not be able to keep their children in agriculture. Cocoa farming is extremely labor intensive - cooperatives are the only way to facilitate the work. The nature of our plantations does not allow the use of machines.

Fair trade - an altruistic business concept?

Judith Siller, Fair Trade Shop A Janela, Berlin:

The speaker presents the system of Fair Trade in Germany based on the following relationship: producer - exporter - importer - trade- consumer. The vision of fair trade is to build a reliable and sustainable supply chains in long-term partnership, which will enable the producers to provide themselves and their families with a better life.

An important aspect is the seal. Transfair is an international seal which guarantees compliance with

minimum standards. Many vendors set up their own label, which only relate to some aspects of an ingredient, for example the discounter Lidl with various labels for chocolate. Transfair requires that not only the cocoa, but also sugar, fruits, nuts come through fair trade. A current challenge in Europe is sugar - European producers have to be protected. This involves another problem that more compromises with respect to other ingredients should be achieved in order to process much more fair-trade cocoa. Also, so far, only raw materials such as cocoa and cotton can be certified, but not the end products, which is problematic. The import organization El Puente tried to certify T-shirts are 100% fair - and was denied due to the lack of sales.

Here we have arrived to the problem of the value and the question remains how much of the final price depend on the price of the intermediary products? Shockingly little stays with the farmers: between five and ten percent. Would it be different, if the chocolate would be produced in Cameroon? Unfortunately, even here there are some facts that speak against. The smallest problem may be that the chocolate must match the German taste. It is the technical and economic aspects that are preventing this from happening. There needs to be an uninterrupted chain. The tax and customs systems are increasing taxes on final products - the higher the processing stage, the higher the tariff. The selling price of a chocolate bar would then amount to about four euros - who would buy it?

At each stage whether in Cameroon or in Germany the workers have a right to fair wages. Fairness at all levels should be a standard, which under current conditions is unfortunately an illusion.

The following discussion focuses strongly on this issue.

Have the chocolate products of El Ceibo, the umbrella organization of Bolivian cocoa cooperatives (Fairtrade partner with its own chocolate factory), a chance to enter the German market?

Judith Siller: This requires that both the trade and consumers are open to other flavors and accept a higher price. Business and politics must be prepared to reduce protectionist barriers and to change import tariffs fundamentally.

Does import of finished products make sense from an environmental perspective? Should not the locally produced products be preferred?

Judith Siller: Yes, but on the other hand, should not the countries of the South, the same way that all other countries have the right to enter new markets, they need sales! It is much debated whether one should really buy fair trade honey from Mexico, Chile, Nicaragua when there is a similar one from Brandenburg. But there is not enough honey produced in Germany.

The example of Reyneris from the discussion shows that fair trade cannot solve all problems.

Or as in the example with the prices of coffee: when there is little coffee on the market, prices rise. GEPA experiences losses since they had charged 50% of the fair price. The farmers, however, have a partner, who sells the coffee at a higher price to others. As a consequence, GEPA had to fire its workers. Fair trade is complex and is involved in other contexts - it is not an island.



Judith Siller, Fair Trade Shop A Janela, Berlin

Working Group 5: Change In Perspective! How does a South-North school partnership work on an equal footing?

Yohalmo Cabrera Chacón APOKAM, Atiquizaya / El Salvador and Dr. Luise Steinwachs, EPIZ Berlin

Chair: Dr. Gisela Führung, BGZ

The Pokomames Asociación por el Medio Ambiente (APOKAM, formerly ADEMUZA) is an NGO in El Salvador. The association is closely linked in the region to schools and youth environmental groups and has an extensive experience in both international cooperation and educational projects. The focus of APOKAM is on the strengthening of civil society, environmental protection and sustainable management. **EPIZ - The Center for Global Education in Berlin** initiated and developed in close cooperation with the Ministry of Education of the Khomas Region of Namibia School Partnerships between schools in the twin cities of Berlin and Windhoek. The school program Berlin-Windhoek promotes the integration of Namibian related topics in school life. Specifically, it has to do with how the Namibian topics are presented in project days, school events and also in the curriculum.

We started with a "School Partnership Bingo" to get to know each other: All participants were given a slip of paper with a total of nine areas in which different sets of school partnership terms were written (for example, "I know of one school where / at least two teachers / instructors and many students involved in a school partnership "or" I feel a part of a South-North school Partnership ") - now the task was to find a person who could answer yes to each statement. Who was the first one to fill all nine fields with different names, "won" this interactive introduction.

