



ONE EUROPE  
ONE WORLD!

# GLOBAL EDUCATION GUIDE

**Welcome** to our Global Education Guide. We have written this document as an introduction to global education and as a practical support tool for planning, managing and evaluating global education projects. It is addressed to members of GLEN, the Global Education Network of Young Europeans, as well as to other global educators, with whom we want to continue co-operating or to whom we would like to introduce ourselves.

**The following pages** are the result of numerous discussions that have occurred during the last five years both within GLEN and with external global education practitioners and academics. Many of these discussions crystallised at the European Global Education Days (EGED), a five-day seminar that GLEN organised on the occasion of the network's fifth anniversary in November 2008.

The EGED brought together more than 70 global education activists, practitioners and academics from 15 European countries, with the aims of exchanging experiences and good practices of global education, discussing how to evaluate global education projects and measure impact; reflecting on the potential of global education as a tool for activists and how it relates to concepts such as citizenship or development; and using the results of these discussions for the future work of our network: planning global education projects and further engaging with other stakeholders.

We would like to invite you to join us in this process, to contribute to the development of GLEN's training cycle, and to participate in debating issues such as pedagogical concepts for training global education multipliers, evaluating impacts of global education, and many more.

**The world** is currently going through a period of accumulated crises: the ecological crisis, the financial and economic crisis, the food crisis. And this on top of all the other problems which we are already too much accustomed to: hunger, poverty, unequal distributions of resources, violent conflict, etc. The challenges which humankind is facing seem to be greater than ever.

However, the Greek word 'crisis' does not mean downfall, but decision! We, as human beings and as citizens of this world, can decide to contribute our share for bringing about more just political and economic structures; and more sustainable, democratic, peaceful and inclusive ways of living together. If we do global education, it is in order to address exactly these issues; it is to empower people to become agents of change in view of this vision.

So, in this spirit, let us use the present momentum and make the current 'crisis' a turning point! As global educators we can be part of the change that is needed – if our global education approach is of high quality, and if we dare to be... political!

The editors

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### What is GLEN?

**GLEN is a European network** of civil society organisations and committed young people who are involved in global education. It is a joint non-profit, politically independent initiative of eleven organisations from old and new member states of the European Union.

**GLEN aims at** contributing to a better understanding of global interdependency, fair and sustainable ways of living, to a responsible development policy and to North-South relations based upon equal partnership and mutual respect.

### Activities of GLEN

**GLEN offers an advanced training and experience programme** for young Europeans. The programme consists of training seminars, a three month project-based stay in Africa, Asia or South East Europe and awareness raising and global education activities in Europe. Every year more than 100 young Europeans participate in this training cycle.

**GLEN builds connections** between individuals and organisations working in global education in Europe and provides them with spaces for creative exchange and for developing new ideas together.

**GLEN raises public awareness and understanding** of global development issues and of the interdependence of the life of people in Europe and in the Global South. GLEN thus supports Europeans' informed action as responsible global citizens.



## Our Understanding of Global Education

**One World.** We are living in a highly interdependent world. By movements of people, goods, money and emissions everybody is connected with far away people and regions. Our daily choices of what we eat or wear, how long we leave the lights on or how often we use our mobile phone influence our future, as well as the future of people around the globe. In our name our governments create and implement national and international policies on development, trade, environmental issues, migration, peace and war.

**Global Education** is a creative approach of bringing about change in our own society. It is an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence. Global education begins with *raising awareness* of global challenges such as poverty, unfair distribution of opportunities and resources, environmental degradation and climate change, violent conflict and non-respect of human rights. It then creates a *deeper understanding* of the complex underlying issues. Thereby it aims at changing people's *attitudes* and encourages them to reflect on their own role in the world. Global education motivates and empowers people to *become active* as responsible global citizens.

### Global Education addresses certain topics, e.g.

- global justice
- human rights
- environmental sustainability
- peace
- intercultural communication

### Global Education applies a certain methodological approach, e.g.

- it is learner-centred
- it is participatory
- it is partnership-based: the educator is not a teacher who transmits knowledge or skills, but is a learner as well
- it addresses, in the learning process, reflection (head), emotions (heart) and activity (hand)
- it is experience-based
- it is activating
- it is empowering

## Global Education is based on values, e.g.

- tolerance
- solidarity
- equality
- justice
- inclusion
- co-operation
- non-violence

## Global Education is a process

- it begins with raising awareness of certain problems
- it then creates a deeper understanding of the complex underlying issues
- it encourages people to reflect on their own role in the problem, and therefore change their attitudes and behaviour
- it motivates and empowers people to become active in a responsible way

## Definitions by Other Agencies

*Global education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

*Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

***Maastricht Global Education Declaration 2002, Council of Europe***



*Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.*

*Development education fosters the full participation of all citizens in world wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.*

**CONCORD**  
**The European NGO Confederation for Relief and Development**

*Development education aims to raise awareness and understanding of how global issues affect the everyday lives of individuals' communities and how all of us can and do influence the global.*

**Development Education Agency (DEA) – UK**

*Development education is a dynamic, interactive and participatory process, which aims:*

- *to achieve a complete and comprehensive education for each person;*
- *to promote awareness and understanding of the causes related to development problems and of the interdependence between local and global issues;*
- *to promote inter-cultural understanding;*
- *to promote social transformation/change based on equity, justice and solidarity;*
- *to promote the right and the duty of each individual and people to participate and contribute towards sustainable development.*

**Plataforma Portuguesa de ONGD – Portugal**



## Examples of Activities

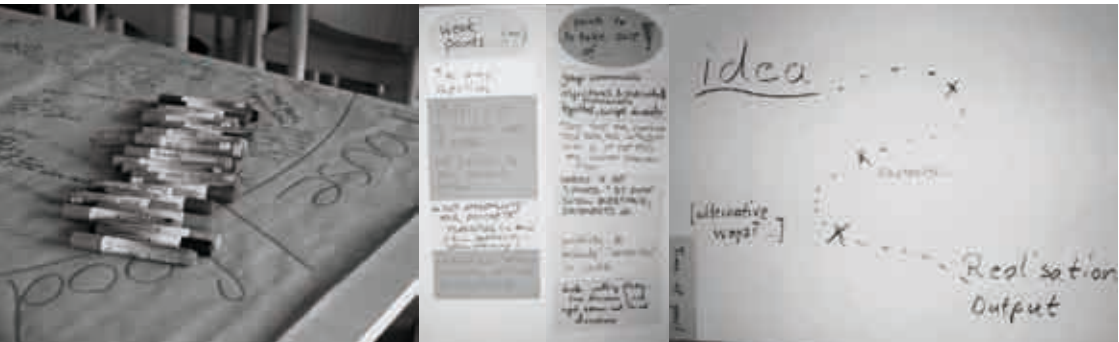
Below you find a list of activities, meant as a source of ideas on how your global education activity could look like.

