

GLOBAL HOW?

Facilitating Global Learning



A Trainer's Manual

Dedication

We, the FGL project team, dedicate this publication to all the participants of the FGL training courses in Germany, Portugal and Romania. Without them and their invaluable contribution, the project and this manual would not have been possible.

THANK YOU!
DANKE!
OBRIGADA!
MULȚUMESC!

Global Learning - GL

In this manual the term “Global Learning” (sometimes abbreviated “GL”) is understood to embrace a wide range of theories and concepts, including Global Education, Education for Sustainable Development, Development Education and Global Citizenship Education. Their anticipated pedagogical contributions to transforming our societies towards a fair, peaceful and environmentally friendly world are seen to overlap and intertwine. The practice of GL must be shaped according to the historical, political and educational context of each culture, country or region.

Our choice of “Global Learning” as a generic term has to do with the specific context from which this publication evolved (see e.g. chapter 2.o).

LIST OF ACRONYMS

CSO	Civil Society Organisation	NGO	Non-Governmental Organisation
Cp	Competency (referring to competency stated in competency model p. 22/23)	NGDO	Non-Governmental Development Organisation
FGL	Facilitating Global Learning	OSDE	Open Spaces for Dialogue and Enquiry
GCE	Global Citizenship Education	PPT	Powerpoint Presentation
GL	Global Learning	SDGs	Sustainable Development Goals
ICT	Information and Communication Technology	UNECE	United Nations Economic Commission for Europe
LNA	Learning Needs Analysis	UNESCO	United Nations Educational, Scientific and Cultural Organisation
MDGs	Millenium Development Goals		

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Preface

At the turn of the twenty-first century, global learning was articulated as a priority in Europe. Specifically, the education of global citizens was seen as key to promoting a citizenry who together could meet the anticipated needs of the future. This included educating towards a critical understanding of one's roles in the world and the issues that connect humans and species on this planet. Following The Maastricht Global Education Declaration of 2002, The Parliamentary Assembly of the Council of Europe resolved that "global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens"¹. This 'official' attention to global citizenship education was predated by generations of work in such areas as human rights education, development education, and peace education (among others). However, the element of criticality was pushed to the fore as the turning of the twenty-first century came with a sense of urgency of the need to facilitate learning towards global interdependencies in the face of global crises that have continued to mount despite older efforts to learn and do better.

Nearly a decade and a half after this official imperative, well into the new century, there are learnings to share and a critical mass around which to mobilize. Internationally, global citizenship education is a key principle of the UN Secretary General's Global Education First Initiative and along with sustainability skills, it is included in the UN Sustainable Development Goals (SDGs) which apply around the world. As a key priority area, UNESCO (2014) defines key goals of educating for global citizenship:

- Encourage learners to analyse real-life issues critically and to identify possible solutions creatively and innovatively;
- Support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/marginalised;
- Focus on engagement in individual and collective action to bring about desired changes, and
- Involve multiple stakeholders, including those outside the learning environment, in the community and in wider society².

This manual helps to operationalize these goals and offers an important contribution to work in Europe and around the world. Specifically, it attends to the calls in research for critical approaches to global learning³ that engage with complexity and challenge ethnocentrism and colonial ways of thinking and distributing power. It reflects the work of global education facilitators working as hard as is possible to avoid repeating the very unequal systems of power global education seeks to ameliorate.

A highlight of this manual is its premise in an embedded approach to global learning that recognizes the importance of context. Often global learning educators focus on connecting people in different geographical settings. In this manual, the emphasis is first on a temporal understanding of connections between the present, the future, and the past that shape and frame the values and assumptions about what we desire from global learning and connecting with people in different physical places. Pedagogy is contextualized as premised primarily on respect for what all bring to a learning space and engagement in the on-going dynamic work of building unity

with diversity. This includes embracing the complexities that represent the transformative possibilities of global learning and engaging with rather than stepping over conflicting and controversial experiences.

The turn to the twenty-first century represented a moment of reflection on the importance of critical global learning for a twenty-first century citizenry. This manual provides a concrete example of the present of global citizenship education that has been informed by the work before it. It promotes an embedded, complex, and transformative approach to global learning, and I for one, am very eager to hear of the new learning it enables.

Karen Pashby, PhD

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¹ Parliamentary Assembly Resolution 1318, January 30th; par 20, xii. (2003).

² UNESCO (United Nations Educational, Scientific and Cultural Organisation). *Global Citizenship Education: Preparing learners for the challenges of the twenty-first century*. (2014), p. 16.

³ For example (among many others), Andreotti, Vanessa: Soft vs. critical global citizenship education. *Policy and Practice: A Development Education Review*, 3, 40–51 (2006); Bryan, Audrey and Bracken, Meliosa: Learning to read the world?: Teaching and Learning about global citizenship and international development in post-primary schools. Dublin: Identikit (2011); Martin, Fran: Same old story: the problem of object-based thinking as a basis for teaching distant places. *Education* 3 – 13, 41(4). (2013), pp. 410–424.

Global How? Introduction to this manual

“An intensive, exciting, exhausting and never boring journey into a land with beautiful views, frightening abysses and a lot of places I still intend to visit. Also a journey to myself which is far from over...”

(Participant from Germany about the FGL training course)

In the face of the many existential challenges and opportunities confronting today's world, more and more people around the globe are motivated to get active and engage in transformative processes dedicated to building a fair, sustainable and peaceful world.

Transformative educations – subsumed in this manual under the term “Global Learning” (as stated in the beginning of this manual) have long been looking into ways of dealing with the complexity of global issues and global change in a way that empowers people to critically reflect and act, enter into dialogue with each other and deepen their knowledge about themselves and the world they live in. To recognise and assume the responsibilities they have as members of a global society, and to feel encouraged to actively participate in shaping both their immediate and wider surroundings, people need learning opportunities which foster the competencies (knowledge acquisition, skills, values, attitudes) that are required of an informed and critically thinking global citizen.

An important role in Global Learning processes is played by those people who facilitate them. Global Learning facilitators need to deal with learning processes that touch on many different areas of personal and professional learning.

The trainer's manual “Global How?” is the result of the project “Facilitating Global Learning - Key Competences of Members from European CSOs” (FGL), which was carried out in response to the evident need for quality training for GL facilitators working in the context of Civil Society Organisations (CSOs). The title “Global How?” relates to a baseline study entitled “Global What? A Study on Facts and Needs of Global Learning in Germany, Portugal and Romania”, which was conducted at an earlier stage of the project. The manual is strongly based on the project partners' expertise in training facilitators as well as their experience from conducting test training courses in three different European countries. We hope this background will make for a helpful, inspiring and widely usable document.

Aim of this manual

This manual aims at **supporting trainers in making people fit for facilitating Global Learning processes** in various contexts. Quite in the spirit of Global Learning it refrains from presenting ready-made recipes and instead provides spaces for exploring different aspects of GL trainings, leaving it to the user to develop their own context-specific training conceptions. Its intent is thus to point out structures, make suggestions and provide impulses, enabling users to design trainings which best fit their own context and are attentive to participants' training wants and needs as well as specific underlying conditions and values. Another intent is to share experiences gained in the course of the FGL project, suitably processed and edited so as to provide added value to the users' training practice.

Intended users

The primary audience we have in mind for this publication are those people who **carry out Global Learning trainings**

for facilitators who work in non-formal settings, e.g. members of CSOs, NG(D)Os, action groups etc. However, we are convinced that also **other educational practitioners**, e.g. teachers or GL practitioners working in other educational contexts than training, will find this publication an inspiration for their work.

In order to clarify the roles of the different players involved in trainings we have made the following distinctions:

“Trainers” are those people who create learning experiences for (adult) learners wishing to improve their competencies as or become facilitators of Global Learning processes. The role of trainer in this context includes the conception, planning, implementation and evaluation of training courses and (where applicable) the coaching of “trainees”, i.e. (future) facilitators, with the aim of developing and improving their educational practice.

Spaces for self-reflection



“Facilitators” are those people who engage themselves in Global Learning educational practice by holding GL educational events with different groups of learners of all ages and backgrounds.

This, of course, is not to deny the fact that trainers can also act as facilitators and **multipliers**, sharing their knowledge with people in their specific contexts, nor that facilitators may also be multipliers or trainers. And last, but certainly not least, let it be clear that all of these are and should see themselves as learners, no matter which role they might assume at a given moment.

Suggestions for using this manual

This manual has been designed for flexible use. You may read through it page by page, or just pick out those parts which seem especially useful to you. The colour coding of the different chapters is intended to help you to quickly find your way through the publication.

Structure of this manual

Following this introduction, **chapter 2.0** briefly describes the overall background of our project.


Chapter 3.0 outlines different general aspects and principles of GL facilitator training which are important to bear in mind while planning, implementing or evaluating a GL training course. On p.22/23, we introduce a competency model.

Chapters 3.1 to 3.5 take up the competency areas identified in this model and further elaborate on how these relate to

key aspects of GL trainings. Each of these chapters contains an introductory text followed by **examples of good practice** from the FGL test courses in Germany, Portugal and Romania, which serve to illustrate some of the more theoretical considerations and link them with practical experience:

- **Chapter 3.1 (Learning to know)** focuses on the knowledge-related aspects of Global Learning in general and in trainings in particular, for example the interconnectedness of themes, a meaningful pedagogical reduction of complexity and dealing with non-knowledge.
- **Chapter 3.2 (Learning to learn)** deals with learning approaches and principles as well as competencies, learning styles and methods and how to incorporate these in trainings in order to provide a useful basis for the facilitation of Global Learning processes.
- **Chapter 3.3 (Learning to do)** addresses how facilitators in training can be supported in applying their specialist and educational knowledge to the planning, implementation and evaluation of their Global Learning practice.
- **Chapter 3.4 (Learning to be)** looks at how the facilitator can be encouraged to reflect on and strengthened in their role in relation to their personal conduct in accordance with the objectives of sustainable development.

- **Chapter 3.5 (Learning to live together)** points out aspects of and values underlying GL trainings and practice in relation to how the facilitator cooperates, communicates and networks with others in Global Learning processes.

Each chapter has been enriched with **quotes** from training course participants, trainers and Global Learning/education experts to liven up the content and stimulate thought. Also, we have added **questions for reflection** (marked with a spiral ) to help users reflect on the content and apply it to their individual contexts.

All methods mentioned in this manual are gathered in the chapter “**Selected methods from the test courses**” to facilitate their use in trainings. Here you will also find a set of **general criteria for method selection** which explain how methods were selected for our training courses and how they may help users of this manual in their educational practice.

Direct quotes are referenced in footnotes. Our own writing was not only inspired by our experience, but also by a number of documents which we share in a list of further reading at the end of the manual. More methods and learning techniques as well as an online-version of this publication can be accessed under www.global-how.de.

Acknowledgements

We, the FGL project team, have had the fortune to be supported by a great number of people. Above all, we were

inspired and uplifted by a stream of critical and mostly positive feedback from our **participants** which has enormously enriched this publication and has motivated us greatly in our work. Also, a number of **GL experts and trainers** contributed to the development, implementation and evaluation of the course curriculum.

We would like to give our thanks to **Karen Pashby** for sharing her enthusiasm, encouraging us in our work and enriching this manual by contributing the preface. The **Development Education Research Centre (DERC)** at the UCL Institute of Education, University College London, provided insights and knowledge from the Module “Training in Development Education” of the Master Course in Development Education.

Furthermore, our **colleagues and families** provided a much needed base for exchanging ideas and gave us peace of mind through their unfailing patience.

We are grateful for the **financial support** we received from the European Commission, the Ministry of the Federal State of Baden-Württemberg/Germany, the German Federal Ministry for Economic Cooperation and Development and Camões – Instituto da Cooperação e da Língua in Portugal.

We hope we can convey some of our motivation and enthusiasm for Global Learning through this book and would greatly appreciate receiving any comments you may have regarding the use of this manual as well as feedback on its content.

Facilitating Global Learning – The project

Main objectives

In spite of the very different situations in their home countries with regards to the state of Global Learning, all participating partner organisations saw a need for training in the field of GL in their respective contexts and especially within Civil Society Organisations (CSOs). This was how the project “Facilitating Global Learning - Key Competences of Members from European CSOs” (FGL) came into being. Its main objective was to develop, promote and provide state-of-the-art training and building skills, knowledge and understanding about the theory and practice of GL and thereby contribute to an overall improved quality of GL especially within non-formal education.

Conceived for a duration of three years and funded by the EU as well as by national state institutions, the results of this pilot project could then be further developed and disseminated, e.g. through this manual.

Project partners

Project partners in Germany were the umbrella organisation for Non-Governmental Development Organisations DEAB (Dachverband Entwicklungspolitik Baden-Württemberg), the NGDO EpiZ (Entwicklungspädagogisches Informationszentrum im Arbeitskreis Eine Welt Reutlingen) and finep (forum for international development + planning). The IMVF

Global Learning aims at giving people the confidence and the competencies to be active global citizens, empowering them to live and act for a more just, equal and peaceful world. It offers learning spaces for critical thinking, dialogue and creativity.

Motto of the FGL project team

(Instituto Marquês de Valle Flôr) foundation as well as the NGDO AIDGLOBAL (Acção e Integração para o Desenvolvimento Global) were responsible for the implementation of the project in Portugal, while in Romania, the organisation APSD-Agenda 21 (Asociația de Asistență și Programe pentru Dezvoltare Durabilă) was in charge of carrying out the project.

Intended group of participants

The focus of the project lay on the development of training courses, so-called test courses, preparing civil society representatives from the partner countries of this project to act as educators in Global Learning. We aimed to reach a broad variety of potential multipliers, requiring only that they would already be active and experienced in the field of (non-formal) education and committed to extending their knowledge and competencies and broadening their experience in the field of GL.



Elements of the project

The study “Global What? A Study on Facts and Needs of Global Learning in Germany, Portugal and Romania”, which was presented during the German national Global Learning conference. “WeltWeitWissen 2014”, marked one of the first steps of the project. Further project activities included the development of a test course curriculum for each participating country. This was to be composed of four modules and include practical training and Internet-based elements. National expert meetings accompanied the planning of

the curriculum as well as the evaluation of the test course. Following introductory courses for potential participants, test courses were held in all participating

Global Learning universe

“Global Education offers not only skills to live in a globalized world but also to transform our global world into a world of justice and sustainability. Therefore a lot of skills are needed. Global Education of good quality is not a uniform concept, but an interrogative attitude towards the need to form a just, globalized world.”

Annette Scheunpflug

¹ Scheunpflug, Annette: Learning and skills for a Global Society: The Education Context in GENE Global Education Network Europe. In: O’Loughlin, Eddie; Wegimont, Liam (eds.): Learning for a Global Society. Evaluation and Quality in Global Education. Lisbon: North-South Centre of the Council of Europe (2004), p. 40.
library.deeep.org/record/1366/files/DEEEP-BOOK-2015-087.pdf#page=40

countries. This jointly developed training manual brings together the experience and insights gained over the course of the project.

The project activities were accompanied by lobbying on a policy-making level with the aim to enhance political framework conditions for GL in the three partner countries.

Study "Global What?" and common understanding

In preparation of the present project a study entitled "Global What?" had presented the results of a survey on the state of Global Learning with a focus on training in the respective project partner countries. In that study the project team provided a comprehensive outline of what they deemed essential ingredients to a common approach to GL (see chapter 3.0). This common understanding ran like a red thread through the present project, providing a basis of all further project activities and reflections within the team and beyond and is also reflected in this manual.

