Teach MDGs

**Teach MDGs
Internal Workshop to develop a Common
Framework for MDG Training Resources**

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Training Resources
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This booklet was prepared in the context of the 3-year project TEACH MDGs.

The main objective of the project is to promote awareness and public support for the Millennium Development Goals through actively engaging teacher training institutes, teachers and pupils in developing local oriented teaching resources promoting the MDGs with a particular focus on sub-Saharan Africa (Cameroon, D.R. of Congo , Mali) and integrate these into the educational systems in Cyprus, Bulgaria, Lithuania and Estonia through comprehensive initial and in-service teacher trainings.

The project is composed of four activities:

1. Conceptualization, Defining Methodology and Content of Teaching Material (European and local workshops will bring stakeholder together to develop guidelines for teaching material)

2. Development of Material in all partners' languages

3. Training, Cross-Sharing (European MDG Summer School for teachers; in-country teacher training, training for student teachers, training for training instructors)

4. Advocacy and Campaigning (MDG Campaigns in schools and public, MDGs Symposium)

This booklet was developed under the first activity where all partners, teachers and teacher training institutes were engaged in an internal workshop to create a vision map for the development of goals and structure of MDG materials to be produced.

To meet the main objective, the project engaged teachers, teacher training institutes and pupils in workshops and activities.

The expected results of this project are:

● Increased support across the educational systems and student populations of the project NMS partner countries for the MDGs and for poverty alleviation in especially sub-Saharan Africa

● Increased awareness among teachers, students and teacher trainers in project NMS partner countries about MDGs, sub-Saharan Africa and development issues as well as creating synergies with Europe

● Increased collaboration among the partner NGOs in Cyprus, Bulgaria, Lithuania and Estonia and their relevant Ministry of Education/Teacher Training Institutes and Schools hence creating local ownership

● Interactive and participatory teaching resources about MDGs with a specific

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focus on sub-Saharan Africa available the national languages of the four project NMS partner countries and tailored to their school curriculum

● Teachers in NMS partner countries equipped with tools and skills to raise awareness for MDGs and to promote global solidarity

● Educational partnerships established between secondary schools in Cyprus, Bulgaria, Lithuania, Estonia and schools in Cameroon , D.R. Congo and Mali

The coordinating organization of this project is the Future Worlds Center (legal reg.: Cyprus Neuroscience and Technology Institute), based in Nicosia. The project's partner organizations are: the Youth Career and Advising Center in Lithuania, the C.E.G.A Foundation in Bulgaria, the Jaan Tonisson Institute in Estonia and the Scottish Development Education Center in Scotland.

The associates of the project team are the Management Center of the Mediterranean in Cyprus, the Vilnius Pedagogical University in Lithuania, the Vytautas Magnus University in Lithuania, the Pedagogical Institute in Cyprus, The Cameroonian Diaspora in Cyprus, the International Student Association of Cyprus and the Mouvement Universel pour la Santé et l' Education in D.R. Congo.

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The participants are the primary and only authors of the views expressed in this document. It is imperative to consider that the ideas reflect personal believes and perceptions (ref. Tsivacou's Law of Requisite Autonomy, 1997).

Methodology: Structured Dialogic Design Process

The Structured Dialogic Design Process (SDDP) is a methodology that supports democratic and structured dialogue among a group of stakeholders. It is especially effective in resolving multiple conflicts of purpose and values, and in generating consensus on organizational and inter-organizational strategy. It is scientifically grounded on seven laws of cybernetics/systems science and has been rigorously validated in hundreds of cases throughout the last 30 years.

The Future Worlds Center team has extensive experience in the application of the method. They have used it in many forums to facilitate organizational and social change. For example, they have used it in four large European networks of experts (Cost219ter1, Cost2982, Insafe3 and the UCYVROK project4), and in the Cyprus peace movement.

The SDDP is specifically designed to assist inhomogeneous groups in dealing with complex issues, in a reasonably limited amount of time. It enables the integration of contributions from individuals with diverse views, backgrounds and perspectives through a process that is structured, inclusive and collaborative.

A group of participants, who are knowledgeable of the particular situation are engaged in collectively developing a common framework of thinking based on consensus and shared understanding of the current or future ideal state of affairs. The SDDP promotes focused communication among the participants in the design process and their ownership of and commitment in the outcome.

Structure and Process in a typical SDDP Co-Laboratory

When facing any complex problem the stakeholders can optimally approach it in the following way:

1. Develop a shared vision of an ideal future situation. This ideal vision map serves as a magnet to help the social system transcend into its future state.

2. Define the problematique, also known as the wall of inhibitors i.e., develop a common and shared understanding of what are the obstacles that prevent the stakeholders' system from reaching its ideal state.

