

Think Global, Act Local

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International Education in Communities



SCOTTISH EXECUTIVE

Making it work together

Think Global, Act Local



International Education in Communities



2

The background consists of several overlapping geometric shapes in a muted purple color against a white background. The shapes are primarily triangles and quadrilaterals, some pointing towards the center and others towards the corners, creating a dynamic, abstract composition.

Contents

	Foreword: Cathy Jamieson, Minister for Education and Young People	4
	Introduction	6
	1. Why international education is important	9
	2. Promoting international education through community learning and development	14
	3. Recommendations	20
	Annex A: Case Studies	23
	Annex B: Continuous Professional Development	29
	Annex C: Measuring the impact of international education	31
	Annex D: Key contacts and resources	32
	Annex E: EU White Paper on Youth	44
	Annex F: Acknowledgements	46

Foreword



Globalisation is impacting upon us daily. In many ways the world has become the global village predicted in the 1960s. Whether it is through multi-national trade, popular culture, the information and communications technology revolution, or the television images we see of global warming, poverty or conflict, we live on an increasingly inter-dependent planet. For local communities here in Scotland, globalisation may seem an abstract concept. Our local economies, and the wealth, health and environmental sustainability of our communities however are influenced by these wider events. We in turn influence our neighbours in the European Union and beyond.

Scots have always been outward looking. Scots have made their homes across the world and made an enormous contribution internationally. Young and old alike in this country give much to the developing world, through support for non-governmental organisations, from Band Aid to Save the Children. Young people and adults are more likely to join an organisation committed to saving the planet or to combating third world poverty, than to join a political party. We care.

But do we understand the challenges of globalisation? Are we prepared, indeed tolerant enough to handle issues such as xenophobia? Are young people and others in our local communities making enough of the enormous learning and development opportunities that having an international perspective can bring?

In June 2002, I launched the Scottish Executive's first policy statement on community learning and development, along with Ministerial Colleagues, Margaret Curran and Iain Gray.

Community Learning and Development: The Way Forward highlighted the importance of this work in contributing to realising a number of key policies. These related to social inclusion and the regeneration of Scotland's rural and urban communities, to widening participation in lifelong learning, and, to a wide range of programmes relating to extending opportunities for young people.

In January the Scottish Executive issued community learning and development guidance to local authorities and their community planning partners. This highlighted four areas of priority for community learning and development practice.

- Increasing levels of literacy and numeracy, ICT and other learning relating to work and life;
- Increasing levels of educational, personal and social development amongst young people;

- Increasing the capacity of communities to tackle issues of concern; and
- Increasing the impact that communities can have upon planning and service delivery decisions.

Each of these priorities could and should be informed by an international perspective. For learners and community-based practitioners alike, community learning and development programmes can be enriched through learning from and sharing with other communities overseas. How do others raise levels of literacy and numeracy, work with young people at risk or support community self help?

This paper presents a number of practical ideas for adapting an international dimension to community learning and development. It explains why and how international education can inform and greatly enhance the learning experience and strengthen community action.

I commend this paper to all community learning and development practitioners and encourage Community Learning and Development Partnerships to use it to inform your community planning strategies and plans.



CATHY JAMIESON, MSP
Minister for Education and Young People

6

Introduction

In our rapidly shrinking world, the fates of people across the world are more and more bound together. The new global challenges, whether it is climate change, or crime, or terrorism, or mass migration, these are problems that we solve together as one global community or not at all.

"Young people must develop the competence, confidence and contacts, which will secure their place and influence in an increasingly global society" Tony Blair, Prime Minister, 1998

"We in Scotland will not be all that we can be unless we lift our eyes to the horizon and look beyond our own set of circumstances.... There is injustice internationally which those of us who believe in a fairer distribution of power, wealth and opportunity cannot and will not accept. Ultimately we are all interdependent, we share the same planet and the actions of one will matter to others"

Jack McConnell - Johannesburg Summit 2002

The purpose of this paper is to provide a practical guide for those working in the field of community learning and development in Scotland. It explains why adopting an international approach can enhance the effectiveness of the learning and development activities here, and help people, young and old, to play a more active role in the global community.

In *An International Outlook - Educating Young Scots about the World*, published in 2001, the Scottish Executive recognised the important role that international education should play within Scottish schools. That report also highlighted the need to promote international education as an integral part of community learning and development.

Community learning and development is an approach to working with people of all ages and backgrounds within their communities. The Scottish Executive defines this as **'informal learning and social development with individuals and groups in their communities. It seeks to strengthen communities through enhancing people's confidence, knowledge and skills, organisational ability and resources'**.

Community learning and development is based on a clear set of values, founded upon a commitment to the following:

- Empowerment - increasing the ability of individuals and groups to influence community circumstances;
 - Participation - supporting people to take part in decision-making;
 - Inclusion, equal opportunity and anti-discrimination - recognising that some people have more restricted opportunities and influence so should be given particular attention;
 - Self-determination - supporting the right of people to make their own choices;
 - Partnership - recognising that many agencies can contribute to community learning and development, and should work together to make the most of the resources available and to be as effective as possible.
- This paper is aimed at a number of audiences, in order to encourage each to work more closely together in providing an international dimension to community-based learning and development activities here in Scotland:
- Community Learning and Development Partnerships, and the public and voluntary agencies in Scotland working together on the ground to support youth work, community work and adult education.
 - Development education agencies such as Scottish Education and Action for Development (SEAD) and the International Development Education Association for Scotland (IDEAS).
 - International development organisations, such as Voluntary Service Overseas, Save the Children Fund and Oxfam.
 - Training agencies responsible for the initial and continuing professional development of those working in the community learning and development field.
 - Funding bodies.

8

The paper explains what international education is and challenges agencies to work together to identify and develop programmes and activities. There is much experience to build upon. The European Commission, amongst others, has provided funding for youth exchanges for many years and latterly funding, albeit on a smaller scale, has become available for work around community capacity building or community-based adult learning. This paper encourages the expansion of international education with all ages and communities. It also demonstrates the wide range of activities, which can contribute to an international education dimension for community learning and development.

Why international education is important

One in five of the world's population - 1.2 billion people - live in abject poverty, without adequate food, water, sanitation, healthcare or education for their children. And yet this is a time of a growing abundance of knowledge, technology and capital, which is generating growing wealth and material plenty...if we do not do better in reducing inequality it will lead to growing conflict, refugee movements, environmental degradation, disease and natural disasters....we need to work together to promote public understanding of globalisation - both its risks and its benefits.

George Foulkes MP

Network of International Development Organisations in Scotland on the Government's White Paper - Making Globalisation Work for the Poor.2001

10

We live together as members of neighbourhoods, communities, villages and towns, but also are part of a European and global community. These memberships bring with them rights and responsibilities - but most of us are still comparatively ignorant of what they are.

The fundamental challenge facing us today is one of connection. We can talk about global citizenship, but if people have little idea about the world in which they will become citizens, it is very difficult to turn the concept of citizenship into anything meaningful.

Jon Snow, Broadcaster,
ITN at the Developing Global Citizens' Conference 2000

There is a growing awareness that major challenges concerning xenophobia, citizenship, cultural diversity, religious differences, environmental protection, sustainable food supplies, poverty and human rights face communities across the world. Too often we lack the knowledge, understanding and skills that would enable us to think critically about them, make truly informed decisions and take appropriate action at a personal, local, national and international level.

