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GLOBAL EDUCATION
MANUAL

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"YOU ARE PART OF THIS WORLD! BE PART OF ITS FUTURE!"

Global Education Manual
-To Develop Global Citizen Competencies-



2015

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INTRODUCTION - WHAT IS THIS MANUAL ALL ABOUT?

We live in a global interconnected world! A world in which what we do every day, our day to day decisions and behaviour, have an impact not only on ourselves but on other people as well, from other countries or continents. This far away effect goes as well towards the environment and any other living beings.

Global interdependencies, Pollution, Climate Change, Water and Eco Footprint, Sustainable Lifestyle, 3 R (Reduce, Reuse, Recycle), Consumerism, Workers' Rights, Child Labour, Unethical Companies, Fair Trade, Cultural Relativism, etc. are some of the issues that are very connected to our daily lives, whether we want it or not.

People need knowledge and abilities to understand, care, participate and interact critically with our global society as citizens empowered on a global level.

A global citizen is a person who has a global perspective and mind-set, understands the global implication of their actions, takes the responsibility attached to them and is constantly making changes in their lives in order to accommodate their impact on the world in a positive manner. We need a critical mass of global citizens in order to bring along positive changes in connection with the issues mentioned before (and not only) and yet we don't have it.

Global education is one of the approaches which have proved to be very efficient in contributing to a raise in the number of global citizens. It is the education which develops global citizenship competencies (knowledge, skills and attitudes). It makes use of participative methodology and experiential learning principles in order to impact its participants on all 3 dimensions. It happens in schools or outside of schools and any person of any age or background can take part.

This manual is based on the years of work in the global education field of A.R.T. Fusion Association and its partners, training global educators in various contexts in Romania, Europe and Africa-Europe cooperation projects. You can read more details about a specific global education project in a cross-continental setting (from which this manual emerged) in the next section to also understand the framework and scope of our work.

This publication is intended to represent a tool for global citizens and global educators in their work with various groups around the world. The ultimate goal is to contribute to building a critical mass of global citizens needed in the world. The reader can find inside insights about the context of global education, the need for global citizens, more details about what is a global citizen is, methodological

guidelines for a global educator and a detailed curriculum for developing basic global citizenship competencies.

The difference between this work and others in the field (which are many from various institutions), is that it brings a new approach to what we consider global citizenship competencies, a different structure that has been tested in various countries, continents as well, in cross-continental projects (which does not often happen in the field). It also includes a series of culturally sensitive recommendations on how to use certain activities or concepts presented in the publication.



In order to clarify what you can find or not in this manual, depending as well on how new or not you are to the field we made the following specifications:

- If you are a person that is totally new to the field of global education and global citizenship, we consider that the first chapters (till the curriculum part) are more relevant for you because they include details about background, concepts, reasons, motivation and examples of behaviours of global citizens. We hope it will motivate you at least to read and explore further and to work on yourself as a global citizen.

- If you are a beginner in the field, in the sense you know some things, you are concerned about some topics, already implementing some changes in your life and trying to work step by step with yourself as a global citizen (whether you call it that or not) - The first chapters will help you better structure and connect the things you already know and maybe give some additional insights and depth. If you are also interested in becoming a global educator the second part of the manual definitely will be of help

- If you are a beginner global educator, a responsible and active global citizen that has already started (or considering) to deliver some workshops on these topics to various groups but still is at the beginning, then the first part of the manual will give you structure and help you talk about these things more easily and the second part will

provide you with alternatives for your workshops and support you methodologically.

- If you are an experienced global educator and looking for a handy tool where to find in one place almost all that you need to train new global citizens (if you agree with our terminology and approach in the field) this manual represents that and will help you a lot.

- If you are super experienced and you are looking for something that will revolutionise all that you know, mind blowing and unique activities or for something to train advanced global citizens, or to train global educators this is not the tool for you but it can give you some fresh ideas or inspiration (but we do not promise that).