Study „Global What?“

- Needs assessment
- Joint publication by all project partners

Introductory Courses

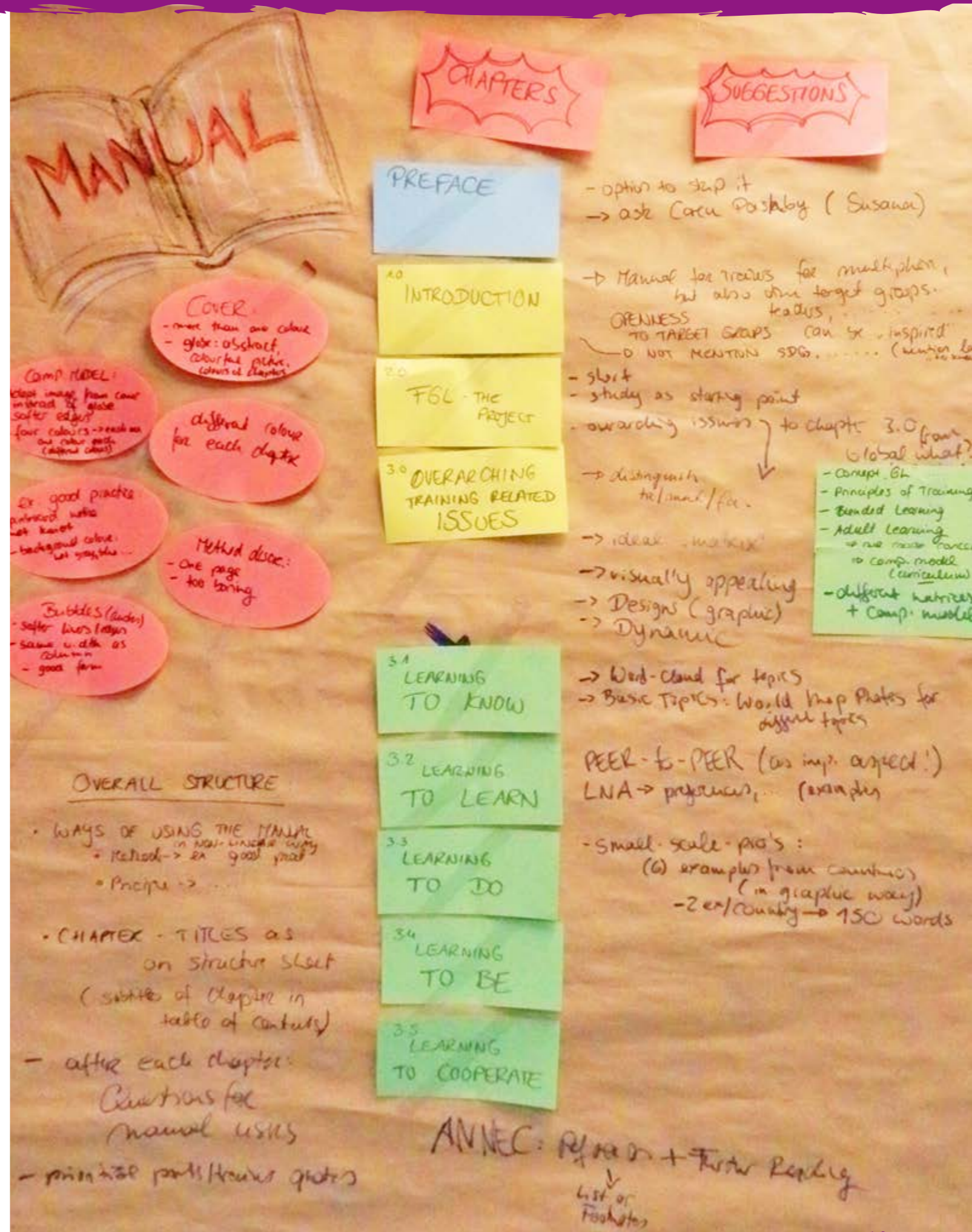
- Needs assessment and information for potential participants

Test Courses

- Joint as well as country-specific curriculum planning (incl. expert meetings)
- 4 modules
- Written assignment
- Small-scale projects
- E-learning platform

Manual

- Sharing and dissemination of experiences and knowledge from the test courses
- Joint publication by all project partners



Concepts of trainings in Global Learning

Designing and developing a concept for a particular training in Global Learning is like drawing a picture, writing a novel, composing a piece of music – it is creating an artwork in the realm of pedagogy. All parties involved in planning a training are encouraged to (jointly) develop their contextualised concept of training and their training principles. Insights and perceptions of Adult Learning need to be considered. Another obvious source of inspiration in developing GL trainings is Blended Learning with its use of new media tools. These pedagogical concepts, as well as any other aspect you might find to be important, can all contribute to the formulation of a competency model that reflects the pedagogical aims of the trainers as well as the wants and

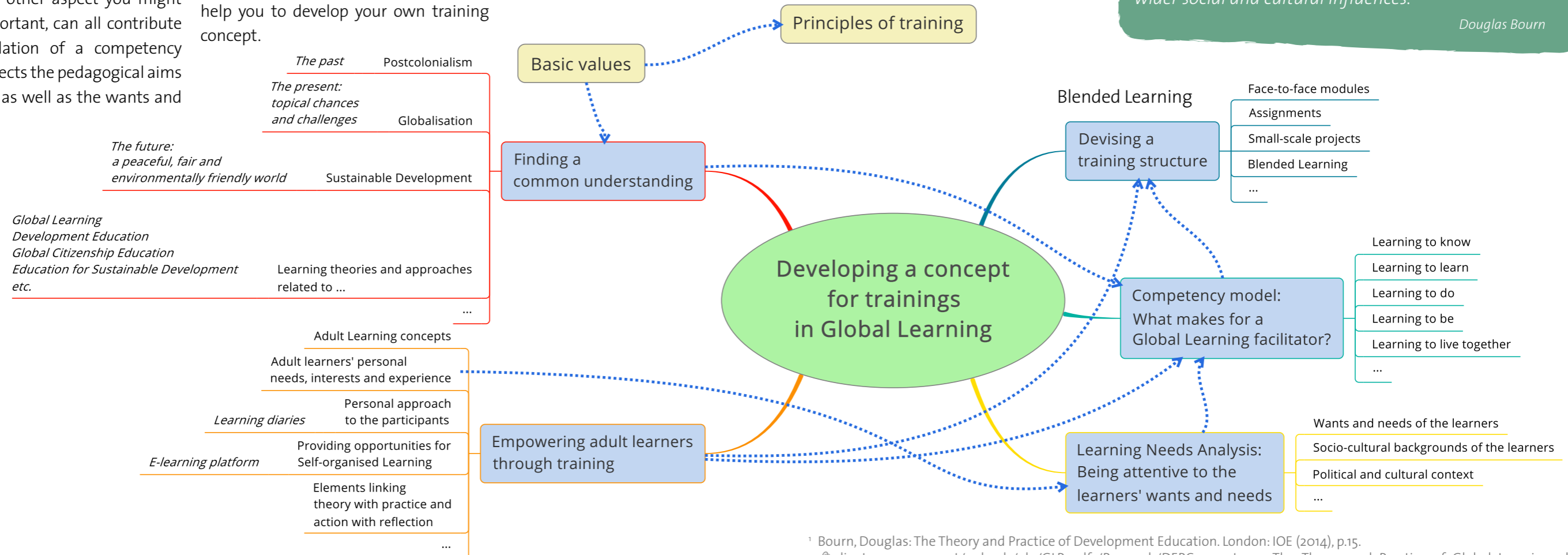
"I enjoyed the sharing, the open discussions, the dynamics and the themes!"

Portuguese training course participant

needs of the learners and which provides a base of reference in determining the course structure.

In the following we give you a brief description of what we believe to be important elements in designing a training for Global Learning facilitators.

The **mind map** below gives you an overview of these elements. It may help you to develop your own training concept.



Finding a common understanding

At the beginning of the planning process, given the very diverse and multi-faceted concepts of Global Learning, it is essential for the team of trainers and their organisations to lay the ground for a good working basis and discuss and agree on issues relevant to the training. We recommend reflecting on topics and issues such that they encompass **past** (post-colonial perspective), **present** (globalisation including topical issues such as migration and climate change) and **future** (sustainable development). The trainers should agree on **basic underlying values** of the training such as respect, participation, justice, solidarity, etc. In addition, a common understanding

of different learning theories and approaches related to Global Learning and Adult Learning is vital. As a guiding principle throughout this process there should be mutual appreciation of what each party has to contribute, as well as recognition of the importance of striving for unity in some aspects while allowing for an enriching diversity (due to e.g.

*"In proposing development education as a process of learning I place an emphasis on how the learning takes place. This recognises that learners and educators come to this area of practice from a wide range of personal experiences and starting points. It also means seeing development education (...) as a process in which learners engage in debates (...) that make reference to their personal experiences and wider social and cultural influences."*¹

Douglas Bourn


¹ Bourn, Douglas: The Theory and Practice of Development Education. London: IOE (2014), p.15.

² clients.squareeye.net/uploads/glp/GLP_pdfs/Research/DERC_report_11_-_The_Theory_and_Practice_of_Global_Learning.pdf

socio-cultural, personal, professional differences) in others (see key principles of training p. 25).

Several aspects had to be considered in seeking a common understanding which would reflect and bring together the different notions of GL principles held among our international team of trainers. One crucial thing was to express our stance on (sustainable) development. Also, we wanted to address the concept

of Transformative Learning which we had all agreed on as a key concept of learning in a GL context². Another vital point, in our view, was to look at the pedagogical roots of GL (e.g. Paulo Freire) as well as different approaches to creating fruitful learning environments (see chapter 3.3).³

 What are essential facets of a common understanding of Global Learning in your context of training GL facilitators?

Empowering adult learners through training

If you are training Global Learning practitioners in non-formal pedagogical settings, the learners you are dealing with will most likely be adults. They will be taking part in the training course voluntarily and with a strong inner motivation to improve or acquire new skills, get new insights, develop as a human being etc. When developing your training you should therefore think about how – in the given context – you can create learning environments, i.e. organise different kinds of learning experiences and learning activities which can help sustain this motivation and will be attractive to adult learners. Taking the adult learner seriously and respecting and valuing the experience and knowledge he/she brings into the training implies a power shift: it is not primarily you as a trainer who is supposed to “know and do

it all”. Rather, it is essential to meet the learners at eye-level and empower them to take control of their own learning processes while at the same time being aware of your own learning in this. Your role as a trainer is to create opportunities, to inspire, support and help the learners in their individual learning process, which will involve different spheres of learning (see competency model p. 22/23), and also to accept limits and constraints they may have.

There are many aspects to consider to this end. First of all, it is essential to base **training activities on the adult learners’ personal needs, interests and experience** in order to ensure they have the highest possible relevance to them. Conducting a Learning Needs Analysis (see p. 19) is therefore an essential element of planning a training. It is also vital to **encourage learners to take**


an active part in learning processes through participative learning activities involving “head” (cognitive knowledge), “heart” (emotional learning) and “hands” (practical and physical skills).

In addition, a **personal approach to the participants**, e.g. one that offers and creates opportunities for individual support and coaching (see chapter 3.2), helps greatly in addressing a heterogeneous group of learners and meeting the needs of each individual.

Providing **opportunities for self-organised learning** goes a long way towards ensuring that learners’ individual training requirements are met and that they are entrusted with responsibility for their own learning. They should be encouraged to make their own choices based on their personal wants and needs through, for example, Cooperative Learning techniques or

e-learning tools and platforms referring to further reading and other resources or by creating opportunities for exchange (via chats/fora) among participants outside class sessions (see chapter 3.2).

Finally, learners need opportunities for hands-on experience that will enable them to **link theory with practice and action with reflection** (see chapter 3.3). This vital ingredient to any sustainable learning process creates interfaces with learners’ previous experiences, allowing them to explore how aspects touched on in the training apply in their personal contexts.


 Bearing in mind the aspects of Adult Learning mentioned above, as well as your intended group of participants, how would you envisage and describe key characteristics of your role as a trainer for (adult) learners?


Learning Needs Analysis: Being attentive to the participants’ wants and needs:⁴

A Learning Needs Analysis (LNA) is the process of **working out what learners need and want in order to determine what type of training intervention would be useful**. In order to find out what learners might need it is important to find out what they already know, can do or feel about the topic in question. LNA, in a sense, becomes a process of investigating where learners are starting from and where they would like to arrive

and what the gap between these two places might consist of. Conducting an LNA involves considering the questions you are going to ask the learners and the most effective way of asking them in the context of a training.

To give an example, in the case of “Facilitating Global Learning”, our Learning Needs Analysis took place at various levels. For one thing we conducted a study in the course of which we gathered and analysed data

² For an introductory overview of the Transformative Learning Theory see: Taylor, Edward, W.: The Theory and Practice of Transformative Learning: A Critical Review. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University (1998), p. 5-18.
 www.calpro-online.org/eric/docs/taylor/taylor_o2.pdf

³ For a detailed description of our project team’s Common Understanding see: FGL (ed.): Global What? A Study on Facts and Needs in Global Learning in Germany, Portugal and Romania (2013).
 www.dachverbandentwicklungspolitikbw.de/web/cms/upload/pdf/publikationen/deab_etal_2014_global_what.pdf

⁴ Based on Bentall, C.: Master Course: Training for Development Education. London: Development Education Research Centre (2010).

generated through questionnaires sent to organisations involved in GL⁵. For another, we collected information on learning wants and needs from individuals on a more general level during introductory courses carried out before the actual training (see chapter 2.0) and, more specifically, through a questionnaire given to training course participants (see annex A).

- © What questions would help you to find out about your participants' socio-cultural backgrounds, their previous knowledge and experience, values and attitudes, motivation and expectations regarding the training course as well as preferred learning styles?
- © How are you going to collect the information and process it?

Competency model: What makes for a Global Learning facilitator?

On the basis of your common understanding and the outcomes of the LNA you can then develop a set of desired competencies for your participants: What competencies do they need in order to provide a good quality education in Global Learning?

Don't fall into the trap of wanting to reinvent the wheel. Instead it may help to have a look at what is already there and could serve as a good base for your purposes.

In a publication entitled "Learning for the Future, Competences in Education for Sustainable Development"⁶, written by the UNECE Expert group on Competences in Education for Sustainable Development, we came across a model which we found very

helpful and proceeded to adapt to GL training contexts. The competencies described in our model are not intended to be (measurable) outcomes of a training course, but aims and perspectives that all educators in GL may strive for in their educational practice.

You are invited to use and modify this model (see p. 22/23) according to your purposes. It comprises the following competency areas:

- »A« LEARNING TO KNOW
- »B« LEARNING TO LEARN
- »C« LEARNING TO DO
- »D« LEARNING TO BE
- »E« LEARNING TO LIVE TOGETHER

The competency model you chose or developed informs the design of the course curriculum and serves as a guideline throughout the training process. In chapter 3.1 to 3.5, the individual competency areas are further illuminated and enriched by examples of good practice from our projects' training courses.

- © Which areas of the suggested competency model do you find appealing, which ones less so? Explain!

⁵ FGL (ed.): Global What? A Study on Facts and Needs in Global Learning in Germany, Portugal and Romania (2013).
⁶ www.dachverbandentwicklungspolitikbw.de/web/cms/upload/pdf/publikationen/deab_etal_2014_global_what.pdf
⁶ United Nations Economic Commission for Europe: Learning for the Future, Competences in Education for Sustainable Development (2012). www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf



COMPETENCY MODEL for Global Learning facilitators

»A« LEARNING TO KNOW

» The facilitator is familiar with, understands and reflects on issues related to (sustainable) development and cultural diversity in dimensions of time (past – present – future) and space (local – global).

- A.1 The facilitator understands the basics of as well as different perspectives on **globalisation, development and sustainable development as well as postcolonialism**. He/she **engages reflexively with different perspectives** (including his/her own) and is able to **think in alternatives**.
- A.2 The facilitator understands the basics of **systems thinking** and ways in which complex and interrelated natural, social and economic systems function. He/she identifies transformational ideas and their educational implications aiming at a more fair, sustainable and peaceful world.
- A.3 The facilitator understands that **all knowledge is partial and incomplete** and conceives of him/herself as a lifelong learner.

»B« LEARNING TO LEARN

» The facilitator is familiar with, understands and reflects on Global Learning concepts, competencies and methods as well as related approaches to learning (e.g. education for sustainable development).

- B.1 The facilitator understands **learning theories and approaches** relevant to Global Learning (e.g. transformative learning, social learning, cooperative learning and critical pedagogy).
- B.2 The facilitator understands **learning principles, styles and methods** relevant to Global Learning.
- B.3 The facilitator understands **competency models and frameworks** regarding Global Learning/Education for Sustainable Development (context related: country-specific, regional, European, global)
- B.4 The facilitator understands the basics and principles of facilitating **group learning processes** in accordance with Global Learning principles (e.g. concerning conflict management).

»C« LEARNING TO DO

» The facilitator is able to apply his/her specialist and educational knowledge to successfully planning and implementing educational events in the context of Global Learning.

- C.1 The facilitator is able to **plan, implement and evaluate** educational events such as to facilitate meaningful educational interaction with learners.
- C.2 The facilitator is able to start from and build on the **wants and needs of participants** and utilise the learners' **natural, social and cultural environment**, including their own institution, as a context and source of learning.
- C.3 The facilitator is able to employ a **variety of** interactive, participatory, action-oriented **methods** and to use **media** in a responsible way in educational settings.

»D« LEARNING TO BE

» The facilitator is an individual who reflects on his/her personal social and political conduct in accordance with the objectives of sustainable development, relating this to his/her role as a facilitator.

- D.1 The facilitator is someone who is able to **gather, select, share and compare information** while at the same time being **open-minded** and able to think outside the box.
- D.2 The facilitator is someone who is **critically thinking** and **self-reflecting**, especially concerning values (solidarity, justice, freedom, independency, responsibility, etc.) and attitudes in his/her role as a facilitator.
- D.3 The facilitator is someone who **acts as an inspiring example**, striving to act for a more just, equal, peaceful and environmentally friendly world.

»E« LEARNING TO LIVE TOGETHER

» The facilitator cooperates, communicates and networks with others regarding Global Learning values and processes.

- E.1 The facilitator cooperates with others while being mindful of, recognise and celebrate **diversity** (different disciplines, cultures, perspectives and world views).
- E.2 The facilitator is able to challenge **stereotypes and prejudices** concerning different cultures and attitudes.
- E.3 The facilitator is able to **communicate** with people from different backgrounds by actively listening to, learning from and respecting others.
- E.4 The facilitator is aware of his/her own powerful role. He/she supports participants in **critically reflecting and overcoming power relations in educational settings** induced by unequal socio-cultural, historical and individual conditions.