Community learning and development practice seeks to build the capacity of individuals and communities to understand their circumstances and take greater control of their lives. But how can we fully understand our own circumstances when these are affected by factors from beyond our own country or continent, or by factors within Scotland that may mitigate against cultural diversity, instead of a rich source of mutual learning and sharing? How can we find effective solutions if

we have little contact with different communities 'next door', or limited knowledge of similar issues in other parts of the world?

Traditionally, this sector has been outward looking - responsive to ideas from other countries. UK Government, Commonwealth and European Union policy initiatives have for many years encouraged practitioners to take an international perspective, in particular, by facilitating and funding transnational partnerships to promote social inclusion, lifelong learning, volunteering and community action. But are we making the best use of these opportunities, and is there more that we can do to enrich local learning and development work?

The main ideas

Those interested in international education tend to separate two, and increasingly three, related and over-lapping ideas. There is a widely, but perhaps not universally, accepted distinction between **international** and **development** education, and a growing view that we also have to be clear about **global** issues.

- **Development** education, while a very broad concept, has at its centre, concern for issues related to economic conditions, to all aspects of material and social welfare, such as health, education, communications and other types of infrastructure within countries, and the relationships among countries which influence these issues. These relationships include trade, access to information, international constraints on development, international politics and finance and many more. Necessarily, development education involves a very

wide range of cultural and other issues. Fundamentally, development education is concerned with issues of equality and equity.

- **International** education is generally interpreted as including development education as a central element, but it also emphasises mutual understanding of, and respect for, differences, political, economic and social systems, culture and inter-dependence, whether or not equality and development issues are involved. It values all forms of exchange and mutual learning, ranging from festivals and twinning to issue based collaborations, comparative and theoretical studies, as well as learning that is action orientated.

In reality the two are inter-related as this quotation from the Development Education Commission (Essential Learning for Everyone, 1999) shows:

“Meeting the challenge of development education does not require additions to the curriculum since much of the content is already there. It does require a shift in emphasis towards the values message which should underpin much of the children’s (and adults’) learning - a sense of obligation towards others, respect for the cultures and lifestyles of all people and a willingness to challenge inequality, racism, bias and ethnocentrism.”

The case for an even wider educational concern for **global** issues includes the notion of global citizenship. This is based upon an awareness that our very survival depends on understanding the widest implications of human interactions,

including our interactions with the environment. Responsible action requires acceptance of the idea of the individual as a citizen of the world.

A particularly helpful use of ‘global’ comes from Save the Children, who refer to Global Child Rights Education as the concept on which their work in education with young people and others is based. It has four aims:

- promoting learning about the world and the reality of children’s lives from a child rights perspective
- strengthening the links and exchanges between young people’s lives in the North and South, and encouraging their personal development
- focusing on reasons why children’s rights are denied or violated- because of global poverty, for example
- acquiring and practising skills to take positive action to fulfil children’s rights - both locally and globally through advocacy, campaigning and other voluntary activities.

This paper fully endorses the breadth that the ideas of global education and development education imply but, in view of the use of ‘international education’ in the formal education sector, adopts the term ‘international education’.

International themes should be seen as an integral part of community learning and development, and a growing understanding of them, and of the ways in which they change over time, should be part of a long-term community learning and development strategy. Just as international issues impact

12

on peoples' everyday lives, so international education should continually recognise and help people to develop awareness of these issues.

International education therefore seeks to help people to understand the links between our lives and the social, economic, political and environmental forces which shape our lives. It develops skills, attitudes and values which enable people to take control of their own lives. Ultimately, it works towards achieving a more just world in which power and resources are more equitably shared. As Paul Boateng has put it:

Focusing on global and development issues provides opportunities for people from diverse backgrounds to work together to be informed of each other's needs, difficulties, celebrations and achievements. This sharing makes the multicultural community a reality. The contribution of the black and ethnic minority communities to this process is from the heart and is rooted in the experience of transitions, struggle and transformation

The World in our Neighbourhood: Development Education Association (1997) - Foreword by Paul Boateng MP

In Scotland, international education can be a key contributor to building community capacity, promoting personal and social development and supporting the development of a more just world. This will result in a significant increase in social capital¹. To be internationally educated should be one of the key outcomes of community based learning and development.

Learning and development objectives

The learning and development objectives for international education within community learning and development are to assist people to:

- **understand and appreciate other cultures and ways of life, secure in their knowledge, understanding and appreciation of their own culture**
- **explore issues of international consequence, including international inequalities, and global interdependence in order to establish a sound understanding of what they mean for Scotland and the wider international community**
- **recognise our interdependence with other countries**
- **deploy skills that will enable them to enter or stay and survive in the employment market within a fast-changing and increasingly global economy**
- **develop positive attitudes to life: respecting the views of others, questioning stereotypes and oversimplification of situations, and making sound judgements based on good information**
- **develop a commitment to common human values**
- **raise aspirations and achievements**
- **learn from people in the south about taking action for development**
- **be active citizens within Scotland, the UK and the world**

¹ Social capital is understood to mean the skills, resources, networks, opportunities, confidence and motivation which characterise empowered communities.

In the international context, this means supporting activities and programmes in communities to create links and common ground with people and communities in other countries. It is about thinking and acting local and global.

There is a wide range of national and international legislation that underlies these objectives. To take just one significant example, Article 12 of the UN Convention on the Rights of the Child covers children's right to participation, while Articles 29 and 30 are particularly helpful in providing a rationale for developing learning about the lives of children in other parts of the world. They state:

Article 29

The education of the child shall be directed towards:

The development of respect for human rights and fundamental freedoms...;

The development of respect for his or her own cultural identity, language and values, and for civilisations different from his or her own;

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance and friendship among all people, ethnic, national and religious groups...

Article 30

A child belonging to a minority shall not be denied the right to enjoy his or her own culture.

Overall, international education is about ensuring a global perspective on local issues and concerns, and of supporting people to make connections with communities in other parts of the world. We have a rich cultural diversity in Scotland, which holds a great and under-used potential for learning about global and development questions. Such global perspectives can and do make a major contribution to promoting a more inclusive society, addressing such issues as social justice, interdependence, and human rights. Sharing knowledge, skills and experience between people in organisations on a local and global level can be a key to empowering communities, enabling vulnerable groups to campaign for their rights more effectively.



14

International education through community learning and development

It is always people who matter, people who remain forever in your memory. My international experience of Tanzania was overwhelming. I never knew I was capable of such depth of emotion. On that final forty-minute journey to the airport I shed tears, the first of many I have shed in solitude since my return as this indescribable exchange continues to have a profound impact on me as a person. I feel I have been awarded both a privilege and a duty that will remain with me for the rest of my life

John Douglas Buckie - Tanzania Exchange

Part 2

Putting it into practice

Scottish Executive policy with respect to community learning and development was published in June 2002 in *Community Learning and Development: The Way Forward* (3) and in guidance to Community Planning Partnerships, published in January 2003 *Working and Learning Together to Build Stronger Communities* (4) Central to this is the establishment of Community Learning and Development Partnerships. These partnerships bring together statutory and voluntary agencies to support community learning and development within a local authority area. These embrace health, enterprise and environmental bodies, colleges, local authorities and a wide range of voluntary organisations.