3. Define actions/options and produce a roadmap to achieve the goals.

The three phases are implemented using exactly the same dialogue technique. Each phase leads to similar products:

1. A list of all ideas and their clarifications [SDDP is a self-documenting process].

2. A cluster of all ideas categorized according to their common attributes [using a bottom-up approach].

3. A document with the voting results in which participants are asked to choose ideas they consider most important [erroneous priority effect = most popular ideas do not prove to be the most influential!]

4. A map of influences. This is the most important product of the methodology. Ideas are related according to the influence they exert on each other. If we are dealing with problems, then the most influential ideas are the root causes. Addressing those will be most efficient. If we deal with factors that describe a future ideal state, then working on the most influential factors means that achieving the final goal will be easier/faster/more economic, etc.

In the following, the process of a typical SDDP session, with its phases, is described in more detail.

First. The breadth of the dialogue is constrained and sharpened with the help of a triggering question. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex problem and SDDP experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting either through email or wikis.

Second. All contributions/responses to the triggering questions are recorded in the Cogniscope II software. They must be short and concise: one idea in one sentence! The authors may clarify their ideas in a few additional sentences.

Third. The ideas are clustered into categories based on similarities and common attributes if time is short. A smaller team can do this process to reduce time (e.g., between plenary sessions).

Forth. All participants get five votes and are asked to choose ideas that are most important to them. Only ideas that receive votes go to the next and most important phase.

Fifth. In this phase, participants are asked to explore influences of one idea on another. They are asked to decide whether solving one problem will make solving another problem easier. If the answer is a great majority an influence is established on the map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most influential factors (if what is being discussed are descriptors of an ideal situation or actions to take). Those root factors must be given priority.

Sixth. Using the root factors, stakeholders develop an efficient strategy and come up with a road map to implement it.

Further Information on SDDP

You can begin your search on the Internet and find more:

• Lovers of Democracy, Ozbekhan, Christakis, Club of Rome, SDDP, Cyprus Civil Society Dialogue etc.
 Book by Aleco Christakis; A must for beginner or advanced practitioners.   http://Harnessingcollectivewisdom.com

• A Wiki for Dialogue community support.
 http://blogora.wetpaint.com

•Institute for 21st Century Agoras.
 http://www.globalagoras.org

• Lovers of Democracy; Description of the technology of Democracy
 http://sunsite.utk.edu/FINS/loversofdemocracy/

• New Geometry of Languaging And New Technology of Democracy by Schreibman and Christakis.
 http://sunsite.utk.edu/FINS/loversofdemocracy/NewAgora.hm

• Applications of SDDP Cost298
 http://www.cost298.org

• Cypriot applications with diverse stakeholders and complex situations:
1.   Information technology in the service of peace building; The case of Cyprus. World Futures, (2004), 60, 67–79

 2. A systemic evaluation of the state of affairs following the negative outcome of the referendum in Cyprus using a structured design

process. In: Systemic Practice and Action Research, 2009, 22:1,
45-75

http://www.informaworld.com/smpp/content~db=all~content=
a725289197?words=laouris*

http://www.springerlink.com/content/65025866mnk65p52/?p=4e796e72
88eb4a6fa465fb901060a9ed&pi=0

A. Vision of an Ideal Multicultural School

During the first session of the co-laboratory, the participants engaged
in a structured dialogue focusing on the triggering question:

"What goals should MDG resources satisfy to meet the requirements of
TeachMDGs project?"

The participants of the interactive co-laboratory collected a total of
65 descriptors which consist the goals that the Millennium Develop-
ment Goals resources should satisfy in order to meet the requirements
of TeachMDGs project. All descriptors are shown on Table 1. In the next
step the participants clustered all the goals. The following 12 clusters or
categories were formed:
        Cluster 1: Guidelines for Resources
        Cluster 2: Effecting Attitudinal Change
        Cluster 3: Southern Perspectives
        Cluster 4: Inspiring Tools
        Cluster 5: Data
        Cluster 6: Actions
        Cluster 7: Curriculum
        Cluster 8: Critical Thinking
        Cluster 9: Specific Solutions
        Cluster: Educators
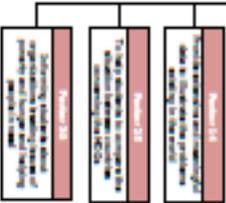   Cluster 11: Not Only Children
        Cluster 12: NGO's