An activity can be big or small, you can do it alone or in a group, you can join an existing structure or create something new. You can be as creative as you want!

### For example...

- publish your diary, weblog, report etc.
- write articles and have them published in a newspaper, magazine or other media
- produce a radio/TV feature
- organise an exhibition, a film screening, a multi-media presentation etc.
- organise workshops and other activities at schools/universities
- organise a panel discussion, seminar, workshop, colloquium etc.
- guide an alternative "global education" city tour
- create global education materials: web-site, CD-R, film, teaching aid, role play, drama, brochure etc. and make them available for public use
- get active in (political) street theatre, role play, invisible theatre, artistic performances etc.
- organise a campaign, festival or other public event
- come up with a brand new idea!

The next chapter explains what you need to keep in mind in order for these activities to become global education activities.





## Quality Criteria for Global Education Activities

Global education is about learning processes which allow the involved people to grow and develop personally as they understand more about the world and their own role in it, and are encouraged and empowered to take on responsibility. In order to achieve these objectives, any global education activity must be carefully planned, prepared and evaluated. Not every action that addresses global issues is good practice of global education. Here are some criteria to help assess whether an activity has the potential to be global education of high quality.

The learning process of global education takes you from **awareness**, through **critical thinking** to **understanding** and **informed action**. Not every global education activity has to take you through the whole process, but it should cover at least a part of it. For example, if you target a group that is already aware of global interdependency, you can set as your objective to deepen their understanding of complex underlying issues and empower them to take informed action. If you target a group that is totally unaware of global interdependency, raising their awareness can be a good goal to start with.

### A global education activity should:

#### 1. Values

- promote global social justice, solidarity and human rights
- promote respect, tolerance, equality, appreciation of diversity and inclusion
- avoid nurturing stereotypes

#### 2. Understanding

- raise awareness of global interdependence
- help people understand their own role within the interdependent structures of a globalised world
- encourage critical thinking
- offer more sources of information

#### 3. Attitudes & behaviour

- motivate to act
- empower to act
- encourage further critical engagement with the topic

#### 4. Effectivity, efficiency, sustainability

- be carefully planned
- be regularly monitored, evaluated and improved
- properly manage time, resources and space
- aim at long-term impact and continuity

GLEN holds to the values and understanding of the *Code of Conduct on Images and Messages* (CONCORD, 2006) and encourages all global educators to follow its guidelines while carrying out global education activities.

You can learn more about the Code of Conduct on Images and Messages at the website of DEEEP (Development Education Exchange in Europe Project): <http://www.deeep.org/codeofconduct.html>.

## Planning a Global Education Activity

Careful planning, monitoring and evaluation are keys to success of any project, including global education projects, independent of their scope. After all, you do not carry out a global education project for the sake of the activities themselves. You want to have an impact on the society and contribute to bringing about a more sustainable and just world! In order to achieve this, try to get a clear picture of how the project you intend to do is supposed to lead to such an impact.

### The impact chain

#### Inputs:

material and nonmaterial resources (e.g. working hours, materials, office rent)



#### Activities:

intervention with certain target groups following certain methods (e.g. creation of a website, preparing & conducting a series of workshops on ethical consumption)



#### Output:

services, trainings, products provided/produced (e.g. a website with 20.000 hits, 20 trained workshop participants, etc.)



#### Outcome:

change in the immediate intervention context, contributing to the mission or specific objectives (e.g. the workshop participants change their consumption behaviour, get engaged in a campaign)



#### Impact:

change in the wider society, contributing to the overall objective or vision (e.g. the consumption patterns in the society change; less CO<sub>2</sub> emissions, reduction of poverty among coffee producers)

## The sequence of planning

In order to plan your global education project coherently, it is recommended that you follow a logical sequence, starting with the goals you want to achieve and then reflecting step by step what contribution you can make to the change you wish to see, what kind of intervention makes sense, what activities you want to carry out – and how you will measure your success.

### 1. Define your vision

- What is the overall objective of your project?
- Here you define the impact your project is supposed to have on society at large.
- Example: “a European society without racial discrimination, etc.”
- Identify indicators that will allow you to assess whether there was an impact, whether the change in the society occurred.
- Note: Your project alone will never be able to bring about the “big vision” you are working for. You are not expected to claim or prove that it was you who brought about changes at the society level. But you need to know what is the final goal you are working for!

### 2. Analyse the context

- What factors influence the problem?
- Who are the relevant actors and what interests do they have?
- What are the connections and relations between these factors and actors?
- What is your position in this setting?

### 3. Define the “mission” of your project

- What is the specific objective or purpose of your project?
- Here you define the outcome you are aiming at: the change you want to see in your direct project context.
- Example: “to reduce racist stereotypes and to increase the awareness and appreciation of cultural diversity among high school students in area X”
- Identify clear indicators that will allow you to assess if your project effectively contributed to changes in its immediate context.
- Note: If your project reaches its “mission”, your vision will not automatically be reached yet. Many other projects with different contributions will be necessary to achieve the overall objective.



#### 4. Define the output your project is supposed to have

- What tangible results will there be in the end of the project: materials produced and distributed, events of a certain duration and intensity conducted with a certain number of participants from a certain target group, etc.
- Example: "200 high school students in area X have gained knowledge & understanding through participating in intercultural education workshops with trainers of immigrant background. A toolkit for intercultural education is produced and distributed to all high schools in area X. The Ministry of Education was presented with a proposal on how to integrate intercultural education systematically in school curricula."
- Identify clear indicators to assess the outcomes of your activities.

#### 5. Design the concrete activities

- Which target groups do you choose in order to achieve the outputs and outcomes you are aiming at?
- What kind of activity and what methods are appropriate with respect to the outputs and outcomes you want to see?

