



Equal Access to Development Education for All

All people could be development actors—if they understand the importance of decisions taken today for tomorrow and if they are motivated to contribute in the global efforts for a better world. Be educated and active citizen of the world! Join in action!

Upcoming Events

• Forthcoming exchange visit of the European partners to sub-Saharan—Rwanda

During the Kick-Off meeting in Sofia it was decided that the visit of the European partners to Rwanda will be the first—to be held in February 2014—later followed by the visit of Rwandan experts to Austria, Bulgaria, and Estonia.

• International training for trainers in Austria

Aimed for capacity building among pedagogical staff of specialized schools for visually impaired children and for experts with visual impairment and NGO activists working in the field of promotion of equal access to development education for all.

• Work on school development education projects

The participatory approach is which can ensure best success in introduction of DE at specialized school—the genuine interest of students developed through learning by doing.

• Development of DE resources aimed to fill the gap of missing DE tools for visually impaired students

An essential part of the project activities has already started—on the basis of desk research and advices provided by typhlopedagogues the work on EADEA DE resources for visually impaired

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PROJECT

EADEA project

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The devoted inclusion of pedagogical staff could ensure the Equal Access to Development Education for All

Any educational innovation depends most on the motivation of the pedagogues to make use of it and apply it in a creative way in their pedagogical practice.

Teachers are the actors who best



impact the student personal development and motivate and encourage them and their parents for more active inclusion in their communities. For that reason the willingness of the teachers to join in EADEA is the condition sine qua non for the project success.

School Projects for DEAR in Bulgaria

A study of introduction of development education topics in the former education in Bulgaria, conducted in 2013 by BPID—the Bulgarian Platform for International Development, published as a booklet, has shown that the Development Education is still insufficiently introduced. There are only developed by NGOs DEAR resources which teachers used, qualified for it through provided by NGOs trainings. But as it has been revealed during the preparatory phase of “Equal Access to Development Education” project, these learning resources do not fit to the special educational needs of visually impaired students.

In meetings held in Sofia and in Varna specialized schools for visually impaired students the situation with DEAR resources and the special educational needs of the target groups students were discussed and the project implementers received valuable advices of the pedagogues. Part of the pedagogical staff of the two schools is of visually impaired teachers who provided their advise based on their own experience with education.

The best news of these meetings was the evidenced readiness of the pedagogical staff to get actively involved in introducing DE among their students and to provide feedback on the appropriateness of developed under the project materials and tools for the students.

The initial study among the target groups students revealed their interest towards DE themes and their special interest towards environment issues.

Thus the expressed wish of the both schools were in the project to organize a short visit in the country and there in open air to start the discussion about the importance of preservation of nature and how human decisions may influence positively and negatively the world of tomorrow.

The two school projects are essential part of EADEA project as through them DE topics will be approbated among the students with visual impairment and the level of their interest and satisfaction studied. Through them the newly developed learning materials for DE will be tested in practice, lessons plans with DE developed and applied and essential project products such as the Toolkit “Development Education for Visually Impaired Students” with methodological guidelines advised in its development stage for appropriateness and improvement.

And maybe best of all the target group students and their parents will feel empowered and ensured that their education and the world they live in, depends also on their decision.

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Forthcoming
EADEA
Exchange visits
North-South



Educational context has always played important role in provision of quality education. And before any transfer of good practice or introduction of educational innovation, the local context should be made known and understood for its specific. And that is one of the reasons the exchange visits in EADEA were planned—to contribute to establishment of solid basis of deep understanding of countries specifics by starting long lasting cooperation in the education of students with disabilities.

In Africa ADRA Rwanda will host and introduce into local specific the European partners. And Bulgaria, Estonia and Austria will introduce their country specific in education to their Rwandan visitors.

Representatives of all project target groups are planned to gain knowledge and experience from these exchange visits.



International cooperation in favor of people / students with visual impairment

EADEA project and its implementing partnership does not act alone in favor of students and people with visual impairment. It is just part of the global efforts for improvement of the educational and rights situation of



EADEA project Equality in access to education

As education is a key issue in development, equal access to education is the sine qua non for the development of marginalized groups, communities and individuals.

Sometimes people without visual impairment see not better than those with visual impairment - if they do not see the obstacles that still exist before disabled.

Development needs visioners!

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END EXCLUSION — Let's enable the Millennium Development Goals

www.light-for-the-world.org

The project managed by the Light for the World organization is one of the projects that has been discussed as contributing to raising awareness about the issues with the need of new materials for education of students with disabilities. And it is a good basis for a future students debate—what civil efforts may bring to.

The project efforts on strengthening the rights of persons with disabilities in development cooperation is already in its third year of implementation.

EADEA project suggested to the Bulgarian schools involved in it, to think how they can join – if willing, of course—in the forthcoming Global Action Week of the Global Campaign for Education, coming up in Mat 2014 and say together “Goodbye to Exclusion”!!!

The efforts of END EXCLUSION development education project implementers and supporters have been most to realize inclusion in development cooperation of people with disabilities—and its implementers confirm that these efforts will continue.

END EXCLUSION is a DE project that works for Equal Rights and Equal Opportunities through inclusive education for a

It has developed 3 methodical -didactic suggestions for teaching:

1. Learning to Overcome Barriers in your Mind
2. To use facts and figures for Inclusive Education for All
3. To use simulation games as Feel Exclusion— Create Inclusion

END EXCLUSION project has already recognized the importance of adjustment of resources to the specific educational needs of disabled students and adapted **The World Game** - from the book **‘Change your view** — a toolkit for global learning created by **Dr. Franz Halbartshclager**, expert in our project to the needs of disabled which turns it into suitable for our target groups.

Light for the World is one of the key actors in improvement of education for visually impaired with long experience in focused on their welfare projects.

NGOs are often very effective in their contribution to governmental and international efforts.

END EXCLUSION opened the door to our project towards the societies in Africa, creating awareness about the situation of people with disabilities there and thus building more trust in EU efforts for fair cooperation and improvement. enabling the achievement of the Millennium Development Goals, reducing poverty also among disabled.

Partnership in improvement of education for visually impaired

One of the weaknesses of NGO projects is their duration as single actions after which even if results last, the existence of established good practices is rarely of same scope.

For that reason EADEA project was happy to establish relations with other civil actors in the field of both development education and situation and rights of people with visual impairment as Light for the World confederation and the project END EXCLUSION

Started in 1998 as Light for the World Austria, the civil efforts for its development turned it to one of the leading European NGOs dedicated to eye health, community based rehabilitation, access to inclusive education and promoting the human rights of persons with disabilities, already as confederation of Light for the World in Austria, Belgium and Czech Republic, later joined by Netherlands.

We attract the attention of our target groups to this confederation as useful source of information and collaborators in activities—as recently LIGHT FOR THE WORLD already supports 175 programmes in 26 countries and works in the area of development education. Promoting an inclusive society with human rights based approach, Light for the World works to bridge the North-South divide

EADEA as qualification of pedagogues project

The qualified pedagogues are who ensure the quality of education



The pedagogic staff of the both Bulgarian specialized schools for visually impaired students are specialists with experience and knowledge, who can advice our project in many way. At the same time as educators they understand and believe in the lifelong learning education as a must for any pedagogue who wishes to teach pupils according to last educational trends and educational innovations.

The devotion to continuing learning and qualification of the pedagogical staff is the best that the project could envisage, turning it also in a qualification project.