The clusters and all the descriptors included in each of them can be
found in Table 2.
Having classified all ideas according to the clusters, all participants
voted for their five most favorable descriptors. The votes were widely
spread among most of the descriptors. The descriptors that received
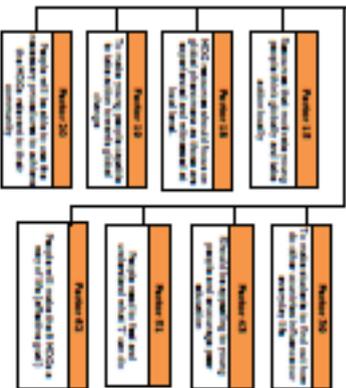the most votes were:
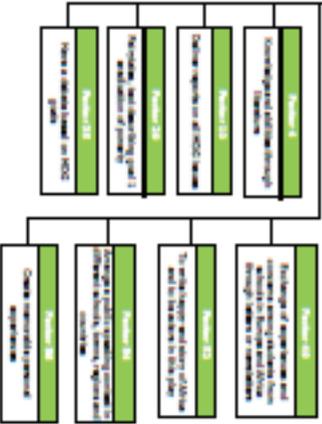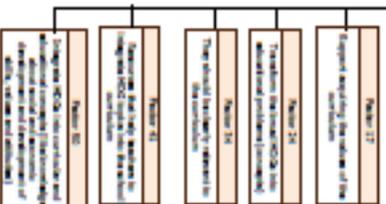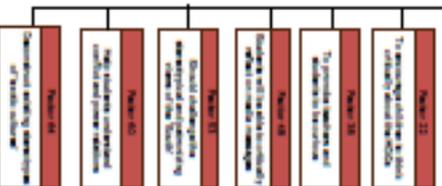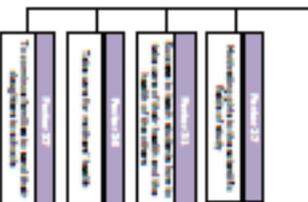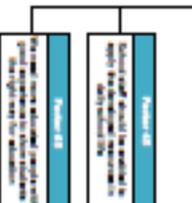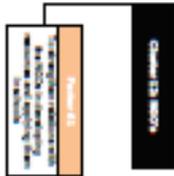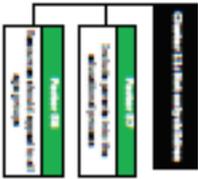
Descriptor # 53 (11 votes)
Descriptor # 12 (9 votes)
Descriptor # 15 (7 votes)
Descriptor # 50 (7 votes)
Descriptor # 45 (6 votes)
Descriptor # 18 (5 votes)
Descriptor # 19 (5 votes)
Descriptor # 22 (5 votes)
Descriptor # 33 (5 votes)
Descriptor # 23 (4 votes)
Descriptor # 28 (4 votes)
Descriptor # 41 (4 votes)
Descriptor # 56 (4 votes)
Descriptor # 8 (3 votes)
Descriptor # 38 (3 votes)
Descriptor # 51 (3 votes)
Descriptor # 62 (3 votes)

Descriptor # 6 (2 votes)
Descriptor # 13 (2 votes)
Descriptor # 30 (2 votes)
Descriptor # 32 (2 votes)
Descriptor # 39 (2 votes)
Descriptor # 46 (2 votes)
Descriptor # 49 (2 votes)
Descriptor # 52 (2 votes)
Descriptor # 61 (2 votes)

Furthermore, the following Descriptors received one vote
and were structured in the next step: Descriptors# 1, 4, 5, 10, 11,
14, 21, 24, 25, 26, 31, 36, 40, 42, 44, 57, 58, 59, 63, 64.

The following Descriptors received zero votes: Descriptors # 7, 9, 16, 17, 20, 27, 29, 34, 35, 37, 43, 47, 48, 54, 55, 60, 65.

The voting results were used to select ideas for the subsequent structuring process. The participants managed to "structure" all 11? descriptors that received one or more votes. Here the word "structure" means that the participants explored the relations between two ideas at a time. This resulted in the creation of what is called 'a tree of influences'. The interpretation of the tree is discussed in the next section.

Tree of Influence

The highly complex 'tree of influence', also referred to as an 'influence map' consists of six different levels of influence. Descriptors at the bottom are considered to be the most influential. Making progress or achieving results in the bottom descriptors makes it a lot easier to address those that lie higher in the map.

In summary, almost all participants agreed that the following ideas are the most influential and agreed that further actions must take these ideas into account:
Descriptor# 50 Integrate MDGs into curricular and educational concepts (like knowledge about social and economic development and development of skills, values and attitudes)
Descriptor#33 Resources that give teachers the tools and methodologies to teach using MDGs
Descriptor#45 School staff should be enabled to apply the developed re-sources in daily school life
Descriptor#22 To encourage children to think critically about the MDGs
Descriptor#18 MDG resources should focus on global phenomena as those are experienced and witnessed at local level

Goal 50:Integrate MDGs into curricular and educational concepts (like knowledge about social and economic development and development of skills, values and attitudes)
Cycle with: 8, 33, 41, 45.

Goal 56:Create memorable personal experiences

Goal 18: MDG resources should focus on global phenomena as those are experienced and witnessed at local level

Goal 23:Students will learn and understand the geography and history of African countries

Goal 22: To encourage children to think critically about the MDGs
Cycle with: 28, 38.

