

II. THE ACTION

1. DESCRIPTION

1.1. Description of the action and its effectiveness

Background of the action

The project applicant, CVM, have organised national seminars since 2007, where teachers, university researchers and NGO operators meet every year. All the 5 editions have promoted a reflection with the focus on scientific review of school subjects. Their aim is to build the knowledge that fosters attitudes of dialogue and co-responsibility in the management of common planetary space. The seminars are attended by hundreds of teachers each year and represent a unique experience in Italy capable of collecting such a large participation on these issues. Over the years, they have become a point of reference for the development of curricula suitable to understand the complexity of the globalized society. An important feature of the seminars is the involvement of (1) analysis and practice coming from schools, (2) contribution of university researchers and (3) suggestions of experts in development education of major NGOs.

During the past years, organizers and participants expressed the need to include the seminars within an integrated program of research, action, teachers' training, production of new teaching materials and educational dialogue with the Authorities. A program leading to a progressive integration of Global Learning to teach about global issues in school disciplines. At European level, analysis and dialogue among project's partners have shown similar deficiencies and pointed out the same needs: development education and global learning are not included in school curricula and their importance is not sufficiently recognised by Educational Authorities (see the results of the research of the working group on curricula in different countries of the European Union led by CONCORD and published in 2007 as Deep Report).

Objectives of the action

Through a continuous exchange between the different European NGO partners, the project will develop in 6 European countries didactical materials and educational experimentations of teaching history and social subjects in a new way. The overall aim of this new methodology is to promote the understanding of global interdependence, of the causes of poverty and international inequality.

Specifically the project will promote the adoption, in European schools, of Global Learning's issues and methodologies in the core curricula of social and historical disciplines. A Non-Eurocentric vision of the global society and its historical origin, will help to develop a new culture of international relations and to foster a public debate closer to the big global problems (primarily poverty and international inequality).

Specific expected results

To get a big and sustainable impact the project will focus on two main actors:

1. At social level, main actors are teachers, the central ones in school system. They are able to multiply educational impact of this action to their current and future students.
2. At political level, main actors are Educational Authorities, able to multiply the impact of teaching methods proposed in this action to current and future schools actors and stakeholders.

Consistent with this assumption, teachers and Educational Authorities are the main target groups of the action; activities and relative results are addressed to change their behaviour. In the description, for any specific activity there will be the indication of the stakeholder involved. In general it is possible to state that educational publisher are the main stakeholder and that students are the main final beneficiaries.

Expected Result n. 1 – regarding teachers and secondary schools (students 12-18 years of age)

To get a big and sustainable impact with teachers and schools the action implies these assumptions:

- Approach primarily targeted to teachers' daily work.
- Scientific survey of the teachers' problem in carrying out Global learning experiences.
- Dialogue between teachers working in the field and academic educational professionals.
- Availability of teaching materials consistent with everyday use in classrooms.

The action aims to achieve these results:

1.1) Realisation of a survey according to the state of the art regarding the relationship between school disciplines and development education/global learning issues in 200 schools of 5 countries.

1.2) 450 teachers involved in international meetings and seminars.

1.3) New teaching materials connected to teachers' daily work produced and published by national educational publishers in 6 Countries (spread by translation in Bulgaria).

1.4) 112 schools will be involved in innovative teaching experiments and school program will be more consistent with issues concerning the action.

Expected result n. 2 – regarding Educational Authorities

To get a big and sustainable impact the action must provide also for a continuous involvement of Educational Authorities in teaching experiments made by NGOs in the schools of their territories.

Therefore the action aims to achieve the following results:

2.1) Constant exchange structures between NGOs and Educational authorities of 6 countries are established to discuss and promote issues concerning the project.

2.2) A pilot trans-institutional table of discussion between Educational and International cooperation authorities in Marche Region is established.

Description of activities

To get the results described above, the features of the activities are:

(i) Strong European dimension: the activities will be realized in 6 countries with a constant exchange of experiences between all territories involved (in Italy there will be the greatest number of partners to cover 9 regions: Trentino Alto Adige, Friuli Venezia Giulia, Veneto, Emilia Romagna, Lazio, Marche, Sardegna, Calabria, Sicilia. The size of Italian geographic area justifies this choice).

ii) Clear planification: the activities are spread over 3 years according to the following scheme:

- During the whole action: **crosscutting activities** (Steering Committee, International Scientific Committee, International meetings and seminars) with the aim to develop a close cooperation between the main actors.
- Year 1: survey on the state of the art regarding global learning and school curricula;
- Year 2: teaching materials production based on survey's outputs;
- Year 3: (i) experimentations of educational paths with the support of teaching materials; (ii) publication of the results of the whole action.

iii) Strong multiplier effect: it will be the first time to produce didactic units on Global learning issues at European level and to include them in school disciplines. The element that will facilitate a close relationship between DE issue and historical-social disciplines will be the MDGs. The production of teaching materials will be committed to national Educational publishers to guarantee their wide diffusion.

iv) Institutional support: activities will be supported by Marche Region, that is partner of this project and the only one among Italian Local Authorities, involved in so many development education projects funded by EuropeAid. The International Cooperation sector of Marche Region has already declared its intention to avail of this action to establish a table of discussion with the educational

sector. The final aim will be the integration of the two to improve the promotion of Global learning issues.