Devising a training structure

The basis of planning a Global Learning training should include your **preliminary theoretical and pedagogical considerations** as well as **organisational factors** such as time and financial resources. Various dimensions come into play when you then go about devising the structure of your training:

- The **knowledge/content**-related dimension of which issues/topics to include and to touch on in your courses, how to convey their interconnectedness while at the same time reducing complexity (see chapter 3.1)

Training course structure


Activity	Contents	
Face-to Face Module I	<ul style="list-style-type: none"> » Previous knowledge, competencies, experiences and expectations of participants (LNA) » Presentation and discussion of the structure of the Training Course » GL Basics I: <ul style="list-style-type: none"> - Key issues of Development and Globalisation - GL definitions and approaches 	Providing further material, opportunities for exchange outside face-to-face modules, individual support/coaching by trainers
Assignment	Participants write/create an assignment linking contents from Module I to their contexts	
Face-to-Face Module II	<ul style="list-style-type: none"> » Review of assignments » GL Basics II: <ul style="list-style-type: none"> - GL competencies - Learning strategies and methods for GL activities » Devising GL educational events/projects » First ideas for Small-Scale-Projects (educational events in the participants' local/organisational context) 	
Small Scale-Project	Planning and implementation of projects (in groups), individual coaching by trainers	
Face to Face Module III	<ul style="list-style-type: none"> » Review of experiences from Small-Scale-Projects » GL Basics III: <ul style="list-style-type: none"> - Evaluation in educational settings » Further development of Small-Scale-Projects » Session on specific GL topics according to participants' wants/needs 	
Small-Scale-Project	Implementation of amended Small-Scale-Projects (Focus on evaluation)	
Face-to-Face Module IV	<ul style="list-style-type: none"> » Review of experiences from Small-Scale-Projects » Session on GL topics according to participants' wants/needs » GL Basics IV: <ul style="list-style-type: none"> - Promoting synergies and networking - Project acquisition » Reflection on and planning of participants "next steps" as GL facilitators/practitioners » Agreeing on further ways of networking among course participants 	

- The **learner**-related dimension, i.e. paying attention to what the learners bring into the learning experience, finding ways to "draw" them into learning processes, keep them motivated and cater for their learning wants and needs.
- The **values**-related dimension of being aware of your own underlying values, of welcoming diversity and allowing for multi-perspective approaches and spaces for reflection during the training.⁷

learning experiences for the training participants. For example, a "classical" face-to-face intervention could be flanked by other formats of learning (e.g. online-learning tools) and opportunities for learners to apply their knowledge and gain hands-on experience in their own wider contexts.

The matrix (p.24) shows a framework for the structure of a training course which may serve as an example.

You may find it worthwhile thinking about how best to **combine various types and formats of learning** in order to create diverse, stimulating and sustainable

 Which opportunities and challenges do you see for yourself in setting up your training structure?

Key principles of training

As an outcome of the critical reflection described in the previous paragraphs, whatever important aspects have been found might be summarised in a list of key principles of training, keeping it open for revision throughout the training. The principles stated below are inspired, among other things, by the OSDE (Open Spaces for Dialogue and Enquiry) Methodology, which aims at creating safe spaces for dialogue and enquiry about global issues and interdependence and promoting the development of independent and informed thinking, systems thinking, critical literacy and accountable reasoning and action⁸.

This list may serve you as a basis for reflection:

- » **Reflecting aims and objectives**
The aims and objectives of the training are embedded within Global Learning principles and combined with the objectives of all stakeholders of the training. Conflicting or controversial aims are appreciated. They can serve as stimuli to re-think and revise aims and objectives and engage in critical reflection in order to identify underlying assumptions and/or

⁷ Based on Krämer, Georg: Was ist und was will "Globales Lernen"? In: VENRO (ed.): Jahrbuch Globales Lernen 2007/2008: Standortbestimmung – Praxisbeispiele – Perspektiven. Bonn: VENRO(2007), p. 7-10.

⁸ CSSGJ (et. al.) (eds.): OSDE. www.osdemethodology.org.uk/ (see chapter 3.5)

biases. This can help to ensure that both participants and trainers are clear about the objectives being pursued.

- » **Sharing knowledge, values and skills**
Every individual brings into the common space valid and legitimate knowledge derived from their own

context; furthermore, all knowledge is partial and incomplete and can thus be questioned. This applies equally to values and skills. Hence, genuine listening and willingness to share one's knowledge and learn about others are key ingredients to fruitful, mutual learning.

Global What? Theatre



- » **Celebrating diversity**

The concept of multiple perspectives is vital to Global Learning trainings and a key element in establishing respect among participants and trainers. Participants' diversity is explored in the LNA and celebrated in each part of training (warm-up, introduction, reflection, action, evaluation).

- » **Facilitating participation**

The trainer offers participants opportunities to frame themselves/each other as 'teachers', thus maximising participation. This is a democratic approach and guards against the facilitator dictating his/her own perspectives. He/she uses the expertise of the group to promote leadership and training potential. He/she fosters mutual learning.

- » **Empowering participants**

Global Learning trainings empower trainers and participants alike to become more confident, self-determined and to make a difference with regard to the larger social good.

- » **Learning for transformation**

Global Learning trainings promote transformative learning, whereby everyone can critically reflect their experiences and views of the past, question their beliefs and habits of mind, search for alternatives and possibly change their frame of reference towards a new way of thinking and of perceiving things and thus towards better informed and more reflective actions.

- » **Evaluation as an integral part of the training and beyond**

The evaluation of a training can help participants reflect on their learning as individuals and as part of a group. Evaluation has to be flexible enough to encompass the objectives of the session but also any 'incidental' learning that may have occurred during the session. It can include Global Learning related activities of the participants before the training and lead to a more reflective practice of GL after the training. In this way, the evaluation can contribute to the empowerment of the participants and to creating a new cycle of learning and action.

- » **Having and keeping a critical mind**

This principle is fundamental in all stages of trainings (prior, during and after the training). Trainers have to be aware of their own assumptions, values and knowledge, how these may have shaped their perceptions of themselves or their participants and may thus have influenced their way of formulating objectives and the activities designed to achieve them and hence of facilitating the whole training session.

🌀 Looking at the set of principles above, how would you envisage an outline of principles applicable to your own training practice?

Learning to know

Stimulating meaningful learning processes that empower people to become responsible and active global citizens in a complex world lies at the heart of Global Learning practice. A facilitator needs to be equipped to provide learners with the appropriate knowledge-base to inform such processes.

In training facilitators, not only does the trainer have to consider the question of which knowledge is the most relevant for the learners in a given context, but also which competencies (future) facilitators need in order to deal with knowledge in a way that renders it meaningful for learning processes.

“Any fool can know. The point is to understand.”

Albert Einstein

Identifying topics and issues for trainings

When selecting knowledge-related content for a training in a field as broad and diverse as Global Learning, it is vital to determine **which topics and issues related to GL are most relevant to the learners and which will be deemed necessary by the trainers** to provide a structured and meaningful learning experience.

In the competency model developed for our training courses, we identified basic

Creative critical thinking

facts of and perspectives on globalisation, development, sustainable development and postcolonialism¹ which together make up a **“must-have” knowledge-base for facilitators** (competency model Cp A.1). To facilitate reflection on these broad concepts they need to be linked to concrete topics close to the participants’ personal and educational reality.

The diagram on this page shows **GL topics** which might become relevant in your trainings. The selection is not exhaustive but is only meant to serve as a stimulus.

One of the challenges of educational practice is to find a viable balance between the training needs identified



¹ Postcolonialism is concerned with the history and the political, social, and cultural effects of colonialism to this day. It explores unequal power relations as well as resistance against such relations in a wide range of contexts.



by the trainers and the wants and needs expressed by the learners. In order to attain this balance, you will want not only to have a look at topical issues and current debates but also incorporate the learners' perspectives by including these issues in your LNA (see chapter 3.0 and annex A), **letting course participants take an active part in selecting relevant topics for the training** (see p. 32), providing opportunities to further explore topics through individual assignments or online-tools, etc. (see chapter 3.2, p. 38).

Interconnectedness and systems thinking

The diagram on the previous page shows selected topics in relation to the dimensions of economy, politics, environment, society and culture as a means of visualising their interconnectedness in a (global) system. Global Learning practice should always strive to **raise awareness of this interrelatedness and encourage learners to take into account the overall system as well as its parts** when critically engaging with specific issues. This includes allowing room for multiple perspectives on issues and topics in question.

The “glocal” dimension of **looking at how local contexts are interwoven with global conditions** is another important aspect in this context. Also, it is crucial to **address the time-related dimension of linking past, present and future** (see common understanding chapter 3.0, p.17, Cp A.2).

“I appreciated the holistic approach to Global Learning issues and the way these were presented and discussed in the context of social, political, economic and cultural interdependencies.”

Romanian training course participant

Pedagogical reduction of complexity

The world we live in holds challenges in store which may easily overwhelm us. In the face of the interconnectedness and complexity of issues, it is essential for facilitators to learn how to **deal with information and its contextualisation** in a way that does not immobilise learners. Rather, learners need to be enabled to comprehend, interpret and assess complex issues and their backgrounds, express their point of view and act on them on the grounds of this.

In this context, the challenge lies in **pedagogical reduction**, i.e. in finding a way of reducing the complexity of an issue according to the learners' contexts (e.g. their level of knowledge) in a way that makes it more accessible to them. In doing so, it is crucial to avoid distortions of the issue in question that could lead towards a biased or oversimplified representation. Essential aspects must remain valid and facilitators should provide learners with opportunities and competencies to explore issues further and in depth (e.g. methods of self-organised learning).

Educational events can illuminate an issue only partially and incompletely. Deliberate reduction can work like a filter, helping the facilitator to **process the contents of an educational event according to the priorities of the moment and in relation to the learners' wants and needs**. For example, a meaningful reduction of a concept as broad and complex as “sustainable development” could consist in breaking it down and exploring only one small aspect (especially during an educational event of short duration) and doing so all the more thoroughly. In this way, learners are given the opportunity to grasp one aspect as comprehensively and deeply as possible rather than obtaining a perhaps very curtailed, fragmental and vague notion of the entire field, and critical reflection is stimulated and not discouraged. In training facilitators, it is useful to make one's choice of topics as well as the way they are dealt with in the training transparent to the learners as a way of **showing how pedagogical reduction can work**. Also, in our experience of coaching participants in their process of gaining practical experience, reduction of the complexity of (global) issues is often a crucial and much discussed aspect during the coaching process.

Resilience and non-knowledge

Dealing with complex issues makes us realise that our knowledge – as trainers, as facilitators, as human beings – is always partial and context-related. No one can and must know everything. Becoming aware of one's desire for security and linear, clear-cut solutions and one's non-

knowledge may well be challenging, yet it is necessary to deal with it, especially in educational contexts.

Offering one-dimensional solutions and answers to learners would mean to betray them.

A training may help to **encourage (future) facilitators to be aware of the partiality of their knowledge**, offering spaces to reflect on what they don't know and also what they might not be able to know, and to find ways to deal with this in educational practice (Cp A.3).

A feeling of security may not always be related to the feeling of “having all the answers”, but rather be grounded in the **confidence of being able to deal with knowledge** and to process information in a way that fosters critical, independent thinking and takes into account multiple alternatives. Strengthening this in learners also supports their **resilience**, i.e. their ability to cope with possibly stressful challenges and potentially frustrating experiences in a way that keeps them capable of acting.

- © How do you deal with the complexity and interconnectedness of GL topics in your personal life?
- © How can you pedagogically reduce complexity of topics and issues dealt with in your trainings in a way that they are “digestible” for the participants?
- © Exploring the interconnectedness of themes and linking the global to the local, what are good ways and methods fostering systems thinking and a multi-perspective approach with your group(s) of participants?

Learning to know – Examples of good practice

Topics of interest chosen by participants – the Wish Box



One priority during our trainings was to ensure the highest possible relevance of the course elements, including the knowledge/content-based components, to our participants.

“understanding migration”, “de-growth”, “peace and conflict”, “fair trade”) and on the other hand to general educational issues (e.g. “how to deal with conflict during educational events”, “inclusive education”).

Given the very broad range of (possible) Global Learning topics and the limited amount of time at our disposal, we were faced with the challenge of selecting those topics which would be of particular interest to the learners. In order to reach beyond topics which we as trainers deemed essential (see chapter 3.0, p. 24) we introduced a “Wish Box” during the first training module.

We incorporated the requests in different ways, e.g. by inviting experts on specific topics who would work with the group, organising an interview with a long-standing Global Learning practitioner during which questions concerning GL practice could be raised or by providing further information (literature) on specific topics on our e-learning platform.

Participants were invited to write their topics of interest on a piece of paper and “post” them to us by dropping them into a box. Our task as trainers was to ensure that those requests were accommodated in the further course of the training.

This learner-centred approach helped to reduce the complexity of GL topics and at the same time avoid frustration on the part of learners over unanswered learning needs. Knowing which topics were the most relevant to our participants at the given time also enabled us trainers to have them in mind and refer to them at appropriate moments of the test course, thus creating meaningful links for the learners.

After the module we emptied the box, collected and clustered the topics and thought about how to further proceed with these requests. In the case of the FGL test course requests submitted referred on the one hand to specific GL topics (e.g.

(Germany)

“Where do you stand”?



We used this technique to reflect on the various definitions, visions and dimensions of Global Learning and help participants find a common understanding.

linear way and encouraging them to “think for themselves” about multiple perspectives and key aspects of GL (see p. 65).

(Portugal)

This technique served as an introduction to concepts related to GL, permitting learners to approach the content being covered in a non-

Tackling issues of globalisation



Dealing with “Global Learning basics”, we focused, among other things, on definitions, concepts, implications and consequences related to globalisation, putting special emphasis on human rights. In Romania, debating issues around globalisation and making this the main concern of projects and actions is still in its early stages. In consequence, course participants were very interested in learning about this issue and especially its repercussions on themselves and on their intended groups of learners when addressing globalisation in non-formal activities, e.g. through their NGOs in their communities.

human rights and concepts of globalisation; an exercise on human rights “Human needs jigsaw” (see p. 70) and finally brainstorming conclusions on solutions/measures needed in order to respect human rights in globalisation processes.

Especially the exercise “Human needs jigsaw”, had a great impact on participants. The learners’ systems thinking competences were challenged. They concluded that knowing about and critically reflecting on different, controversial and sometimes opposing perspectives of globalisation helped them a lot to view their particular problems (such as advanced poverty in rural areas, lack of access to healthcare, exploitation of labour force, discrimination against women) as parts of an overall system that has strong connections to aspects of globalisation.

In a 90-minute session, we chose a mix of different methods to tackle this: An introductory verbal input on globalisation with focus on definitions, concepts as well as impacts in the context of human rights; a photo gallery addressing the connection between

(Romania)

Learning to learn

The competency of “Learning to learn” is described in our model (p. 22/23) as follows: “The facilitator knows, understands and reflects on Global Learning concepts, competencies and methods as well as related approaches to learning”.

The LNA (see p. 19) can provide insights into the participants’ background knowledge and understanding of GL and related concepts as well as their practical experience. In this way it can help you identify what participants need in order to acquire the competency of “learning to learn”. In the following, we describe the framework within which we acted concerning this.

Learning theories and approaches related to Global Learning

Learning theories and approaches related to Global Learning differ according to regional and national contexts. Participants of training courses may be encouraged to explore and reflect on those theories or approaches that are relevant to their own context (Development Education, Global Learning, Global Education, Education for Sustainable Development, Global Citizenship Education, etc.)¹ and be encouraged to describe their

“It was great that I had the opportunity to learn from my colleagues’ experience.”

Portuguese training course participant

own approach in their future work as facilitators (competency model Cp B.1).

Despite their context-related differences, all theories relevant to GL have roots in common. The most notable among these, forming to our minds an essential basis for discussion in trainings for GL facilitators, are critical pedagogy and Freire’s ideas about education and participation².

Another common ground of all GL theories identified by our FGL project team is **Transformative Learning**. GL and related concepts aim at transforming societies towards a fair, peaceful and environmentally friendly world. Transformative Learning embraces the “idea of an education that transforms thoughts, attitudes and action at both a personal and societal level (...). It is this idea inherent in transformative learning of how personal and global change are brought about and interlinked which



constitutes a significant link to GL³ (see p.18). All concepts that empower people to live and act together for sustainable development locally and globally (e.g. Social Learning, Cooperative Learning, Self-organised Learning) are equally relevant to the purposes of GL. “**Learning to unlearn**” and questioning preconceptions and prejudices of trainers and participants are an important competency to address in this context (see chapter 3.4).

Learning principles, styles and methods

All theories and concepts of Global Learning demand that the intended message of a GL educational event also be implicitly conveyed through the learning principles, styles and methods employed (Cp B.2).