In the context of many publications and work being done in the field by other organizations and institutions we want to make a few important mentions for the reader to have in mind throughout their journey in the manual :

- ***The terminology used in the tool was developed by the global educators that have been involved in A.R.T. Fusion projects*** based on their work in order to make sense for them and their partners. There might be similarities with other definitions or terms used by other structures or not but we do not intend to enter in a global debate on what terms are more adequate to be used or not in the field. We provide in the specific sections our understanding and use of terms and we do not claim them to be the ultimate truth but it is our truth based on our results and work. At the same time we are aware that the terminology and definitions are not static and that at a later stage (after more work in the field) we can have different ways of defining so this manual should also be understood in the time frame in which it is being published;

- ***What we consider as basic global citizenship competencies*** have to be understood in connection with the previous point. We do not claim they are the ultimate truth in this area but the reasons for choosing certain topics ahead of others are explained in the appropriate section.

- We base our work on the results we obtained in cross cultural and cross continental projects, working and testing activities in extremely diverse contexts and realities. ***We have the ambition to believe and consider this manual as a tool relevant for everybody in the world*** because when we talk about global citizenship we do not believe something is relevant for some people in some parts of the world but not for others. Everybody in this world can and should be a global citizen and this manual supports the process of developing global citizenship competencies. At the same time we are aware that maybe some activities proposed in this manual might not work in every environment as we also haven't tested them in every context possible. Acknowledging that the publication working team is biased by their cultural background and experience, we tried to reduce the bias as much as possible.

The activities proposed include recommendations and specifications applicable depending on the various cultural contexts in which the activities will be implemented.

It is not a perfect complete tool, it was never intended to be, it has pitfalls and gaps but overall we hope this manual to be a help and support in your work to make this world a better place in whatever role you have in it. If this is not the tool for you but you think it can support others' efforts please feel free to share it around.

We are open to any suggestions, ideas, comments, criticism, and feedback, after you read and/or test some of our activities so feel free to approach us at any time using the contact details provided.

Enjoy the reading,

ANDREEA-LOREDANA TUDORACHE
A.R.T. FUSION ROMANIA





A.R.T. Fusion Association created this project in the context of the huge need in the world for a positive change. At the root of this initiative was a genuine and growing concern for how the world is at the moment and the uncertainty of its wellbeing and future. To bring along sustainable changes we need more global citizens and for this to happen competent global educators are needed, especially among young people and youth workers.

The ambition that existed at the base of this project was to include on equal term partners from different corners of the world. When we explore global connections, dependencies and responsibilities we need to be as global as possible for a meaningful and powerful discussion, and for a long term impact. In this specific project we included 3 partners from Europe and 3 from Africa.

The project was implemented between December 2013 and December 2014

The main goal of this project was to increase the capacity in youth work field to raise the level of global and social responsibility among young people from Europe and Africa.

The project achieved the following objectives:

- To empower youth workers to act as global educators in their own organizations and communities;
- To increase the knowledge level of young people in topics like: global interdependencies (from cultural, economic and political standpoints), social and global justice, climate change and other environment topics, consumerism and sustainable lifestyle, Millennium Development Goals and Post 2015 Agenda;
- To create pro-active attitudes among young people towards global issues;

- To stimulate participation and involvement of young people in social processes as global citizens;

The project's main beneficiaries (22 youth workers) took part in a long term training course focused on developing practical working competencies in the global education field. The training approach was designed as follows:

1) An initial training course for developing basic competencies of global citizenship and global education (for the future multipliers) (took place in Sierra Leone-May 2014);

2) A practice phase in each of the partner countries (Ghana, Estonia, Nigeria, Romania, Sierra Leone, UK) where the multipliers, new global educators, prepared and implemented global education workshops for more than 900 young people in their communities. The topics tackled were: global interdependencies, environment, climate change, responsible consumption, sustainable life style. Some of these workshops included activities which can be found in the curriculum section in the second part of the manual;

3) The practice phase was followed by a second training course (in Romania-September 2014), for evaluating the practice phase and for developing advanced competencies as global educators. The main aim of the training course was to complete the set of competencies of the beneficiaries to become independent global educators. The training course focused on sharing best practices, feedback, upgrading skills in facilitation, debriefing and exploring deeper topics from the first course and as well as new ones.








4) A final evaluation meeting was organized in Nigeria in order to evaluate and assess the impact of the whole project and to plan how the network can continue to work in a coordinated manner from now on.

5) Each partner also disseminated in their communities (among other organizations and interested people) the project results (including the movie and this manual) to increase the interest in their civil society toward global citizenship and its importance.