Goal 51:People need to feel and understand what 'I' can do.

Goal 53:Should challenge the stereotypical and patronizing views of the 'South'.
Cycle with: 19.

Goal 12: To raise awareness of teachers and students about the problems of others and their responsibilities
Cycle with 15.

Goal 62:People will make the 8 MDGs a way of life (affective goal)

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Descriptor#23 Students will learn about the geography and history of African countries
Descriptor#53 Should challenge the stereotypical and patronizing views of the 'South'
Descriptor#19 To make young people capable to take action towards global change
Descriptor#12 To raise awareness of teachers and students about the problems of others and their responsibilities
Descriptor#15 Resources that motivate young people think globally and take action locally
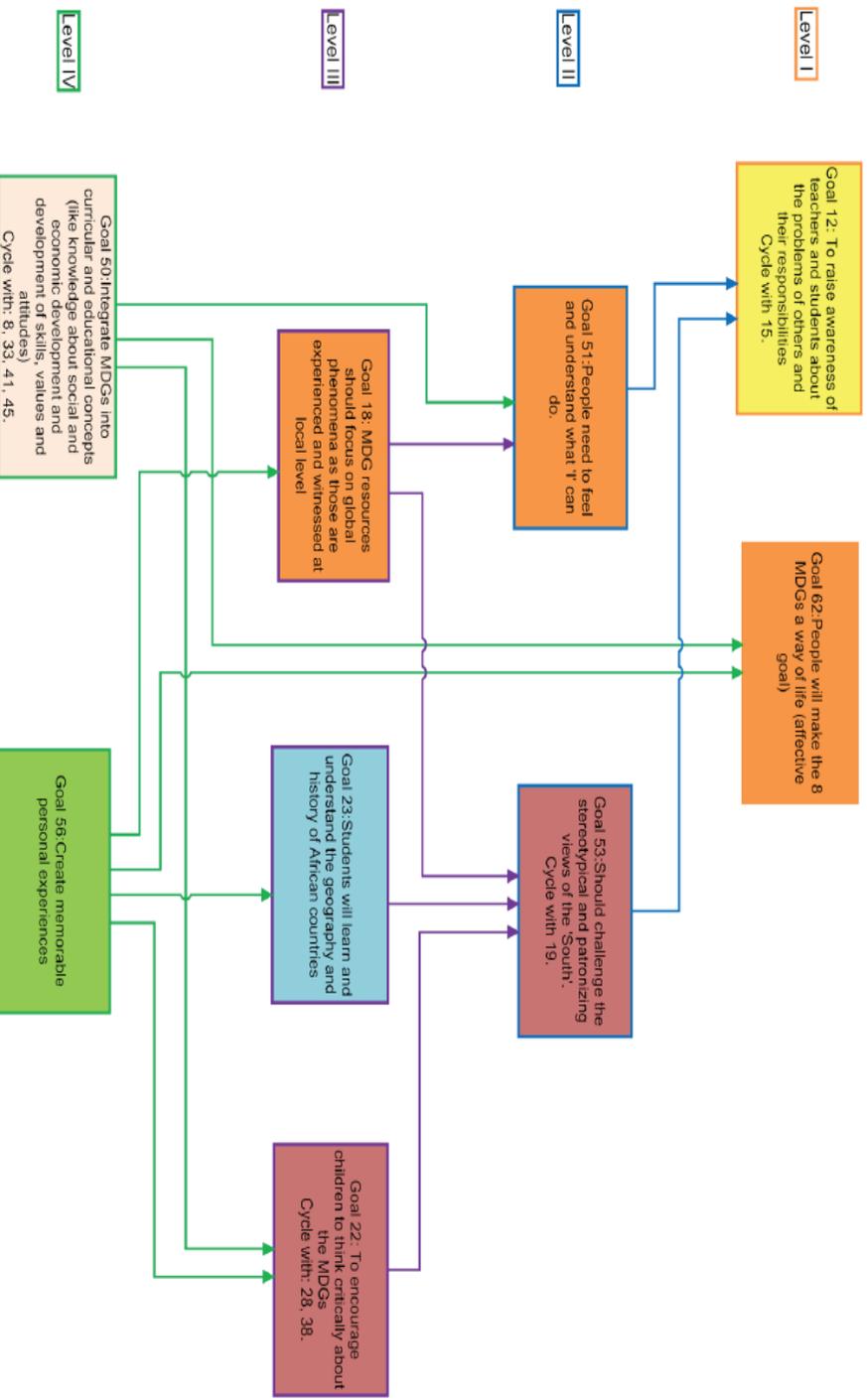
In particular, Descriptor#50 Integrate MDGs into curricular and educational concepts (like knowledge about social and economic development and development of skills, values and attitudes)
and Descriptor# 33 Resources that give teachers the tools and methodologies to teach using MDGs and descriptor #45 School staff should be enabled to apply the developed resources in daily school life constituting the descriptors on the forth (the deepest) level of the tree, turned out to be the most influential.