In our training course **cooperative peer-to peer-methods** proved to be very successful and well-liked by participants. They also highly appreciated **getting to know and trying out as many methods as possible**. Meeting these expectations is a challenge for any training course in GL. While there is a wealth of methods suitable for GL settings (cooperative, participatory, self-organised, etc.), before they are of any use they need to be adapted to the context of the

What makes for a GL facilitator?

“Education is not an affair of ‘telling’ and being told, but an active and constructive process.”

John Dewey

¹ See comment on “Global Learning – GL” in the beginning of this manual.

² Freire, Paulo: Pedagogy of the Oppressed. Harmondsworth: Penguin (1972).

³ FGL (ed.): Global What? A Study on Facts and Needs in Global Learning in Germany, Portugal and Romania (2013), p. 6.
www.dachverband-entwicklungspolitik-bw.de/web/cms/upload/pdf/publikationen/deab_etal_2014_global_what.pdf

learning group at hand. Therefore we recommend providing sufficient time to explore whatever methods are under consideration and reflect on method selection criteria (p. 58), including the fact that facilitators have their own preferences in methods and need to feel comfortable using them.

All parts of the training should be delivered in a way which is compatible with the principles and concepts of GL. **“Doing what we preach”** is the key principle. When coaching participants on their “small-scale projects” (or similar phases of gaining and reflecting on their practical experience) it is therefore vital to focus on their choice of methods (see chapter 3.3, p. 41).

Diversifying learning processes through **Blended Learning** is another learning

approach in keeping with GL principles. In a society in which modern technology and the use of new media are part of most people’s daily routine it makes sense to combine advantages of face-to-face and online learning experiences. Outside periods of face-to-face learning, elements of e-learning provide participants with the opportunity of asynchronous learning, putting them in control of the time, place, path and/or pace of their learning. Forums or chats for exchange offer spaces to further explore or raise new issues relevant to the participants.

This may help you to widen the range of learning opportunities in your trainings and respect (adult) participants’ needs. An online-platform accompanying the training can be a useful tool for documenting face-to-face sessions,

Spreading ideas for sustainable development



pursuing issues/topics touched on during face-to-face phases, providing learners with additional learning material and creating spaces for (training-related) exchange among participants.

Online tools may also enrich the scope of your methods in terms of creative, “out-of-the-box” approaches to Global Learning issues (see 3.1 p. 33).

When planning a training you may want to consider what is needed to make Blended Learning effective and successful, but also the extent to which you will use e-learning elements in your trainings. Trainers need to be open to and experienced in using Blended Learning. Maintenance of an online platform requires resources in terms of both time and money; it will often require a person in charge of initiating forums and chats and to keep them going, etc.

Competency models and frameworks

A competency model defines skills and knowledge learners should acquire within a given learning context. It may be rewarding during training to explore basic Global Learning **competency models**⁴ in relation to competency

models relevant to other contexts (Cp B.3). An analysis of commonalities and differences between selected competency models might help learners to determine specific competencies that they will be able to develop further in their own work as facilitators.

Facilitating learning processes

Trainers of GL training courses work in the field of adult or lifelong learning processes. Hence, they should demonstrate and practice principles of Adult and Lifelong Learning during their trainings and allow for space to reflect on how these principles can be applied in accordance with GL principles⁵ (see also chapter 3.0 p. 18, Cp B.4).

- ☉ Which learning theories and approaches are relevant to you as a trainer? Which learning theories do you consider mainstream and widespread, which in a niche but worth to be promoted?
- ☉ What resources for effectively facilitating Blended Learning are already available to you and which ones would you need to acquire for a suitable use of Blended Learning in your training course?

⁴ For examples of competency models and frameworks see:

- North-South Centre of the Council of Europe (ed.): Global Education Guidelines. A handbook for educators to understand and implement Global Education. Lisbon (2012), p. 22 et seq. www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf.
- UNECE (United Nations Economic Commission for Europe) (ed.): Learning for the Future, Competences in Education for Sustainable Development (2012), p. 14 et seq. www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf
- UNESCO (United Nations Educational, Scientific and Cultural Organisation): Global Citizenship Education: Preparing learners for the challenges of the twenty-first century (2014), p. 17. unesdoc.unesco.org/images/0022/002277/227729E.pdf, you can find a list of competencies related to this pedagogical approach.

⁵ There is a vast variety of books and online sources on lifelong learning and adult learning principles which may help you to find out more about this issue, especially regarding your own (national) context. A brief overview of basic adult education principles can be found here: ala.asn.au/adult-learning/the-principles-of-adult-learning/

Learning to learn – Examples of good practice



Use of ICT tools for exploring Global Learning topics and issues

During our training course, the use of ICT (Information and Communication Technology) tools in combination with social networks opened up possibilities for addressing global justice values as well as GL concepts in a creative and “out-of-the-box” way. Social change and critical thinking are fundamental concepts of GL. Internet-based tools can be a powerful instrument to support the exploration of issues especially in the light of these key notions. Availing oneself of the specifics of living in a modern technological society, e.g. by using Internet-based tools, can thus complement the use of more “traditional” methods of imparting knowledge and raising awareness about specific GL topics. By making use of such tools in social networks we were able to go beyond the immediate sphere of the training course, enhance the “multiplying” potential of sharing and spreading ideas in a less traditional way and profit from advantages such as the ability to address a larger number of people, time efficiency and low cost.

In the Portuguese training course, we highlighted the following Internet-based tools:

- Meme Generator (¹ imgflip.com/memegenerator): A so-called meme is “an idea, behaviour, or style that spreads from person to person within a culture”. A meme is often humour-centred or builds on creating a certain

“aha experience”. We asked participants to use the “Meme Generator”, a free online image maker with which text can be added to images, to create their own meme as a means of exploring issues dealt with in our training course such as human rights, international solidarity and Sustainable Development.

- Comic Strip Creator (² comicstripcreator.org) is a freeware, non-commercial application for making comic strips. Using this online instrument, course participants presented and shared their perspectives on Sustainable Development and social justice.

- Animoto (³ animoto.com) is a cloud-based video creation service which turns photos, video clips, and music into video slideshows.

We used this service to motivate learners to visually explore and look into the challenges and problems around concepts of “development”.

- Dipity (⁴ www.dipity.com): This interactive, visually engaging timeline proved to be a very apt way for approaching different landmarks of Global Learning.

(see p. 69)

(Portugal)

Assignment

One priority during our trainings was to provide learners with opportunities to find meaningful ways to link content from the training course with their personal and professional contexts as well as to deepen their knowledge according to their individual wants and needs. In order to achieve this we tried to introduce elements of Self-organised Learning. One such element was a written assignment which the participants were asked to complete after the first module of the training course.

In describing their task we left the scope of what participants should write about deliberately open so that they could choose their own topics and decide for themselves how they wanted to go about the researching and writing process. The few things we specified were the extent of the assignment (i.e. the number of pages/words), the deadline and that there should be a link between the content of the first module and the participants’ context. The writing of the assignment was individually coached by the trainers who – where needed - helped to define and narrow

down topics, recommended sources etc. Coaches also provided a final comment which was appreciative, constructive and pointed out ways in which the topic could be further explored.

The participants’ output was very diverse, including an in-depth exploration of one of the methods used in the module and its implications for GL practice, a draft for an article on Sustainable Development to be published and the analysis of a film with a focus on its relevance to GL.

During the next module participants shared their experiences in carrying out the assignment, thus profiting from each other’s learning process. The individual assignments were uploaded on the Internet platform accompanying the course, so that the learners could profit from each others’ insights and efforts.

(Germany)

The Global Learning laboratory

The aim of this exercise was to give participants the opportunity to become more familiar with GL concepts and methods and to give them the opportunity to practically apply principles of GL in delivering presentations. For their assignment (following module 1, see above), participants were asked to address different GL issues. The contents of these assignments formed the base for presentations incorporating games, exercises, reflection, and evaluation carried out with the whole group by one participant.

Linking theory with practice, this exercise provided a space for communication and critical thinking about both theoretical and didactic approaches to GL. It gave the participants the opportunity to identify the influence that GL exerts on the individual and the society and to identify relevant GL skills connected to this. The discussions also contributed to discovering how GL may contribute to raising awareness about global social responsibility. (see p. 67)

(Romania)

¹ www.merriam-webster.com/dictionary/meme

Learning to do

In order to enable and empower (future) Global Learning facilitators for their educational practice, they need to possess knowledge and avail themselves of tools for planning, implementing and evaluating their educational events, be it for short term interventions or for projects of longer duration (competency model Cp C.1). “Learning to do” is the competency area which in this context states what we deem important to consider when preparing participants for GL practice.

Planning – Structuring the educational event

Having conceived of a general idea and defined a topic (see chapter 3.1), the facilitator should take the wants and needs as well as the natural, social and cultural environment of the learners for whom the educational event is intended as a starting point to develop a structured approach to planning the event itself (see chapter 3.0, competency model Cp C.2). In trainings it can be of great help for trainers and participants alike to work with a **planning matrix**.

For the facilitator in training the planning matrix gives an overview of important aspects of the planning process and helps to identify and define the key stages of the educational event.

“This I would say was the biggest challenge but the most rewarding one: I worked with the whole group but at the same time I worked with each participant individually, especially when addressing issues such as motivation, personal and professional competencies, partnership or adapting the theory and general practice to their specific local context.”

Mihaela Amariei, trainer for the FGL training course in Romania

For the trainer the planning matrix (completed by the facilitator in training) provides guidance in giving feedback on the planning process (for coaching purposes).

The structure of the educational event should reflect key aspects of Global Learning. For example, incorporating opportunities for critical (self-)reflection might stress the importance of this aspect for GL practice. It might also put an emphasis on empowering learners to act as responsible and critical global citizens by allocating space and time to the development of possibilities for the participants to “get active” in their specific contexts (see examples of good practice for this chapter).

In the annex (p. 84) we have included two different matrices which were used during our training courses to support participants in the planning of their educational events.

Implementation – selecting methods and media

The training itself is a great opportunity for trainers to share learning techniques and methods with the participants. This allows participants to experience how different ways of learning can contribute to the dynamics of an educational event and create a sustainable learning experience. It also helps them to **develop a repertoire of methods** for different GL contexts and groups of learners and to find out for themselves which (types of) methods they feel comfortable with (see chapter 3.2). The training can help participants to become aware of **criteria of method selection** in accordance with key aspects of GL. For a list suggesting possible criteria of method selection for GL educational events see page 58 (Cp C.3).

To ensure that methods and media are chosen in an informed and responsible manner one can also use existing **checklists** such as the HEADS-UP checklist by Vanessa Andreotti². Participants can also be encouraged to develop their own checklists according to their specific needs and contexts.

Coaching

To become fit for Global Learning practice facilitators need opportunities to try out what they have learned during the training and gain practical experience. Phases of practical training supported by coaching through the trainers as well as

peer-coaching can assist in a facilitator’s personal and professional development.

Getting appreciative feedback on (good) educational practice can be highly empowering. Participants can gain encouraging, eye-opening insights by sharing their training experiences with their trainers and peers. This also holds for feedback that embraces difficulties or momentarily discouraging experiences encountered during practical training. Taking this as a **learning opportunity** can be much easier when shared with a trainer or a peer.

“The educator is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”¹

Paulo Freire

Coaching through trainers or experienced facilitators not only fosters consolidation of and critical reflection on knowledge and skills gained, it also helps to develop “soft” facilitation skills such as appropriate use of verbal language, body language and time management. The following aspects have proved helpful in coaching GL facilitators:

- Use a competency model as a basis for your coaching.

¹ Freire, Paulo: Conflicts are the midwife of consciousness. In: Bell, Brenda (et. al.): We Make the Road by Walking: Conversations on Education and Social Change. Philadelphia: Temple University Press (1990), p.181.

² Vanessa Andreotti de Oliveira’s HEADS UP-Checklist (<https://globalwh.at/heads-up-checklist-by-vanessa-de-oliveira-andreotti/>) may help in assessing methods, media etc. under consideration for an educational event with a postcolonial perspective. Another example for selection criteria in Global Learning processes is a list with quality criteria for Global Learning for German-speaking countries https://venro.org/uploads/tx_igpublikationen/2012_Diskussionspapier_Bildung.pdf

- In a preliminary talk with the coachee explain what you plan to comment on and agree on a **special focus** of the coaching according to her/his needs.
- At the beginning of **sitting in on an educational event with a coachee**, explain your role to the participants. Make sure that they understand that you are there to support the coachee, not judge over them, so that they don't feel inhibited.
- The feedback session should take place in a safe and relaxed atmosphere, preferably shortly after the event, in adherence to the following rules:
 - » **Basic rules for the coach:** Give your feedback in first person account. Be as specific as possible (e.g. by naming situations that actually occurred). Avoid interpretations. Make it clear that your feedback reflects your personal opinion and not necessarily that of others. Point out alternatives (content/ methods/attitudes/etc.).
 - » **Basic rules for the coachee:** Listen attentively. If something is not clear to you, ask. Avoid discussions. Don't defend yourself. Give your thanks to the coach. Decide for yourself which suggestions you want to put into practice.
 - » **Feedback procedure:** At the beginning the coach asks the coachee about her/his perspective on how they feel about the event: What worked out well? What

didn't work out as intended? What would they change the next time? Then the coach gives his or her feedback starting with positive remarks, continuing by giving suggestions for improvement (mentioning different alternatives) and ending the feedback on a positive and encouraging note. Then arrangements are made for a possible special focus for a follow-up (according to suggestions taken up by the coachee or his/her own preferences).

This list is not intended to be exhaustive. A self-reflection of the trainer's own experiences as a coachee in educational contexts might generate further ideas for coaching participants.

Evaluation

Global Learning facilitators in training need to be made aware of the importance of evaluation for their professional growth (certainly more than its importance for keeping financial donors happy). Advocating a constructive, appreciative attitude towards evaluation might also help those who are apprehensive about it, be it due to their perception that it only serves to please institutions or that they simply see no value in it for their work.

The concept of **Empowerment Evaluation** is especially well suited for GL practice. It aims at placing the task of evaluation in the hands of those who are involved in the learning and encouraging



them to carry it out "from within". Assuming ownership of the evaluation process and results fosters active improvement. The use of participatory methods and tools places the learner and learning processes in the centre of the evaluation (see p. 35 and p. 64). A GL training course should therefore provide the participants with both the motivation and the tools to evaluate and develop their performance as facilitators as well as other aspects of the educational event³.

The principle of "do as you preach" is of the essence here. Starting the planning process for a training with an LNA,

flanking the actual training with ongoing evaluation/monitoring and following it up with an evaluation at the end (and possibly beyond) should all be part of good training practice, emphasising the role of the trainers as learners themselves who embrace critical (self-)reflection.

Stand up and take action!

- © What might be a suitable structure for a planning matrix for your participants?
- © What would your (check-) list of quality criteria for a Global Learning educational event contain?
- © Which evaluation methods might empower your participants?

³ Wandersman, Abraham (et al.): The principles of empowerment evaluation. In Fetterman, M. David; Wandersman, Abraham: Empowerment evaluation principles in practice. New York: Guilford (2005), p. 27-41.

Learning to do – Examples of good practice: Small-scale projects

Topic Global change and equal rights
Participants Members of the community of Tulcea (Romania)
Aim

- To increase awareness of the relationship between global changes and the assurance of equal rights for everybody
- To reflect on each person's responsibility in this regard

Format three two-hour workshops with 20 participants each
Methods Working in small groups, simulation exercise, group discussion

"My workshop focused on global phenomena and inequalities, the connections between processes and their effects at a local, national and global level. I hope that by relating these issues to their lives and actively involving them in the learning process, I helped the participants to become more confident in their role as global citizens and that I could raise awareness of their responsibility to take action for a just, diverse and interdependent world. As a follow-up the participants shared their knowledge by carrying out educational events in their respective contexts."

Tamara from Romania

Topic Stop food waste!
Participants Primary school children (age 6-10)
Aim

- To raise awareness about (global) food production and waste
- To address ways to avoid wasting food

Format two-hour workshop
Methods Station learning

"Small children already know that we all need food to survive and live a healthy life, and yet at the same time a lot of food is thrown away. We started this workshop in a primary school by getting the children to reflect on their own habits regarding food. Then they were invited to follow the journeys of a banana and an orange by way of different stations providing tasks for Self-organised Learning. Each station represented a stage in the global production chain of fruit. By solving the tasks together it became clear to them how much food was wasted on the way from plantation to plate and the problems connected to this. We raised a discussion on how these problems could be tackled, and the children came up with very creative solutions about how different stakeholders could avoid food waste. In the end we reflected on how food is possibly wasted in our own homes and what we can do about this."