The main project results were:

-  A network of strong and competent organizations active in global education field in Africa and Europe;
-  22 experienced global educators;
-  929 participants at the workshops delivered during the project (fresh global citizens);
-  6120 indirect beneficiaries;
-  This manual (which you are reading at the moment) to support the global educators in their work;
-  A resource movie based on the project development and experience (available online on <http://www.youtube.com/user/artfusiontv>);
-  A substantial contribution to a critical mass of global citizens needed in this world!

Based on the process of this project, its results, the feedback, needs and wishes of the partners involved A.R.T. Fusion will continue to develop such projects and will include as many organizations as possible from different continents.



CONTEXT AND CONCEPTS

Global Issues, Global Citizenship and Global Education:

If we have a quick look at various statistics about the world's wellbeing or present status we will find some disturbing numbers regarding the inequalities, injustices, abuses, human and environmental damages and victims, etc. Most of them seem to be based on how we are living our lives and how we allow others to live their lives (especially when their lives directly or indirectly affect our lives). Our life styles as individuals and as societies are not in harmony with the life of our host, planet Earth, hence many negative consequences.

Here are a few examples:

- About 27 million people worldwide are modern time slaves, working in the production or supply chain for many products that we use/consume on a daily basis: clothes, coffee, chocolate, toys, electronics, etc.;
- We have produced more plastic in the last 10 years (from 2003) than we did in the whole of the last century. Almost half of the plastic we use is in fact used just once and is then thrown away. There is no "away"-each year millions of sea animals are killed as a result of eating or being strangled in plastic;
- 2014 was the hottest year on record and nine of the ten warmest years in recorded history have occurred since the year 2000. This has had an extensive negative effect on the quality of life on Earth, weather patterns, wildlife, sea and glaciers levels and some of these consequences are irreversible;
- Climate change effects (including here also extreme weather events) and other environmental problems caused by humans are killing more people around the world, more than diseases or wars cumulated;
- Almost half of the world's food is thrown away and at the same time about 1 in 8-9 people in the world are suffering from chronic undernourishment;
- August 19 was Earth Overshoot Day for 2014, marking the date when

humanity has exhausted nature's budget for the year- after that we as humanity functioned with the credit we took from the future. Every year this day comes earlier than in the previous year!

We have only 1 planet- not 2, not 3, just 1 planet! Our world is like a ticking bomb that can explode at any time if we do not act now. It is not a matter of acting before it is too late but rather to act because it is too late!

In the following lines we mention some of the issues that, depending from which angle we look, are ***global issues/problems*** that affect or interact with us directly or indirectly, whether we are aware of them or not:



GLOBAL INTERDEPENDENCIES

SUSTAINABLE DEVELOPMENT

CLIMATE CHANGE

ENVIRONMENT

ECO/WATER FOOTPRINT

SUSTAINABLE LIFE STYLE

CONSUMERISM

TRADE/FAIR TRADE

HUMAN RIGHTS

ANIMAL RIGHTS

REFUGEES

GLOBAL HEALTH

GLOBAL INEQUALITIES

GENDER EQUALITY

FOOD

PEACE AND SECURITY

MIGRATION

CULTURAL RELATIVISM

EDUCATION

POVERTY

RELIGIOUS FUNDAMENTALISM

INTERNATIONAL DEBT

INFRASTRUCTURE

ENERGY

CORRUPTION

POPULATION GROWTH

UNEMPLOYMENT

DISCRIMINATION / PERSECUTION

INTERNATIONAL POLICIES

GOVERNING SYSTEMS

NEO-COLONIALISM

We hope these are not only simple words and the reader can sense the heavy complexity that some of them carry or hide. Some of them for sure are closer (in a visible way) to our lives and realities compared with others. Each one of them represents in itself a serious topic and with its own history, roots, effects and connections with other issues. They are all important and we will not dare to do a hierarchy or point out which ones are more urgent or relevant than others because this depends on the criteria used to analyse them. They are interconnected in ways so complicated at times and this is how it is because this is the world we live in.

To look more deeply into these issues will also reveal different actors that have a power in this global context. This power could be used in a positive or negative way and at this stage we intend only to map all potential global actors that have a role to play in how the global issues aforementioned are influenced. Every actor can have an influence on some, if not on all, issues.