Moreover all the Educational Authorities of the territories involved are preparing the endorsement letters to the project.

1) Crosscutting activity - Steering committee

The overall coordination will be carried out by a group led by the project coordinator from CVM and composed by the representatives of all NGOs involved in the action, aiming at guaranteeing proper implementation and coherent resources allocation. CVM as lead applicant will guide the process of half year update reports sent by partners and will make sure that adjustments are properly included and implemented by project partners. Following this reporting schedule, partners will be allowed to make adjustments to the planned activities. The Steering Committee will gather together once a year during International meeting and seminars organised in Marche Region to discuss and evaluate joint activities, progress made and develop proposals for adjustments, if needed. The SC will aim at orienting the planning; monitoring the implementation of the activities; facilitating the achievement of expected results at all the concerned levels; evaluating both in progress and final outcomes of the action. Moreover the SC will supervise the fulfilment of commitments concerning the website management by all partners.

NB: The project and the administrative coordinators from CVM will take part once a year for the whole action at *seminars that EuropeAid will organize in Brussels* for the purpose of training, exchange of good practices and networking.

2) Crosscutting activity - International Scientific Committee

Beyond the overall coordination mechanism, a scientific committee will be created, composed of 6 people chosen between academics, researchers, teachers, development education experts coming from NGOs, national and local Educational authorities. One of the members will be an expert in pedagogical methods and teaching of University of Lima (Peru), associated in the project. The Committee will provide strategic directives to the entire action. The presence of an expert from the South will ensure a balanced view of development issues.

A) Coming out activities of the ISC:

A1) In the initial phase, the ISC formalizes its constitution, outlining the criteria to set up the Survey and the objectives of the project in a strategic guidelines document. Location of the meeting will be in Marche Region territory.

B) Acting out activities of the ISC:

B1) the ISC analyzes the status of the art about global learning and school disciplines and acknowledges educational and didactic needs from the 6 partner countries through a video conference and / or contacts via skype.

B2) During first International educational seminar in Marche Region (see activity 3): (i) ISC presents the most widely accepted issues of international scientific research in relation to Development Education and World Citizenship Curriculum to be experimented through historical and social disciplines; (ii) At the presence of the Educational Authorities, the ISC draw up guidance for the construction of suitable didactic materials to review the teaching of historical and social development in terms of global learning.

B3) In the middle of the second year of the project ISC supervises and monitors the scientific rigor of the teaching materials produced.

B4) In the second International educational seminar in Marche Region (see activity 3), the ISC develops scientific criteria for testing the materials in the school systems of the 6 partner countries.

C) Follow up activities of the ISC:

C1) In the middle of the third year of the project ISC analyzes and monitors the teaching experiments.

C2) In the third International educational seminar in Marche Region the ISC: (i) evaluates the outcomes of the project, (ii) decides a strategy of dissemination of best practices for the construction of a Global Curriculum for Development Education through historical and social disciplines in the school systems of 6 partner countries.

3) Crosscutting activity - International meetings and seminars in Marche Region

Every year an International meeting and educational seminar will be organised in Marche Region on the issues focus of the proposal: a 3 days occasion where all main actors and stakeholders from Europe and Latin America will meet to carry out the work. In particular in every edition: (i) the Steering committees will meet to review the progress of the project, (ii) the Scientific Committee will meet to evaluate the results achieved and the plan for future activities, (iii) all the European NGOs involved in the project and related Educational Authorities will meet for common reflections on project issues and to explore the concrete possibilities of Educational authorities to facilitate the spread of proposed educational practices within schools (see also “activities to get the result 2”), (iv) The academics from European and Lima universities and the teachers interested in the issues addressed by the action will meet in a two/three days seminar to exchange reflections and best practises about the relation between Global learning and school core curricula (In each of the past editions organized by the applicant, the seminar drew at least 150 teachers. So in the whole action at least 450 teachers are expected).

All these meetings will be essential to ensure the success of the action and the continuous commitment of Authorities to work towards the achievement of action’s educational goals even after the expiry of the project. The output will be the minutes of the meetings. Furthermore, during the third year a statement of intent, or a set of guidelines, or a series of recommendation will be produce at the end of each meeting.