Iuliana and Johanna from Germany

Topic Think globally: sexual and reproductive health in a global context
Participants Volunteers of an organisation dealing with sexual and reproductive health
Aim

- To raise awareness about global health issues
- To develop Participants competencies as Global Learning multipliers

Format three-hour Workshop
Methods Interactive learning techniques, discussion, assignment

"As an introductory exercise I asked participants to draw a map of the world showing the different continents and, with my support, they gathered some facts about the distribution of the population versus the allocation of resources by continent. After this I initiated a discussion on positive and negative effects of globalisation. I presented the MDGs (Millennium Development Goals) and some outcomes linked to them. Selecting relevant MDGs, the participants discussed the importance of sexual and reproductive health. Then I conducted an exercise addressing the cultural barriers in providing and accessing services in the area of sexual and reproductive health both at a global and local level. As a follow-up I asked each participant to complete an assignment to research and describe a real situation from any country of the world concerning access to sexual and reproductive health services."

Anamaria from Romania

Topic So smart?! – What has my mobile phone got to do with globalisation?
Participants 15-18-year-old students
Aim

- To raise awareness about the global supply chain of mobile phones and problems linked to this
- To address participants' responsibility and scope of action regarding the environmental and social dimension of mobile phone production

Format three to four-hour workshop
Methods Self-organised, Cooperative Learning methods (station learning), including learning with objects (mobile phone), film clips, interactive methods, plenary discussion

"Mobile phones are arguably the most vital object in the lives of many students. In this workshop I used the topic of mobile phones as something very close to students' everyday life, linking it to global issues, specifically the social and environmental impact of the global supply chains of the mobile phone industry. Students had the opportunity to explore the different parts and raw materials are produced. They discussed this in the context of global and local impacts. An important part of the workshop was to reflect on our responsibility as end-users as well as on possibilities we have to act for a more sustainable and socially just phone use and production."

Jörg from Germany

Topic Time to act! Empowering active transformation agents in the community
Participants Men and women living at Quinta do Cabrinha (Lisboa, Portugal)
Aim

- To raise awareness of the principles of tolerance and diversity
- To introduce concepts regarding human rights and global citizenship
- To create a joint awareness campaign geared towards the local community (on a topic chosen by the participants)

Format four-hour workshop
Methods Input on GCE, group work, interactive learning techniques

"The implemented project was substantially different from what we had originally planned: A 15-hour training session turned into a 4-hour workshop with a group of men and women between 20 and 40 years old. These participants already worked in the field of citizenship education, but focused on their local contexts. During the workshop we gave them the opportunity to reflect on their belonging not only to the immediate local community but also to a wider context, i.e. their country and the world. We found it very challenging having to adapt and drastically shorten the initial training session plan within a short time. But after an introduction to the concept of Global Citizenship Education (GCE) and a discussion on how to analyse themes from local to global, the group seemed very positively motivated and showed interest in continuing to learn more about the topics introduced in the workshops."

Carla from Portugal

Topic Global Citizenship Education – Education for All
Participants Parents, teachers, educators
Aim

- To empower people through Global Citizenship Education (GCE)
- To share non-formal educational tools and techniques
- To raise awareness of the "Global Campaign for Education" www.campaignforeducation.org/en/

Format One-day training course
Methods Icebreakers, Input on GCE, Cooperative Learning methods, group discussion

"With this event I aimed at providing both space for reflection on concepts to do with "Education for All" as well as an opportunity to share with the participants interactive, non-formal education techniques for educational events revolving around this topic.

The participants – a lot of them already experienced educators – were very motivated and committed to the workshop, as they intended to carry out activities during the upcoming "Global Action Week/Global Campaign for Education".

The participants told me in the evaluation that they especially appreciated learning from each other by way of reflection and group discussion. As for me facilitating this educational event, I found it challenging to cope with the lack of time for conducting the planning phase as well as the event itself, especially in view of the broadness of the topic."

Sofia from Portugal

Learning to be

Competencies in “doing” are certainly vital for any educationalist seeking success in their educational practice. In the field of Global Learning this comprises not only the ability to deal with knowledge but also knowing about how learning can take place in a GL educational event. Beyond that, we all know how much the success of a GL educational event also relies on the person who “does the doing”, their **individual personality and the values and attitudes they bring into the learning process**. Especially in a strongly value-based educational field such as Global Learning, to be genuine and “authentic” in one’s conduct is both necessary for and expected of facilitators.

Facilitators have committed themselves to engaging in educational practice in the conviction that GL educational goals and values and the vision behind them matter. They want to engage learners with GL in meaningful ways, transmit values and enter into interaction with them, being aware all the while that they themselves are also (and always will be) learners. This striving to be sincere, to become more self-aware, engage in critical reflection on self, others, one’s relationships and context etc. and to think outside the box calls for developing competencies which help to deal both with the opportunities and the challenges this involves. In the following we address aspects we deem important in this respect.

“When thinking about the challenge of sustaining a resilient attitude in my daily work, one key thing is that I don’t want to convince people to do this or that well. I just want to support people so that they can decide for themselves how deep they go into development or development education issues. I just support them and give them a basis, knowledge and possibilities to judge what they want to do in the future and which opportunities they have to get active. After this I am happy to sit back and watch. Above all, I don’t want to be Ms Perfect but rather a role model, critically reflecting my own personal conduct in the context of sustainable development.”

Sigrid Schell-Straub, trainer for the FGL test course in Germany

Critical thinking and self-reflection

Concepts and learning theories in GL and political education are always value-based and normative, i.e. they are not engaged merely with stating facts, but with understanding, evaluating and, in consequence, acting upon them. An interest and openness to discussion of attitudes and values should thus pervade all trainings and educational events. Trainings need to provide space for participants’ critical thinking and self-reflection, especially concerning their own values and attitudes regarding GL issues and their pursuit of **consistency between their values and actions**.



According to one of the ground rules of the OSDE Methodology for creating safe spaces for dialogue and enquiry about global issues and perspectives (see chapter 3.0 ad 3.5), **all knowledge is related to who we are and where we come from** and is thus partial and incomplete¹. This means that critical (self-)reflection about the role and responsibility of educators in GL should be an essential part of the training process.

Participants should therefore be given opportunities to think about how knowledge is selected, dealt with and presented in their educational practice

and how they can **pedagogically reduce complexity while maintaining an open-minded, multi-perspective approach** and creating spaces for thinking outside the box (see chapter 3.1, competency model Cp D.1). In coachings trainers might encourage facilitators to reflect on and evaluate these aspects according to the abilities of their participants (see chapter 3.3). Also, a GL training should create spaces for participants to find their own personal stance on development issues in line with their value judgements. As facilitators they will need to think about how they can facilitate GL educational events based on their own normative values and at the same time stay open

What do you see?

¹ CSSGJ (et. al.) (eds.): OSDE. Ground Rules. www.osdemethodology.org.uk/groundrules.html

to the personal opinions, values and attitudes of their participants. For this, it is crucial to think about **principles regarding the transmission of values.**

One way of **fostering participants' personal development and creating opportunities for them to reflect on**

identity throughout the training can be to introduce a learning diary as described in the good practice examples in this chapter (Cp D.2).

Being an inspiring example

GL educators often perceive themselves as not being perfect, feeling powerless

Test course participant's drawing for an evaluation session



in the face of global challenges or overwhelmed in their role as an educator. We believe that the role of a GL facilitator should be one of **acting as an inspiring example.** This means doing what is within one's capacity for a more just, peaceful and environmentally friendly world, and regarding oneself as a (lifelong) learner and a fallible human being rather than a person with all the answers (see UNECE quotation above, Cp D.3). A popular saying goes: "The error is my friend". In our context, this message might help trainers and participants to be kind to themselves, deal with their personal resources in a sustainable way and avoid overcharged aspirations regarding their professional conduct.

Critical optimism

Educationalists in the field of GL also sometimes voice discontent over the fact that the impact of their work in terms of "changing the world to be a better place", which is after all what GL is ultimately aimed at, can be neither measured nor evaluated. They don't always see the fruits of their educational events or believe that their impact is too small to leave a mark in our problem-ridden world. They are also sometimes frustrated because they can't be as perfect as they believe they need to be in order to give a good example to

*"The building of positive relationships between educators and learners is essential. This will require educators to present themselves as fallible human beings rather than people with all the answers."*²

United Nations Economic Commission for Europe

the people they work with. Trainers are obliged to address these feelings and support (future) facilitators in exploring how their commitment to the objectives of sustainable development is reflected in their social and political conduct and relating this to their role as a facilitator. They should try to foster in facilitators an **attitude of critical optimism and resilience** regarding the impact of their educational work even though the fruits of their work might not always be immediately apparent in the time spent with their participants.

- © What are your own values and attitudes in the context of sustainable development and GL?
- © What are your principles in the transmission of values and attitudes?
- © How can you support participants in their effort to avoid overcharging themselves?

² United Nations Economic Commission for Europe (ed.): Learning for the Future. Competences in Education for Sustainable Development (2012), p.17. www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf

Learning to be – Examples of good practice



What makes for a Global Learning facilitator?

One of our participants' learning needs was to discover who they are and what they need in order to be a competent GL facilitator. In our training course, we allowed for a larger amount of time to explore this issue, addressing it through four interconnected themes.

All four themes and methods used contributed to the objective of improving and developing competencies (knowledge acquisition, skills and attitudes) linked to our participants' (future) role as GL facilitators.

- 1. Individual Global Learning competencies - Mirror exercise:** Participants were asked to individually create their "competency mirror", identify GL competencies in their personal context and exchange their insights on this (see p. 74).
- 2. Active listening principles – Active listening coffee shop:** Without using the words "yes" and "no", participants were asked to pair up and discuss issues around communication and active listening and come up with principles for active listening and communication. After this, the principles were presented and reflected in the whole group.
- 3. Team work – The bus:** In this exercise, learners explored principles and stages of creating a team and reflected on how they could use aspects of "team work" as GL facilitators through role play (see p. 78).

- 4. Values and ethics in Global Learning activities – Chain of consequences:** After a PowerPoint presentation on the issue in question, we introduced this very powerful exercise. Through group work, debate and drawing conclusions, participants had the opportunity to reflect on values and ethics in GL both on a personal as well as a more "universal" level (see p. 63).

Even though some of the participants already had some practical GL experience, for most of them the training course was the first time when they were given the opportunity to self-reflect in a structured manner and explore what they are good at, what they need to improve, what challenges/barriers exist and also how their (future) groups of learners want them to be as potential professionals in the field of GL. Especially the combination of different aspects/themes, exercises and methods was very well received because learners had the feeling that this provided them with an important and very necessary basis of what they needed in order to build their future GL practice on. They also appreciated the constructive feedback received from the other participants and from the trainers, as it helped them to develop their critical thinking skills.

(Romania)



Learning diary

Our intention in introducing a learning diary was twofold: Firstly, we wanted to provide the learners with a tool for analysing and (critically) reflecting on things acquired in the modules and the further course elements at an individual level. Secondly, we as trainers wanted to profit from the learning diary by getting an insight into each participant's personal perspective on aspects of the test course as well as their individual development throughout the course. Learners were given a set of questions for reflection after each module and asked to complete their diary within approx. 10 days after the module. We outlined a basic set of questions that could be slightly modified for each module and supplemented with questions regarding specific course elements (Assignment, small-scale projects etc.).

The completed Learning Diaries were individually commented on by a member of the team of trainers before the start of the following module.

Feedback on this method of continuous individual reflection was varied, reaching from participants who

thought it very helpful for their personal development and highly valued the individual comments from the team to those who found it very challenging and time-consuming to reflect upon aspects of the course in-depth and very personally.

To us as trainers it became clear that it was worth the while to encourage participants to overcome possible inner resistances and take on the challenge of engaging in reflection. Our overall impression was that the learning diary is a powerful tool in the context of sustainable learning in that it enables trainers to "stay tuned" to the learners and obtain detailed information which they can then incorporate in their ongoing planning of the course. However, we also realised that we had possibly overwhelmed some participants with the extensiveness of the learning diary as we had set it up, and amended it accordingly for future use (see p. 73).

(Germany)

Photos from the past

We used this technique in order to encourage critical thinking, self-reflection and open-mindedness. Starting as an individual exercise of photo analysis, in silence, each participant was invited to look at a photo chosen from a set of images and self-reflect as a global citizen. In a first step, participants were asked to say what they saw on the photo and, in a second step, to analyse what they thought they were seeing, i.e.

their interpretation. They then formed small groups to share their thoughts and ideas on the difficulties and challenges they had experienced and the commonalities they had found between observation and interpretation.

(Portugal)



Learning to live together

Reflecting on our personal values, attitudes and conduct and being aware of the partiality of our knowledge is one aspect of becoming aware of our identity. Another part of exploring who we are is looking at how we interact with others. Thus, in training there is a close link between learning experiences in the area of “learning to be” and those which focus on “learning to live together”. Yet “living together” involves looking at the broader context which shapes our interactions.

Dialogue and understanding

Global solidarity and mutual understanding lie at the core of Global Learning. These terms roll off the tongue quite easily, yet to live by them and act upon them often appears all the more difficult in the face of differences which are seemingly very hard to overcome. In this context, looking at **how we and others interact with each other** in our immediate surroundings can also teach us a lot about how people and groups of people relate to each other in broader contexts. Regarding this, it is important to reflect on how relationships are shaped by underlying historical and socio-cultural conditions which go beyond the individual sphere and how existing structures of inequality and entrenched stereotypes and prejudices may influence our dealing with others.

“The primary purpose [of dialogue] is for each to gain a new insight into reality. Such a dialogical encounter enables each of us to view ourselves, others, and the world, as well as our understanding of it, from a new perspective, enriched through the eyes of others.”¹

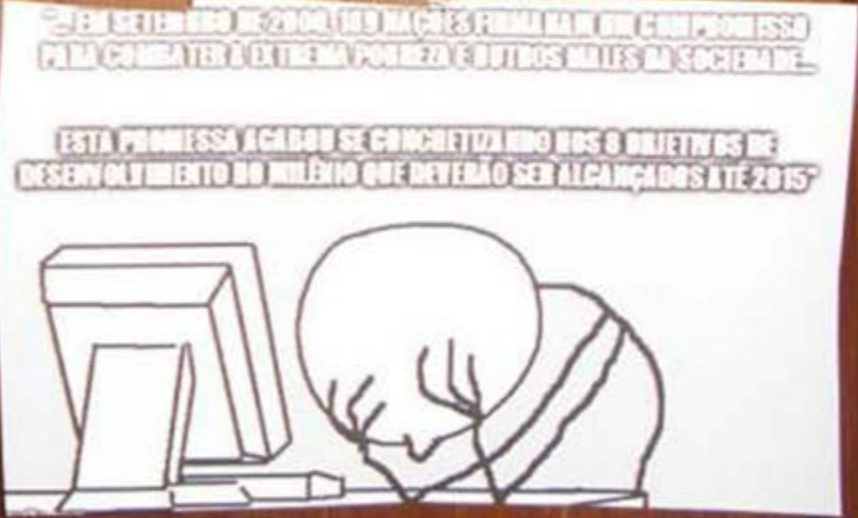
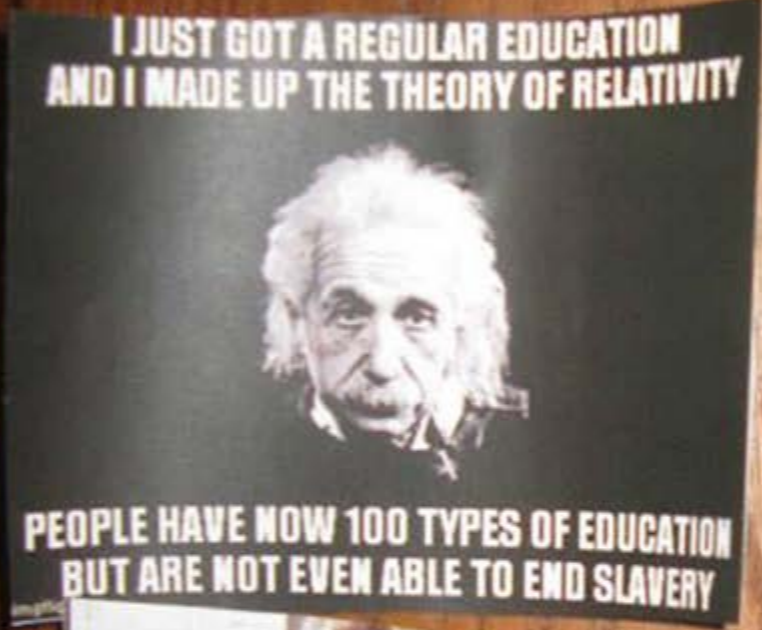
OSDE-Methodology

A reflexive approach to these issues also helps a facilitator to challenge them in his/her educational practice (competency model Cp E.2).

Cooperation, communication and dialogue may be reflected on in trainings by enabling a change of perspective, fostering empathy and **creating spaces for meaningful and deep exchange**. These are spaces in which people can listen, question, explore the partiality of their knowledge, change their minds and disagree with each other without conflicts (Cp E.3), spaces in which emotional reactions are possible and can be overcome in order to let true transformational processes take place. Such processes of critical engagement can be at times exciting and uplifting, at other times difficult and irritating. It is crucial for fruitful learning experiences to strive for a common basis which embraces and celebrates diversity (Cp E.1), but which is also profound enough to endure and overcome upsetting and disquieting situations.