#### 6. Identify the inputs you need in order to produce the outputs

- What material resources do you need: facilities, money, materials?
- What immaterial resources do you need: human resources, information, expertise?

*As an annex to this guide you will find a practical handout "Action Planning Step by Step" which should help you to put your ideas into practice when you work on a global education project.*



## Evaluation of a Global Education Activity

Evaluation is an essential part of the project cycle, which should be included in the planning of the activity from the beginning in order to secure effectiveness, quality and sustainability.

### Why evaluate?

- As a feedback for you and your team
- To do it better next time!
- To share your experience with future generations of global education multipliers
- To account for your action to your sponsor/donor

There are five main evaluation criteria, according to the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) that can also be applied to global education activities:

#### ■ Relevance

*Relevance means assessing whether the action is actually responding to the problems that it is meant to address. Are you sure that your goals are clear and they respond to real needs and issues?*

#### ■ Efficiency

*Efficiency measures if the outputs, both qualitative and quantitative, relate reasonably to the inputs. Could you do the same action with fewer resources?*

#### ■ Effectiveness

*Effectiveness measures the extent to which the activity achieves its purpose, or whether this can be expected to happen on the basis of the outputs. In other words: have you achieved your goals?*

#### ■ Impact

*Impact looks at the wider effects of the project — social, economic, technical, environmental — on individuals (also by gender and age groups), communities, and institutions. Impacts can be immediate and long-term, intended and unintended, positive and negative.*

#### ■ Sustainability

*Sustainability is concerned with measuring whether an activity or an impact is likely to continue after the activity has ended. Projects should be environmentally and financially sustainable. In the case of global education projects, sustainability also means thinking in terms of multiplication effects: Does the project inspire other people to get active for its goals?*

## How to carry out an evaluation

- Settle the goal of your evaluation

*Why do you want to do this evaluation? Who will read it? Do you need it for your donor or do you only want to share it with your colleagues?*

- Formulate evaluation questions

*What exactly do you want to know?*

- Choose indicators

*How will you know that your goals have been reached? The number of participants of your workshop? A rise in sales of fair trade products at your University? Indicators should be chosen in the planning stage of the project!*

- Think about methodology

*How will you practically measure your indicators? An online survey, a questionnaire, interviews, reports? Will you conduct an internal evaluation only or invite an outside person to assess your project's performance?*

- Prepare your evaluation tools

*You have chosen a questionnaire? Make it now!*

- Choose your research group

*Can you gather data from all of the participants of your activity? If not, whom will you choose as a representative group? Are there third groups of stakeholders (besides your team and the target group) that can give feedback on your project?*

- Think about resources

*What do you need for the evaluation? Paper, pens...? How many people for how much time do you want to involve?*

- Gather the data!

*Now it's the time to go and get the data! Do not forget to gather the necessary data for evaluation throughout the life cycle of your project: prior to starting, during the project, and after you have completed your activities.*

- Analyse it!

*Read your data thoroughly: what do they tell you about the action? What worked well? What was problematic?*

- Publish it!

*Put your results and conclusions in a document that you can share with others. Let's learn from each other!*

## Remember

- When evaluating the results of your project, evaluate at least the output and outcome level (see the "Planning a Global Education Activity" chapter above). Ensure to carefully evaluate these. The impact of your project on society at large is usually very difficult to assess, let alone prove. However, do at least ask yourself, if the assumptions you are making with regard to the connections between outputs, outcomes and desired impact remain valid.
- Plan your evaluation as a part of your activity. Evaluation need not be a separate enterprise entirely. For instance, if you are conducting a workshop, you can prepare a questionnaire beforehand and hand it out to the participants at the workshop.
- Make sure that you foresee enough time and resources to carry out a proper evaluation. It matters!
- When you evaluate a global education activity, don't look only at results, but think also about the processes: How did the team work? What resources did you use? All of this matters for efficiency and sustainability and can provide good lessons for others.
- Share it with others! Send your evaluation to the people involved in the activities, to colleagues, put it online, etc.

You can find an example of evaluation questions in the annex „*Global Education Activity Evaluation Sheet*“.

## LESSONS LEARNT

Since the beginning of GLEN in 2003, the network's global education multipliers made manifold experiences with good and with bad practices in global education, and drew their conclusions. Here is a selection of them, which may help you to avoid unnecessary risks and traps and which may provide practical tips and hints.

### Careful planning

- Don't do an activity just for the sake of doing it. Think about your goals first!
- Do not set methods before objectives. First decide on objectives and target groups, then decide on an appropriate method and activity to reach them.
- Clearly state your vision or overall objective. Make sure that all people who have to contribute to your project share it.
- Be clear with your objectives. Make them specific, measurable, attainable, realistic and time-bound ("s.m.a.r.t.")!
- Do not set too many objectives for one project.
- Think about the trade-off between a wide target group and the depth and content of your global education impact.
- Rather do a small thing well than a big thing superficially.
- When planning, leave some space for spirit, fun and spontaneity!

### Team work

- Define roles, rights and responsibilities clearly before you start the action.
- Make good use of the diversity of skills in your team.
- Have a main co-ordinator for your global education project.
- Make sure responsibilities are clearly defined throughout the project.
- Know yourself – be realistic about your skills and (time!) capacities. Consider improving your skills and taking on board external people.
- Make sure that everyone in your team can develop ownership of your project.
- Do not overload your team with work.





## Didactic guidance

- Don't teach! Global education should never be propaganda. You need to think, and let people think for themselves.
- Remember that we learn most by experiencing something at different levels: A global education activity will therefore be most successful when it connects value, knowledge and action related aspects of an issue.
- Consider that education is a process where everybody learns. Your target group might help you see some issues in a different light.
- Use participatory, empowering methods.
- Use methods that suit your content of showing global interdependency.
- Make sure you are consistent with your own values – for instance respect: Do not be aggressive or offending in your interaction with the general public. This might ultimately work against your goals.

## Partnerships

- In order to make your global education project more professional, get advice from pedagogues and other experts.
- Use capacities of your network (e.g. GLEN) fully.
- Think about long term partners to ensure sustainability.
- See yourself as a multiplier, and consider participants of your activities as potential partners.

## Respect for, and agency of your partners in the South

- Make sure that you are being culturally sensitive and you are not reinforcing stereotypes while carrying out your project activities!
- Let the concerned people speak for themselves.
- When you talk about lives of people in the Global South, use their own words whenever possible and offer as much context as you can.