Global Actors

The list is not exhaustive and can be completed with more actors:

- People/Individuals
- Media/Social Media
- NGO (non-profit structures)
- VIPs (actors, singers, etc.)
- International Networks/Alliances (NGO, civil society)
- Terrorist Organizations
- Private Sector (local, national, international)
- Multi-Actor Groups
- Unorganized private groups
- (NGO+ Private+ Governments)
- Religious Institutions
- Lobby Groups
- Government/ Authorities
- International Financial Institutions
- International Government Agencies
- Workers's Unions
- Illegal Organizations
- Traditional Institutions

This list was created with input from our partners and different global educators. Whenever we introduce this list to new multipliers some debates arise, mostly regarding some of the proposed actors (like terrorist organizations, illegal organizations, etc.) and we want to avoid this in the present manual. Yes, maybe some of them are not clear to everybody, in what we mean by them or why they are on the list to begin with but for most of the practitioners that we have worked with it made sense and brought clarity.

The more actors the better because if we include in our map all the potential sources of change we will know how to direct our actions and initiatives in order to activate or push some of them in the right direction.

There are many global issues, as well as actors, and the next question we want to explore is the means through which global actors can bring a change. We regard change in a positive sense here, that of bringing improvement, solutions, to the global problems that we are facing now, for a better and more sustainable future. The actions suggested in the following lines emerged from an initial brainstorming and do not aim for more than that. They should give a more concrete perspective on some of the things that could be done. Some proposed actions could be included under other categories and maybe additional ones could also be identified. It is just a draft to have a starting point in this aspect!

Potential Global Actions

- GLOBAL CITIZENSHIP - "THINK GLOBAL. ACT LOCAL"
- GLOBAL EDUCATION
- INFORMING / PROMOTING
- CAMPAIGNING
- POLITICAL PARTICIPATION
- LOBBY AND ADVOCACY
- PROTEST / SOCIAL MOVEMENTS
- PEACE MAKING
- DEVELOPMENT WORK
- LEGISLATION
- POLICIES/REGULATIONS
- RESEARCH
- DOCUMENTING/REPORTING
- CAPACITY BUILDING
- AID
- INTERNATIONAL AGREEMENTS



Most of the actions mentioned here are not something that can or should be done by all actors. Some actions are more adequate, relevant and appropriate for some actors and others for other actors. Each actor has its domain of influence depending on its role, power, motivation and availability.

Based on our biased beliefs, experience and results from the work we have been doing since 2007, in this manual we will zoom-in on the role and power of **2 actors (People/Individuals and NGOs)** and mostly on **2 of the actions they can do (Global Citizenship and Global Education)** in order to tackle and approach any global issue that we face at the moment. We support the bottom-up approach and the conviction that bigger changes will start from a critical mass of people. At the same time we do not stand against or dismiss other approaches. Depending on our contexts and ideology we do what we think is better for the future of the world and if more of us do something and from different angles or perspectives we will get there faster.

We are concerned people, we realised something is wrong in how things happen around us. The feelings we ourselves experienced in our work, or the people whom we engaged in our work experienced, include sadness, anger, powerless, disappointment, disgust, but also power, motivation, ambition, passions, desire, commitment **to do something**, (starting with ourselves) because it is **the only thing we have left**. If we don't do something different now there is not going to be a different future ahead but the same as now.



The central piece in the global puzzle is the individual, each and every one of us on this planet, regardless of our role or position in our society. On one hand we are the source of some problems and on the other we are affected by other problems and very often don't make any connections between these happenings.

When a person first figures out that there is so much happening around, that they are part of the problem but also part of the solution, when they truly face the heaviness and gravity of the situation in the world, when they really feel that they have a huge responsibility there are **different reactions that a person can have**. The following are options of what one person can feel, or experience, the same person can go through more of these or only one. There is definitely no concrete predictable path a person will take as it depends on their personality and context.



- ***Denies it all and continues their life like before*** “it’s not really our responsibility”, “it is all a lie”, “it’s not really as bad as they say”, “it’s not really like that”, etc.