Global Learning memes

¹ CSSGJ (et. al.) (eds.): OSDE. Definition of Key Terms. www.osdemethodology.org.uk/groundrules.html



As mentioned before (see chapter 3.0 and 3.4), the **OSDE (Open Spaces for Dialogue and Enquiry) Methodology** offers a set of ground rules which provide a basis for such exchange and which informed and enriched our project and training practice. These principles state that all knowledge learners have is constructed in their own contexts and thus partial. In order to “see/imagine” beyond this partiality, we need to understand “where perspectives are coming from and where they are leading to”, attempting to “broaden and sharpen our vision” without silencing or de-legitimising others’ perspectives.²

We deem it a paramount aspect of GL trainings that this culture of dialogue and understanding underlies the content and structure of all educational activity,

not least because it is closely linked to global issues in the context of the vision of a peaceful and just future.

Ways of addressing aspects related to “living together” could be, for example, to look at and try to find solutions for difficult situations experienced by participants during their GL practice regarding the interaction with learners. Also, a discussion/activity could deal with how we are influenced by (stereotyped) images and how we use them in GL or methods used during training could be reflected on paying specific attention to competencies of “learning to live together”.

Role of the facilitator

It is important that during training learners become aware of how they communicate and cooperate with others

Tackling global issues the visual way



themselves and how their views of the world might be challenged, enriched and broadened through dialogue (Cp E.3). Thus, it is crucial to prepare facilitators to engage different groups in meaningful and respectful dialogue and facilitate communicative and cooperative processes in their educational practice which help to understand and appreciate alternative worldviews and frameworks. In these learning processes, **facilitators need to be aware of their dominant role** vis-à-vis the learners, striving to use approaches and methods which help to foster cooperation and communication amongst learners rather than emphasising the power of the facilitator (Cp E.4).

In this respect, all areas mentioned in the competency model (p. 22/23) come into play for the facilitation of Global Learning processes: How knowledge is dealt with, how learning and exchange take place and learning processes are structured and how the facilitator fills out his/her role all flow into learning experiences which have at heart the stimulation of transformative processes.

Creating meaningful synergies

During training and in order to prepare Global Learning practitioners for the rather practical side of their work it is worthwhile looking at the networking aspect of being a GL practitioner. Training

“The most positive thing was the very open and trusting atmosphere and the attentive and respectful interaction within the group. I really had the impression that everybody was making the effort to really listen to each other.”

German training course participant

course participants may be invited to reflect on the following context:

*Which networks are we already part of?
Which networks do we desire to develop?
What are our relationships with different stakeholders both as an individual and in an organisational context?*

The **creation and fostering of synergies** may help to develop competencies as a facilitator (in a sense of peer coaching or receiving collegial advice) and also be conducive to the acquisition of work (e.g. projects) in terms of human, logistical and/or financial resources. As the saying goes: the whole is always more than the sum of its parts!

- 🌀 What are important aspects of creating a basis for communication and cooperation for your trainings?
- 🌀 Reflecting on your role as trainer, how would you describe an ideal relationship between trainers and participants (regarding power relations, dealing with knowledge, etc.)?
- 🌀 How can you encourage participants to create and use synergies in their GL practice?

² CSSGJ (et. al.) (eds.): OSDE Information Booklet, p. 1/4. www.osdemethodology.org.uk/keydocs/osdebooklet.pdf

Learning to live together – Examples of good practice



Principles of communication and cooperation

At the very beginning of the test course (Module 1), the course participants jointly developed “their” set of principles for communication and cooperation. For this, we drew on the ground rules for creating safe spaces for dialogue and enquiry about global issues and perspectives offered by the OSDE Methodology, thus linking already existing Global Learning theory and practice with the learners’ immediate contexts and their individual and collective knowledge¹.

Using the Think-Pair-Share technique (see p. 81) we asked the course participants to write down aspects they considered important and desirable for ensuring successful and meaningful communication and cooperation processes within the group. Before the “share” phase we introduced the OSDE ground rules and asked participants to cluster their own ideas around them, leaving space for further thoughts.

Both the learners’ ideas as well as the OSDE ground rules were discussed and partly modified by the whole group, leaving this set of principles visible for the participants for the remaining module.

After the module, the outcome of this process was visualised in a diagram which was presented at the beginning of the following module. During each following module, the diagram was displayed as a reminder in a spot visible to all participants.

This practice of reflecting on and setting a basis for communicating with each other helped to ensure that we got off to a good start in that it allowed for an open, meaningful and critical exchange while at the same time promoting an appreciative and respectful attitude between the members of our quite heterogeneous group of participants. It also created an ongoing opportunity to become aware of and raise questions about cooperation, communication and dealing with diversity, not least in the (future) facilitators’ GL practice.

(Germany)

¹ For this exercise we used a version of the ground rules intended for adult/teacher/higher education stated in the OSDE Information Booklet. www.osdemethodology.org.uk/groundrules.html:

1. That every individual brings to the space valid and legitimate knowledge constructed in their own contexts (...)
2. That all knowledge is partial and incomplete (...)
3. That all knowledge can be questioned (...)



Building a house

The participants were divided into 2 groups and asked to build a house with very few materials within a short time. In each group there was one person blindfolded, another had his or her hands tied up and the third was unable to speak (mute). It was interesting to reflect on each one’s capability to integrate themselves and cooperate within the group and then to transfer that analysis to what a Global Learning facilitator should be and how they should act. This exercise enhanced team work and cooperation between all the group members. It helped to raise awareness about the challenge of managing different opinions and working styles and dealing with conflict (see p. 62).

(Portugal)



Respecting diversity – The European train

We used the “European train” exercise addressing issues around prejudice and the limits of tolerance as well as images and stereotyping about different minorities. The aim of this exercise was to challenge the participants’ own stereotypes and prejudices about other people and minorities, and about the images and associations reproduced and influenced e.g. by mainstream media.

The exercise gave the participants the opportunity to reflect on differences between “rational observation” as opposed to assumptions, prejudices and stereotypes. The participants liked the exercise because they experienced the challenge of coming to a consensus as a group in the given situation and to reflect on reasons for this. We also used the exercise to further discuss how to prevent prejudices and stereotypes in Global Learning practice (see p. 79).

(Romania)

Learning to know Selected methods from the test courses

Learning to be

CRITERIA FOR METHOD SELECTION

The following suggestions may help you in reflecting on criteria for the selection of methods, learning techniques and activities used in Global Learning educational events:

General notes

- » Methods are not used for their own sake, they always serve to deliver a specific content.
- » Facilitators should select and use methods they feel comfortable with.
- » It is important to know and consider the general conditions of the event (space, time, resources, etc.).
- » It is useful to always have alternative options in store ("Plan B").
- » Employing a variety of methods makes for dynamic, sustainable learning processes.
- » Methods used should be evaluated.

Criteria for method selection regarding the **participants**: Methods which ...

- take into account the participants' **age**.
- are mindful of participants' **expectations** (wants).
- acknowledge participants' **preferred methods**.
- are suitable for the **size** of the group.
- consider participants' **socio-cultural backgrounds**.
- cater for participants' (perceived) **learning needs**.
- take into account whether the group is more **heterogeneous or more homogeneous**.
- recognise participants' pre-existing **knowledge and experience** as well as their **values**.
- pay attention to whether participants will be working together in this group for the first time or have **worked in it before**.

...

Learning to live together Learning to do Learning to learn

Criteria for method selection regarding the **topic/educational content**: Methods which ...

- help to **pedagogically reduce complexity** and focus on selected elements.
- present abstract matters in a clear and concrete way.
- use **up-to-date data** and facts.
- help/encourage participants to explore interconnections.
- allow participants to deal with content **creatively** (visualisation, drama, etc.).
- allow for **including and addressing different perspectives** and viewpoints.
- explore and foster reflection on underlying **values, attitudes and power relations**.

...

Criteria for method selection regarding the **objectives**: Methods which ...

- arouse the participants' **curiosity and motivate** them.
- allow for and facilitate **Cooperative and Self-organised Learning** processes.
- stimulate **critical (self-)reflection**.
- are **action-oriented and inspire participants to take action** for a more just, peaceful and sustainable world.
- allow for perspective-taking and facilitate a **multi-perspective approach**.
- embrace and celebrate **diversity**.
- empower** participants.

...

The following list gives you an overview of the methods described on the following pages¹:

Selected method	Objectives	Page number
1 Building a house	<ul style="list-style-type: none"> » To learn to deal with conflict and time management » To learn to deal with different opinions/ working styles 	62
2 Chain of consequences	<ul style="list-style-type: none"> » To explore the importance of human rights and of living the values of collaboration » To reflect on diversity, fairness, inclusion, responsibility and acceptance 	63
3 Circuit evaluation	<ul style="list-style-type: none"> » To avail oneself of different ways to get feedback 	64
4 Education for...	<ul style="list-style-type: none"> » To get to know and critically reflect on Global Learning concepts and their connection with other similar concepts 	65
5 Global Learning laboratory	<ul style="list-style-type: none"> » To plan an educational event » To use peer-to-peer-learning » To stimulate critical reflection 	67
6 Homework: Using ICT tools	<ul style="list-style-type: none"> » To use ICT (Information and Communication Technology) Tools » To explore peer-to-peer learning » To consolidate the learning process 	69

Selected method	Objectives	Page number
7 Human needs jigsaw	<ul style="list-style-type: none"> » To introduce and reflect on the issue of human rights » To critically reflect on the role of human rights in globalisation processes and vice versa 	70
8 Learning diary	<ul style="list-style-type: none"> » To reflect on learning processes » To analyse and comment on the module/single course elements/etc. » To get an insight into participants' individual perspective on the course 	73
9 Mirror exercise: Global Learning facilitator	<ul style="list-style-type: none"> » To develop competencies (knowledge, abilities and attitudes) as a Global Learning facilitator 	74
10 The bus	<ul style="list-style-type: none"> » To understand principles and stages in creating a team » To explore the relevance of team work for Global Learning facilitators 	78
11 The European train	<ul style="list-style-type: none"> » To critically reflect about stereotypes and prejudices » To become aware of and foster competencies for dealing with diversity 	79
12 A Cooperative Learning method	<ul style="list-style-type: none"> » To share (first) thoughts/insights on a specific topic » To stimulate critical reflection 	81

¹ The methods we used and adapted for our training courses were inspired by many already existing resources from various contexts.

METHOD DESCRIPTIONS

1 - BUILDING A HOUSE	
Objectives	<ul style="list-style-type: none"> To learn to deal with conflict and time management To learn to deal with different opinions/working styles
Duration	90 minutes
Equipment	Flipchart, flipchart paper, markers, stickers, pens, post-its, old newspapers, cardbox, scissors, scotch tape, elastic bands, cord, pieces of cloth/scarves/blindfolds, tables
Techniques	Talking, cooperation
Phase of educational event	Introduction to project conception and planning
Main competency area(s)	Learning to live together, learning to do, learning to be

- Participants split into two equal groups. Each group chooses one spokesperson (the group representative who will also be responsible for gathering the materials) and three volunteers: one is blindfolded, another has his or her hands tied up and the third is not able/allowed to speak.
- A table is placed in the middle of the room, displaying the materials that participants may use for building the house. Each group is given one minute to agree on which materials they want to collect from the table to use. However, access to the table is limited, with each group only having 30 seconds to gather all the material they need.
- After the collection phase they have 15 minutes to build the house.
- Discussion with the whole group:
 - How did the work go?
 - How did it feel to be “disabled”?
 - How were the disabled participants integrated by the group (or were they not)?
 - What constraints were felt in accessing the materials?
 - Which were the difficulties in working with different ideas, approaches and methods?

- How can we link this “building a house” dynamic (and what was achieved in the session) with our own reality (work reality, reality of the organisation)?

→ This session may be followed by a session introducing the different elements of planning, implementation and evaluation of an educational project/event. (see chapter 3.5, p. 57)

2 - CHAIN OF CONSEQUENCES	
Objectives	<ul style="list-style-type: none"> To explore the importance of human rights and of living the values of collaboration To reflect on diversity, fairness, inclusion, responsibility and acceptance
Duration	90 minutes
Equipment	Flipchart, flipchart paper, markers
Techniques	Group discussion, writing, sharing
Phase of educational event	Introduction of a topic, reflection
Main competency area(s)	Learning to be

- To stimulate a debate on values and ethics in matters relevant to Global Learning, the facilitator begins with a quote from John Rawls’ study “A Theory of Justice”;

*“Social and economic inequalities are to satisfy two conditions. First, they must be attached to offices and positions open to all under conditions of fair equality of opportunity; and second, they must be to the greatest benefit of the least advantaged members of society.”*¹
- The group is divided into small groups (depending on the number of participants). Each group is asked to identify a chain of consequences for different situations, e.g.: throwing a plastic bottle in a river, a group’s inaction in the face of an act of violence; a right extremist party coming to power; etc. The participants are encouraged to identify as many consequences as possible for the actions or events in question.

→ This activity can help participants to reflect on their own behaviour and thinking and possibly change their perspective on their own personal life and actions. Moreover it serves as a demonstration of how one consequence can lead to another, sometimes resulting in chain reactions, but also that some consequences come about through intent and others not.

(see chapter 3.4, p. 50)

¹ Rawls, John: A Theory of Justice. Harvard University Press (2005).

3 - CIRCUIT EVALUATION

Objectives	• To avail oneself of different ways to get feedback
Duration	Depending on the particular version of method used (5-15 mins./station)
Equipment	Clothes-pegs, washing line, pens, coloured pencils, crayons, plain postcards, posters, pins, pin boards, post-box
Set-up	Prepare all stations in advance (tables, posters, matrix, pin boards)
Techniques	Writing, drawing
Phase of educational event	Evaluation
Main competency area(s)	Learning to do

- 1 Stations with a different evaluation activity each are set.
- 2 Participants roam freely and complete the tasks at each station in their own time.

Activity 1 - Postcards: "Write a postcard about your journey to the land of Global Learning. → Where have you been before the journey and where are you now?" The participants can illustrate or decorate their postcard and address it to someone. The postcards are hung up on a washing line (10-15 minutes).

Activity 2 - Matrix: The facilitator creates a matrix with questions asking for the participants' assessment of the different parts of the training course/workshop, e.g.: content/themes, use of ICT tools, support by the trainers, etc. They can vote from 0 (I don't agree/not useful/ etc.) to 4 (I totally agree/very useful/ etc.) (10 minutes).

Activity 3 - Free writing: Open questions on posters, e.g. my lowlight during the course, my highlight during the course, what I would like to suggest for the next course (one aspect per poster). Participants are invited to comment on the posters freely and according to their needs (10 minutes).

Activity 4 - Graffiti wall: A poster where participants can write down feedback as they wish according to their needs. If someone doesn't want to write their feedback in public, a post box is offered for non-public feedback. The graffiti wall is intended to give room for those aspects of evaluation which might not be covered by any of the other activities (5 minutes).

Activity 5 - Spider web: A poster with a spider web in form of a pentagon showing a competency area in each corner (i.e. learning to know, learning to do, learning to learn, learning to

be and learning to cooperate), the centre of the web meaning "full score" and the outer edges lesser scores. Participants draw points for their scores in each area and join the points with a line, creating a spider web diagram (5 minutes).

→ The circuit evaluation is a collection of evaluation methods which can be used for an extensive overall evaluation of a training course. Each activity can also be used individually, e.g. for educational events of shorter duration.

(see chapter 3.3, p. 42)

4 - EDUCATION FOR...

Objectives	• To get to know and critically reflect on Global Learning concepts and their connection with other similar concepts
Duration	90 minutes
Equipment	Paper, scotch tape
Set-up	Print out definitions (see below) on a piece of paper each without labelling them and put them up on the wall.
Techniques	Discussion
Phase of educational event	Introduction to Global Learning
Main competency area(s)	Learning to know, learning to learn

- 1 The participants walk around and read the definitions of different educational approaches that have been put up on the walls of the room. The definitions must not contain any words that explicitly identify the educational approach being defined.
- 2 After having read the definitions, participants are asked to stop next to the one they think is most connected to the concept of GL. After hearing their opinions, confirm or prompt them on the right answer.
- 3 The group tries to find out which "Education for..." the other sentences refer to.
- 4 The facilitator addresses the similarities between Global Learning, Development Education and Global Citizenship Education, as well as the fact that there are a multiplicity of concepts for very similar educational approaches (similarities and differences). He/She also explains that some concepts are more used in some countries than in others (e.g. GL is more common in Germany while

Development Education and GCE are more common in Portugal)¹.

“Although the different educations may have their different histories and specialty interests there is much that they share – particularly at the broader end of their spectra. Apart from a global perspective, pedagogies and interests in transformation there are also a number of overlapping and closely related content issues.”¹

5 After this group reflection, ask if they would change/add something to the concept of GL. If so, invite the group to develop and write down a new concept.

→ Provide a bibliography and conclude the activity with a synopsis of what has been covered.

(see chapter 3.1, p. 33)

Education for ... – Definitions

“(…) provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations“ (UNESCO) – about Intercultural Education.