Future in Focus

Example of El Salvador:

Yohalmo Cabrera Chacón, President of APOKAM in Atiquizaya: Hermanamientos Escolares

The pictures of the various encounters between teachers, students or employees of NGOs from El Salvador and Germany give a particularly lively impression of the key figures in the presentation on the cooperation.

Yohalmo Cabrera presented "Resumes" of school partnerships in El Salvador accompanied by the APOKAM and KATE. Their history dates back to 2003, when teachers from Guatemala, Nicaragua and El Salvador met in Berlin. Together they had visited schools and in Berlin in 2005 they had signed partnership agreements between schools as well as between APOKAM and KATE. Young people of both countries exchanged letters. Same year teachers' exchange took place between Friedrich Engels Gymnasium and the Vincent Van Gogh school in El Salvador. The teachers and students found such a direct exchange very motivating. Joint environmental projects rouse out of it. There are further collaborations such as working with ASA participants, which emerged simultaneously. In 2004 three ASA-participants stayed with host families in El Salvador and supported APOKAM in school partnerships. A project on recycling emerged, for example. With the "grupos ecológicos" (see WG 3) young environmental groups had been established that work in school gardens and public community gardens, as well as participate in forestation campaigns and river cleansing. The project runs until today at Monterosa school, which cooperates with its partner school in Berlin. In 2006, the ASA project 'Fair Trade of Honey' in cooperation KATE and APOKAM was initiated. The ASA students lead workshops in schools, educate and

raise awareness among youth on Fair Trade.

Since 2007 there are competitions and other projects of partnership dynamics: in "When I grow up ..." students from Berlin and Atiquizaya write about their visions of the future. In the current project, "Your World in Focus - Tu mundo en el visor" students create photo reports on topics relevant to their world and exchange information about it on an Internet platform. The winners of the competition travel to Berlin for two weeks. Young people from Germany visit their exchange partners in El Salvador. Yohalmo Cabrera Conclusion: The connection between German and Salvadoran schools is very strong through common interest and the partnership grows and strengthens steadily.

The discussion focused on various aspects of exchange.

Where is the link between the school partnerships and the ASA program?

Yohalmo Cabrera: The inclusion of ASA was created by the contact between KATE and APOKAM. Students regularly came under the ASA program to Atiquizaya and supported the projects of school partnerships. The inclusion of the ASA project had occurred at the same time and is a good way to support the partnership.

Are there also student-exchange groups and how is the exchange running in general?

Yohalmo Cabrera: It started with an exchange of letters, later came a direct exchange. Students from El Salvador came to Berlin, but only in small groups because it was difficult to finance group travel. The young people from El Salvador lived with Berlin families for two weeks, visited the school and were integrated into life in Berlin. The travel of German teenagers to El Salvador had not been possible, until recently, due to travel warnings issued by the Foreign Office. However, a direct exchange of teachers from both countries took place.

Belinda Hanke students from the three countries participate in current school partnership projects (2010/2011) "Tu mundo en el visor - Your World in Focus", which is coordinated by KATE, APOKAM, Cedru and ADM. An online-platform connects students and they report about the world they live in, which is something they can communicate directly. This is a "modern" way of the letter exchange.

How do you prepare students for their trip to Germany?

Yohalmo Cabrera: The project covers various aspects such as history, everyday life and climate in Germany. And students can directly ask young people in Germany.

Is there an institutional recognition from the government, the Ministry of Education or the German Embassy?

Yohalmo Cabrera: No, there is no official recognition. But APOKAM is satisfied with its achievements. These are unforgettable experiences.

What kind of support would you require from Germany for further development of the school partnership, especially with regard to organization, preparation, etc.?

Yohalmo Cabrera: The most important part is that there are teachers who provide the impetus. The work with KATE is fundamental for the monitoring of school partnerships. Concrete projects make the partnership lively and create a dynamic. APOKAM is focused particularly on environmental projects. It would be interesting to create a network of all of the school partnership work. Extracurricular activities are important for students in El Salvador.

Is the central aim of APOKAM to organize civil society and are the young people from the school partnerships contributing to this goal?



Yohalmo Cabrera: That's right. APOKAM is an environmental organisation that works with schools to promote awareness on environmental issues. Here, the focus is on organising young people, which in the long run will result in a broad environmental movement. APOKAM is committed to the engagement of civil society in environmental issues.

There are many financial needs. Are the German students or schools contributing?