4) Crosscutting activity - Final external evaluation

At the end of the project a final external evaluation will be done according to evaluation guidelines developed by the OECD - DAC (relevance, effectiveness, efficiency, sustainability, impact).

5) Crosscutting activity – Visibility plan

In agreement with all the partners, during the whole action the applicant will develop a communication and visibility plan in line with the EC visibility guidelines

During the whole action all the websites of NGOs involved will promote the activities by reference to EC role and funding in the action.

During the three years all promotional materials of the three International seminars (both printed and electronic) will contain references to EC role and funding in the action

In year 2 all the teaching materials disseminated both by the national Educational publishers in 6 countries, and by the NGOs will contain reference to EC role and funding in the action.

In year 3 the final publication and all the other outputs (recommendations, guidelines, charters) will contain reference to EC role and funding in the action.

6) Activity to achieve result n.1 - Survey on development education issues present in the curriculum of historical and social discipline

The survey will be made in 200 schools of 5 countries (Italy, Austria, Netherlands, Ireland, Czech Republic).

In the countries involved in the present project, the initial situation of educational policies is quite different:

- Italian school system, since 1999, is going through a transition process towards the autonomy of school institution. At the central level the Ministry of Education invite school actors to overcome the rigidity of educational standards to get at a transversal teaching approach organized in discipline areas (for example historical-social area). Moreover since 2007 the Ministry recommends that students should reach “active citizenship competences” within the end of secondary school.
- In Austria there is a national curriculum in the formal education sector for most of the subjects and cross curriculum topics. Most of the curricula are understood as framework curricula. Moreover, there are options within the school autonomy to develop school specific programs with a certain curriculum area. School teams could develop curricula for certain subjects. These curricula need a confirmation from the Ministry of Education (commission) and could be implemented afterwards in the schools. In some cases topics related to Global Learning are implemented within this school autonomy curriculum program.
- In the Netherlands the schools do not have a national or regional curriculum, but there are several examples of curricula that schools can use freely.

- In Ireland the structure, curriculum elements and assessment of learning outcomes has been revised with a rolling implementation due to start from September 2012; and a new, optional senior cycle subject entitled Politics and Society will hopefully be shortly implemented. Moreover The National Council for Curriculum and Assessment (NCCA), the advisory body to the Minister for Education and Skills on curriculum and assessment matters, is currently devising a new Junior Cycle framework. For this reason exceptionally in Ireland the action will involve also primary schools.
- In the Czech Republic the schools teach according to Framework Educational Programme (it's a regulation of the Ministry of Education), in this programme there are cross-cutting issues which include topics of Global education. Moreover in 2011 the National strategy on Global Development Education (2011-2015) was approved.

As a result of these different starting situations the activity will be developed according to the following methodology:

- The ISC will decide overarching questions according to the whole action plan and objectives.
- In every country a working group (selected by NGOs) will decide the concrete needs and develop the key-questions for the survey.
- In every country the working group will engage an expert (academic, or NGO experts in curricula) to do most of the research, but the survey should be done in close cooperation with the NGOs. The territories involved will be Austria (Südwind), Netherlands (CMO), Ireland (APA), Czech Republic (ARPOK) and 9 Italian regions: Trentino Alto Adige, Friuli Venezia Giulia (ACCRI and CVCS), Veneto (ADP), Emilia Romagna (ADP), Lazio (ADP and CISP), Marche (CVM), Sardegna (OSVIC), Calabria and Sicilia (PRODOCS). The schools will be chosen on the basis of (i) previous relations with the NGOs; (ii) agreements between NGOs and Educational Authorities.
- The research tools will be (i) analysis of textbooks and documents, which are more relevant for curricula; (ii) questionnaires for teachers; (iii) visits and interviews with teachers and academics engaged in educational issues.
- A Survey coordinator, chosen by the applicant, will monitor all the process.

The stakeholders/consultants for the whole process will be:

- University of Bari, Turin and Urbino in Italy.
- In Austria Global Learning Strategy Group.
- In the Netherlands VO-Content, a foundation of 185 secondary schools attended by an overall total of 190.000 pupils.
- In Ireland the City of Dublin Vocational Education Committee. It is the largest Vocational Education Committee (VEC) in the country. The CDVEC Curriculum Development Unit (CDVEC CDU) is a unit for teacher education, curriculum development and research, jointly managed by the CDVEC, Trinity College Dublin and the Department of Education and Skills. (For further detail see www.cdvec.ie)

The result will be a picture of the state of the art regarding the relationship between school disciplines and development education issues. The survey will:

- Be available to all Educational authorities.
- Become a reference point for the production of teaching materials
- Represent a baseline for educational experimentations.

The report, produced on paper and electronic version, will be the result of the comparison of data provided by school systems of the 6 partner countries. The comparison will be supervised by the survey coordinator who will also draw up the report for the final publication.