The resulting tree is called also the Root Cause Map. It consists of four different levels. The goals at the bottom are considered to be the root causes and they have most influence on the items that lie above them. Making progress in addressing the goals that lie at the bottom of the tree makes it a lot easier to address those that lie higher in the map.

In summary, almost all participants approved that the following goals are the most influential and agreed that further actions must address these root causes satisfactorily.

Conclusions

The aims of the workshop were satisfied in the following ways:

1. An extensive list of common goals was generated in response to the Triggering Question;

2. The goals were clarified in the plenary session, thus enabling participants o achieve a better understanding of the views of other members of the Consortium as well as to greatly expand their own horizon regarding the breadth and depth of issues which need to be taken into account;

3. The descriptors were clustered in an interactive manner, thus providing opportunities for further and deeper clarifications of salient distinctions between separate ideas. This process is crucial for what we call "evolutionary learning" (i.e., during the process participants "loose" connection to their own personal ideas and stereotypes in favor of a collective, and shared thinking);

4. Participants voted for the goals that they considered most important. They subsequently managed to "structure" all these goals and produce one influence map for each Triggering Question. It must be noted that co-laboratories rarely manage to "structure" all ideas that receive votes;
5. An influence map has been produced for the Triggering Question, containing 19 descriptors, in the form of a tree of influence;

6. The participants had time to discuss the influence map and in general agreed that the arrows in the map made sense to them.

Further to the above, the participants and the facilitation team formed working groups to define the specific age groups to be targeted, define the components (book, photo pack, DVD etc) to be included in the resource set and outline the methodological approach that the resources

will be based on.

Table 1 – List of all Descriptors

1.   The resources have to be inspiring

Clarification: They have to be inspiring to motivate students to get involved with the project. Make people want to act by themselves. We have to use something to motivate students - a poem, a movie, a text - to raise interest in the subject.

2.   Sensitize students to CO_2 emissions by cars

Clarification:

3.   (DELETE) To understand the map of Africa

Clarification: Students in the classroom is like the countries of the African map.

4.   Knowledge and abilities through literature

Clarification: With the literature explain to the children what they should do for MDG goals.

5.   Give students the knowledge of continents where MDG 1 happens

Clarification: Locate the problem

6.   Children have to understand the importance of the need to live without poverty and hunger

Clarification: Motivate young people to think globally. If we succeed to teach them how to grow and earn their food. We feed them not for a day; we feed for a whole life.

7.   Positive relation to poverty in other countries

Clarification: Sensitize people. This problem is very important

8.   Resources that enable students and teachers to understand the issues behind MDGs

Clarification: Resources should suit the needs of the curriculum and each of the countries they have to be used in. Give an understanding of how the issues of each MDG are relevant in that country and in the wider world. How and why it came about that MDGs were necessary. How they impact on each country to differing degrees and how we should have understanding of the effect of these issues on all.

9.	The resources should motivate teachers to use them

Clarification: Motivate teachers to use them i.e. Encourage them to use them as they are good professionally and motivate them on a personal level.

10.	Deliver reports on all MDG issues

Clarification: Fluent reports should be prepared and delivered by students in different schools. Reports should reveal the situation in different countries.

11.	Children have to be aware the world resources will be ending (e.g. energy, water)

Clarification: Every country has its resources and they use them but they don't know the worth of these resources. They should know the value of these resources.

12.	To raise awareness of teachers and students about the problems of others and their responsibilities

Clarification: Challenge students and teachers to be sensitive to the problem of others. Raise awareness for others' problems.

13.	To raise children's interest towards Asian and African national cultures

Clarification: A coloring-book for small childre. On the one page there are pictures in colour, a child has to colour white page... For older children there could be a map where are the (products) from that this country influences on you home-country

14.	Provide extensive and meaningful data to illustrate the problems existing in the world

Clarification: The resources should include a lot of specific information/ facts/ statistics about the state of affairs in different countries in relation to the 8 topics of the MDGs . Factual information should be available

separately from suggested activities.

15.   Resources that motivate young people think globally and take action locally

Clarification: Through various activities using critical and creative thinking resources will enable students to analyse the information to raise questions and to reflect on problems and find ways to take responsibility and to plan participatory actions for a better world.

16.   Resources have to be integrated into multiple skills in teaching and learning

Clarification: MDG resources could either be reading or a listening text that students should follow with a writing activity.