## CASE STUDIES OF GLOBAL EDUCATION ACTIVITIES

The following case studies show some previous global education activities carried out within GLEN and reflect on experiences and important lessons learnt.

### Selection of Projects:

1. **DRINK GREEN** – promoting a more sustainable teatime for students (Latvia)
2. **„STREET OF LIFE, STREET OF THE WORLD“**– a touring documentary photo exhibition (Czech Republic)
3. **MASUKU** – an educational game (Germany)

Yemen: “school in the morning, work in the afternoon” - a banner from the Czech touring photo exhibition



## ORGANISED BY

“GLEN Latvija”, one of the eleven GLEN partners. GLEN Latvia is a politically independent non-profit organisation which is active in the field of development co-operation and education. The main purpose of GLEN Latvia’s activity is to raise awareness about global development issues in Latvia.

## CONTACTS

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## “DRINK GREEN” TEAM

Agnese Brīnuma: agnese.brinuma@inbox.lv, Anastasija Matrosova: a.matrosova@gmail.com, Danute Dūra : danute@glen.lv, Rūta Kronberga: ruta.kronberga@gmail.com

## DATES AND PLACE

04.11.2008 (opening event) – the end of December

Where: Riga, Department of History and Philosophy of the University of Latvia

## BASIC IDEA

**Aim of the project:** “to create a space within the building, where students will have a chance to brew their drinks and to keep their normal cups in order to reduce the usage of plastics and the amount of everyday waste.”

**Target group:** Students and staff of Department of History and Philosophy of the University of Latvia

## Content

We opened a tea room in the Department of History and Philosophy, where the students would be able to make their own tea in the breaks. At the opening of this tea room, we presented the idea of „Drink Green!” and an exhibition of photos from Sri Lanka, highlighting the situation of tea pluckers. At this vernissage, we provided information about tea production and the situation of workers in the tea value chain around the world. We provided information about the availability of fair trade products in Latvia and let participants taste various fair trade teas, as well as organic herbal teas picked in the meadows of Latvia.

## Methods

■ Prior to the opening event: The event and exhibition was advertised in the university. We separated our advertising campaign into two levels: Three weeks before the opening event we put posters in the Department of History and Philosophy of the University of Latvia. These posters didn’t provide information about the opening event, rather, the main aim was to catch the students’ attention with short, didactic or funny sentences or pictures about our daily habit of drinking coffee from a coffee vending machine and using plastic cups.

One week before the opening event we started to advertise it through posters that were connected with the previous posters, so that students would understand the link between the two types of posters.

- At the Event, we provided basic information on the idea of fair trade through a short lecture and explained the significance of fair trade for producers (which was new for many students) and showed parallels and differences to local herbal tea production.

- We illustrated our presentation about fair trade using pictures from Sri Lanka.

- We created a warm and welcoming atmosphere in the tea room (decorations, warm tea, snacks etc), so that students would feel comfortable.

- At the opening event, and throughout the time we showed the exhibition, we facilitated discussions with students about fair trade and various development issues.

## Results

- We conducted a successful opening event: The participants of the event gave very positive feedback. To some extent this was a surprise for the organisers, because for most of the participants it was the first time they learnt about the fair trade.

- We created awareness for global interdependence: For instance one student admitted never to have seen a direct link between her and workers in Sri Lanka.

- The exhibition in the tea room was visited regularly. The fact that the tea room is a space where students spend their free time between lectures and seminars gives rise to the assumption that the message is heard by a substantial number of students.

## IMAGES



A large variety of Fair Trade teas was shown to the public.  
(Photograph: Anastasija Matrosova)



A student DRINKS GREEN!  
(Photograph: Anastasija Matrosova)

## USEFULL INFORMATION FOR OTHER GLOBAL EDUCATION ACTIVISTS

### 1. Team

The project team consisted of four people from GLEN Latvia. As the opening event was supposed to take place in the beginning of November, the intensive planning work was done throughout October. A number of meetings were held, otherwise communication was through e-mails. The tasks were distributed in the following manner: One person was responsible for communication – i.e. to ensure information flow, promotion, and to supervise the process of the project; the second person agreed with university staff about the tea room; and, each person had the task to prepare on a certain topic related to tea and fair trade.

Motivating aspect - two members of our team were students of the Department of History and Philosophy, and they also faced the problem that there was no possibility to get warm, healthy drinks in "normal" (non plastic) cups. These two students were an important source of motivation for the whole team.

### 2. Finances

The expenses of the project were covered by the ASA-Programm/InWEnt and the student council of the Department of History and Philosophy of the University of Latvia. The 500 Euro were spent for:

- promotion of the project (preparation and printing of posters)
- furnishing of the tea room (water boiler & shelf for cups)
- installation of the exhibition (printing of the pictures, frames and fixings on the wall)
- snacks for the opening event

### 3. Media

There was no media coverage about Drink Green.

### 4. Useful contacts

We received support from the student council of the Department of History and Philosophy of the University of Latvia, they helped to communicate with the university staff. We received herbal teas from the organic farm "Ozoliņi", through Brigita Lūkina. E-mail: [laukuteja@inbox.lv](mailto:laukuteja@inbox.lv); phone: +371 29174664

### 5. Material to use

We have produced video material from the opening event ([www.glen.lv](http://www.glen.lv)) and a photo exhibition about Sri Lanka.

## WHERE TO FIND MORE INFO?

Website: [www.glen.lv](http://www.glen.lv) (information in Latvian)

## „STREET OF LIFE, STREET OF THE WORLD“

### ORGANISED BY

INEX-SDA, Simona Šafaříková – simsonka@email.cz, Lukáš Policar – lukas.policar@seznam.cz, Eva Vernerová – eva.vernerova@seznam.cz, Lucie Bilderová, Alena Šámalová, Magdaléna Herová, Christina Plank, Jana Jenišťová, GLEN participants 2006, 2007, GLEN co-ordinators and INEX volunteers

### DATES

Started in May 2007 and continues until now.

### PLACE

Organised continuously in various Czech towns:

Olomouc – Palacký University, science library, development summer school

Praha – European house, UN house, „Jahoda“ youth social centre

Brno – Masaryk University

Čelákovice – music festival „Jinej přístup“

Lysá nad Labem – local cinema café

Jihlava – International Documentary Film Festival

Brtnice – local exhibition hall

Šumperk – local youth house

Liberec – local library

### BASIC IDEA

The main purpose of the exhibition is to raise awareness about various global issues through a touring exhibition of photos and GLEN participants' stories from India, Mongolia, Vietnam, Yemen, Ethiopia, Kenya, Mozambique and Zambia.