- ***Identifies a conspiracy behind and continues their life like before*** “it’s a strategy from the big corporation/government/NGO/....you name it to do that and that and that”; “don’t let yourself manipulated by it”

- ***Is or becomes a fatalist and continues their life like before*** considers that things happen beyond our control and understanding and whatever has to happen will happen no matter what we want; Some of them might do something to influence but not based on a strong motivation;

- ***Considers that they don’t know enough and postpone/condition their actions based on knowing more*** the person claims they want to understand the reasons more deeply before doing anything, finds various reasons for not allowing time to know more, might have other reasons behind this behaviour but doesn’t verbalize it as such; Eventually either will pursue the process of knowing more and do something or postpone on a permanent basis;

- ***Feels guilty and powerless*** the guilt is paralyzing and unless managed right, these people, as a defence mechanism will find way to feel better, often in one of the previous versions;

- ***Panics about how little they know or how much is out there to be known/done and becomes desperate*** wants to do everything at once, wants to see the changes immediately, gets exhausted by trying to do and know everything, unless managed right, these people will start feeling guilty (read the previous point);

- ***I know some things and so I know it all*** have a good impression of themselves and often brag about how much they know or do in these issues. Usually they refer to the same things and do no explore or do more;

- ***Becomes a global citizen /Changes their life*** assumes the responsibility of their role and power in the global process and starts making changes in their life in order to balance their impact on the planet and in the world. After a while they desire to determine other people to do the same and become a global educator. Please see the rest of the manual for suggestions, details and support for Global Citizens and Global Educators!

It might look demotivating to see more possible reactions of people that might not do anything about the world's future than the ones that will do something. But, a person can find themselves in a specific phase, experience what they feel in those moments, and process it, then move on to some different views and perspectives until they will find their focus/path.



Many active and powerful global citizens or educators felt at some point guilty or powerless, panicked and had moments of fatalism or conspiracy. Some of them even jumped from pole to pole until they found their way and at times depending on how things are in the world (changing or not), might have moments of desperation, tiredness and desire to give up.

You can find in the next chapter some tips and tricks for the emotional management of being a global citizen.



GLOBAL CITIZEN ^{AND} GLOBAL CITIZENSHIP

A global citizen is a person who has a global perspective and mind-set, understands the global implication of their actions, takes the responsibility attached to them and is constantly making changes in their lives in order to accommodate their impact on the world in a positive manner.

We are not born global citizens and definitely just by reading these lines or manual you are not going to become one. The least we can wish for is to motivate you to pursue this road, if you are not already on it.

The harsh and heavy reality is always around us, whether we are aware of it is another thing though and sometimes even if we are aware we might think we are not making a difference anyway. ***Every person on this planet has the capability to be a global citizen if they want to.*** It doesn't really matter where you live, what your culture, religion, sexual orientation is, what your economic status is, what you know or not about the world, how happy you are with your life or not and what you want to do in life in general.

Almost every person in any corner of this planet can be (and according to us should be) a global citizen and hopefully we will manage to make you understand why we strongly believe this. Even if you are a person that has decided to live isolated in some place of this planet (cave, forest, etc.) and to depend (apparently) only on themselves for food and shelter you will still need a global mind-set. Just one example: if global warming increases to a higher level the consequences of the climate change might hit you directly (not having a place to live- your forest, your cave) or not having any more/ enough food around you.

Even if you took the decision to cut yourself off from the world it doesn't mean the world is cut off from you.

We suppose from the previous section you grasped the huge complexity of the global status at the moment, the enormous number of issues included, actors responsible and actions that could be taken by them. It is a shared responsibility among all the actors mentioned and we are not going to make any hierarchy in terms of who has more or the most responsibility or power to change. It will be a vague and very abstract discussion which will depend on so many factors and in the end the conclusion will anyway be – we are all responsible, regardless of our role in this world.

We believe that at the core of any change is the individual that could have a certain role in society. If this person is a global citizen then the decisions they will take might be influenced by their “global” mind and therefore more likely to use their power (given by the role they have) to make a bigger change. The global citizen is the key for anything to be changed in a positive way in the global society!

