Development education and impact of development projects

Experiences in Senegal and Northern Uganda

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Brussels 2/6/2010
Objectives

- Contribute to improve the economic and social conditions of people living in rural and peri-urban Senegal

Specific goals:

- Enhancing the role of Senegalese migrants living in Italy in supporting development processes in their country of origin
- Making products and local resources become a source of income, particularly for vulnerable groups
- Promote the active participation of civil society and organizations representing vulnerable groups in local development mechanisms and political decision making
Fondazioni4Africa Senegal

Strategy

- Promote highly innovative integrated development initiatives acting in different sectors (food, microfinance, responsible tourism)
- Promote of value chains in agriculture and fishery
- Enhance the experience and expertise of NGO and migrants associations involved
- Enhance the role of migrants associations in Italy

Partners

ACRA  (Associazione di Cooperazione Rurale in Africa e America Latina), CISV  (Comunità Impegno Servizio Volontario), COOPI  (Cooperazione Internazionale), COSPE  (Cooperazione per lo Sviluppo dei Paesi Emergenti), CESPI  (Centro Studi di Politica Internazionale), AST  (Associazione Senegalesi Torino), SdM  (Stretta di Mano), Associazione Trait d’Union, Associazione Comunità Senegalesi della Provincia di Parma

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Bruxelles 2/6/2010
Fondazioni4Africa Northern Uganda

Objectives
The general aim is to support the re-entry of the displaced from the IDP camps to their home villages or to other settlements in northern Uganda, favouring the passage from an emergency situation to development and a lasting maintenance of the peace.

Specific goals:
- Foster access to safe drinking water: Coopi
- Improve food security (Cesvi+Coopi)
- Strengthen central and peripheral health services: Amref+Fondazione Corti
- Ensure access to minimum educational standards and structures (Avsi)
- Sustain the start-up of new income-producing activities and the strengthening of existing economic initiatives: Good Samaritan
- Support the reconstruction of the community structure and promote reconciliation and peace: Good Samaritan

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Strategy

- Participatory approach to restore and strengthen local communities

- Economic recovery through a multi-dimensional action >> rural development, business activity, water, health-care, education, and environmental protection and sustainability

- Peace building and reconciliation among the population, aimed at promoting the reconstruction of the community and social structure
Fondazioni4Africa Senegal

Development Education activities

- **Training** on interculture and development education for migrants in Italy
- **Training** on interculture and development education for local animators in Senegal
- **Didactic activities and intercultural workshops** in 16 secondary schools in Italy (involving migrants as junior trainers)
- Didactic activities and intercultural workshops in 4 secondary schools in Senegal
- Setting of a **Pedagogic Committees** in Italy and Senegal
- Four **territorial events** in Italy
- Four **territorial events** in Senegal
- Two **evaluation workshops** (in Italy and in Senegal) at the end of every year
- **Video documentary** on the school activities in Italy and Senegal

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**Fondazioni4Africa Northern Uganda**

**Awareness raising & Development education**

In Italy the project aims to raise awareness on post-conflict situations, with focus on Northern Uganda, among public opinion and in the schools.

**Activities**

- **Phase 0:** multimedia workshop with Northern Uganda secondary high school students led by Photographers without borders
- **Phase 1:** Production and distribution of the educational kit “Nuovi Sviluppi” among Italian compulsory school teachers
- **Phase 2:** Setting in Uganda, in Italy and in Brussels of the travelling photo exhibition “Autoritratto di Kalongo”, with pictures and interviews taken by the students in Kalongo during the multimedia workshop
- **exhibition visits and photo-workshops** for Italian compulsory school students
- **Ugandese students visit** in Italy and participation in media, awareness and education activities
- **Phase 3:** blog to connect Italian and Ugandese students + Ugandese students visits to F4A field projects
- ongoing **Press Office** activity towards general public (public opinion+citizenship)

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How can Development Education activities maximize the impact of development processes in Africa?

Put in relation development action and people’s behaviours

1. **Stimulate change of behaviours**: through the common reflection on the connection among development problems and on the interdependence between local and global issues these activities have an impact on people’s knowledge, beliefs and behaviours.

2. **Giving sense to the comprehensive strategy**: in the project framework, development education activities promote the integration between the different project components and facilitate the comprehension of the intervention strategy.
How can Development Education activities maximize the impact of development processes in Africa?

Create long-term partnerships

1. **Networking**: among schools (through didactic activities and workshops, educational partnerships, virtual exchanges), territories (through territorial events), civil society (through the active involvement of local associations and migrants associations in Italy)

2. **Cross-cultural contamination**: among different cultures and different countries as the starting point for participative and effective development cooperation initiatives

3. **Multi-sectorial contamination**: schools, migrants associations, italians and local NGOs, different experts are put in connection facilitating the integration of knowledges and perspectives

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How can Development Education activities maximize the impact of development processes in Africa?