We aim to make the visitors think about the lives of people living in these countries, reflect upon their stories and the global issues they touch upon. Each personal story refers to one topic such as poverty in slums (Kenya), illiteracy (Yemen), migration and rural development (Zambia), education and development (Mongolia) etc. To learn about the countries, visitors can find some interesting geographical, socio-demographical facts on the posters.

The exhibitions are introduced at openings accompanied by film screenings, debates, seminars in high schools and universities, local food tasting or concerts. In some cases they have even been connected to other cultural events (e.g. International Documentary Film Festival in Jihlava). The principal target groups are youth, students and the general public. The former GLEN participants play a major role in these activities. They are not only co-authors of the exhibition, but they also take responsibility for the co-ordination of the exhibition in their locality and they actively take part in film screenings, debates and discussions with students. As "global education multipliers" they share their experience from the internships in the "Global South" while talking about the countries, global issues and development.

Another dimension of the exhibition is that it has often provided an occasion to co-operate and network with local NGOs, helping them to present their activities and network. On various events we co-operated for example with fair trade associations (offering fair trade products during the openings), other global and development education NGOs (People in Need, Adra, Arpok, Association for Fair Trade and Development Education) and international anti-poverty campaigns (Global Call Against Poverty).

The exhibition started as an idea of GLEN participants from 2006 with originally five countries. In the following years the exhibition was expanded with three new countries and the whole project remains open to others who will follow in the next years.

## IMAGES

One of the exhibition's eight main posters presenting basic demographic and geographical information on the country, a story concerning a global issue linked to the GLEN participant's personal experience and a few cultural particularities.

(Author: Simona Šafaříková)



Local food tasting during the opening of the exhibition in Lysa nad Labem.

(Author: Lukáš Polícar)



An important part of the exhibitions are often various photo screenings, seminars and debates in high schools.

(Photo taken by Anna Krásenská, English teacher in grammar school of Jihlava.)



## USEFULL INFORMATION FOR OTHER GLOBAL EDUCATION ACTIVISTS

### 1. Team

The story of the team started very soon after the "Review, Engagement and Networking" seminar concluding the cycle 2006, when all the Czech "Glennies" met to spend a weekend together. The idea of the exhibition was born there and we also planned further details on finances, promotion and management. Simona Šafaříková offered the co-operation and institutional background of her NGO ARPOK. The other partner was INEX-SDA (the official GLEN partner). This proved to be a good idea, because thanks to the partner NGOs we had an easier job fundraising and promoting the exhibition (see below). The original idea was to make an exhibition that could travel around the country and that be shown wherever we wanted. The motivation to go on until now probably persists thanks to the regular meetings we organise every year, where all the Czech Glennies meet, spend a weekend together and create new ideas. It also helps us to inspire each other and to go on networking. We recommend this strategy to everyone!

### 2. Finances

Organising the exhibition with the support of INEX and ARPOK proved to be an important decision. They helped us a lot by providing some basic advice on how to fundraise as well as expert support when applying for grants (to municipalities, regions, ministerial funds, European funds like Youth in Action or the European Social Fund). We also mobilised all our social networks, friends, friends of friends, parents, universities, youth centres, etc. to get the best prices for the services we needed. Thanks to this approach, we saved money for graphic design (exhibition itself, promotion), transport (cars of friends/parents), organising (friends, volunteers), programme (music bands we know, cooking on our own), etc. We find it important to mobilise as much social capital as possible in the locality of the exhibition. The final costs differed a lot according to the places, but generally we were able to set up and run every exhibition for very low prices (e.g. 200-300 Euro per exhibition, including guest speakers).

### 3. Media

The media coverage depended very much on the locality (different for example in Praha than in small towns in the highlands). First of all, we used the experience and "channels" of the partner NGOs (sending around emails, personal invitations). Second, we wrote press releases and sent them to local newspapers, online newspapers, youth clubs, schools and other institutions (twice: one invitation a week before and another one or two days before the event, as a reminder). Third, we printed flyers and posters and put them in places where people gather (libraries, swimming pools, offices, schools, youth clubs, railway stations). The last option was to use official promotion channels through paid distribution



services (poster distribution to official promotion places). The latter proved not to be very effective (too peripheral a topic to attract attention) and especially very expensive. As global issues are rather wide and complex, and still only catch the attention of a minority of the general public in the Czech Republic, we stress the importance of focusing on a clearly defined targeted group within the wider public. This does not mean that others are not a target group. We just feel that it is more effective to bring a couple of flyers and a poster to a school, youth centre or home for the elderly, rather than paying for advertising in official public spaces. It proved to be useful to bring flyers also to fair trade shops. Another very important job of the co-ordinator is to collect articles and media coverage of the event after it takes place (often required for the final reports and funding).

#### 4. Useful contacts

Simona Šafaříková – [simsonka@email.cz](mailto:simsonka@email.cz) + 420 776 120 278, [www.arpok.cz](http://www.arpok.cz)  
Lukáš Polícar – [lukas.policar@seznam.cz](mailto:lukas.policar@seznam.cz) + 420 604 137 818, [www.inexsda.cz](http://www.inexsda.cz)  
Layout of the exhibition posters – Studio Tomato – <http://www.tomato.cz/>, tel. p.Kříž – 777 872 728

For other contacts please ask Simona or Lukáš, they will kindly provide you with all required contacts of galleries, cafés, printing offices in the respective areas. We will also happily answer your questions about difficulties we faced and are ready to help you avoid the mistakes we have made. If you like the exhibition and you think it might be interesting for you to show it in your community, town or country, feel free to contact us as well.

#### 5. Material to use

We didn't produce any material beyond the promotion material for the exhibitions that you can find on the websites above. Examples of exhibition flyers can be sent to you on request. It proved to be good practice to print posters in such a way, that dates and places could be added later, according to our needs. Contact Lukáš Polícar or Simona Šafaříková if you have any questions.

#### WHERE TO FIND MORE INFO?

Contact Lukáš or Simona.