Scottish Executive policy wishes to see Community Learning and Development Partnerships targeting their support upon disadvantaged individuals, groups and communities, and those who are at risk of becoming disadvantaged. To achieve this end, the Scottish Executive has identified four national priorities, to which an international education dimension could contribute. The priorities are:

- To raise standards of achievement in learning for adults, in the core skills of literacy and numeracy, ICT and through community-based vocational and non-vocational learning.
- To support the personal, social and educational development of young people.
- To give individuals, groups and communities, including young people, the organisational skills they need to tackle issues of concern in the community.

- To support individuals, groups and communities, including young people, to work with and influence the planning and delivery of services at local and strategic levels.

When planning their strategies and plans Community Learning and Development Partnerships are encouraged to consider carefully how international education might contribute to realising both these national and local priorities. In this, they should take account of the Scottish Executive's lifelong learning strategy ("Life through Learning: Learning through Life") which recognises the distinctive role of CLD in building a culture of lifelong learning in Scotland.

The examples in Annex A show that many different contributions could be made to these priorities. They highlight the range and diversity of opportunities that are already available to agencies, communities and individuals.

Community Learning and Development Partnerships have a key role to play in encouraging an international dimension to work within local areas. There are a variety of proven approaches for doing this, such as:

- **Direct experience**
- **Learning activities**
- **Virtual experience**
- **Using information and learning resources**

16

Direct experience

This is a particularly important approach that allows for, and actively encourages, a process of self-discovery. It involves direct contact between people of different cultures and/or nations, and can take place as well among Scottish communities as between Scottish, European and overseas communities. It may mean supporting individuals and youth and community groups to participate in visits or exchanges, whether to communities half a mile away or to another country, or in hosting visitors.

Volunteering can be an especially rich approach to learning and to be 'international' does not necessarily require extensive travel. Work in Scotland, with refugees for example, can be as relevant as work abroad.

Creating links among different cultural traditions here offers a practical strategy for international learning that could be sustained more easily than some other, more resource intensive approaches.

Direct experiences include:

- study visits by professionals and learners
- transnational links and partnerships
- international exchanges
- joint activity in relation to concerns that are shared by different communities in Scotland
- participation in international voluntary work, whether in Scotland or abroad.

Learning activities

From classroom activities to projects, from discussion groups to drama workshops, from talks to entertainment - the range of activities that have been designed specifically, if sometimes subtly, to support learning in community and informal settings about development, international and global issues is almost endless. They enable people to understand the links between their own lives and those of people throughout the world. They increase understanding of the social, economic, political and environmental forces which shape our lives. They develop skills, attitudes and values.

Learning activities include:

- global citizenship training
- creative activities, such as drama, role-play, crafts and arts, to encourage awareness and action
- introducing racism as an issue in relation to membership of community representative committees
- engaging with issues of trade and economy by using interactive games and discussion
- looking at the local economy and how it is affected by the international trade system
- looking at the role of football in communities devastated by war, e.g. the rehabilitation of child soldiers in Sierra Leone

Virtual experience

Through information and communications technologies, it is now possible to forge relationships with people from other countries, building networks and exploring their culture and living conditions without necessarily meeting them. With distance being no object, very good use can be made of ICT to connect communities and learners.

Virtual experiences include:

- use of the internet to research countries
- video-conferencing links with a similar organisation in another country
- establishing vetted e-mail pen-pals
- on-line campaigning with local and international groups
- working together on transnational projects.

Information and learning resources

The provision of quality information and learning resources is growing in this area. A wide range of specialist organisations (see Annex D) now exist that can be an invaluable resource to practice.

Information and learning resources include:

- funding information to assist international links
- materials, resources, training packs and games

Community learning and development practitioners in Scotland are already involved in a considerable amount of international education. (Annex A provides a wide range of examples of current work). Most of this focuses upon supporting direct experiences for young people, such as educational exchanges and volunteering. There is a need to extend the level of work with adults and community groups.

The International Development Education Association for Scotland (IDEAS) for example, currently has over 30 member organisations, ranging from the large international agencies like Oxfam, Christian Aid, Save the Children and SCIAF to local development education centres like the Montgomery Development Education Centre in Aberdeen and Dundee's One World Centre, and campaigning organisations like the World Development Movement, Friends of the Earth and Amnesty International. Local community groups, organisations such as Glasgow's Working Together for Change and Falkirk's Community Training and Development Unit are also active. Most of these organisations produce resources or facilitate sessions on international and/or development education and global citizenship.

The current state of international education in community learning and development raises a number of key issues for Community Learning and Development Partnerships and their constituent partner agencies. Each are inter-linked but have distinct questions and issues arising from them.

Recognition

Among some of the providers of community learning and development the image of international education can be one of “junkets” to sun-drenched beaches. Practitioners wishing to include an international dimension to their work are often regarded with the suspicion that they are attempting to achieve a “free holiday”.

Agencies and Partnerships need to:

- ensure that international education, including development education, is viewed as an important and integral part of community learning and development programmes.
- establish international education, including development education, as intrinsic to the planning and delivery of community learning and development programmes.

Training

Those who see the benefits of international education often feel daunted by its implementation. Training in this area is not universal either geographically across the country, or at different levels of responsibility. Raising issues such as race or culture can be challenging. In contrast student teachers in Scotland are now required to know about and understand the UN Convention on the Rights of the Child and must demonstrate ‘respect for the rights of all children and young people without discrimination as defined by the UN CRC’.

Agencies and Partnerships need to:

- support staff at all levels to implement an international education dimension to their work.
- ensure that sufficient resource materials are available to support staff and communities in this work.

The Scottish Executive report on the future of community learning and development training ‘Empowered to Practice’ makes reference to international education being included as a new content area, in the revision of the Guidelines to Training Providers at HNC/D and degree levels. This in turn presents a need to develop training resources for use in the training of community learning and development practitioners at both pre service and continuing professional development levels. Annex B gives some examples of current training activities.

Management

Each partner agency will have its own conditions of service. This has created a wide diversity of responses to such matters as the use of annual leave during an international exchange and the amount of time off in lieu accumulated.

Agencies and Partnerships need to:

- ensure a consistency of approach
- ensure clear lines of management responsibility for international education.

Measuring the impact

As with much that involves so-called soft skills, it has not proven easy to measure and evaluate the impact of any given activity. This has led to further pressure on recognition, particularly when the amount of staff time for one international activity can be substantial. Annex B provides information on recent developments in this area.

Agencies and Partnerships need to:

- adopt tools to better measure the impact of international education on personal and social development, and building community capacity
- demonstrate the cost against the benefit of international education
- ensure effective evaluation and monitoring in all international education through use of the quality assurance framework 'How Good is our Community Learning and Development?'.



Recommendations

This paper proposes a number of actions to achieve the delivery of quality international education through community learning and development. It is recommended that these be adopted by Community Learning and Development Partnerships to inform the preparation of their community learning and development strategies by 2004.

Recognition

What needs to be done

- CLDPs should agree an international education policy. Policies should clearly identify the outcomes of such work.
- CLDPs should consider ways in which international education can become part of their response to national and local priorities. In that way it will inform all provision and encourage innovative ways of developing a global perspective.
- Communities Scotland, together with the national support bodies for specific aspects of community learning and development and specialist agencies such as IDEAS, should support CLDPs in their work on international education, in the context of delivering the national priorities for community learning and development.