7) Activity to achieve result n.1 - Production of innovative teaching materials for teachers and students in six languages published in target Countries

Methodology

On the basis of survey results and ISC consultancy:

in every country involved in the action a NGO or a group of NGOs: (i) will decide the frame for the activity and then (ii) engage consultants, expert both in disciplines and in development education issues, to realize new teaching materials. The materials will be innovative, proposing a continuous didactic link between development education/global learning issues and historical and social discipline

curricula. The products will be lesson plans, classroom workshops, teaching unit, tools to be used by teachers as a support in introducing development education issues in historical and social discipline curricula. They will be available through printed textbooks or ebooks.

The materials will be used to support educational experiments (see activity below).

Contents

In general:

- The materials will create “bridges” between historical knowledge and actual social developments.
- They will have a Non-Eurocentric approach.
- They will underline the interdependencies between what happens in different part of the world.
- They overcome the strict division between academic disciplines.
- They will stimulate teachers and students reflection on possible causes of increasing poverty and inequalities between different parts of the world.

Specifically:

- The Millennium Development Goals and Human rights will be the big issues on which it is necessary to devise materials for a new teaching of history and social disciplines. Teaching tools capable to develop a “network thinking”, critical, suitable to capture the interdependencies and complexity of global society. In this way the first Millennium Development Goal, "To eradicate extreme poverty and hunger", will be the basis for teaching units that relate the history of agriculture, the evolution of basic rights, the science developments related to the food problem, the distribution of economic resources. The second Millennium Development Goal, "Achieve universal primary education", will be the basis for teaching units that relate the geo-history of social rights, the global spread of education etc.

Stakeholders

Consultants:

- University of Bari, Turin and Urbino in Italy.
- In Austria Global Learning Strategy Group.
- In the Netherlands VO-Content
- In Ireland the CDVEC Curriculum Development Unit (CDVEC CDU)

Educational publisher:

- The applicant is in contact with Mondadori Educational (the biggest in Italy) and with BBN (the first Educational publisher in Italy that produces only digital teaching materials).
- CMO is in contact with Scala Media, Bloqs, Malmberg, Edu’Actief.
- APA is in contact with CDVEC CDU, an Educational publisher that has published a range of teaching/learning resources and research outputs since the 1970s.

Dissemination plans

The whole number of copies that will be spread during the action will be at least 7500. Other copies will be spread by the Educational publisher during and after the action.

Other channel for the dissemination will be:

- 450 teachers participating at International Meetings and Seminars in Marche Region (see crosscutting activities)
- Teachers involved in educational experiments (see the activity below)
- Educational website (for example www.schule.at, or Kennisnet that connects all school of the Netherlands, <http://www.surfnetkennisnetproject.nl/internationalvisitors>)
- NGOs websites and contacts with school and teachers
- Networks of NGOs
- Teachers unions
- Articles in teachers journals, where the concept of the materials are presented.

In Bulgaria ESA will adapt, translate and disseminate the most suited material produced by other European partner.

8) Activity to achieve result n.1 - Realization of 112 educational experiments about DE/global learning within historical and social discipline

On the basis of the action progress evaluation and under the supervision of International Scientific Committee:

in each area involved in the project, the NGO concerned (i) will decide the frame for the activity and (ii) implement in the school educational experiments on global learning linked to historical and social disciplines. The area involved will be Austria (Südwind), Netherlands (CMO), Ireland (APA), Czech Republic (ARPOK), Bulgaria (ESA) and 9 Italian regions: Trentino Alto Adige, Friuli Venezia Giulia (ACCRI and CVCS), Veneto (ADP), Emilia Romagna (ADP), Lazio (ADP and CISP), Marche (CVM), Sardegna (OSVIC), Calabria and Sicilia (PRODOCS). The schools will be mainly chosen from the areas that have been involved in the Survey. The whole process of educational experiments will be shared with the Educational authorities.

The experimentations will be supported by teaching materials (see activity above) and will be organized in two phases:

Phase one: teacher training by NGO experts/trainers supported by teaching materials.

Steps:

1. Survey

1.1. Learning needs of teachers in relation to the needs of context

1.2. Cognitive abilities of teachers in coherence with the objectives of the Project

1.3. The teaching model of reference and its significance with regards to the objectives of the Project

2. Educational agreement

2.1. Sharing of objectives in coherence with the needs of context

2.2. Presentation of a working hypothesis

2.3. Constructive dialogue between trainers and trainees for a possible reorientation of work tracks

3. Professional Training

3.1. Scientific Update on issues related to Education for Development and Global learning

3.2. Comparison and recommendations of thematic bibliographies

3.3. Comparative analysis between the different teaching models

3.4. Discussion of educational and instructional tools to support classroom practices

4. Programming

4.1. Identification of Teaching Units

4.2. Laboratory on activity simulation in the context of classroom

Phase two: implementation in classrooms by teachers supported by materials and monitored/supervised by NGO experts/trainers.