Henrike Vahl, a teacher at Berlin Carlo Schmid High School: It depends on the school. If the school is in a deprived area, students and parents are not able to contribute financially. However, it is not primarily environmental issues that motivate German schools into partnerships. The interests in Germany are different. Interesting topics for them are, for example, the North-South responsibility, globalisation, as well as the students improving their foreign language skills. The Internet platform of the project "Your World in Focus - Tu mundo en el visor" is interesting for the exchange between teachers from South and North, where there is a protected area for the exchange among the teachers.

Common history at a glance

Namibia example:

Luise Steinwachs: School projects on Namibia - Windhoek school partnerships

Luise Steinwachs works in EPIZ (Development Policy Education and Information Centre) in the area of South-North school partnerships between Berlin and Windhoek. She presented the school program on Namibia, which the school partnerships are a part of. She talked about concrete support of school partnerships and the offers of EPIZ and named several pitfalls that are encountered in the school partnership work.

The school twinning between Berlin and Windhoek had developed out of the Namibia project, which offers training courses in the field of global education. The main objective is to create diversity of perspectives and stimulate a change in perspective. Due to Germany's historical responsibility, colonialism remains an important focus of education.

E-Learning

EPIZ is offering e-learning. Here, students and teachers have an access to learning materials and can also connect with the partners. This offer is hardly used by the young people because they communicate mainly through Facebook.

While this has not been the intention of the EPIZ, it became a reality. Communication runs well, but it is not accessible to the teachers and EPIZ-employees.

Education on Namibia without specific reference to school partnerships

This offer is aimed at all types of schools and also includes training for teachers and multipliers (including trainings on intercultural learning). Freelance speakers with Namibian background carry them out. Here the students select issues, which they can connect to their our lives.

School partnerships Berlin-Windhoek

Namibia project includes establishment and supervision of school partnerships between Berlin and Windhoek, which has been twinned with Berlin since 2000.



Dr. Luise Steinwachs, EPIZ Berlin

Meanwhile, there are 10 school partnerships between schools in Berlin and Windhoek. An important component is the collaboration with the Namibian Ministry of Education. The ministry had selected participating schools in Windhoek and EPIZ had selected the ones in Berlin. The most important criterion was that all the selected ones are state schools.

To initiate the partnership teachers came from Namibia for two weeks to Berlin and later the teachers from Berlin visited Windhoek. Together in a workshop, a contract had been drafted, which defined the common aims and constraints. All participants signed it. In Germany, the EPIZ annually offers five meetings for Berliners where they can exchange ideas and give each other advice. The teachers accepted this offer enthusiastically. EPIZ also advises on financing and provides orientation meetings before traveling. A close cooperation with ENSA, which has already funded four exchanges with Windhoek, is a part of it.

Claudia Schilling of ENSA:

ENSA promotes development of education exchange between Germany and the so-called developing and transition countries. This means that only existing school partnerships are encouraged. German schools apply through ENSA for joint learning projects in Germany and in the partner countries. The projects are then accompanied by ENSA's educational content. The students and teachers complete pre- and post-program seminars on various topics. In 2011 the first common preparation and review of all schools in Berlin took place, which brought an intense and fruitful interaction.

At the seminars, the students choose the topics themselves. The respective partner schools agreed on a common theme.

In the discussion, the following questions were raised.

What happens after the project? What are the objectives in the South and in the North? What are the similarities and differences there? What do the students learn from the encounter? How are they using Facebook?

Belinda Hanke concerning the online platform for current students of KATE's school partnerships: Young people are actively involved in various social networks. In Nicaragua, many youngsters had been exposed to the Internet for the first time as a part of the project and they had immediately created their Facebook accounts. It is so beautiful when they engage in networking and exchange: It remains the goal of KATE to support the exchange of project platform and also to expand.

A particular problem is the language barrier, communication in Spanish is often difficult and discouraging for the German youth. KATE wants to adapt its own aspirations to reality a bit: it is unrealistic to think that young people are intensively engaged on the exchange platform in their spare time. This should be, therefore, better integrated into the lessons.

Yohalmo Cabrera: The platform should not be the ultimate goal. More important are the issues that provoke the exchange. We had a workshop on the Internet use in Atiquizaya. The partnership expanded to include the e-mail contact. When the project "Tu mundo en el visor" is over, the platform still remains. The connection between the young people of the North and the South has improved. The platform and the resources are going to stay in school. There is now a computer that can still be used, which had been provided through the project.