Training

What needs to be done

- The Scottish Executive should recognise the importance of international education in its response to the Review of professional training.
- Community learning and development training providers should incorporate an international dimension into all qualifying programmes at HNC/D and degree levels. Guidance in this area should be provided by CeVe and its successor body.

- SIEAG should instigate a short-term working group to produce a national training strategy and commission materials to support it. The working group should draw on the current research project Global Citizenship in Initial Teacher Education, which is a partnership between IDEAS and Glasgow University, and part of a UK-wide initiative funded by DFID.
- International education should be a part of the continuous professional development priorities developed by CLDPs. This should reflect national priorities for community learning and development.
- Access to, and funding for, employers should enhance international CPD, allowing staff and volunteers access to individual and group international study visits, job shadowing, exchange programmes, etc.

Management

What needs to be done

- Community Learning and Development Partnerships should appoint an officer with responsibility for supporting international education. It is recommended that each local authority take on this support role in relation to the wider CLDP.
- National guidelines for public and voluntary sector employers should be developed by the Scottish Executive and employers to cover such issues as TOIL, annual leave, pre-visits, sessional staff payments.

22

Measuring the Impact

What needs to be done

- CLDPs should introduce a quality assurance strategy for international education drawing upon materials such as the CYEC Record of Achievement.
- The Scottish Executive should commission an audit of stakeholders and draw on the current research project Enabling Effective Support. This aims to develop a strategic plan for Development Education in Scotland and is managed by (IDEAS) as part of a UK-wide initiative funded by DFID.
- HMIE should advise CLDPs on any necessary adaptation or enhancement required to the quality indicators contained within 'How Good is our Community Learning and Development?'

Annex A: Case Studies

Young people

Seaton Community Project

Young people from Seaton, Aberdeen hosted a group of young people from Sweden as part of the first leg of a youth exchange. The theme of the exchange was "Youth culture in different countries".

As the young people from Seaton were all over 18 and the young people from Sweden were 16 or younger there was a problem regarding the consumption of alcohol. In resolving the situation it encouraged the young people from Seaton to look at their social habits and to consider the other group's needs. It highlighted the fact that you do not need alcohol to have a good time and helped break down the barriers and to explore in some depth the cultures of the two countries.

The residential experience of the exchange involved the young people taking responsibility for domestic arrangements and chores, which was a first for many of them.

Most of the young people from Seaton do not mix with people outwith the Seaton area of Aberdeen, therefore the experience of forming strong relationships with the young people from Sweden was great for their personal development and confidence.

The exchange has given the group more confidence in themselves and they are now enthusiastic and motivated to plan the return leg to Sweden.

(Source: Wilma Smith, Seaton Community Project)

The Scottish Guides Ghana Service Project

Since its inception in 1991 four teams of young Scottish Guiders between the ages of 18-25 have helped four different villages in four different regions of Ghana to build two schools, a nursery and a community centre. This involved the Scottish participants working alongside both the villagers and local guides.

As a result of this project some of the villages involved have been able to send guides to International Camps in Scotland through funding provided by Scottish Guiding. A fifth Service project is now planned which will see Scottish Guiders visit Ghana with Ghanaian Guides visiting Scotland the following year.

(Source: Joyce Hamilton, Scottish Guides Ghana Co-ordinator)

The Girls Brigade/Christian Aid

Working in partnership a project was set up to help children within the Dominican Republic. The key focus of the project involved the running of summer camps for between 75-100 children over a three-year period, help fund the building works for a new wing at a pre-school establishment which will house between 60-80 children and to provide English tuition to children.

To assist with this initiative every Girls Brigade Company in Scotland was challenged to raise at least £100 to make this a reality. Six Girls Brigade members from Scotland accompanied by a Christian Aid worker flew to the Dominican Republic to assist in the running of the summer camps.

(Source: Maureen Mallon, Youthlink Scotland)

Bringing Gibraltar home

For the hosting leg the whole community was encouraged to participate. Family nights involved the extended family and friends. The press was used to promote and publicise the visit. As a group the young people learned the importance of teamwork and co-operation. Individually young people developed new skills and improved their self-confidence. The exchange visit provided the community with a focus and common goal.

Four of the young people from this group went on to study travel and tourism and now work in the industry. A further exchange was organised to Italy with many of the participants being the younger brothers and sisters of the Gibraltar group.

(Source: Julie Fox, Project Leader)

Montrose reviews Sweden

In preparing for the exchange with a Swedish Youth Council, participants focused on the eight key areas of Connect Youth International's Personal Record of Achievement.

A key feature of the exchange was the emphasis on communication skills and use of information technology. As part of the preparation regular email contact was established in addition to which good use was made of video-conferencing to discuss and agree the programme with the partner group. On completion of the exchange one member of the group produced a humorous website detailing the exchange, making good use of images and text.

Another feature of the exchange was the good use of the local media to raise awareness of the project. Articles written by the young people were a regular feature in the lead up to the exchange and a full-page diary of the exchange written by a participant appeared in the *Montrose Review* newspaper.

(Source: Stewart Maxwell, PCEO, Angus CES)

Young people trade for life

7 young people from youth groups across Glasgow formed the Teenage Trade for Life group. Supported by Christian Aid, the young people met periodically and produced a leaflet about international trade for other young people in the Glasgow area. They distributed the leaflet through youth leaders. The Teenage Trade for Life group also organised an event for other young

people to learn about the international trade system and how, under current rules, it is contributing to global poverty. The group continue to meet and are currently planning the second issue of their leaflet.

(Source: Rachel Searle-Mbullu, Christian Aid Youth Co-ordinator)

"On Yer Bike"

Arthur 23 Years

Arthur from Dundee was lacking in confidence and had a history of homelessness. He chose to go to Sweden to do a six-week work placement but within days he was desperate to return home. He agreed to wait a few days and during this time he got to know some of the locals and had a chance to settle in. A few weeks before he was due to return home he independently found work and accommodation and ended up staying an additional seven months. During this time he kept in touch via email.

Angus 21 Years

Long-term unemployed Angus from Ross-shire chose to do a three-week work placement at a crèche in Strasbourg. He thoroughly enjoyed this and made an effort to speak the basic French he was taught at the preparatory residential weekend. Whilst Angus enjoyed the independence that the programme provided he was reassured by the fact that when he returned to his accommodation in the evening that there would be a few of his Scottish friends there with whom he could share his day.

(Source: Nicqui MacLeod, The Princes Trust Scotland)

26

Adults

WEA Going Glocal project

This 2 year project, funded through a DFID mini grant via IDEAS, created a sustainable series of adult education opportunities for WEA members, tutors and community groups to learn how to integrate an International perspective into all community-based courses and events that they are involved in.

WEA Going Glocal was designed to also provide a visible model of local and international partnership working. Year 1 focused on raising awareness of the purposes of Global Development Education, Global Citizenship and Internationalism through regional Saturday schools across Scotland. This programme was developed and delivered in partnership with Scottish Education and Action for Development (Sead), their exchange organisation Las Mujeres Dominicanas y Haitianas (MUDHA) from the Dominican Republic, and the WEA's UK-wide Development Education programme.