17.   Support acquiring the values of the curriculum

Clarification: Defining learning objectives of the resources (in the beginning) and their links to the basic European values that are the basis for the curriculum (empathy , solidarity, tolerance, cooperation) - write the links in introduction of resources activities (to help teachers understand the links to the curriculum)-develop activities that support acquiring these values (role plays, drama, debate , simulations...).

18.   MDG resources should focus on global phenomena as those are experienced and witnessed at local level

Clarification: Resources should contain material related to the issues of migration, sustainable development and diversity as they are experienced on country levels so that understanding of these issues is facilitated.

19.   To make young people capable to take action towards global change

Clarification: The final products of the project should help young people to gain knowledge and skills for active participation in action towards global change. They also have to contribute to the attitudinal change for becoming more supportive for global actions, participatory methods have to be used.

20.   People will be able to use the necessary procedures to achieve the MDGs relevant to their community

Clarification: For achieving each MDG there are a set of procedures and people will learn these procedures and in this way they will achieve the MDGs.

21.   More responsible students - cleaner environment

Clarification: People have to recycle, don't use so much plastic bags, water, energy. Encourage students to think globally about this problem, compare this problem with other countries.

22.   To encourage children to think critically about the MDGs

Clarification: We should not preach kids about the MDGs but teach them how to use their critical thinking.

23.   Students will learn about the geography and history of African countries

Clarification: Students will have an understanding about different African countries, about their history, social and cultural background.

24.   Transform the broad MDGs into educational problems (concepts)

Clarification:

25.   To help students to compare the situation between countries concerning the MDGs

Clarification: To know what happens beyond their country and compare the situation between different countries.

26.   Feelings and sensibility for all the world

Clarification: When you feel something provoked by good experiences. Eg. In geography lesson you use maps for countries but you give also explanation and images for the food, costumes, mountains of the country and create a feeling for that country so that is being remembered by students.

27.   Motivating girls to the scientific fields of study

Clarification: Less women wish to be scientists during the recent years. About 10 years ago the scientific community realized that women are less comparing to men participation in fields like engineering, math, physics. So Unesco decided to devote a whole year to empower women to deal with science. At school girls have to motivated to study science if they have the abilities to do so.

28. To think about new ideas how we can solve MDGs - problem of Africa, different views, one goal

          Clarification: Press conference - two politicians from Europe and two politicians from Africa are present to give new ideas about how we solve MDGs - problem of Africa, different views, one goal

Clarification: Press conference - two politicians from Europe and two politicians from Africa are present to give new ideas about how we can solve MDG problems of Africa. Each question is one minute each answer is one minute.

29. Fairytales, text describing goal 1 eradication of poverty

Clarification: Explain to students the problem and stimulate them to create their own stories and texts to show the way how to solve the problem.

30. Informing students about organizations treating issues of poverty and hunger and helping people in need

Clarification:

31. Success to teach students how to take care of their health and the health of the others

Clarification: Not only to solve the problems but to teach the students how to prevent them. Encourage them to live healthy. If we do that there will be less problems.

32. Knowledge for environmental practical sustainable development

Clarification: Help educational government to make adequate school programs.

33. Resources that give teachers the tools and methodologies to teach using MDGs

Clarification: They should challenge the personal attitudes of the teacher as well as the students. They will learn together. Resources should have information on issues and provide activities which give methods and approaches that allow students and teachers to gain knowledge but to have the tools to critically analyze where information is coming from and also to look at and evaluate their own attitudes.

34. They should be clearly relevant to the curriculum

Clarification: Clearly show how demands of curriculum can be supported and met by them, therefore teachers can justify using them.

35. Have a debate based on MDG goals

Clarification: Students should debate on as many resolutions as possible not only in their school but have the same debate with other schools.

36. Take care for mothers' health

      Clarification: They need good food, good medicine.

37. To convince families to send their daughters to schools

      Clarification: Some regions or cultures think they don't send their daughters at school. Older people need education in order to learn.

38. To provoke teachers and students to be curious

      Clarification: Step out of prejudice. In Bulgaria teachers are trained to be passive. The resource should promote critical thinking.

39. To make students to find out how do other countries influence our every-day life.

      Clarification: A task to write down the food a student has eaten during the week. They mark where it has come and find out more about these countries - capital city, language, flag. The will be a big map in the class-room, children fulfill together.

40. Some of the suggested activities should be easy to use by teachers who are not used to the methodology

      Clarification: The suggested activities or at least some of the suggested activities should be targeted at teachers who normally wouldn't use interactive teaching methods. They should make the teachers lives easier and should be attractive (effortlessness).

41. Resources that help teachers to integrate MDG topics into the school curriculum

      Clarification: Resources will offer a flexible systematic approach of integrating MDG issues into all subjects and for all age groups and leave school communities the right to adapt them to their needs.

42. MDG resources should contain universal values and be accessible to the mother tongue of each country

Clarification: In order to achieve the goals of MDG project it is better to present MDG in mother tongue to avoid any possibility of misunderstanding or misconception.