Poster of Jihlava exhibiton



## ORGANISED BY

Christian Nitschke and Hana Kubíková, both participants of GLEN 2007

## DATES AND PLACE

Since 2009 in Germany and the Czech Republic

## BASIC IDEA

**Aim of the project:** to design and produce a table game in German, English and Czech, to produce it in a small number and to combine it with some additional material for pedagogic use.

## Content

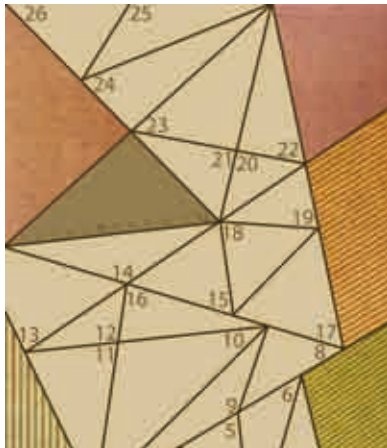
The game is intended to provide information about life in rural Zambia, especially in high schools such as Masuku High School. It should also stimulate the players' deeper interest with regard to very common struggles in the everyday life of children in rural Zambia. It raises some important questions regarding the complexity behind their choices and shows how their lives could be connected to the players' lives in Europe.

How will it feel to play? Am I student or teacher? For what do I want to use my resources? Do I want to collect happiness, money or knowledge? For happiness I can get more friends or a happy relationship later, but for money I can get a farm, a house and even the only available car. On the other hand, knowledge allows me to finish school and even study at university and if I learnt a foreign language in time, I can even study abroad and hope for a job in Europe. Of course there is not a well-paid job for every player, so it might be good to hurry. But what is this? A water leakage occurs and costs me some of my happiness. Maybe I need to focus on other things than knowledge as well? And now this: Shall I skip some of my lessons at school in order to do some business in town? It will increase my money but students will lose knowledge, even the one who is in my team. Then I might not have enough left to learn the language this round. And now there is even inflation and the car is too expensive for me. So let us see, if the others do better this round.

## Methods

- Offering a board game with strategic options, which is interesting even for repeated use, providing information about concrete living conditions in Masuku, a village in rural Zambia.
- Integrating role-play elements, with players having individually different preferences in arranging their own life while facing scarcity. It highlights the need for co-operation when trying to facilitate discussions and makes players take different points of view regarding a broad variety of topics.

## IMAGES



Board of the game



Some of the cards

## USEFULL INFORMATION FOR OTHER GLOBAL EDUCATION ACTIVISTS

### 1. Team

Christian was the driving force of the project. Hana was his project partner in the GLEN-program. They arranged a few meetings to work together and used email to communicate. Further support came from flatmates and participants at GLEN seminars. The motivation grew with the progress of the project.

### 2. Finances

INEX provided 500 Euro for the production of the game. Further funds were identified but not yet required. These were: another Czech NGO, the students' board of the technical university of Berlin and possibly the ASA Programme.

### 3. Media

None until now.

### 4. Useful contacts

Design by glass\_onion@web.de

### 5. Material to use

The game itself can be used by other activists, as soon as it is finished.

## WHERE TO FIND MORE INFO?

christiannitschke@gmail.com

### Multipliers Training Cycle

Every year GLEN offers a training programme in global education to more than 100 young Europeans: GLEN's Multipliers Training Cycle. As a participant of this programme, you are first provided with training in knowledge and skills, methods and tools for global education as well as space for you to experiment. During the Multipliers Training Cycle you also gain experience in the reality of a country in the Global South: a three months internship in Africa or Asia is a key part of the cycle. After the Internship you will share and deepen your experience by practicing global education in Europe. You are still supported by your tutor and national GLEN co-ordinator. At a final seminar at the end of the cycle, you evaluate the whole programme, your activities and your learning results together with other participants. You exchange and learn from one another and think of your next steps for using the skills and experience you gained in new exciting global education projects and actions – as a GLEN global education multiplier!

### Deepening your global education skills with GLEN

If you are a former participant of the GLEN Multipliers Training Cycle or if you are engaged in global education in other contexts outside of GLEN, you can participate in various trainings on global education methods organised by GLEN every year. These trainings give you further specific skills and ideas for your work as a global education multiplier.

You can also take part in GLEN and improve your skills through “learning by experiencing”:

- become a tutor or lead facilitator in the next GLEN Multipliers Training Cycle
- get engaged in promotion – e.g. as a graphic designer of GLEN materials or web-site editor
- become a GLEN fundraiser at the national level
- get engaged in one of the topical groups within GLEN (Code of Conduct, Web Editors etc.)
- assist the GLEN co-ordination at the national level – e.g. during participant recruitment

Visit the GLEN website for more information – [www.glen-europe.org](http://www.glen-europe.org)

- A. Action Planning Step by Step
- B. Global Education Activity Checklist
- C. Global Education Activity Evaluation Sheet
- D. Useful Web Resources



## A. ACTION PLANNING STEP BY STEP

The following step-by-step guide helps you to think about relevant stages for successful project/action planning, and how to monitor the project progress. It assists you in structuring your ideas and visions, helps you to keep track of your aims and ambitions, prevents you from unnecessary risks and traps and opens your eyes for new challenges and opportunities. It very often acts as a “reality check” for your project and is important for monitoring and evaluation.

### 1. CREATE YOUR VISION

Become creative. In order to develop your vision you can use visual methods, such as mind maps, pictures and the like. Describe your vision in the most colourful way, using many adjectives.

Make sure that everybody who should contribute to your project shares the vision!

### 2. DETERMINE BASICS

#### **Expected impact**

What exactly is the change you aim at?

#### **Objective**

Make sure you formulate your objectives in a smart way! “Smart” stands for:

- s - specific
- m - measurable
- a - attainable
- r - realistic
- t - time-bound

#### **Topic**

Are you dealing with a specific global education topic? Think how concrete or abstract you want to formulate it.

#### **Message**

Does your project intend to spread a specific message? If it does, formulate it very clearly. This should help you to think about what you really want.

#### **Target group(s)**

Whom do you need to reach in order to achieve your objectives?

#### **Relevance, current events**

Is there a connection to any relevant current event or public discussion in the project town, region, country, globally...?

## Methodology

Which methods are appropriate with respect to

- (a) your objectives and
- (b) your target groups?