5.1. Classroom activities

5.2. Reports in the course of experimentation

5.3. Comparison between trainers and teachers experiments

5.4. Final report with exchange of experiences and circularity between teachers and between teachers and trainers

5.5. Administration of the test designed to detect changes in teachers and student cognitive, emotional, behavioural level

9) Activity to achieve result n.1 - Realization of 1 final bilingual publication produced with the results of the survey and teaching experiments

In the third year of the action CVM, applicant for the project, will realize a printed book and ebook English/Italian publication with the results and the impact (i) of the surveys; (ii) of the teaching experiments; (iii) of the whole action. The final section will contain:

(i) all the recommendations and the main documents produced by Steering committees, ISC, International Cooperation and Educational Authorities involved in the action.

(ii) all the best practises collected by all the NGOs on teaching experiments

(iii) the main remarks and recommendations from teachers involved in the action about teaching materials use.

The work will see the collaboration of all the involved NGOs, and will be coordinated by the project coordinator, with the support of PRODOCS, and supervised by the International Scientific Committee (ISC).

500 printed copies of the publication will be produced and distributed mainly to Educational authorities and to European NGOs involved in activities of Global learning in the formal educational system, to produce multiplicative effects at continental level.

10) Activity to achieve result n.2 - Three workshops realized for National and Local Educational Authorities on action issues

During yearly International meetings and seminars realized in Marche Region, CVM, applicant of the project, and Marche Region, partner of this project, will coordinate a one day workshop on the issues concerned by the project, addressing Educational Authorities of the areas involved in the activities. NGOs and Educational Authorities will meet to reflect together on project issues and to explore the concrete possibilities of Educational Authorities to favour the spread of project practices within schools.

The Educational Authorities will be invited to attend also the educational seminar sessions where the academics and the teachers will meet to exchange reflections and best practises about the relation between DE/Global learning and school core curricula.

The workshops will represent the occasion to strengthen the relation between NGO partners and Educational authorities established during the action. Significant strengths of this relation will be:

Educational authorities will multiply the impact of the action spreading contents and materials of the action to the schools of their territories.

The relation established will last even after the end of the action. The strength of this relation will allow the action to move from a pilot phase into a wider systematic approach.

11) Activity to achieve result n.2 - Six meetings between Educational and International cooperation Authorities of the applicant region (Marche, Italy)

One of the main problem for Global learning in the formal education systems is the uncooperative attitude of the two institutions involved in these issues: the International Cooperation Authorities and the Educational Authorities. The table established in Marche Region between International Cooperation and the Educational sectors will meet twice a year and will produce a pilot agreement between the two authorities that will lead to a Global Education Charter spread in the other 5 Regions and 5 Nations involved in the action.

1.2. Methodology

The methods of implementation and reasons for the proposed methodology

The action is going to be implemented as a “Global learning in the formal education system” (lot1). Its objective is the inclusion of Development Education (DE)/Global learning in the historical and social disciplines in schools (students 12 to 18 years of age) of 6 European countries.

Methodological stronghold 1: analysis of obstacles and choice of means to overcome them.

All partners of the action have previously analyzed the reason of the failure in introducing Development Education (DE)/Global learning in the historical and social disciplines until now. Efforts has been hindered by the following factors:

- Approaches not primarily targeted to teachers and their daily work.
- Lack of a scientific survey of the problem of teachers in developing DE experiences.
- Lack of dialogue between teachers, working in the field, and academic educational professionals
- Lack of involvement of Educational Authorities in teaching experiments made by NGOs in the schools of their territories.
- Unavailability of teaching materials suitable to everyday use in the classrooms.

This analysis move from the experience of all partners and it is corroborated by the experience of Suedwind, partner of this action and applicant since 2010 of Global Curriculum Project (www.globalcurriculum.net).

This analysis justifies the methodology that will be implemented in the action. In fact all the following points derive from the previous consideration:

- Choice of the main actors (teachers, Educational authorities) and stakeholders (see below).

- Choice to build a stable place for dialogues between actors and main stakeholders both at central project level (with the International Scientific Committee composed by academics, teachers, development education experts from NGOs), and at national partner level.
- Choice of a strong involvement of the different National/Regional Educational authorities.
- Choice of involvement of both International cooperation authorities and Educational authorities (in Italy and in other nations DE is actually recognized only from Ministry of Foreign Affairs, but the implementation is done in schools and they fall under Ministry of Education).
- Choice to move from theoretical research (year 1) to teaching experiments (year 3), discussing every step with the International Scientific Committee and producing (year 2) teaching materials: i) able to support teachers' daily work in classrooms, ii) able to multiply the effects of the activities in new schools after the conclusion of the action. In this way the action will be in compliance also with the methodological stronghold 2: to move from pilot activities to a wider systematic approach consistently with general experiences of the partners and specific analysis of Global Curriculum Project (see above).