Luise Steinwachs: In the initial phase, the enhanced e-learning has been used. That the students stay in touch is the consequence of the meeting. The use of Facebook continues, even if the young people leave school. Communication outside the project is very meaningful.

What is the experience with the Internet use? Although platforms are a great resource, can it be that getting the Internet access is also a challenge?

Luise Steinwachs: In Berlin, there are good resources, virtually all of the schools have and access to the Internet. In Windhoek only those schools were selected that have Internet access or have specifically established an access, to ensure participation. In general this is a difficult issue: the partnership suffers from the different possibilities of online access, which brings a disappointment to the participants' expectations from exchange. The German teachers have too little knowledge of the local situation and difficulties of partners and are quickly impatient and disappointed when they have to wait for several weeks for a reply.

Ousmane Niane: With the help of USAID, the schools have now the Internet access in Senegal. Facebook, however, becomes a burden for students, since often all the energy is put into taking care of the profile. Students waste time and energy and are distracted from the school.

Yohalmo Cabrera: There are several ways in Atiquizaya to get the Internet access. Small groups are using the Internet in schools. In APOKAM's office, there is a schedule of when each school can use the office's computer.

Belinda Hanke: In San Rafael del Sur KATE is engaged with three high schools, but only two have Internet access. Some of the funding money was set aside to be used in the Internet café. It had, however, turned out to be used differently. The students use the money to cover the cost of transportation to another school, where teachers are paid to take care of the students in the PC pool.

Luise Steinwachs: One of the participating schools, a special school, does not use the Internet for communication with the partner school. Here the contact works very well through letters with pictures, collages, etc. It can be done differently.

How is the preparation in Namibia going ahead of the visit to Germany?

Luise Steinwachs: There are several considerations to prepare. In Berlin, Namibian speakers will prepare the students. The preparation of the Namibian participants is a real problem. Sometimes the German embassy offers help, but there are not enough resources.

Opinion Barometer

For further reflection of the opinion the Opinion Barometer followed. The presenter Gisela Führung reads a provocative thesis, and the participants position themselves in space along the diagonal, depending on the approval or rejection. The opinion trends are roughly presented in the following table and represent every voice spoken.

Thesis 1 No school partnership could function in the long run without a supporting NGO		
Against	Middle	For
<u>1 participant</u> "School partnerships should be so strong that they do not need NGOs. This requires highly motivated teachers and parents as well as an embedding in school and the community. The NGOs serve as a midwife. "	<u>The vast majority</u> "A catalyst is very important, but if there is a close relationship, there need to be NGOs, only to stimulate, not necessarily as an accompaniment." "School Partnerships need accompanying NGOs because they often lack the necessary qualifications in schools. Therefore, the school with an NGO or educational speakers works best. "	<u>Isolated</u> "Without impetus that NGOs provide there is no school partnerships. In over 30 years as a teacher I have never met a school with a vision of a good partnership. Our school partnerships are the result of cooperation with APOKAM and KATE. There are no interested teachers / directors. When speaking of partnerships, resources are important. In El Salvador, the schools do not have resources, so we depend on the NGOs. '
Thesis 2 In a school partnership there needs to be a leader on both sides		
<u>2 participants</u> "The leadership is a question of the institution and not the individual. The partnership should be shared by institutions rather than individuals. We need a partner only for external relations."	<u>8 participants</u> It takes true leaders, but they should not dominate the partnership and create it according to their own personal interests.	<u>9 Participants:</u> "For school partnerships to work, there needs to be a partner who takes care of the network."

Several theses are further selected, which are suitable for positioning in plenary:

- School partnerships are mini-models of development cooperation.
- A South-North-school partnership cannot exist without financial support.
- Sponsorship should not be mixed up with partnerships.

The following questions could not be answered completely:

- How do we deal with the Internet? While it creates connections, it also excludes all those without an access.
- How do we deal with different interests of the partners?
- How do we achieve sustainable school partnerships in the context of the dependence of the southern partners on the financing from Germany? How do you get such projects to pay for themselves?
- What makes a school partnership? How is it defined?

Working Group 6:

Virtual world - dialogue in the Web 2.0.

Learning and encounters in the network - are there effects in the real world?