The choice of methodology is often crucial for the success of a project. It is important to think twice whether a chosen methodology is really helpful for achieving the results/outcomes which are aimed for. It is often helpful to ask other people, e.g. external advisors, for feedback about the envisaged methodology. Presenting the project and explaining to others how the chosen methods are supposed to facilitate reaching the expected results often helps to find out whether the chosen approach is coherent or not.

## Sustainability

Are there ways to ensure a sustainable change? What can you do to ensure it?

## 3. CLARIFY NEEDS OF YOUR PROJECT

### General framework

Who is your team? Who are your partners? Where will your global education activities take place? When?

### Relevant skills & competencies

What do you need to be successful?

### Time frame and time resources

How much time are you able to invest? For which period? Set a timetable! Fix milestones!

Usually a milestone is used as a project checkpoint to assess how the project is progressing. Often you set milestones after a crucial task within a project. Sometimes, reaching a milestone requires taking decisions.

### Finances, money

How much money will you need? What are your expenses, e.g. salaries, material, travel costs?

Which financial sources do you think you will have? Which ones can you acquire?

Where can you get technical, logistical or material support from?



## Project setting

In the following 4 steps, do a SWOT (Strengths, Weaknesses, Opportunities, Threats/Challenges) analysis of your project setting:

■ **Strengths** (internal factors helpful to achieving your objective)

*What are advantages of you/the team? What are your special skills? What will work great in your future co-operation?*

■ **Weaknesses** (internal factors harmful to achieving your objective)

*What are your or your team's weaknesses or disadvantages? Which relevant parts of the project are you not at all able to fulfil? How can you overcome them? What could you improve? What should you avoid?*

■ **Opportunities** (external factors helpful to achieving your objective)

*What are good opportunities you can make use of during preparation and implementation of your project and activities?*

■ **Threats/Challenges** (external factors harmful to achieving your objective)

*What possible threats, risks or traps are there? Where do you have to be careful? What would be a disaster? How can you prevent this?*

## Partnership, co-operation

What kind of assistance of external partners would be helpful for your action?

Who is active in similar fields? Where are synergies with the activities of others?

Which co-operation makes sense?

Who has got the expertise or material resources you need?

## Evaluation

Think about indicators for measuring output and outcome of your project already in the planning stage!

Identify applicable evaluation methods and sources of data from the beginning!

Start collecting the necessary data for later evaluation throughout the whole process!

## 4. CO-ORDINATE THE WORK PROCESS

### Teambuilding

How will you set up your team?

Whom do you need for a successful team? What are the roles you need in your project organisation?

Be sensitive to the ever ongoing team building process and facilitate it actively!



## **Define roles of the team members**

Clearly define the roles for tasks such as overall co-ordination, finances, moderation, time keeping...

Create a responsibility matrix of all team members with tasks and deadlines: Who does what, by when, how, and with whom? Every named task should be assigned one responsible person, to make sure it will get done.

The co-ordinator is responsible for monitoring the fulfilment of tasks!

## **Communication flow**

Which ways of communication will you need? Do you need to organise phone or online conferences?

Consider using web-based platforms, such as glen-web. [www.glen-web.org](http://www.glen-web.org)

## **Media work**

Does your project intend to make use of the media? How will you approach which media, and when? You could use:

- press releases, e.g. newspaper, TV, radio
- announcements, e.g. posters, flyers, announcement in local newspaper
- grass root media, e.g. blogs, newsletters

## **Documentation**

Start thinking now about how you are going to document the project in its different stages. A detailed documentation is valuable to share your project experience with others. You might also need it for evaluation purposes and for reporting to donors.

## **5. FOLLOW UP**

### **Evaluation**

How are you planning the evaluation of your project? The evaluation sheet that is attached to this guide might help you.

### **Follow-up activities**

Will the outcomes of your project lead to further activities which require and deserve your support?

Does it make sense to go on with the project activities?

How can you use the experience you made?

Who can make use of it?

In which way can you share it?

How can you make your project sustainable?

## B. GLOBAL EDUCATION ACTIVITY CHECKLIST

Are you planning a global education activity? To ensure that it is of good quality, please take a look at this checklist. It will help you reflect critically on your plan and think about what might be missing or unnecessary and how to make your global education activity as good as possible.

<b>Values</b>	
<input type="checkbox"/>	Promote human rights, global social justice <i>What are the values behind your activity? Why are you doing it? What message do you want to convey?</i>
<input type="checkbox"/>	Promote tolerance, solidarity, equality, justice, inclusion, co-operation, non-violence and appreciation of diversity <i>Think about the image of the world that you present. Is there place in it for all these values?</i>
<input type="checkbox"/>	Avoid nurturing stereotypes <i>Make sure that what you present, especially when it comes to the image of people and countries from outside of Europe, does not nurture harmful and offensive stereotypes.</i>
<b>Understanding</b>	
<input type="checkbox"/>	Raise awareness of global interdependency <i>In your GE activity, aim to show the interdependency of our world, how we all depend on one another.</i>
<input type="checkbox"/>	Help understand your own role <i>When treating the topic of global interdependency, put it in a more human dimension and help your participants understand their role in it.</i>
<input type="checkbox"/>	Offer more sources of information <i>Always present more sources of information for those who want to know more about the topic. Refer to books, magazines, internet resources, films, etc.</i>
<input type="checkbox"/>	Encourage critical thinking <i>Make sure that you are not brain-washing your participants. Encourage them to think for themselves and reflect critically on what they are learning.</i>

<b>Attitudes &amp; behaviour</b>	
<input type="checkbox"/>	Motivate to act <i>Your activity should motivate people to informed action! Even if it is only encouraging someone to learn more about the topic – this is already a step forward!</i>
<input type="checkbox"/>	Empower to act <i>Offer people a chance to get active themselves. Support the development of skills, self-confidence and competencies of the people you work with. Help them figure out their own way for action</i>
<input type="checkbox"/>	Encourage further critical engagement with the topic <i>Keeping people involved in the topic is a way to make your impact last and spread.</i>
<b>Activity sustainability</b>	
<input type="checkbox"/>	Plan carefully <i>Start with analysing the context and setting clear and "smart" objectives, before defining your target group and methodological approach. In this way you will achieve the best output (successful activities), outcome (your specific objective or mission: effective change in your target group), and impact (effect on wider society, contributing to your vision or overall objective).</i>
<input type="checkbox"/>	Regularly monitor, evaluate and improve <i>A good action is one that lets you learn and improve at any time.</i>
<input type="checkbox"/>	Properly manage time, resources and space <i>Be realistic! Think about what you need for the action, how to get it and how to use it wisely.</i>
<input type="checkbox"/>	Aim at long-term impact and continuity <i>One-time shows are often spectacular, but people forget them quickly. Make sure that the impact of your activity will last and spread! For example by motivating others to get active.</i>
<b>Code of Conduct for Images and Messages</b>	
<input type="checkbox"/>	Be sensitive about the images and messages you convey. If you use the portrait of a person, you should have his or her consent to do so <i>All materials (texts, photos, videos etc.) used in the activity comply with the Code of Conduct for Images and Messages (Concord, 2006)</i>