The procedures for follow up, monitoring and internal/external evaluation

All members of the consortium will send a progress note every six months to CVM.

CVM as lead applicant will guide the process of half year update reports sent by the partners and will supervise that adjustments are properly included and implemented by the project partners. This reporting schedule will enable the groups in this project to make adjustments to the planned activities. The project coordinator will ensure that proposals for adjustment are indeed implemented.

The project coordinator is the chairman of the Steering Committee that will gather once a year during International Educational seminars to discuss and evaluate joint activities, progress made and develop proposals for adjustments, if needed.

In the evaluations made every year the SC will apply the following indicators: (1) the number of schools and teachers taking part in project activities; (2) the number of Educational authorities taking part in project activities; (3) the receptiveness of schools, teachers and Educational authorities to action debate and proposals; (4) from the 2nd year onwards: the quality and diffusion of teaching materials and their reception by teachers (5) are activities being implemented according to plan?; (6) do we face problems related to the cooperation between the actors and stakeholders groups and how have these problems been addressed?; (7) is the money allocated according to the original budget?.

During the action the project coordinator will go and visit all partners for a direct discussion on action implementation at least once.

At the end of the project an internal evaluation meeting will be done to determine strengths, weaknesses, gaps and areas for improvement. This will result in recommendations for possible follow up work.

At the end of the project a final external evaluation will be done according to evaluation guidelines developed by the OECD - DAC (relevance, effectiveness, efficiency, sustainability, impact).

The role and participation in the action of the various actors and stakeholders (local partner(s), target groups, local authorities, etc.), and the reasons for which these roles have been assigned to them

Consistent with the analysis of the obstacle concerning the relation between DE and school disciplines, the action will involve in all 6 countries these actors and stakeholders:

- Teachers: they will be the main target group involved in all the action steps (surveys, training seminars, experimentation of teaching materials, experimentation of educational paths, consultancy). With the support of the NGOs partner in the present project, they will introduce the action to the school boards.
- Educational Authorities: they will be the other target group. They have just been involved during project structuring; they will improve their attitudes towards action issues by discussing during seminars with NGOs, teachers, academics, Educational authorities of other territories; they will give a fundamental contribute to the diffusion of the action issues to other schools and Institutional Authorities of their territories.

- International Scientific Committee and national groups of consultancy: they are primary actors to overcome, at central and national level, one of the main problems met by DE experience in schools: lack of dialogue between teachers, working in the field, NGOs experts and academic educational professionals.
- Academic educational professionals: They will make a theoretical contribution for a new approach to the school teaching of historical and social disciplines. An approach able to overcome the traditional division of the European schools disciplines in separated curricula and able to overcome the Eurocentric approach.
- NGOs: all the NGOs partner of this project (1) until now have been the main bridge between academic research contributions and schools, by the DE experience they have implemented with teachers and students; (2) They will make a contribution on MDGs issues as the main axes to build didactical units. In fact they have direct experience in cooperation with Southern countries organizations
- Students: they will be the main final beneficiaries of the teaching materials and the experimental educational path.
- Educational publishers: they will assure a wide dissemination of the teaching materials produced.

The attitudes of stakeholders towards the action in general and the activities in particular

Academic educational professionals

In Europe exists a number of academics engaged in research on transdisciplinary and Non Eurocentric approach in school teaching. They are regularly invited at national seminars the applicant have organised every year since 2008 in Marche Region on the scientific review of school subjects. They come from Italy, France and Spain. The other NGOs, partner to this project, have developed collaborations with academics of their own countries involved on the same issues (professor Cristiano Giorda University of Turin; Catia Brunelli, researcher in University of Urbino, professor Barbara Oomen, former chairwoman of the Platform on Human Rights Education in the Netherlands).

Educational publishers are interested in producing new teaching materials suitable with the digital technology. The applicant is in contact with Mondadori Educational (the biggest in Italy) and with BBN (the first educational publisher in Italy that produces only digital teaching materials). CMO is in contact with Scala Media, Bloqs, Malmberg, Edu'Actief. APA is in contact with CDVEC CDU, an educational publisher that has published a range of teaching/learning resources and research outputs since the 1970s.