Year 2 used the forum of a weekend residential programme in Argyll to concentrate more closely on the different practices of introducing the International context into local adult education. This was followed with supporting participants to actively include what they had learnt into the design and delivery of their own community programmes. This intensive learning process was designed and delivered in partnership with the participants, Working Together for Change, their exchange organisation Familias Especiales de Santa Julia Billiart in Nicaragua, and WEA Lothian Women's Forum.

This successful project demonstrates how it is possible for adults of all ages, and from different communities, to link local with global and manage a shift in their thinking about the content of their own provision and communicate this to others.

Examples of the sustainability of this project include a 50+ group who have re-designed their long standing, 'liberal arts' programme to learn about what is happening in "troublespots" around the world and how these link with everyday decisions made in Scotland. A women's writing group in Airdrie, who usually concentrate on factual writing about their own life experiences, held an International Women's Day writing event to link local and international writing styles and contexts. And a WEA Local Association have held several "Read Your Way Around the World" workshops to consider local and international social issues and how these are communicated.

(Source: Joyce Conan, Workers' Educational Association)

Initial guinea pig

In 1997 Alex was the initial guinea pig for Grey Lodge Settlement - a voluntary youth and community centre in Dundee - to venture into overseas placements for their 18-25 year old adult members. Thanks to Alex's commitment, approach to work and enthusiasm it was a resounding success. He worked tirelessly in Ceperana, Italy for six months, helping to promote children's work, an area of work that he had previously volunteered for in the settlement. One outcome was the establishment of a Young Volunteers Group Exchange Project.

This initiative allowed enthusiasm, ideas and support networks to be shared and acts as a good example of community capacity building.

(Source: Alan S Duncan, Grey Lodge Settlement, Dundee)

Scottish Education and Action for Development exchange programme 2001

As part of a series of two way exchanges SEAD hosted two workers from MUDHA, a voluntary organisation in Dominican Republic. Workshops around issues of identity, racism, discrimination and poverty proved challenging, but created space for honest participation and discussion. Importantly, for both SEAD and MUDHA, through developing a deeper understanding of local and international poverty and discrimination issues, participants were able to realise they could challenge injustice within their own communities, whilst retaining a global perspective. The two guests from MUDHA were surprised at the extent of poverty in Scotland, problems they recognised as rooted in similar inequalities and structures. They noted "It is in our interest that the people we work and live with at home are able to perceive that communities in other parts of the world have similar problems and experiences and to be stronger we need to promote human solidarity"

(Source: Leonie Wilson, Scottish Education and Action for Development)

IVS: International Summer School

This is an initiative aimed at volunteers, mainly from Eastern Europe who are interested in becoming project leaders. The summer school enables the volunteers to receive training and share experiences with volunteers from other countries.

In August 2001 volunteers from Western Europe as well as Azerbaijan, Russia, and Serbia received training in Britain in organising voluntary projects as well as having an opportunity to meet British volunteers. One of the British volunteers who helped to organise this project reflected afterwards

Nothing can match the sense of achievement of pulling a project through from an idea to a successful event. I was especially happy to see the enjoyment of some of the volunteers who had never been out of their own country beforehand. We all learnt so much from each other. Even though I have not been to Azerbaijan I now know so much more about their culture and traditions as well as about Britain

Calix Eden IVS member

(Source: John Finn, International Voluntary Service)

Angus Adult Literacy Action Plan

Two Adult Literacy Workers and their line manager spent 3 days in Southern Ireland with the National Adult Literacy Agency looking at approaches to literacy work. The opportunity to observe and discuss practice will assist the authority in taking forward its literacy action plan.

The Study Visit was funded under the International Study visit Programme operated by the British Council.

(Source: Stewart Maxwell. PCEO Angus CES)

Unpeeling Bananas

'One topic that touched and inspired me was banana farming and international trade. We had a visit from a woman called Berta Gomez who works on a banana plantation in Nicaragua. She was in Britain to tell us about the working conditions on the plantation and to get extra funding for the clinic she helps run. (We raised £70) I was shocked that they had to pay for medical attention and to get educated especially when they get paid £1 a day. That means that 50% of children do not attend school even though it is illegal for them not to go.

In 1999, Berta and some other women set up their own clinic that offers cheap medical care with the help of the Dutch Embassy. Because of the chemicals used on the plantation many women suffer gynaecological problems and they can now get cheaper treatment at the clinic. They can also get cheaper Family Planning. Berta is training herself to become a nurse.

She is also in the trade union and travels throughout Central America to talk to other union members about working conditions. I am amazed that someone who has not had electricity for six months can be so selfless and believes totally in community spirit.'

(Source: Suzi Turner, participant in active citizen's programme, Community Training and Development Unit, Falkirk)

A Socrates Grundtvig Proposal from Aberdeen College, with Aberdeen City Council as a partner

The AXLE Project is a cross-cultural language learning partnership project being led by Aberdeen College, with Aberdeen City Council as a partner. The project involves Aberdeen's twin cities of Clermont-Ferrand (France), Regensburg (Germany) and Stavanger (Norway), plus four other European cities, three of which are from the EU-accession countries of Poland, Slovakia and Bulgaria.

The project aims to encourage adult language learners in the eight partner countries to move beyond the "beginner" level of language study through the use of Information and Communications Technology. Using a web-enabled bulletin board, e-mail, video conferencing etc, the project aims to use ICT to help teachers share best practice and to put language learners in touch with native speakers to share cultural awareness and enhance motivation to continue studying.

(Source: Elaine Robertson, Aberdeen City Council. Further information from Bill Stalker, European Projects Co-ordinator, Aberdeen College)

Annex B: Continuous Professional Development

New Zealand Youth Work Exchange

Community Education Worker Gary Malone spent a week in Rotorua, New Zealand. This was part of an advanced planning visit for a pending youth exchange between Arbroath Youth Council and the recently established Rotorua Youth Council.

22-year-old Paul Hardie who is a member of the Arbroath Youth Council accompanied Gary. With their partner group they discussed and agreed the programme carrying out the necessary risk assessments for the outward leg of the exchange. In addition to this they also gave a presentation at a national Youth in Government Seminar on how IT is used by young people in Angus to be active citizens.

Gary received 100% funding for his airfare from the League for Exchange of Commonwealth Teachers who will grant aid study visits of a Community Learning and Development nature to Commonwealth partners. An award of £500 was made by Angus Council under its Youth Work Support Grant to Arbroath Youth Council to support Paul's participation in the visit.

In addition to ensuring all health and safety requirements were in place the visit offered Gary a valuable professional development opportunity with Paul benefiting from a positive personal development experience.

(Source: Stewart Maxwell, Angus Community Education Service)

Rural Adult Learning Partnership

Anne the Community Education Worker for a rural area in North East Scotland undertook a Study Visit to Finland. The visit funded by the British Council ISV Programme focused on how remote rural communities in Finland were making best use of ICT.

In addition to passing information back to her own groups Anne is now in the process of establishing an Adult Learning Partnership initiative under the Grundtvig Programme. This will encourage the further exchange of practice and ideas between the partners.

(Source: Anne Craig, CEW, Angus CES)

'Y' are we in Budapest?

The European alliance of YMCAs offers many international educational opportunities to young people through seminars, training programmes and volunteering.