43. Should be appealing to young people and encourage peer education

Clarification: They should challenge the personal attitude of the teacher as well as the students. They will learn together.

44. MDG resources should allow teachers to be flexible while using them

Clarification: They should provide multiple possibilities of using them so that teachers and pupils are encouraged to be more creative.

45. School staff should be enabled to apply the developed resources in daily school life

Clarification:

46. People should be aware of the essence of the MDGs

Clarification: This is the first phase. We have to design resources to make people learn about the importance of the MDGs.

47. The resources should help to understand what real poverty is

Clarification:

48. Students will be able to critically reflect on media messages

Clarification: Students will have developed the skills to critically "read" media messages, not simply to take it as "true". Understand the agenda behind the messages.

49. Exchange of experiences and concerns among students from schools in Europe and Africa through letters or newsletters

Clarification: By experiences and concerns I refer to civilization and community practices such as early marriages, circimsitions, lack of water, not easy access to schools, to everyday life ctivities, fun activities and so on.

50. Integrate MDGs into curricular and educational concepts (like knowledge about social and economic development and development of skills, values and attitudes)

Clarification: Knowledge of social, economic, political, cultural, technical development; development of individual skills, intellectual, emotional; development of attitudes and values, ability to express them and influence others.

51. People need to feel and understand what 'I' can do

Clarification: What "I" can do (at first) it's my responsibility. What I can do, especially I, is not we, then we can do it. For example, in

geography lessons, we can use methods like drama, or projects to present countries. But in order to present a country I have to like it.

52. To write happy-end story of Africa and to be actors in this play

Clarification: Prepare a text. There should be an important message in the text that will be played. The play needs to be very short. It creates many opportunities.

53. Should challenge the stereotypical and patronizing views of the 'South'

Clarification:

54. Arrange a public speaking contest in different schools, towns, regions and countries

Clarification: A great majority of goals that were discussed in this meeting might be included in the speeches. Schools will be encouraged to look in depth into MDG's issues.

55. Should be some materials for adult students

Clarification:

56. Create memorable personal experiences

Clarification: Learning through experience is not just to have fun. Students and teachers should be given the chance to experience the problems tackled by the MDGS in their own personal way. It is easier for people to relate to other people and specific stories rather than general problems. Meeting or at least contacting people affected by the problems and seeing their practical and real life implications can dramatically increase the effectiveness of activities.

57. Include parents into the educational process

Clarification: They have to be inspiring to motivate students to get involved with the project. Make people want to act by themselves. We have to use something to motivate students - a poem, a movie, a text - to raise interest in the subject.

58. Resources should appeal to all age groups

Clarification:

59. Pay special attention to fragile states

Clarification: In the context of conflict

60. Help students understand conflict and power relations

61. To strengthen relations with the NGOs in developing resources and applying them in schools

Clarification: Analyze conflicts contributing factors how translates on local level, external powers etc.

61. To strengthen relations with the NGOs in developing resources and applying them in schools

Clarification: We have to engage experienced NGOs in development of resources and applying the MDGs in schools. It is important to make connections and involve most experienced actors into this process. Closer partnership makes more profit.

62. People will make the 8 MDGs a way of life (affective goal)

Clarification: We have to engage experienced NGOs in development of resources and applying the MDGs in schools. It is important to make connections and involve most experienced actors into this process. Closer partnership makes more profit.

63. Students should be friendlier to each other and with other nations

Clarification:

64. (DELETE) Deconstruct existing stereotypes of 'exotic cultures'

Clarification:

65. We need more educated people with good experience to show students the right way for education

Clarification: We need educated people, good teachers, good doctors to show us what way to go for a better life.

Table 2 – Clusters

Cluster 1: Guidelines for Resources

Descriptor 1.The resources have to be inspiring

Descriptor 8. Resources that enable students and teachers to understand the issues behind MDGs

Descriptor 9. The resources should motivate teachers to use them

Descriptor 16. Resources have to be integrated into multiple skills in teaching and learning

Descriptor 18. MDG resources should focus on global phenomena as those

28

are experienced and witnessed at local level .