The organisational structure and team proposed for implementation of the action (by function: there is no need to include the names of individuals)

1 project coordinator

1 project administrator

NB All the following roles are part time:

- 5 national activities coordinators
- 5 national activities administrators
- 2 regional activities administrator
- 22 expert in research/materials development/teacher training

The main means proposed for the implementation of the action (equipment, materials and supplies to be acquired or rented)

1 computer

The planned activities in order to ensure the visibility of the action and the EU funding

All Educational Authorities involved in the project will ensure a visibility of the action and the EU funding to all the schools of their territories by publishing the informations on their websites and by newsletters.

All NGOs partner in this project will ensure the visibility of the action and the EU funding to all the teachers of their address lists (Note: every NGO has a list of at least 1000 teachers it has been in

contact in last years); they will also publish the information on the action and the EU funding on their websites and send them to their newsletters contacts.

All schools involved in the action will publish the information on the action and the EU funding on their websites.

All teaching materials spread in ebook or paper format will have references to the action and to the EU funding.

All other materials produced during the activities will have references to the action and the EU funding.

1.3. Duration and indicative action plan for implementing the action

Year 1													
	Semester 1						Semester 2						
Activity	Month 1	2	3	4	5	6	7	8	9	10	11	12	Implementing body
Example	example												Example
Preparation Activity 1 Steering Committee	X	X											CVM
Execution Activity 1 Steering Committee			X	X	X	X	X	X	X	X	X	X	All the partners
Preparation Activity 2 International Scientific Committee	X	X	X										All the partners University of Lima (associate)
Execution Activity 2 International Scientific Committee				X					X				CVM University of Lima (associate)
Preparation Activity 3 International meetings and seminars			X	X	X	X	X	X					All the partners
Execution Activity 3 International meetings and seminars									X				All the partners
Preparation Activity 5 Survey				X	X	X	X						All the partners
Execution Activity 5 Survey								X	X	X	X	X	All the partners
Preparation Activity 9 Workshop for E. Authorities				X		X		X					CVM, Marche Region

Execution Activity 9 Workshop for E. Authorities								X				CVM, Marche Region
Preparation Activity 10 Table Marche Region			X			X	X					CVM, Marche Region
Execution Activity 10 Table Marche Region				X				X				Marche Region

For the following years:										
Activity	Semester 3	4	5	6	7	8	9	10	Implementing body	
Execution Activity 1 Steering Committee	X	X	X	X						All the partners
Execution Activity 2 International Scientific Committee	X	X	X	X						CVM University of Lima (associate)
Preparation Activity 3 International meetings and seminars	X		X							All the partners
Execution Activity 3 International meetings and seminars		X		X						All the partners
Preparation Activity 4 Final Evaluation			X							CVM
Execution Activity 4 Final Evaluation				X						All the partners
Preparation Activity 6 Teaching materials	X									CVM
Execution Activity 6 Teaching materials	X	X								CVM, ACCRI, APA, ARPOK, CMO, ESA, SUEDWIND
Preparation Activity 7 Experimentations		X								All the partners

Execution Activity 7 Experimentations		X	X	X					All the partners
Preparation Activity 8 Final Publication			X						CVM, PRODOCS
Execution Activity 8 Final Publication				X					CVM, PRODOCS
Preparation Activity 9 Workshop for E. Authorities	X		X						CVM, Marche Region
Execution Activity 9 Workshop for E. Authorities		X		X					CVM, Marche Region
Preparation Activity 10 Table Marche Region	X		X						CVM, Marche Region
Execution Activity 10 Table Marche Region		X		X					Marche Region

1.4. Sustainability

Describe the expected impact of the action with quantified data where possible, at technical, economic, social, and policy levels (will it lead to improved legislation, codes of conduct, methods, etc.)

General level

The action impact will be:

- The inclusion of Global learning issues in teaching of historical and social disciplines of 112 schools in 5 different countries,
- The production of specific teaching materials on action issues (printed and ebook format textbooks and didactical unities) by national educational publishers. They will contribute to multiply the diffusion of materials during the action and after its conclusions. During the action 7500 copies will be produced and disseminated in 6 countries.
- The establishment of a continuous relationship between schools, NGOs and Educational authorities in 6 countries.

For the first time the problem of inclusion of Global learning in school disciplines will be faced with a strict collaboration of fundamental actors and stakeholders and with an adequate production of technical tools.

Technical level

The action will establish a new method of work, based on collaboration between main actors and stakeholders involved in global learning in formal education system. All the action is based on strict collaboration between NGOs, teachers, Educational authorities, and academics. The International scientific committee activities will guarantee this impact.

Another expected impact is the creation and diffusion of teaching materials based on global learning issues, linked to historical and social disciplines and consistent with the daily work of the teacher. Currently one of the most relevant problem faced by teachers is the distance between global learning issues and textbooks used in everyday teachers work. The educational publishers involved as stakeholders will guarantee that this obstacle will be overcome.