Encourages all actors involved to be protagonists of the action

In Italy and Senegal, students are expected to realize radio products, poems or dramas on the main issues discussed and the direct exchange between students is promoted.

In Italy migrants are perceived as representatives of their country and its main issues and problems.

In Senegal some animators are migrants that returned back to their country of origin and bring with them important messages and experiences concerning Senegal development.

In Italy and Uganda students themselves are protagonists of representing their own reality, through photography.

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Use an inclusive approach in all steps of the action

Activities are designed and implemented with a **direct involvement** of all stakeholders.

During the implementation and at the end of each year are foreseen specific spaces for a **participative evaluation and planning** of future activities.

The evaluation workshops are also an occasion to share experiences and strategies between Italy and Senegal.
How can Development Education activities maximize the impact of development processes in Africa?

Consider migrants as key actors

In Senegal and Italy migrants and migrants associations are involved in the identification design and implementation of activities and in a common reflection of the main development issues.
How can Development Education activities maximize the impact of development processes in Africa?

From the schools to the communities

In Northern Uganda and in Italy the awareness raising process starts with an educational activity in the schools. Students work is the starting point for families and communities involvement.

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Wich actors?

F4A – Senegal

Migrants: Involved both as individuals and as associations

Teachers: Involved in the design and implementation of activities. Enhanced their role as knowledge holders especially in the promotion of education partnerships.

Students: Encouraged to be protagonists in the promotion of a new global citizenship

Territories: Through the territorial events, aimed to spread knowledge on the project strategy and results the action involves and create connections between civil society and local actors in different territories
Wich actors?

**F4A – Northern Uganda**

**Students and teachers** in Italy and in Northern Uganda as **activities beneficiaries and protagonists**

**Journalists and media in Italy** as information&awareness multiplier effect

**Territories & Communities (Educational Institutions, citizens, tourists)** involved through awareness raising events

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**Senegal**

- **Migration** >> Perceived as a bridge between territories
- **Food** >> Food security and food sovereignty
- **Responsible tourism** >> As a new, different way to get into a country

**Northern Uganda**

- **Oblived wars** >> through the voice of the people who suffered their consequences
- **Return home** from an intergenerational perspective and the **semantic meanings of the word home** in different cultures and context
- **Getting to know your ‘neighbour’**: general approach to educational activity with students

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Which tools?

**Participatory methodology**
During the implementation of didactic activities and intercultural workshops

**New technologies**
Use of skype, blogs, internet forums and platforms for sharing materials and opinions

**Radio, theatre, music and poems**
As means of expression and means to spread information on the main development issues (Senegal)

**Image education and photography**
As non verbal intercultural communication tools (Ugandese component)
Challenges

Critical points

Concentration of activities in restricted sectors/territories: limited correspondance with the target of the other project components

Containment actions

1) Strengthening of project contents dissemination activities addressed to territories
2) Increasing use of technologies to maximise the dissemination capacity with limited costs (radio, websites, dedicated blogs)
3) Increasing opportunity of interaction between the different components of the action
Challenges

Critical points (Senegal)
Low continuity of migrants participation due to personal, economic or working reasons. High rotation of actors involved and limited long term elaboration and content sedimentation capacity.

Critical points (Uganda)
Expectations at local level: to be handled

Containment actions (Senegal)
Involvement of youngsters and second generation migrants in education for development activities (i.e training for animators). Youngsters could invest in the training and capacity building process in a professionalization perspective.

Containment actions (Uganda)
Sustainability
Project is inserted within the academic path. Role to teachers and institutions
Role
Set off local role within project. Inform at local level on strategic role of their activity in a global perspective.
Blog
Give way to exchange of experiences (south-north and south)
Challenges

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Critical points (Uganda)

Expectations at Northern level: to be handled
>> issue and theme is perceived as too far away. Stories are perceived as too distant from students’ experience
>> approach based on teacher self-management. Continuity/motivation as crucial points for an effective educational path.

Containment actions (Uganda)

- *Home* and *Return home* as concrete starting topic to deal with the oblived wars theme
- Specific didactic tools (photography, narration) to raise empathy and identification
- (ad-hoc)tutoring: if necessary teachers are supported by the project educational team

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- Higher involvement and protagonism of **Italian and Senegalese youngsters**, with a particular attention to **second generation migrants** for activities in Italy.

- Involvement of **returned migrants** and their sons and daughters for education for development activities in Senegal.

- Creation of **interactive spaces** between territories and different project components.

- **Active citizenship**: contributing to a concrete change of perspective/behaviours.

- **Integrate** Dev Educ components within project (southern parts): i.e. towards IGA.

- To further increase **protagonism of beneficiaries** while building Dev Educ activities.
Thank You!

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