Descriptor 33. Resources that give teachers the tools and methodologies to teach using MDGs

Descriptor 40. Some of the suggested activities should be easy to use by teachers who are not used to the methodology

Descriptor 42. MDG resources should contain universal values and be accessible to the mother tongue of each country

Descriptor 44. MDG resources should allow teachers to be flexible while using them

Cluster 2: Effecting Attitudinal Change

Descriptor 2. Sensitize students to CO2 emmisions by cars

Descriptor 6. . Children have to understand the importance of the need to live without poverty and hunger

Descriptor 7. Positive relation to poverty in other countries

Descriptor 11. Children have to be aware the world resources will be ending (eg energy, water)

Descriptor 12. To raise awareness of teachers and students about the problems of others and their responsibilities

Descriptor 21. . More responsible students - cleaner environment

Descriptor 26. Feelings and sensibility for all the world

Descriptor 32. Knowledge for environmental practical sustainable development

Descriptor 46. People should be aware of the essence of the MDGs

Descriptor 47. The resources should help to understand what real poverty is

Descriptor 63. Students should be friendlier to each other and with other nations

Cluster 3: Southern Perspectives

Descriptor 3. To understand the map of Africa

Descriptor 5. Give students the knowledge of continents where MDG 1 happens

Descriptor 13. To raise children's interest towards Asian and African national cultures

cultures

Descriptor 23. Students will learn about the geography and history of African countries

Descriptor 28. To think about new ideas how we can solve MDGs - problem of Africa, different views, one goal

Descriptor 59. Pay special attention to fragile states

Cluster 4: Descriptor Inspiring Tools

Descriptor 4. Knowledge and abilities through literature

Descriptor 10. Deliver reports on all MDG issues

Descriptor 29. Fairytales, text describing goal 1 eradication of poverty

Descriptor 35. Have a debate based on MDG goals

Descriptor 43. Should be appealing to young people and encourage peer education

Descriptor 49. Exchange of experiences and concerns among students from schools in Europe and Africa through letters or newsletters

Descriptor 52. To write happy-end story of Africa and to be actors in this play

Descriptor 54. Arrange a public speaking contest in different schools, towns, regions and countries

Descriptor 56. Create memorable personal experiences

Cluster 5: Data Descriptor

Descriptor 14. Provide extensive and meaningful data to illustrate the problems existing in the world

Descriptor 25. To help students to compare the situation between countries concerning the MDGs

Descriptor 30. Informing students about organizations treating issues of poverty and hunger and helping people in need

Cluster 6: Actions Descriptor

Descriptor 15. Resources that motivate young people think globally and take

action locally

Descriptor 19. To make young people capable to take action towards global change

Descriptor 20. People will be able to use the necessary procedures to achieve the MDGs relevant to their community

Descriptor 39. To make students to find out how do other countries influence our everyday life

Descriptor 51. People need to feel and understand what 'I' can do

Descriptor 62. People will make the 8 MDGs a way of life (affective goal)

Cluster 7: Curriculum Descriptor

Descriptor 17. Support acquiring the values of the curriculum

Descriptor 24. Transform the broad MDGs into educational problems (concepts)

Descriptor 34. They should be clearly relevant to the curriculum

Descriptor 41. Resources that help teachers to integrate MDG topics into the school curriculum

Descriptor 50. Integrate MDGs into curricular and educational concepts (like knowledge about social and economic development and development of skills, values and attitudes)

Cluster 8: Critical Thinking Descriptor

Descriptor 22. To encourage children to think critically about the MDGs

Descriptor 38. To provoke teachers and students to be curious

Descriptor 48. Students will be able to critically reflect on media messages

Descriptor 53. Should challenge the stereotypical and patronizing views of the 'South'

Descriptor 60. Help students understand conflict and power relations

Descriptor 64. Deconstruct existing stereotypes of 'exotic cultures'

Cluster 9: Specific Solutions Descriptor

Descriptor 27. Motivating girls to the scientific fields of study

Descriptor 31. Success to teach students how to take care of their health

and the health of the others

Descriptor 36. Take care for mothers' health

Descriptor 37. To convince families to send their daughters to schools

Cluster 10: Educators

Descriptor 45. School staff should be enabled to apply the developed re-sources in daily school life

Descriptor 65. We need more educated people with good experience to show students the right way for education

Cluster 11: Not Only Children

Descriptor 55. Should be some materials for adult students

Descriptor 57. Include parents into the educational process

Descriptor 58. Resources should appeal to all age groups

Cluster 12: NGO's Descriptor

Descriptor 61. To strengthen relations with the NGOs in developing resources and applying them in schools

A Few Words about the Organizers

Lead Facilitator

Dr. Yiannis Laouris is a Senior Scientist and President of the Cyprus Neuroscience and Technology Institute. He heads the "New Media Lab". Neuroscientist (MD, PhD) and Systems engineer (MS) trained in Germany and the US. Publishes in the area of neuroscience, learning through computers, the web and mobile phones and about the potential role of IT to bridge the gaps (economic, gender, disabilities etc.) in our society. He is a senior SDD[SM] Facilitator and has several publications about the theory of the science of dialogic design also together with its Founder Prof. (emeritus) Aleco Christakis. He collaborated with Prof. Patrick Roe to implement SDD[SM] co-laboratories for COST219ter and COST298. He also collaborates with the EDEAN and DfA projects.

Mary Ioannou holds a M.A in Clinical Psychology. She