“(…) the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural“ (UNICEF) – about Peace Education.

“(…) equip people with knowledge of and skills in (...), making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lifestyles in harmony with nature and with concern for social values, gender

equity and cultural diversity“ (UNECE) – about Education for Sustainable Development.

“(…) begins with raising awareness of global challenges such as poverty or the inequalities caused by the uneven distribution of resources, environmental degradation, violent conflicts or human rights, thus creating deeper understanding of the complexity of the underlying causes. It aims to change people’s attitudes by them reflecting on their own roles in the world.” (Global Education Network of Young Europeans) – about Global Education.

“(…) promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. It develops an understanding of everyone’s common responsibility (...)” – about human rights education.

“(…) equips learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens”. (UNESCO) – about Global Citizenship Education.

“(…) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and

in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels” (Development Cooperation Ireland) – about Development Education.

„(...) is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability“ (Association of American Colleges and Universities) – about Global Learning.

5 - GLOBAL LEARNING LABORATORY

Objectives	<ul style="list-style-type: none"> • To plan an educational event • To use peer-to-peer-learning • To stimulate critical reflection
Duration	Approx. three sessions of 180 minutes each (ideally spread out over different modules of a training course. For the Romanian FGL-training course, sessions 1, 2 and 3 were carried out during modules II, III and IV respectively).
Equipment	Flipchart, flipchart paper, markers, A4 paper, pens
Techniques	Presentation, discussion, reflection, evaluation
Phase of educational event	Collaborative work in groups for designing educational events (e.g. small-scale Projects)
Main competency area(s)	Learning to do, learning to learn

1 **Session 1:** Ideally, the participants bring into this exercise a short presentation of a Global Learning topic which they have researched

as a topic for educational events (e.g. by way of an assignment/ homework/etc.). Alternatively, some time can be allocated during

¹ to learn more about this issue, you can for example look here: DEEEP (ed.): Monitoring Education for Global Citizenship: a contribution to debate (2015). http://deEEP.org/wp-content/uploads/2015/01/DEEEP4_QualityImpact_Report_2014_web2.pdf

the session for participants to select a topic and prepare a short presentation on how this topic might be relevant for GL educational events.

The participants present their topic in a plenary session. The presentations are followed by discussions with the entire group during which questions can be asked and ideas can be shared about how to further develop the topic for a specific educational event.

2 Session 2: The participants divide into groups according either to the topics of their presentations during session 1 (such that those with similar topics come together in a group), or to similarities shared by the organisations participants are affiliated to (e.g. their target groups). From the material at its disposal, and working with the ideas shared during session 1, each group decides on a topic on which it will develop ideas for an educational event. If there is enough time left, each group can briefly present their ideas to the whole group.

Individual work between sessions

2 and 3: Each participant plans an educational event on a topic of his/her choice and prepares a presentation of his/her plan as well as an activity/part of the event to share with the group.

3 Session 3: Each participant gives a brief overview of the GL event he/she has planned, sharing and discussing short sequences/activities with the entire group, exploring similarities and differences as well as challenges and possibilities involved in and educational principles behind the planning of an educational event (see chapters 3.2 and 3.3).

- The activity can be taken further by asking participants to develop a joint educational project in small groups, possibly with the aim of actually applying for funding under a national/international call for funding proposals available to them.
- Extending over three sessions, this activity is intended to provide participants with step-by-step support, including support from their fellow-participants, as they develop their own Global Learning event.
- Be prepared to handle potential conflicts.
- The process should not be forced. Some participants might not feel comfortable or able to give and receive constructive feedback.

(see chapter 3.1, p. 39)

6 - HOMEWORK: USING ICT TOOLS

Objectives	<ul style="list-style-type: none"> • To use online platforms • Peer-to-peer learning • To consolidate the learning process
Equipment	Computer, Internet connection
Techniques	Research, writing
Phase of educational event	Consolidation of contents and information
Main competency area(s)	Learning to learn

1 The trainer presents homework proposals and deadlines as well as the days and time periods for online coaching for the homework.

2 Homework should be submitted as instructed below so that the trainer can give feedback before the next module.

- **Homework proposal I:** Watch the Ken Robinson conference at www.youtube.com/watch?v=aQym7WkF5ks. Write a text highlighting 5 aspects of the conference linked to non-formal education. Share your results on the online course platform/in the group or send it by email.
- **Homework proposal II:** Produce a video in www.animoto.com for a Global Learning intervention. Share your results on the online course platform/in the group or send it by email.

- **Homework proposal III:** Produce a comic strip in which you identify different stages, moments and activities of your small-scale project/an educational event that you have carried out. The following online platforms can be used:
 - 🔗 www.stripgenerator.com and
 - 🔗 www.wittycomics.com. Share your results on the online course platform/in the group or send it by email.

→ Homework is a learning opportunity, and the facilitator is available to clarify any doubts. Support should be made available by email or via online tools.

(see chapter 3.2, p. 38)

7 - HUMAN NEEDS JIGSAW¹

Objectives	<ul style="list-style-type: none"> To introduce and reflect on the issue of human rights To critically reflect on the role of human rights in globalisation processes and as well as the impact of globalisation processes on human rights
Duration	90 minutes
Equipment	Flipchart, flipchart paper, markers, photos, paper, pens, scissors
Set-up	Prepare two sheets of flipchart paper, each with a collage of eight photos (one for each human right chosen for this method) interspersed with tags, each naming one of eight "human rights that are at stake in the face of globalisation" ² .
Techniques	Presentation, discussion, brainstorming, reflection, drawing
Phase of educational event	Introduction to globalisation processes and their impact on human rights
Main competency area(s)	Learning to know, learning to be

- 1 The facilitator shows an image which symbolises globalisation and asks the participants what they are seeing and what they think about it. Then the facilitator asks the participants to give a definition of globalisation or to express what globalisation means for them. Then the following definitions of globalisation are read by two volunteers:

"The term "globalisation" is used to describe a variety of economic, cultural, social, and political changes that have shaped the world over the past 50-odd years, from the

much celebrated revolution in information technology to the diminishing of national and geo-political boundaries in an ever-expanding, transnational movement of goods, services, and capital. The increasing homogenisation of consumer tastes, the consolidation and expansion of corporate power, sharp increases in wealth and poverty, the "McDonaldisation" of food and culture, and the growing ubiquity of liberal democratic ideas are all, in one way or another, attributed to globalisation." (Shalmali Guttal)

¹ The idea and list of eight selected human rights for this exercise are taken from Brander, Patricia (et. al.): Compass - Manual for human rights education with young people. Strasbourg: Council of Europe (2012). www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf

² *ibid.*, p. 515

³ *ibid.*, p. 511

"Globalisation may be described as the ever closer economic integration of all the countries of the world resulting from the liberalisation and consequent increase in both the volume and the variety of international trade in goods and services, the falling cost of transport, the growing intensity of the international penetration of capital, the immense growth in the global labour force, and the accelerated worldwide diffusion of technology, particularly communications." (Parliamentary Assembly of the Council of Europe)³

Based on the above definitions the facilitator gives his/her input on the topic (negative and positive aspects).

- 2 (60 min): Exercise on human rights
- Each participant is given a piece of paper and asked to draw a silhouette of themselves and cut it out (if the paper is big enough, they might also lie down on the paper and let someone else draw them). The participants then draw lines dividing their drawing into six parts like a jigsaw.
 - Together all participants compile a list of things (basic needs) which are important to them, e.g. food, friends, shelter, education, a stable income, good health, clean environment, nice family, having ideals, freedom of speech, possibility to travel, peace, not being discriminated against, etc. until they have a list of approx. 25-32 items.
 - Each participant picks those six words from the list which they consider most important for themselves at this moment. Of these they write one on each of the jigsaw pieces of their drawing.
 - The drawings are cut up into the six jigsaw pieces.
 - One volunteer shows their jigsaw and presents it to the group, explaining why they have chosen these six words. Let the volunteer name the selected words one by one, and ask the rest of the group, when a word is named they have selected as well, to take out that piece and put it in front of them.
 - After the volunteer has finished, the group finds out if anyone has selected the exact same words or has some words in common with the first volunteer.
 - Ask another volunteer to share their selection of words with the group (preferably someone who had none or only one or two words in common with the first volunteer) and repeat step f.
 - Discuss with the group why people perceive their needs differently. Ask them if they see any needs/rights (new ones or ones from the list already made) that are absolutely fundamental for every human being. Make a list of these and compare them with the extract of the Universal Declaration of Human Rights.

- 3 The participants are asked to match the photos with the rights (prepared on the flipchart paper) and comment on each one according to their own local/international experiences. The trainer may conclude with a (PPT) presentation: Globalisation in itself does not violate human rights but in some cases it has negative effects that reinforce the violation of human rights. Some of the human rights that are at stake in the face of globalisation are the following:
- » The rights to equality in dignity and to non-discrimination
 - » The rights to health, food and shelter
 - » The right to work
 - » The rights to life
 - » The right to own property
 - » The right to health and a healthy environment
 - » The right to protection against harmful forms of work and exploitation
 - » The rights of indigenous peoples to their culture and development

Questions for reflection on step b)

- » Did many of your needs overlap with those of other persons?
- » Did you understand why others chose other things which were more important for them?
- » How did you choose your needs?
- » Do you think your list has changed from the list you would have made five years ago, or will it differ from a list you might possibly make in the future?
- » Are there needs/rights that must be respected in everyone without exception? Why is this if we can perceive our needs differently?
- » Is there any connection between globalisation and your needs; if yes, what is it?

→ You can also vary this exercise (Step c) by giving people role-cards, e.g.: 'a 90-year old grandmother', 'a refugee seeking asylum', 'a boy in a wheelchair', 'a businessman', 'a student on a low income', 'a homeless girl', 'a professional football player', 'a child growing up in an Indian orphanage', 'a farmer from Venezuela', etc.

Then, ask the participant to empathise with the person on their role card and guess which rights might be important to them.

(see chapter 3.1, p. 33)

8 - LEARNING DIARY

Objectives	<ul style="list-style-type: none"> • To reflect on learning processes • To analyse and comment on the module/single course elements/etc. • To get an insight into participants' individual perspective on the course
Equipment	Learning diary (on paper or as a digital document) including a set of questions concerning the educational event
Techniques	Individual writing
Phase of educational event	Monitoring, evaluation
Main competency area(s)	Learning to be

1 Participants are given a set of questions for reflection after each training course module, which can be similar for every module (e.g. What did you learn for yourself? What did you learn from the group? Are there any questions that remain open or issues that remain unclear?) or modifiable for specific parts of the course, and are asked to complete their diary within the next ten days approx.

2 The completed Learning Diaries are individually commented on by a member of the team of trainers before the start of the following course module.

→ There is no right and wrong, because a learning diary is a participant's personal reflection on aspects of the training, personal development, etc.

It is worth the while to encourage participants to overcome possible inner resistances and take on the challenge of engaging in reflection, because the learning diary is a powerful tool in the context of sustainable learning in that it enables you to "stay tuned" to the participants and obtain detailed information which you can then incorporate in your ongoing planning of the course.

(see chapter 3.4, p. 51)

9 - MIRROR EXERCISE: GLOBAL LEARNING FACILITATOR

Objectives	• To develop competencies (knowledge, abilities and attitudes) as a Global Learning facilitator
Duration	90 minutes
Equipment	Flipchart; flipchart paper; markers; one roll of aluminium foil to make x A4 aluminium sheets; x A3 sheets of colour paper or double x A4 sheets of colour paper glued to make an A3 sheet; x small mirrors (optional); x sets of “characteristics cards” (paper squares representing 30 different characteristics – (see below); markers; pens; paper glue; scissors; materials for the display space (any one of the following: a role of adhesive paper tape; two pin boards and x pins; two magnetic boards and x magnets)
Set-up	Save a special space in the training room for creating the “art gallery” (which should be visible and accessible to all participants for subsequent input). You also need a clean (preferably carpeted) floor or some tables around the room where the participants can create their “mirrors”.
Techniques	Discussion, reflection, creative acting, presentation
Phase of educational event	Reflection
Main competency area(s)	Learning to be, learning to do

1 The session begins with a facilitated discussion led by the trainer, allowing participants room for individual reflection based on the questions below. Listening to relaxing music, participants are invited to reflect on their inner motives while they look at themselves in a mirror. If room allows, participants can sit down on the floor in a comfortable position. Optionally, participants can each be offered a small mirror

through which to look at themselves throughout the process. Otherwise it is recommended that participants close their eyes and look into an imaginary mirror. Then the trainer asks questions, giving them time to think a few seconds for each question.

- Who am I as a Global Learning facilitator (GLF)?
- Why do I want to be involved in/ dedicate myself to Global Learning?

- What motivates me to be or want to become a GLF?
- What are my interests in working as a GLF?
- What is my attitude towards working with my intended target group (youth, children, adults, organisations, etc.)?
- Which of my previous experiences can help me in my work as a GLF now or in the future?
- What are my competencies (knowledge, skills, attitudes/values) when acting as GLF?
- What are my limitations in working on GL?
- What resources do I have available and which do I still need to work on as a GLF?

2 The facilitator shows a model of a “Global Learning facilitator mirror” previously prepared on a sheet of flipchart paper. Then each participant chooses materials from the stock and creates his or her own mirror. The first step is to glue a sheet of foil onto an A3 paper sheet to create the resemblance of a mirror. Then participants are asked to draw their face on the foil as a metaphor of their own mirror reflection. Next they have to arrange “characteristics cards” around the aluminium foil as follows: three cards on the left

representing what they think is required of them as a GLF by the target group they work with; on the right 3 cards describing how they see themselves as a GLF and what they are already good at; and below the mirror 3 cards representing skills and characteristics they need to improve as a GLF. In the lower right corner they are asked to write down limitations of their own/barriers they may encounter in their work as a GLF; and in the lower left corner the main roles they have or will have in their work as a GLF (see “characteristics cards for GLF mirror exercise”, p.77).

3 The trainer facilitates the group’s reflection by asking questions about the whole process (e.g. How did you feel when you reflected on yourself? How was it for you to work individually while at the same time being part of a group?). Then some participants are invited to tell their mirror story. The trainer encourages the participants to take their “mirrors” home with them and repeat the exercise after several months of working in their organisation, so that they can compare their experiences and see the similarities and differences between their earlier and their later “mirror”.

4 The mirrors are put up on the wall/window, and participants are given the time to visit their “gallery”. The mirrors remain in place throughout the entire module. Depending on the level of interaction, participants can be permitted to add new cards and text messages to their fellow-participants’ mirrors over the remaining course of the module. This will motivate them to communicate and work together more, allowing them to realise that they are part of a supportive community that can provide positive feedback as they develop and improve their skills as a GLF.

- Ask the participants to create their own competency cards (drawing and/or writing).
- Depending on the time available and the participants’ working style, the competency cards can be cut in advance and heaped up in a big pile for them to search through; or the trainer can prepare a set of cards on a sheet of cardboard, leaving it to each participant to cut out whatever cards suit them. Since this can be a very personal process, the trainer should not insist if participants are not comfortable to share in the larger group.

(see chapter 3.4, p. 50)



Mirror-exercise: Global Learning facilitator – characteristics cards:

courageous	knowledgeable
joker	friendly
has lots of ideas	interrupts others
sympathetic	makes out-of-place comments
good at organising others	looks for jobs that need doing
good at practical things	says what’s on his/her mind
looks out for others	gives the impression of having all the answers
gets impatient quickly	ignorant
keeps ideas to her/himself	leaves jobs for others to do
makes useful suggestions	listens carefully to others
well-organised	supports others’ suggestions or ideas
has creative ideas	talks a lot
good at time-keeping	works well in a team
trustworthy	calm
energetic	overcomes fears
...	...

10 - THE BUS

Objectives	<ul style="list-style-type: none"> To understand principles and stages in creating a team To explore the relevance of team work for Global Learning facilitators
Duration	45-60 minutes
Place	Inside or outside the training room in a place that can serve as a walking path: stairs, lobby, restaurant, etc., depending on the facilities available
Equipment	Chairs, one scarf for each participants
Set-up	Create a walking path with various obstacles (chairs, stairs, doors, pillars, etc.)
Techniques	Discussion, role play, cooperative learning, reflection, drawing
Main competency area(s)	Learning to be, Learning to live together

1 The participants are divided into two teams. In each team one volunteer acts as the “bus driver”. The remaining passengers, blindfolded with scarves and arranged in a row, are guided by the driver who sits at the end of the row in order to “guide the bus” by giving signals from the back.

The facilitator gives the bus drivers instructions on the signals they must use while driving their bus:

- accelerate = one tap on the back
- brake = pull both shoulders
- turn left = tap on the left shoulder
- turn right = tap on the right shoulder

Each bus driver has 30 seconds to explain the driving rules to his or her “passengers”, who then have to learn to “move as a bus” by responding to and passing on the signals given by the bus driver as he or she follows the facilitator along the obstacle path.