## C. GLOBAL EDUCATION ACTIVITY EVALUATION SHEET

### RELEVANCE

- What was the issue addressed by your action?
- What were the goals of your action?
- Do you think that achieving your goals can contribute to improving the addressed situation?

### EFFICIENCY

- How many people were involved and for how long?
- How did the team work together? Did the division of tasks and responsibilities work well?
- What were the problems in your team, if there were any?
- What resources did you use? (people, money, etc.)
- Could you have carried out this action with less resources or people? (Or, could you have done more with the same amount of resources or people?)

### EFFECTIVENESS

- What were the outputs and outcomes of the activity?
- How did you measure your progress towards them?
- Have you achieved your goals?

### IMPACT

- What kind of impact did your activity have on the people who were not directly targeted by it?
- How did you measure it? What makes it plausible that there was a positive impact?
- Were there any negative impacts of your activity?

### SUSTAINABILITY

- How will the activity be continued?
- Is it necessary to repeat this activity?
- Would it be possible in terms of people and resources to repeat this activity?

### SUMMARY

Given your answers in the previous sections, please list

- three particularly strong points of your global education activity;
- three things you would improve or do differently if you were to start from the beginning;
- three things that you personally learnt during the process.

This is a selection from the large and growing number of online resources on global education. Please note that we cannot take responsibility for the content of the web pages we list here.

### **Americans for Informed Democracy**

The website of Americans for Informed Democracy contains lots of interesting resources for global education activists. [www.aidemocracy.org](http://www.aidemocracy.org)

### **Centre for the Study of Social and Global Justice (CSSGJ)**

CSSGJ, based at Nottingham University in the UK, has developed a methodology called "Open Spaces for Dialogue and Enquiry" (OSDE). The OSDE methodology offers a set of procedures and ground rules to structure safe spaces for dialogue and enquiry about global issues and perspectives focusing on interdependence. [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)

### **DEEEP – Development Education Exchange in Europe Project**

DEEEP acts as the secretariat for the Development Education Forum (DEF) of the European NGO Confederation for Relief and Development (CONCORD). The DEEEP website contains a host of information for people interested in development education. This includes information on the "Code of Conduct on Images and Messages", used by GLEN and mentioned in this guide. DEEEP also conducts a summer school on global education, and facilitates an ongoing discussion about measuring impact in global education. [www.deeep.org](http://www.deeep.org)

### **Developmenteducation.ie**

This is a human rights education resource, maintained by a consortium of organisations based in Ireland. The site contains a broad range of materials exploring a variety of development issues and topics, materials and ideas for teachers and educators, using cartoons and photographs in education, plus a range of other materials including photo stories, Top 10s, annotated links, etc.

[www.developmenteducation.ie](http://www.developmenteducation.ie)

### **EDUCASOL**

The French platform for development education and international solidarity provides a large collection of tools and resources for global education work in French. [www.educasol.org](http://www.educasol.org)

### **Fairtrade Foundation**

The Fairtrade Foundation is the campaigning and certification organisation behind the fair trade mark. Its website provides resources on fair trade and related issues. [www.fairtrade.org.uk/schools/support\\_resources/default.aspx](http://www.fairtrade.org.uk/schools/support_resources/default.aspx)

### **Gapminder**

Gapminder is a non-profit venture promoting sustainable global development and achievement of the UN Millennium Development Goals. [www.gapminder.org](http://www.gapminder.org)

## **Global Dimension**

This website, managed by the UK Development Education Agency (DEA), is a guide to print and web resources supporting global, intercultural and environmental understanding for all age groups and subjects. [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## **Global Education Website by Australian Aid**

Contains teacher resources supporting the integration of a global perspective across the curriculum, including lesson plans, quizzes, case studies and country profiles. [www.globaleducation.edna.edu.au/globaled/go](http://www.globaleducation.edna.edu.au/globaled/go)

## **Majorityworld**

The UK campaigning organisation KijijiVision, World Photography and the Drik Picture Library of Bangladesh have been working together with a shared vision: to enable photographers in the developing world to gain a fair share of the world's photographic market. [www.majorityworld.org](http://www.majorityworld.org)

## **North-South Centre of the Council of Europe**

The North-South Centre has recently published Global Education Guidelines (2008), a resource for educators and global education practitioners, helping them to understand and implement global education. It contains concepts, methodologies and an annotated bibliography – pointing to both printed and online resources. [www.coe.int/t/dg4/nscentre/GEguideline\\_presentation\\_en.asp](http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp)

## **Oxfam Education**

Oxfam Education offers a huge range of ideas, resources and support for developing the global dimension in the classroom and the whole school. The resources support education for global citizenship – education that helps pupils understand their world and make a positive difference in it. [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

## **Story of Stuff**

The Story of Stuff is a 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. [www.storyofstuff.com](http://www.storyofstuff.com)

## **Worldmapper**

Worldmapper is a collection of world maps, where areas are shown inflated or deflated according to the distribution of variables such as income per capita, world trade, CO<sub>2</sub> emissions and more, showing global interdependency and inequalities. [www.worldmapper.org](http://www.worldmapper.org)

## **Youth Exchange**

The YXC website is a joint UNESCO and UNEP project, designed to help trainers and individuals to understand and communicate on sustainable lifestyles. It features “thematic rooms” that contain over 130 examples of organisations, innovative ideas, funny stories and motivated people active in making day to day life more sustainable. [www.youthxchange.net](http://www.youthxchange.net)

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Visit our website for a digital version of this guide and updated information on GLEN and its partners [www.glen-europe.org](http://www.glen-europe.org).



Education and Culture DG

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