**Rafael Silva, Cedru, San Rafael del Sur / Nicaragua and Nicola Humpert, EPIZ Berlin
Chair: Raphael Shapira KATE e.V.**

EPIZ connects teachers, multipliers and organizations in the development and implementation of concepts of global education. In EPIZ e-learning Center for Global Education courses are offered on global learning for schools and trainings on the topics of "One World in Schools" and "Global Jobs" as well as to school partnerships and youth academies. Teachers are supported in their use of e-learning at school.

Cedru see WG 3

The Centre for Ecology and Development KATE eV is an environmental and development organization. It pursues a holistic approach that combines ecology, justice, economic development and democracy, leading to a socially just society in the North and in the South. KATE combines development and environmental education work with the support of partner organizations in Central America.

Rafael Silva and Nicola Humpert show various ways to build virtual worlds on the Internet and use it.

Example 1:

Conditions for using the Internet in Nicaragua and the use of a social network in the project "Tu mundo en el visor - Your World in Focus"

Although Nicaragua was the Internet pioneer in Latin America in the 90s and the fourth Latin American country to receive a top-level domain, due to the neglect in politics and business today there are difficulties with the Internet. In 2011 about 600,000 of Nicaraguans had Internet access (approximately 10% of the population). Compared to Germany with 65 million users (80% of the population) it is very little. Even in academia, the Internet is not widespread. Out of 47 elementary schools in San Rafael del Sur only one school had Internet access. Out of seven secondary schools, three have access.

Social networking and virtual worlds

KATE eV together with the project "Tu mundo en el visor - Your World in Focus" had been launched. Young people from Germany, Nicaragua and El Salvador have the opportunity to learn, to talk about their personal interests and to get to know each other in a virtual world. 214 people from Germany, 80 from El Salvador and 87 in Nicaragua are involved in the project. The exchange is a platform accessible only by members. Most users are between 11 and 15 years old. They can upload their own videos and photos to be published. Each member has a profile visible to members only. Members can write messages directly to each other or chat.

This platform can be later used in other projects. The following questions need to be answered beforehand:

- Does this platform support learning and South-North dialogue?
- Is it a two-way cultural exchange?

- Is the platform successful and popular?
- How can we improve the platform?
- Is there alternative social networking for a virtual community of this kind?

Rafael Silva guides the participants through the online project platform. In the forum, any member can publish his or her contributions. As for comments, it is possible to reply to the post and ask questions directly, so that an intercultural exchange can actually happen. This type of exchange can be good to counteract prejudices (for example, that people in Nicaragua do not just eat corn). Apart from the food, other issues are also discussed, for example, environmental issues and social issues, or posts about their own city – briefly about Kurfürstendamm in Berlin.

One problem, of course, is the language barrier. The young people from Nicaragua cannot speak German. Although the German young people use the platform as part of their Spanish classes, their language skills are not sufficient for communication in Spanish. Therefore, the cost to administer the platform is high because all the examples have to be translated. The platform would not work without supervision. We are, however, very pleased with the result. The young people from Germany and Latin America did not know each other before. Now they also use other platforms to communicate with each other, such as Facebook. In Nicaragua, the young people also had no contact with computers and the Internet. In the beginning of the project, classes on the basics of computer use were necessary. We are also seeing the emergence of small friendship groups on the network. The project has not only encouraged this South-North dialogue, but also South-South and North-North contacts.

Example 2: The e-learning platform of EPIZ Berlin

For about five years the EPIZ uses an e-learning platform based on Moodle. The e-learning platform of EPIZ is divided into four different areas: the school-world, career goals, school partnerships and youth academies. Each area offers a variety of courses that can be accessed after registering. Courses that are provided on this platform can then be processed independently in the classroom. It is possible to register for a separate course (for a class).

Teachers are asked to supervise specific courses accompanied by EPIZ and to introduce to the e-learning. With the help of e-learning, it is possible to use various electronic media to edit the topic. As in the social networks is also possible to communicate with other participants. The communication takes place, however, on specific topics. Access to the individual courses is protected. The teachers need to register to obtain access.



Nicola Humpert, EPIZ

Using the example of the course "Contemporary witnesses of development cooperation" Nicola Humpert showed the different aspects of the course, such as media databases with reports on the history of development cooperation, audio files with interviews of witnesses and various tasks that can be handled by the students themselves. Furthermore, the results and problems are discussed in the forum. The acquired knowledge can be assessed by means of a test.