2 At the end of the “bus ride”, the group reflects on their experience, their feelings of being safe or exposed to danger, about driving or being driven, teamwork, communication, leadership, coordination. The following questions can serve to stimulate reflection (according to Kolb’s Cycle of Experiential Learning¹):

- What happened?
- How did you feel?

- What have you learned from this experience?
- How do you think what you have learned can be used in your work as a Global Education facilitator?

During this reflection phase, the trainer writes down, summarises and clusters participants’ responses on a flipchart. In the end conclusions are drawn concerning roles and responsibilities in a team.

- ➔ Depending on participants’ backgrounds and preferences, this exercise can be done without using scarves. If there is more time, the exercise can be repeated after giving secret roles to some participants (e.g. breaking the driving rules, slowing down, taking the wrong turn etc.) so as to bring group dynamics into play.
- ➔ This exercise can be followed up on by dealing with the process/stages of forming a team (e.g. using Tuckman’s “forming, storming, norming, performing, transforming”).
- ➔ It is important to ensure participants’ physical and emotional safety and protection during this exercise. For this purpose it may be advisable to have another co-facilitator present to help with the whole process.

(see chapter 3.4, p. 50)

11 - THE EUROPEAN TRAIN²

Objectives	<ul style="list-style-type: none"> To (critically) reflect about stereotypes and prejudices To become aware of and foster competencies for dealing with diversity
Duration	90 minutes
Equipment	Flipchart, flipchart paper, markers
Techniques	Discussion, writing, presenting
Phase of educational event	Introduction of the topics: respect for diversity, promotion of social cohesion, equal opportunities, reflection, evaluation
Main competency area(s)	Learning to live together, learning to be

1 The facilitator presents the background story to the exercise (see below) and explains that each participant should individually choose from the list the three people they would most like to travel with

¹ For more information see for example www.simplypsychology.org/learning-kolb.html

² For more information see for example www.businessballs.com/tuckmanformingstormingnormingperforming.html

² Activity adapted from: Directorate of Youth and Sport, Council of Europe: all different - all equal. (2004). p. 78 et seq. www.eycb.coe.int/edupack/pdf/31.pdf

and the three people they would least want to travel with. Participants are divided into small groups, and each group tries to agree on a list with the three most wanted and the three least wanted passengers, discussing the reasons for their personal preferences.

- 2 Each group presents its conclusions along with the reasons for the options chosen, mentioning points on which disagreement within the group was particularly strong.
- 3 The facilitator stimulates a debate about the concept of diversity, the elements and characteristics of diversity, obstacles to reaching equality and valuing diversity and what steps can be taken to reach them.

- ➔ If possible, each small group should have a facilitator to guide the discussion when necessary and support the group in drawing up their list.
- ➔ The facilitator may do well to allow for critical reflection on the deliberate use of stereotypes in this exercise. The exercise might also be adapted to the learners' specific socio-cultural contexts.
- ➔ This method is aimed at confronting us with stereotypes and prejudices we have in real life. It can be quite polarising and emotional, and facilitators should be prepared to deal with critical situations in the group process.

(see chapter 3.5, p. 57)

The background story

You are on board the „Dear Valley Express” train for a week-long journey on the Lisbon – Moscow route. You are travelling in a sleeper cabin that you have to share with 3 other people. With whom of the following passengers would you prefer to share the sleeper cabin:

1. A Serbian soldier from Bosnia
2. A Swiss overweight broker
3. A DJ who seems to have a lot of money
4. A young HIV-positive artist
5. A Roma youth from Hungary who was just released from prison
6. A Basque nationalist who travels regularly to Russia
7. A blind accordionist from Austria
8. A Ukrainian student who doesn't want to return home
9. A 40-year-old Romanian woman who doesn't have a visa and is holding a one-year-old child in her arms
10. An impulsive and misogynic German
11. A boisterous Swede apparently under the influence of alcohol
12. A professional fighter from Belfast who is going to a football game
13. A Polish prostitute from Berlin
14. A French farmer who only speaks French and carries a basket full of cheese
15. A Kurd refugee who lives in Germany and is on his way to Libya

12 - THINK-PAIR-SHARE: A COOPERATIVE LEARNING TECHNIQUE

Objectives	<ul style="list-style-type: none"> • To share (first) thoughts/insights on a specific content • To stimulate (critical) reflection
Duration	10-30 minutes
Techniques	Talking, writing (where required)
Main competency area(s)	All competency areas according to the topic of the exercise

- 1 **Think** – The facilitator begins by asking a specific question/presenting a specific problem or situation. Participants “think” individually about what they know or have learned about the topic or what they associate with it.
- 2 **Pair** – Participants get into twos or small groups.
- 3 **Share** – Participants share their thoughts with their partner(s). The facilitator initiates a whole-group discussion on what has been shared.

➔ Participants may write down keywords to sum up and structure their thoughts. These notes can be presented and clustered during the whole-group discussion as a basis for further structuring and developing ideas.

➔ Think-Pair-Share is a cooperative learning strategy and can be used and adapted for a variety of different group settings and contexts.

(see chapter 3.5, p. 56)

Annex A:

LNA – Examples of how to carry out an LNA

Questionnaire

The following are suggestions for questions you can ask to find out about the learning wants and needs of your training participants.

- » Please briefly describe your personal and professional background (biographical information, organisational background, etc.).
- » Please state values that are important to you.
- » Please describe briefly your motivation to be active/interested in Global Learning.
- » Please write down six words that you associate with GL.
- » Please indicate if, to your mind, any of the following themes has a global dimension, giving a concrete example: bullying, social exclusion, youth participation, employment, gender equality, etc.
- » In your opinion, which are underlying values and principles of GL?
- » Where would you see your main learning needs regarding GL?
- » What do you expect to have learned after finishing this course?
- » Please state your (practical) experience in the context of Global Learning/ Development Education/Education for Sustainable Development/Global Citizenship Education/etc.
- » Please state any further (professional and practical) experience you have that might be relevant in the context of this course (e.g. campaigning, fundraising, event management, writing/developing educational resources, etc.).
- » On which topics/issues have you already worked?
- » Have you already conducted educational events?
- » If so, approx. how many educational events have you conducted to date?
- » Which type of educational events have you already conducted (e.g. workshops, teaching, holiday programmes, training courses, etc.)?
- » In your educational events, do you approach the global dimension of local problems/issues?

- » Which methods do you use in your educational practice?
- » Which type of training (if any) have you participated in regarding Global Learning or related fields of education?
- » Regarding your expertise, could you imagine contributing to the course, e.g. by giving a short input on a specific topic or making use of a specific method? If so, in which way?
- » Please state your preferred learning styles, methods, learning environments (e.g. participatory methods, group work, presentations, group discussion, learning outdoors, etc.).
- » Please state your wishes, requests and suggestions regarding the training course.

At the end of the course, participants can be asked the same questions as in the LNA for evaluation purposes.

LNA – Exercise: Expectation, contributions, fears

This activity can be carried out at the beginning of a training course.

Each participant is given 3 different-coloured post-it notes and asked to identify key expectations on one post-it (e.g. green), key fears on the second (e.g. yellow) and contributions they think they can make to the training on the third (e.g. blue). The post-its are collected in three different places (boards/flipcharts) placed around the room and participants can walk around and look at them. Then, the whole group looks at the post-its together, trying to prioritise and identify the most important aspects named.

The results obtained during this activity can be kept and reviewed at the end of the course for evaluation purposes.

Annex B: Matrices for planning a GL educational event

Matrix 1¹

TOPIC: Overall objective, e.g.: *The objective should focus on competencies you intend participants to have developed by the end of the course. The overall objective can be further broken down by specific objectives included in the matrix below.*

Target group:

Number of participants:

Duration:

Preliminary information: *Agreements on topics and objectives (e.g. with the organisers or partners); information regarding the socio-cultural background, knowledge, experiences and interests of the learning group regarding your topic; framework conditions regarding the space/premises/technical conditions direction; directions/location plan; etc.*

Don't forget to include energisers, breaks and time for feedback/evaluation.

PHASE Suggested general contents	REMARKS, SUGGESTIONS AND USEFUL HINTS	DURATION	(specific) CONTENTS	ACTIVITY/ TECHNIQUE/ METHOD	SPECIFIC OBJECTIVES	MATERIALS NEEDED
Welcome, personal introduction, presentation of the overall time frame and sequence of activities	» Plan in time before the event to create a stimulating and agreeable learning environment.					
Getting to know each other, stimulating the group	» All your preliminary research about the participants is helpful in planning the event, but in case you need to know more about their backgrounds, wants and needs and expectations, here is the place to integrate an activity to find out more about it (and adjust your planning accordingly, if practicable).					
Introduction of the topic: Knowledge acquisition, analysis and processing	» The same as above applies here, with the focus on participants' previous knowledge and interests regarding the topic.					
Developing and assessing the topic: Synthesis, evaluation, opinion formation	» Provide space to explore the topic and its different aspects and perspectives; use participatory learning methods to allow participants to connect these aspects with their interests and their everyday life; employ methods that enable participants to find their personal stance according to their value judgment regarding these aspects; encourage communication about their judgments in groups and in plenary sessions.					
Developing options for taking action	» If applicable, show and explore possibilities to take action in the context of sustainable development regarding the topic at hand; stimulate critical reflection about possible actions; allow space for different opinions regarding this; avoid putting participants under moral pressure.					
Feedback	<p>Basic points of interest for feedback could be:</p> <ul style="list-style-type: none"> • What was new to the participants? • What struck them most? • What would they like to know more about? • What inspired them to take action? • How did they like the methods used and, in case they would have preferred different methods, what are their suggestions? • ... <p>Depending on the time frame, feedback sessions can also take place in earlier phases of the event.</p>					

¹ As used for the German training courses

Matrix 2¹

Overall objective

- » What is your vision of the future?
- » What are the broad objectives to which your project will contribute?

The project is not expected to achieve these objectives during its lifetime.

Specific objectives

- » What are the positive changes that the project intends to bring about in the lives of the target group?

They should be achievable and measurable by the end of the action. Choose only one or two specific objective(s).

Results

- » What are the tangible changes in target groups produced by the activities?

They must be measurable (e.g. ten youth workers empowered in Global Learning, one educational communication campaign created about GL, etc.)

Activities

- » What needs to be done to deliver each of the results? (E.g. prepare, implement and evaluate one training for youth workers of ten hours about GL, etc.)

Methods

- » Which methods are you going to use to create a sustainable learning experience for your participants (e.g. role play, debate, etc.)?

Target group

- » Who benefits from the project? (E.g. 20 youth workers of ten youth organisations of Lisbon)

Location

- » Where does the project take place?

¹ Adapted version of the one that was used in the training course in Portugal.

Partner organisations

» Are you going to invite any organisation to be an official partner (i.e. include its logo, have a written agreement, etc.)?

Collaborating organisations

» Are you going to invite any organisation to collaborate in the project in a more non-formal way (e.g.: dissemination of your training course)?

Resources

» Which resources (human and material) do you need to deliver your project? (E.g.: one project manager and one facilitator; equipped training room, computer, pens, flipchart, etc.)

Sustainability

» In what way will the project continue to give fruits after its completion? (E.g. as youth workers, the trainees will start/continue to develop GL activities in their organisations, multiplying what they've learned. Or, the GL handbook produced is a tool that will continue to be used by other organisations while preparing new educational projects)

Evaluation and monitoring

» Which activities/tools are you going to use to analyse how your project is going? Are the activities being implemented as designed (monitoring, e.g. through meetings with beneficiaries and partners, board diary, email contacts, etc.)? How are you going to measure the efficiency and relevance of the project's actions (evaluation, e.g. by using questionnaires, participative evaluation methods, etc.)?

Observations

Further reading¹

This is a selection of publications in English we recommend to further explore issues dealt with in this manual

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- » Brander, Patricia (et. al.): Compass - Manual for human rights education with young people. Strasbourg: Council of Europe (2012).
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- » British Council (ed.): Active Citizens Facilitator's Toolkit (2011).
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- » Cenker, Michal (et al.): Development Education in Theory and Practice – An educator's resource (2016).
 ↻ unidev.info/UNIDDEV/UNIDDEV-Material/Learning-Material/UNIDDEV-Book
- » CSSGJ (Centre for the Study of Social and Global Justice): Open Spaces for Dialogue and Enquiry (OSDE) methodology.
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- » Facilitating Global Learning (FGL): Global What? A Study on Facts and Needs in Global Learning in Germany, Portugal and Romania (2013).
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¹ All websites cited have been last accessed in March 2016

Project descriptions of FGL partner organisations

Agenda 21 - Asociația de Asistență și Programe pentru Dezvoltare Durabilă

www.agenda21.org.ro

“Assistance and Programs for Sustainable Development – Agenda 21” is a Romanian non-governmental association of national interest, not-for-profit and unaffiliated politically or religiously. The association was established in May 2003.

The fundamental goal of APSD – Agenda 21 is to support Romanian policies and efforts to promote and implement in Romania the objectives of Sustainable Development.

Main objectives:

- To develop partnerships with local authorities in order to value local initiatives and to increase efficiency of local governance;
- To promote education activities in the human rights field, global learning/ development education, environment, with an emphasis on civic education and democratic citizenship.
- To strengthen the role of social actors with a high potential for driving sustainable development: children and young people, local communities, the private sector, business community, scientific community, media;
- To provide assistance and support for marginalised groups or groups at risk of social exclusion.

The key-concept of APSD – Agenda 21 is Sustainable Development. A safe and prosperous future cannot be thought outside the concept of sustainable development.

Target groups are children and young people, teachers, educational authorities, civil servants, journalists and marginalised groups. Volunteering for the community is one of the fundamental values of the association.

AIDGLOBAL - Acção e Integração para o Desenvolvimento Global

www.aidglobal.org

“AIDGLOBAL- Action and Integration for Global Development” is a Portuguese non-governmental organisation that works for a more just and sustainable world by engaging and educating people. In Portugal, AIDGLOBAL promotes Global Citizenship

Education (GCE) through projects in schools, training courses for teachers and pedagogical resources for educators. It also intervenes in the non-formal sector, empowering workers and volunteers from civil society organisations in GCE issues. In Mozambique, it has been contributing to quality education through the promotion of reading and digital literacy and the implementation of a Network of School Libraries in the district of Chibuto.

DEAB - Dachverband Entwicklungspolitik Baden-Württemberg

www.deab.de

DEAB is the umbrella organisation of NGOs and world shops in the federal state of Baden-Württemberg in Germany. It has a widespread network of around 150 members, including world shops, local action groups, educational institutions, local networks, etc., that are active in public awareness and Global Learning.

The main working areas of DEAB are fair trade, sustainable public procurement, development by partnership, development politics in Baden-Württemberg and Global Learning. DEAB engages in networking, information and further education of its members and represents their interests in politics and society, doing educational work, Global Learning, campaigns and lobbying. As well, DEAB publishes *Südzeit*, the one-world journal of Baden-Württemberg, and coordinates the one-world promoter programme in Baden-Württemberg.

EPiZ – Entwicklungspädagogisches Informationszentrum Reutlingen

www.epiz.de

With a history going back to the 1960s, EPiZ is today one of the most long-standing non-governmental organisations concerned with Global Learning in Germany. Starting out with a focus on developing a library specifically dedicated to Global Learning teaching resources, its scope of work has continuously increased over time to include educational work with a multitude of target groups as well as trainings for Global Learning in both formal and non-formal education (amongst other activities). Furthermore, it acts as a consulting body on Global Learning issues for state institutions as well as civil society organisations. Apart from being involved in a multitude of projects and programmes, EPiZ engages in policy-making processes and current GL debates, where it is active in regional and national organisations, committees and panels.

Due to its long-standing expertise as well as its broad scope of activities, EPiZ is well-connected with many actors in the field of GL both within Germany and internationally.

finep – forum for international development + planning

🌐 www.finep.org

finep is a non-profit project and consulting organisation working in the area of sustainable development with a focus in the fields of development policy, environmental policy and the promotion of local democracy. It develops and implements projects in collaboration with partner organisations in Europe and worldwide.

In addition to its own project work, finep provides assistance and advice to local authorities and other non-profit organisations in the areas of the acquisition of third-party funding, process consultation, facilitation, the provision of trainings as well as the elaboration of studies and educational concepts.

IMVF – Instituto Marquês de Valle Flôr

🌐 www.imvf.org

IMVF is a Portuguese Non Governmental Development Organisation (NGDO) that believes in the joint effort of millions of people around the world to promote sustainable development.

IMVF works throughout the CPLP (Community of Portuguese Speaking Countries), working as a matter of priority on Development Cooperation and at the European level in Global Citizenship Education, but also Decentralised Cooperation. It also receives occasional requests to grant humanitarian aid in countries where it has been operating.

A dedicated team working in and outside of Portugal carries out initiatives in key sectors such as education, health and food security, focusing its work on partnerships with organisations, institutions and project beneficiaries. Its mission is to strengthen the idea that lies behind all of IMVF's activities – namely that the sustainable development of communities can only come about through the empowerment of individuals.



Space for notes and ideas

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To learn more

www.global-how.de

Facilitating Global Learning team
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