In June 1999 the YMCA Social Inclusion Programme Group held a training seminar for youth workers aged 18-30 at the European Youth Centre in Budapest. The seminar provided an opportunity for young practitioners from fourteen countries to discuss the key issues and challenges of educating socially excluded young people. The week-long seminar programme included: sharing of experiences and practice across Europe; visits to projects in Budapest; examining current European Union and Council of Europe Policies on social inclusion and discussing the relationship between educational practice and theory.

The seminar provided six Scottish participants with a valuable opportunity to relate their work to the bigger picture across Europe, understand how British Government policy related to European Policy, examine projects in another European country and learn from other practitioners.

(Source: Kerry Knox, Youth Work Development Officer, YMCA Scotland)

Global links with local lives

A learning day exploring links with the wider world run by the One World Centre, (Dundee's Development Education Centre) in conjunction with Neighbourhood Resource and Development Services, a department of Dundee City Council.

Thirty-six people from statutory and voluntary organisations attended this conference, which aimed to raise awareness of the importance of 'global citizenship' and to encourage community educators, to think about the global links in community programmes. Participants were encouraged to 'Think Globally' and to Listen to a 'Voice from the South', and they took part in workshops on 'Who's a Real Scot?', 'Global Images of Childhood', 'Debt and Poverty' and 'Linking and Learning from Others Across the Globe'. At the end of the day many present commented on the potential for incorporating a global dimension into community work. Other comments included:

'Very participative and though provoking. Liked the different methods used – kept me interested and stimulated.'

'I will remember that everything I do affects others around the globe.'

(Source: Tanya Barman, International Development Education Association for Scotland)

Annex C: Measuring the impact of international education

There have been some important recent developments which assist providers of and participants in community learning and development to clarify their learning objectives and to measure success.

Journeys Outward...Journeys Inward, a personal record of achievement for commonwealth youth exchange, Commonwealth Youth Exchange, Youth Council 2000 sets out to encourage young people to record their development in at least eight specific personal and social skills and qualities. These include the Core Skills (Key Skills in England) that have a common currency within the worlds of school, college, training or employment.

The PRA is not a credits and qualifications ladder, but rather a climbing frame of personal development opportunities. We hope young people will find it a stimulating, challenging and fun aid to their learning.

The pack is split into two discrete volumes: a youth worker's kit and a young person's kit. Both are available from CYEC: ISBN 0-9537786-0-6

In addition, HM Inspectorate of Education publish a quality assurance framework for community learning partnerships called *How Good Is Our Community Learning And Development*. This framework can be applied to the theme of international education. Of particular interest would be the key areas of:

- *Personal development* (as applied to adults and young people)
- *Building community capacity*

Particular quality indicators or themes could be used from *Ethos and values*, and *Management, planning and quality assurance*, particularly if applied across a range of international education activities.



Annex D: Key contacts and resources

Key Contacts

The British Council Education and Training Group

The Education and Training Group Office in Scotland manages the Socrates Grundtvig (adult education) and Youth programmes and services the Scottish youth exchange committee. It also distributes UK Government funding for international Youth activities.

The British Council
Education and Training Division
The Tun
Holyrood Road
Edinburgh
www.britishcouncil.org/etg
Jim.Bartholomew@britishcouncil.org

Eurodesk/European Resource Centre Scotland

eurodesk provides information on European opportunities for young people and those who work with them and is supported through the European Commission's YOUTH programme.
eurodesk@cls.dircon.co.uk
www.eurodesk.org

The European Resource Centre Scotland is part of a UK-wide network which provides European information to schools and colleges, including free publications on the EU for students and teachers. The European Resource Centre is supported by the European Commission.
ercscotland@cls.dircon.co.uk
www.ercscotland.org.uk

Eurodesk and the European Resource Centre Scotland can deal with all your enquiries relating to Europe ranging from funding opportunities for young people to free booklets and leaflets on the EU. The eurodesk online database www.eurodesk.org contains over 150 EU and national funding programmes, organisations and resources and can be searched using keywords. The Europe channel of the Scottish Youth Portal has been produced by eurodesk.
www.youngscot.org

Youthlink Scotland

Rosebery House
9 Haymarket Terrace
Edinburgh EH12 5EZ
Tel: 0131 313 2488
Fax: 0131 313 6800
www.youthlink.co.uk

Centre for Community Learning and Development

Communities Scotland
27/29 Palmerston Place
Edinburgh
EH12 5AP
Tel: 0131 313 0044
Fax: 0131 313 2680
www.communitiesscotland.gov.uk

**League for the Exchange of Commonwealth Teachers
(LECT)**

7 Lion Yard
Tremadoc Road
LONDON SW4 7NQ
Tel: 0870 7702636
Fax: 0870 7702637
www.lect.org.uk

Eurydice

Eurydice is a European network which provides information on educational structures and systems throughout the EU. This information focuses on the formal sector but recent publications highlight lifelong learning.

Scottish Eurydice Unit
Scottish Executive Education Department
International Relations Branch
Victoria Quay (Area 1B)
Edinburgh EH6 6QQ
Tel: 0131 244 0914
Fax: 0131 244 0354
eurydice@scotland.gov.uk
www.eurydice.org

Commonwealth Youth Exchange Council

CYEC is an educational charity and national voluntary youth organisation. It promotes two-way informal education exchanges between locally based groups of young people in the UK and their counterparts in the Commonwealth. CYEC works closely with youth and community education organisations and schools throughout the UK.

Jim Morrison, Development Officer
CYEC Scotland
30 Wyvis Crescent
Conon Bridge
Dingwall
Ross-shire IV7 8BZ
Tel: 01349 861110 Fax: 01349 861110
Email: cyecscotland@btinternet.com

Learning and Teaching Scotland

Gardyne Road
Broughty Ferry
Dundee DD5 1NY
Tel: 01382 443600
Fax: 01382 443645
www.ltscotland.com



Department for International Development

The Department for International Development (DFID) is the British Government department responsible for promoting development and the reduction of poverty.

Abercrombie House
Eaglesham Road
East Kilbride G75 8EA
Tel: 0845 3004100
Fax: 01355 230881
enquiry@dfid.gov.uk
www.dfid.gov.uk

International Development Education Association in Scotland

Development education aims to bring global perspectives into all aspects of lifelong learning – from school classrooms to universities to local community activities to the media. It also aims to explore the links between people living in the developed countries of the North and the developing countries of the South.

International Development Education Association of Scotland (IDEAS)
22 Colinton Road
Edinburgh
EH10 5EQ
Tel: 0131 447 7165
Fax: 0131 447 9586
Email: info@ideas-forum.org.uk
www.ideas-forum.org.uk

**Scottish Development Education Centre
(for resource sales)**

New address is:
22 Colinton Road
Edinburgh
EH10 5EQ
Tel: 0131 447 9205
Fax: 0131 447 9586
Email: mail@scotdec.org.uk
www.scotdec.org.uk

Youth Work and Youth Issues**European Youth Foundation****Council Of Europe Youth Directorate**

The European Youth Foundation is a fund established by the Council of Europe to provide financial support to international youth activities.

www.coe.fr/youth/

The European Commission**DG EAC D.1 – YOUTH**

Directorate General Education and Culture is responsible for the policy areas of education, training and youth it also deals with topics such as culture and sport.