Policy level

The action will establish a continuous collaboration between NGOs partners and 12 Educational authorities involved in the project. The impact will be the creation of regional and national protocols on global learning in schools.

Another impact will be the establishment of a table of discussion between International Cooperation Authority and Educational Authority in applicant’s Region (Regione Marche, partner of this project). This table will produce a pilot agreement between the two authorities that will be spread in the other 5 Regions and 5 Nations involved in the action.

Social level

In 5 different countries 200 schools and at least 1000 teachers will be involved in survey activity on the relationship between Global learning and school disciplines.

In 5 different countries 112 schools and at least 500 teachers and 5000 students will be involved in experimental educational paths.

In 6 different countries 7500 textbook copies will be produced and disseminated (both in ebook and in printed format).

Describe a dissemination plan and the possibilities for replication and extension of the action outcomes (multiplier effects), clearly indicating any foreseen dissemination channel.

Dissemination plan:

Each NGO partner in this project has a list of at least 1000 teachers it has been in contact in last years. Every teacher will receive teaching materials produced during year 2 of the action in ebook format. Moreover all Educational publishers involved in the production of teaching materials will disseminate other copies by their everyday channel of distribution.

All Educational authorities moreover will contribute to the diffusion of teaching materials by their own website and newsletters to the schools of their territories.

The multiplier effects is guaranteed by 3 factors:

Teachers are the main target of the action. Their role in the school is fundamental: the experimentation of educational paths they will carry on in their classrooms during the action will multiply the effect of the activities toward students. The trial will be repeated with their future students too.

Educational authorities will multiply the impact of the action spreading contents and material of the action to all the schools of their territories.

By their usual channels of distributions Educational publishers will spread teaching materials over the schools directly involved in the action.

Provide a detailed risk analysis and contingency plan. This should include a list of risks associated for each proposed action, accompanied by relevant mitigation measures. A good risk analysis will include a range of risk types

ACTIVITY	ASSUMPTIONS	RISKS	LEVEL	MITIGATIONS
Survey	<p>The key questions of the survey are relevant for the formal education of the countries involved</p> <p>The researchers are well selected; They know the formal education very well; part of the survey should be an interview with important actors/insiders in formal education</p>	Teachers are not responding to the questionnaire/interviews	Low	Large number of teachers involved

	A frame work for the survey is developed in close cooperation between the project partners			
Teaching materials realization	The framework of the materials is linked to the formal education system of the different countries involved in project	The topics are not seen as relevant by some teachers Tight time agenda by the teachers	Average Average	Developed tools should be bound to the curricula Tools should be projected and presented to support the teachers (“make the live of teachers easier”)
Experimentation s of historical and social disciplines educational paths	Training on the teaching materials for the teachers who will make experimentations in their schools	The stringent school regime.	Low	Partners and teachers involved must make an anticipated planning of experimentations

Explain how sustainability will be secured after completion of the action. This may include aspects of necessary follow-up activities, built-in strategies, ownership, communication plan, etc. In so doing so, make a distinction between the following 3 dimensions of sustainability:

a) Financial sustainability: financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs, etc;

All NGOs partners have built in past years a solid collaboration with teachers and schools of their territories, the action will reinforce it and guarantee the possibility for the partners to continue the educational work receiving funds directly from the school systems.

The Educational publishers will continue the diffusion of teaching materials by their usual channel of distribution, and they will request to update the materials to NGOs authors, financing them with they own economic resources.

All Educational Authorities involved in the action will keep on supporting teaching materials diffusion with their own financial resources. The partner Marche Region, the only one among Italian Local Authorities, involved in so many development education projects funded by Europeaid, will secure the financing of the follow up activities (i.e. post evaluation international seminary, further dissemination of teaching materials, enlargement of the school networks involved in action issues)

b) Institutional sustainability: including structures that would allow the results of the action to continue to be in place after the end of the action, capacity building, agreements and "ownership" of action outcomes;

The relation established during the action by NGOs with Educational Authorities will continue after the end of the action. This relation will allow to the action to become a first step in a process that will move from pilot activities to a wider systematic approach.

The relation established during the action by NGOs with Educational publishers will continue too, permitting an enlargement of teaching materials based on Global education issues production and dissemination.

The establishment of a table of discussion between International cooperation authority and Educational Authority in applicant’s Region (Marche Region, partner of this project) will continue after action conclusion.

c) Policy level sustainability (where applicable) including the structural impact of the action (improved legislation, consistency with existing framework/s, codes of conduct, methods, etc.).

One of the main problem for DE/Global learning in the formal education systems is the uncooperative attitude of the two institutions involved in these issues: the International cooperation authorities and the Educational authorities. The table established in Marche Region will product a pilot agreement

between the two authorities that will lead to a Global Education Charter spread in the other 5 Regions and 5 Nations involved in the action.