As a second example, the course "Oil - a controversial energy source" had been presented. This is a newer course. There used to be more emphasis on integrity and a possible selection applied to information materials, today the focus is more on group work. The students will be given a hint on where the information on the topic can be found. Then they need to research independently. Also the courses are better adapted to the needs of teachers. Each module is self-contained and can be processed within 45

minutes. Teachers have an access to a private area where they receive additional information and advice on the implementation of the subject in the classroom.

.... And finally

The international workshop on "Awareness for Fairness - Global Education in South-North dialogue" ended with a joint final round. All participants received a fair trade rose from the organizers.



Our Southern partners

Cabrera Chacón Yohalmo:

El Salvador. Teacher founder and chairman of the organisation ADEMUZA (now APOKAM). Promotes school partnerships and other community education and empowerment and local environmental protection projects. Works in a specialised environmental and human rights Law NGO.

Mewanu, Gregory Ntemoyok:

Cameroon. Studied Economics, Management and Law in Yaounde, Potsdam and Berlin, for many years. Worked in Berlin as an education officer from the (former) DED-school program and other NGOs. Head of the Team Visit program on Global Education in Germany. Since 2004 is based in Cameroon cocoa plantations with private companies in the construction sector, tea and coffee. In addition, he founded with his wife the "Mulan Bilingual Academic Institutions", a private nursery, primary and secondary schools with a focus on science education especially for girls from rural areas.

Niane, Ousmane:

Senegal, Teacher and upper secondary education of History and Geography. Activity at the regional education authority of Casamance (Inspection d'Académie de Ziguinchor / Casamance). Responsible for the Middle school education (secondary schools), for partnerships, communication and good governance. Member of the National Council for the fight against poverty (MDG) and various implementing bodies, the Peace Process in the Casamance and various implementing bodies, consultant for local planning and financing activities in the context of decentralization, multiplier for participatory methods, democratic development and gender issues.

Salazar Torrez, Ana Angélica:

Bolivia. Studied psychology at the University Gabriel René Moreno (Santa Cruz de la Sierra) and Universidad Mayor de San Andrés (UMSA, La Paz). Additional workshops training: actress and drama teacher. Since 1998 is active in the cultural center COMPA. Gives theater workshops for children, teenagers and adults in the COMPA and other establishments. In COMPA she is primarily responsible as an artistic coordinator for theater and theater education.

Silva García, Rafael de Jesús:

Nicaragua. Rural Development Studies (Masters) at the Universidad Nacional Agraria, Managua and agricultural engineering at the National Agrarian University and the Universidad Popular in Managua. Additional training as agronomist (Instituto Nacional Tecnológico, Diriamba). Works in the direction of Cedru in the administration and in particular in the development and implementation of new and the management of ongoing projects. His thematic focus in the meeting is on the topics of precarious working conditions, human rights and social consequences of globalization and fair trade, which brings together the intentions of the project with those of Cedru.

Soza Flores, Reyneris:

Nicaragua, Agricultural engineer with work experience in the promotion of food security and citizen participation in rural communities of Departamentos Boaco. Graduate studies for the institutionalization of a gender perspective. Promoter of gender issues as well as of issues on food security, environment, sustainable development and citizenship. She accompanies and supports the crafting of strategies for the development of women and youth as well as urban development. A board member at ADM.

Links to the Projects and Organizations (alphabetically) :

www.admnicaragua.org

www.ajanela.de

www.apokam.jindo.com

www.berlin.de/sen/wirtschaft/euro-inter/lez

www.bgz-berlin.de

www.cedru.org

www.compatrono.com

www.epiz-berlin.de

www.gse-ev.de

www.kate-berlin.de

The following people have contributed and continue to do so to the success of the International workshop on "Awareness for Fairness. Global learning in the South-North dialogue" (all entries in alphabetical order by last name):

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"Awareness for Fairness" is an international cooperation project on Global Education. The aim is to promote a better anchoring of issues on political development into educational processes and systems across the EU, to make these issues more visible, to ensure their sustainability in the regulatory framework, curricula and syllabi, to integrate the school culture and everyday learning as well as to enhance the quality of global learning (learning materials, capacity building of teachers, and methodologies). A special importance is given to the topics of fair trade, fair labor practices, human rights and social dimension of globalization.

The following NGOs and administrations are working together in the project: Germany (LEZ; BGZ, EPIZ, KATE, GSE), Austria (Linz World), the Czech Republic (Ecumenical Academy Prague) and the UK (Leeds Development Education Centre). It is coordinated by the Berlin State Office for Development Cooperation (LEZ). Coordinator is the BGZ Berlin International Cooperation.