<http://europa.eu.int/comm/education/youth/ingyoen.html>

ERYICA – European Youth Information and Counselling Agency

ERYICA is the umbrella organisation of national bodies, non-governmental or governmental in the area of youth information. They promote European co-ordination and have developed a Europe-wide network of youth information centres.
www.eryica.org/

EYCA European Youth Cards Association

This coordinates and supports Youth Cards and projects on a European level.
www.euro26.org/

EYF European Youth Forum

This is the political platform of youth organisations towards the European Union and aims to promote the interests of young people and their organisations.
www.youthforum.org/

UNESCO – Youth Coordination Unit

<http://www.unesco.org/youth/index.htm>

UK Unesco Secretariat

www.unesco.org.uk

Christian Aid Scotland

759a Argyle St
 Glasgow G3 8DS
www.christian-aid.org.uk

Christian Aid's manpower programme produces free material for youth leaders about a range of international issues that affect young people's lives in the UK.

Lifelong Learning

ALICE Adult Learning Information Centre in Europe

Provides information on the work of non formal education providers in the EU.
<http://www.clingendael.nl/alice/ewwwiris.htm>

EAEA European Association for the Education of Adults

The EAEA is an association of non-governmental organisations actively involved in the development of adult education throughout Europe. The office in Brussels maintains contacts with international organisations, organises information sessions on European policies and adult education for non-profit organisations.
www.eaea.org/

ELLI – European Lifelong Learning Initiative

ELLI provides leadership in understanding and supporting European policies, structures and attitudes, encouraging and enabling the development of lifelong learning.
www.ellinet.org/html/elli.html

ERDI European Research and Development Institutes of Adult Education

ERDI functions as a European network of national institutes active in research and development in adult education.
www.die-frankfurt.de/erdi

Social Inclusion

DG EMPL.E.2 – Social Protection and Inclusion Policies

European Commission Unit responsible for social protection and inclusion policies.

http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm

EAPN European Anti-Poverty Network

EAPN is an independent coalition on non-governmental organisations (NGOs) and groups involved in the fight against poverty and social exclusion in the Member States of the EU.
www.eapn.org

Active Citizenship/Community Development

International Centre for Community Development

This is a new centre established by the International Association for Community Development. It publishes a newsletter through the *International Community Development Journal*, organises international conferences and a summer school. It is currently working on a gathering international case studies on use of ICT in community learning and development and researching the state of policy and practice across the world.

International Centre for Community Development

University of Dundee

Gardyne Road,

Dundee DD5 1NY

E mail: iacdglobal.HQ@dundee.ac.uk

www.iacdglobal.org.

ECAS European Citizen Action Service

www.ecas.org

Institute for Citizenship – Speak Out on European Citizenship

www.citizen.org.uk/speakout

IACD International Association for Community Development

IACD is a membership organisation for those working in the community learning and development field. It has around 1500 full and associate members in 80 countries. Its head office is at the University of Dundee, International Centre for Community Development.

www.iacd.com

ICEA International Community Education Association

ICEA promotes community education worldwide and operates through a network of members in more than eighty countries. It identifies and supports models of community education through local, national, regional and international conferences, seminars and workshops. It collaborates and forms partnerships with other associations and agencies concerned with community education.

E mail: c_bornemann@hotmail.com

Politeia Network for Citizenship and Democracy in Europe

The network for citizenship and democracy in Europe is a virtual organisation of more than 1000 people and institutions that are active in the field of citizenship and political education and wish to cooperate at European level. The goal of the network is to promote the social and political participation of the European citizens.

www.politeia.net

Resources for Global Child Rights Education in the Community

Information about the full range of learning resources produced by Save the Children can be found online:

www.savethechildrenscot.org.uk

www.savethechildren.org.uk

A small sample of the resources produced by Save the Children relevant to global education in the community:

Rightangle, Save the Children's youth magazine aims to give young people an insight into the way the world really works. Designed for adults working with young people, this lively publication bursts with quizzes, games, activities, briefings, news and resource lists.

React magazine is created by young people for young people. Focussing on children's rights, *React* promotes the rights and views of young people around the world.

Right Directions: A peer education resource on the UN Convention on the Rights of the Child

World's Web: Global education pack for work with young people

Children's Rights: Equal Rights? Diversity, difference and the issue of discrimination

Children's Rights: Reality or rhetoric? The UN Convention on the Rights of the Child: The first ten years

Bridging the North South Divide: Linkages and learning between the south and the north

Hidden Lives: Voices of children in Latin America and the Caribbean

We also provide training in children's rights, children's participation, and on consultation with children and young people based on the *Re:action Toolkit*.



Development Education/Global Citizenship

Oxfam

Oxfam International is a confederation of twelve non-governmental organisations working together in more than 80 countries to find lasting solutions to poverty, suffering and injustice. The Oxfams are strategic funders of development projects; provide emergency relief in times of crisis; and campaign for social and economic justice.

<http://www.oxfam.org>

Amnesty International

Amnesty International is a worldwide campaigning movement that works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards.

www.amnesty.org

www.amnesty.org.uk

World Development Movement

25 Beehive Place

London

SW9 7QR

Tel: 020 7737 6215

Fax: 020 7274 8232

Email: www@wdm.org.uk

Web site: www.wdm.org.uk

Banana Link

38-40 Exchange Street

Norwich

NR2 1AX

Tel: 01603 765670

Fax: 01603 761645

blink@gn.apc.org

International Development Education Association of Scotland (IDEAS)

22 Colinton Road

Edinburgh

EH10 5EQ

Tel: 0131 447 7165

Fax: 0131 447 9586

Email: info@ideas-forum.org.uk

www.ideas-forum.org.uk

Scottish Development Education Centre (for resource sales)

22 Colinton Road

Edinburgh

EH10 5EQ

Tel: 0131 447 9205

Fax: 0131 447 9586

Email: mail@scotdec.org.uk

www.scotdec.org.uk

Christian Aid

International Development Agency with core tasks of fundraising, campaigning and education.
www.christian-aid.org.uk

Save the Children

Leading international children's rights organisation working in Scotland, the UK and over 70 countries to achieve a better world for children.
www.savethechildrenscot.org

SCIAF

SCIAF supports development programmes internationally and responds to emergency appeals and campaigns for a more just world.
www.sciaf.org.uk

Development Education Centres:

Highland One World Group (DEC)
The Education Centre
Castle Street
Dingwall
IV15 9HU
Tel: 01381 621265
Email: Janis.Keast@hcs.ac.uk
Link: www.highlandschools-virtualib.org.uk

Montgomery DEC

120 Rosemount Place
Aberdeen
AB25 2YW
Tel: 01224 620111
Email: mdec.abdn@virgin.net
Link: www.montgomerydec.co.uk

One World Centre (DEC)

189 Princes Street
Dundee
DD4 6DQ
Tel: 01382 454603
Email: deved@oneworld1.freemove.co.uk

West of Scotland DEC

Renfield Centre
260 Bath Street
Glasgow G2 4JP
Tel: 0141 333 9858
Email: wosdec@wtfc.demon.co.uk



Sources of Funding to support international work in Community Learning

The European Commission's funding programmes provide a range of funding opportunities which can help finance European activities in the community learning sector.

