

CONTEXT

The current context of global crisis more and more connotes the rise of social and territorial inequalities and questions the growing challenges to keep and reinforce sustainable human development processes. In this context, we underline **the need to steadily reaffirm and head for political and social models more coherent with eradication of poverty and inequalities**. In order to support these positive changes, the involvement of Local authorities is a fundamental key since local level constitutes a suitable framework in which citizens, local civil society entities and local authorities (LAs) can act together to promote activities which consequences have a wider commitment and impact both on local and global questions.

Nonetheless, public commitment in favour of sustainable human development is still insufficient. It is therefore **fundamental to foster civil active participation reinforcing awareness raising and education development (DEAR) on development issues**. The consciousness on these matters and the need to pass on values and principles coherent with this approach must be developed from early ages **so that sustainable human development can be considered as a basic standard right to which every people can individually aim at as well as collectively claim for**.

In this context, **the educative system is the first place where knowledge, values and principles are provided and thus have a direct influence on the construction of personal attitudes, concerns and interest toward peers** and an increasingly more globalized environment. Educative system is thus also a suitable framework in which it is possible to transversally spread development education matters and to encourage the understanding of global challenges to fight social, economic and environmental imbalances.

OBJECTIVE AND PARTNERSHIP

For these reasons, 14 entities from 6 European countries (**Bulgaria, Croatia, Italy, Portugal, Romania and Spain**), decided to join their know how to implement the European project **DEAR STUDENT: Strengthened and sustainable Development in Educative centers and Network of local stakeholders through DEAR** _ "To Educate on Sustainable Human Development" _ . The 14 partners composed a complementary experienced mix of European Local Authorities (LA) or LAs Funds and Non State Actor with experience in Development Education and Raising Awareness activities in collaboration with Educational system and organizations.

The project contributes to **the reinforcement of the commitment of LAs, in cooperation with local Non State Actors (NSA), for the promotion of sustainable human development policies at local level**, enhancing, on one hand, local multi-stakeholders cooperation to **promote an active and involved citizenship in relation to the fight against poverty, inequalities and social and economical exclusion**, and, on another hand, fostering a **consensus with educative board** (teacher, parents, territorial education institutions, etc.) **so that youngsters can benefit, in formal education, from the introduction of transversal matters dealing with sustainable human development**.

The aim of the project is the **empowerment of LAs so that they can be more aware of the importance of their role in sustainable human development processes** and in the achievement of their citizens' active engagement through the encouragement of **the implementation of Development Education and Raising Awareness (DEAR) approach both in formal education in primary and secondary schools and in public policies**.

MAIN ACTIVITIES OF THE DEAR STUDENT PROJECT:

1. ARTICULATION BETWEEN LOCAL AUTHORITIES (LA) AND LOCAL NON STATE ACTORS (NSA) FOR THE IMPLEMENTATION OF A LOCAL DEVELOPMENT EDUCATION AND RAISING AWARENESS (DEAR) AGENDA

Objective: To promote and enhance LAs' awareness, empowerment and commitment to build local multi-stakeholder networks to foster DEAR activities in their local public policies, as a way to foster local public support for sustainable human development processes and to promote an active citizenship involved with these issues.

In each partner's territory will be implemented the following activities:

- ✚ 5 **workshops** with LAs and local NSA to elaborate a strategic document that reflects a public commitment to support DEAR activities and local policies aimed at the support of sustainable human development processes
- ✚ 1 **territorial Seminar** to widespread to other LAs the role they can assume, through decentralized cooperation policies, in the challenge of building, conjointly with citizenship and local stakeholders, a fairer and more balanced world.

2. ARTICULATION WITH THE ADMINISTRATIONS RESPONSIBLES FOR EDUCATION COMPETENCES FOR THE IMPLEMENTATION OF AN DEVELOPMENT EDUCATION MODULE

Objective: To include, in formal education system, a teacher training and cross-curricular module about sustainable human development in secondary schools of the partners' territories in order to reinforce educative system so that it can help pupils to be able to understand the current challenges and to navigate in a global context that is increasingly inter-related.

In each partner's territory will be implemented the following activities:

- ✚ 3 meetings with **Territorial Education institutions** so that they can sign an **Common Collaboration agreement** giving institutional support to the activities of the project dealing with education and to recognize the **importance of the inclusion of Sustainable Human Development issues as cross-curricular matter**.
- ✚ 1 meeting and common Collaboration agreement signed to ensure the involvement of **five secondary schools** in each partner's territory
- ✚ **Training for teachers** about cross-curricular matter on sustainable human development to manage them so that they can teach to pupils basic knowledge on this issue (25/30 hours)
- ✚ **Elaboration and publication of 1 common Toolkit on Sustainable Human Development Education**, a pedagogical methodology and exercises handbook to put in place the educative module, elaborated by all the teacher of partner's territory involved in the training.

- 🚧 **Implementation**, by the trained teachers, **of sustainable human development education module** in 3 classes of the 5 secondary schools during 25/30 hours in order to promote pupils capacities to understand and act as protagonists for the promotion of a fairer world
- 🚧 **1 Seminar to exchange experience among education policy's makers and teachers** and to elaborate recommendation **about the inclusion of Sustainable Human Development as an educative subject in Formal Education**

3. DEVELOPMENT EDUCATION INTO FORMAL EDUCATION FOR PRIMARY AND SECONDARY SCHOOLS AND EDUCATIVE COMMUNITY

Objective: To raise awareness both toward educative board and pupils from primary and secondary schools so that they can become the promoters of values of sustainable human development

In each partner's territory will be implemented the following activities:

✓ In primary schools:

- 🚧 1 meeting and common Collaboration agreement signed to ensure the Involvement of **five primary schools** in each partner's territory
- 🚧 **6 didactic workshops for 2 classrooms in 5 primary schools** to pass pupils basic values, attitude and knowledge which can then serve as the foundation for further learning about social cohesion, the achievement of millennium development goals and sustainable environmental surroundings
- 🚧 **1 didactic workshops with parent association and educative board** to ensure sustainability of the issues seen in the workshops to ensure whole-school Education for human sustainable development approach

✓ In secondary schools:

- 🚧 **1 training course on the use of communication tools**(video or radio) targeted to the secondary pupils of the human development module so that they can be able to **elaborate at least 9 radio program or videos** on sustainable human development values that will be edited and broadcasted in local medias.



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