The **Youth** programmes supports a variety of activities including youth exchange and youth worker training networks.
<http://europa.eu.int/comm/education/youth.html>
<http://www.connectyouthinternational.com>

The **Socrates** programme which is for the formal education sector provides opportunities for work with adults through its **Grundtvig** strand which supports European cooperation projects, education partnerships; mobility for training grants and thematic or project networks.
<http://europa.eu.int/comm/education/socrates/adult/home.html>
<http://www.socrates-uk.net/grundtvig/index.htm>

EQUAL is the transnational programme which promotes new means of combating all forms of discrimination and inequality in the labour market.
www.equal.ecotec.co.uk

LEADER + aims to encourage community groups and bodies in rural areas to develop the longer-term potential of their area through high quality, original and sustainable projects.
www.rural-europe.aeidl.be/rural-en/index.html

European Social Fund provides funding for activities that develop employability and human resources in line with the European Employment Strategy. The programme supports

- Active labour market policies
- Equal opportunities for all and social inclusion
- Improving training and education and promoting lifelong learning
- Adaptability and entrepreneurship
- Improving the women's participation in the job market

ESF is divided into three geographical areas: Objective 1,2 and 3. Only Objective 3 is open to participants from the whole of Scotland. Objective 1 and 2 are designated on a geographical basis and in many cases are currently being phased out.
<http://www.scotland.gov.uk/esf>
 Objective 3 www.objective3.org/

In addition to the above EU programmes there are a number of European Commission budget lines which support activities relating to health promotion, drugs, older people, social exclusion.

Over 130 EU (including Council of Europe and other European and international organisations) and UK funding opportunities for European activities (Princes' Trust, FCO etc) can be found in the www.eurodesk.org online database

Support available from Local Authorities

Local authorities across Scotland offer support both directly and indirectly to international projects. A number of authorities such as Glasgow, Dundee and West Lothian operate international budgets in support of specific initiatives whilst others offer financial support via revenue grant aid.

Other forms of support include access to council mini buses, meeting space, IT resources and residential centres. In addition to this council officers also give a wide range of advice from finding partners to assistance in identifying and completing funding applications.

Funding for Development Education in Scotland

Recent research commissioned by Oxfam showed that few funders will support core programme costs and that it is extremely difficult for small development education centres to sustain their activities and develop their considerable potential. The research showed *potential* grant funding for development education in the UK in 2000/2001 of £262.75 million, but *dedicated* funds for development education in the UK to be

only £9.17 million (Oxfam 2001). Almost all of this funding is for the formal sector and the funding available for learning in the community is extremely limited. The international agencies may be able to provide very limited support, and the other possible sources for development education in Scotland are the Department for International Development, the Community Fund and the European Union.



Key Policy Documents

An International Outlook: Educating Young Scots About the World
Scottish Executive Education Department, 2001
ISBN: 0 7559 0008 1

The Global Dimension in the Curriculum
Learning and Teaching Scotland, 2001
ISBN 1 85955 746 5

Education for Citizenship
LT Scotland (still in consultation)

European Commission White Paper
A New Impetus for European Youth
COM(2001)681

European Commission Communication on Making a European
Area of Lifelong Learning a Reality,
COM (2001)678

Bibliography

Some Publications to support the International Dimension in Community Learning

National Actions to implement Lifelong Learning in Europe 2001
2001, (Eurydice Survey; 3). ISBN 2-87116-322-7.

Lifelong Learning (second edition) update on the bibliography
on Lifelong learning
2001 ISBN 2-87116-326-X
Eurydice

Structures of education, initial training and adult education
systems in Europe 2000, third edition
Eurydice

Lifelong Learning: the contribution of education systems in the
Member States of the European Union
2000, (Eurydice Survey; 2). ISBN 2-87116-294-8

Promoting European Dimensions in lifelong learning
2001 ISBN 1-86201-048-X
Eurydice

Crossing Frontiers
A guide for youth leaders taking groups abroad
2001 ISBN 0-9537786-4-9

Achieving Core Skills Through Commonwealth Youth Exchange
Journeys Outward.....Journeys Inward
A personal record of Achievement for Commonwealth Youth
Exchange
Youth Worker's Kit

Le Magazine
European Commission Periodical covering education, training
and youth developments. Available from the DG EAC website

Down to Earth: A Scottish Perspective on Sustainable
Development
LTScotland, IDEAS
February 1999

Young People in a Global Society - DEA 2002 (tel:0207 490
8108 www.dea.org.uk)
The Global Learning Challenge: Strengthening global
perspectives in Lifelong Learning - DEA 2002 (tel: 0207 490
8108 www.dea.org.uk)

Websites

Database for global dimension teaching materials
www.globaldimension.org.uk

European Commission Directorate Education and Culture
http://europa.eu.int/comm/education/index_en.html



Annex E: The European White Paper on Youth

A new approach to European policy making

The White Paper initiative was developed in response to a number of observations:

- The European institutions and Member States lack of an overview of youth policy.
- Existing youth structures are unresponsive to the challenges created by the many changes in society.
- Young people are disaffected with traditional forms of participation in public life and need to be mobilised and involved in decision-making in areas which affect them.

Moreover, issues such as enlargement, the biggest single issue facing the EU, which will see the numbers of young people in the EU increase from 50 million in 15 countries to 75 million in 27 countries means a new community instrument for work with young people is required. The current generation of programmes is due to come to an end in 2006.

The White Paper marks a change in an approach to policy making with unprecedented consultation with young people and youth organisations in the two years leading up to the White Paper's launch in November 2001.

European co-operation in youth policy

There are two aspects to this response which will form the basis of a new framework for European co-operation in youth policy

The first is method is to encourage enhanced co-operation between Member States, under a process of "open co-operation". In this way Member States will discuss and share good practice and bring grass roots solutions into national policy making.

The key themes to be tackled under an **open method of co-ordination** are:

- Participation of Young people, through flexible and innovative means, which seek to include young people who do not belong to representative organisations
- Information – information is key to participation and young people need to be involved in its design and implementation
- Voluntary service to be developed and expanded at national and European level through the EVS programme
- Greater understanding of young people through research

In addition to enhanced co-operation between Member States there is to be an **integration of a youth perspective across EU policies**. Key policy areas to be tackled are:

- Education, lifelong learning and mobility – where emphasis will be placed on the recognition of ‘informal’ learning as being complementary to school and university, so as to prepare young people more fully for work, life in society and responsible citizenship
- Employment
- Social integration
- Racism and Xenophobia which must be brought to the fore in all programmes
- Autonomy for young people

The consultation focused on 5 subject areas an analysis of which appears in the White Paper:

- Participation
- Education
- Employment, Training and Social Integration
- Welfare, Personal Autonomy and culture
- European values, mobility and relations with the rest of the world



Annex F: Acknowledgements

The Scottish Executive would like to thank the members of the Scottish International Education Advisory Group's working group on community learning and development.

Mr Stewart Maxwell (Chairman)	Angus Council
Mrs Edna Paterson	Glasgow City Council
Ms Sara Thiam	Eurodesk
Mr Alastair Delaney	HM Inspectorate of Education
Mr Jim Bartholomew	British Council
Mr Charlie McConnell	Scottish Executive
Mrs Maureen Mallon	Youth Link Scotland
Ms Frances Burns	Department for International Development
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