There are different ways in which a “regular” citizen becomes a global one. The process usually is based on “opening the eyes” of the future global citizen. What we mean by “opening the eyes” is to become aware of the complexity of the world, of its interconnectedness and of our own responsibility in the global process. Metaphorically until this moment you might have lived in the world with a certain degree of ignorance or “blindness” to what is happening around you. You might know some things but not enough and you might feel something but again not enough. There is the so called “aha” moment, or that point/moment in your life in which you think: “There is so much happening in this world and I am part of it!” From this moment on, one person continues to live their life, we hope, with a constantly growing global citizenship identity and step by step starts making changes.

How can one’s eyes be opened? There are 3 main determining factors:

- ***By random awakening events or interactions.*** Here we include any unplanned event/situation that appears in your life, opens the window to the realities of the world and makes you interested, motivated, responsible. It can include reading news and different articles, interacting with people from different backgrounds and with different stories, watching a movie, reading a poster, connecting the information from different sources, etc.

- ***By receiving a push from others.*** The “others” that we include here are the persons that are already working with themselves as global citizens and want to determine other people as well in the same direction. They can be passionate global citizens or already active global educators (see next chapter). These people can engage you in critical discussions on global issues and responsibilities, send you materials purposely and motivate you to read, watch the videos, prepare activities for you in which you will become aware of some of these issues (please see the section on global education).

- ***By yourself.*** We put this as a third option because it is not so common that without an influence from one of the previous factors you will start wondering this way about the world. It is possible that you can also ask yourself questions beyond the reality you face: “How are these products coming to me? Who is making them? Are they happy? Why has the weather changed so much in the last years?” And so on. Asking yourself these questions could be determined by genuine curiosity but once you find some answers you will discover some perspective you didn’t necessarily grasp before you asked yourself the questions. This new perspective could continue to motivate you more in this direction.

Opening your eyes is the first step; we can call it the zero moment point and from this starts the life of being a global citizen. Usually we are talking about a lifelong citizenship, unless we are not going to live in an interdependent world anymore, we, the inhabitants have to act accordingly. Therefore after the zero moment point follow many more steps and actions to be taken by the fresh and new global citizen. Generally speaking the next steps will include the following:

- ***Getting more information*** – understanding the complexity of more and more global issues: reading articles, books, manuals, toolkits, watching documentaries or other videos, talking with people from the field, making field visits in relevant spots, etc.
- ***Being critical of yourself and your life***, decisions, behaviour, etc. Be open to the critical input, feedback from the people around you!
- ***Making changes in your own life style*** according to the information you get. This might mean paying attention to the way you use certain resources, taking more sustainable decisions, reducing, reusing, recycling the things you use, boycotting unethical companies, signing petitions, advocating, etc.
- ***Taking decisions in your life*** (short and long term) based on the global implications of your actions.
- ***Reflecting more often on your role*** in this interconnected world!
- ***Initiating conversations and stimulating critical thinking*** on global issues for the people around you.
- ***Being an example to others!***



Global Citizen Competencies

The number of definitions and ways of working with the concept of competence (and its components) is diverse and many institutions in the education field (from various parts of the world) developed their own terminology. Defining them helps us in our work, to give structure and direction for assessing our impact. At the same time we do not support the idea of having our work driven and directed by the way we put our beliefs and understandings into words. We see them as guiding but if they don't make sense for somebody they can feel free to develop their own understanding (this being valid for any concepts included in this manual) as long as this will help or support them in their work and not block them.

We work with the ***competence concept defined as a set of knowledge, skills and attitudes that can be applied in various real life situations in relation to the scope of that specific competence.*** A competence also requires having motivation and a minimum level of confidence in order to exercise it in their practice and life.



How we define the 3 dimensions of a competence:

- **Knowledge** represents the information, facts, and the theoretical part of certain learning outcome. This part of the competence is mostly related to the storage and process that happens in the brain of the person – acquiring and storing information on certain levels.

- **Attitudes** incorporate the values, feelings, beliefs, ways of thinking, perspectives, etc. that a person has towards different aspects. This is a more emotional part of the competence and is sometimes called “its heart”

- **A skill usually refers** to the practical side of the competence, incorporating the ability to do something concretely.

It is helpful to understand them individually but they are linked, a certain piece of knowledge is associated with an attitude and can develop a practical skill. This process helps us to zoom-in on what it means to be a competent global citizen and also for a global educator to develop these competencies (see the global education section of the manual)

We have brainstormed about what can be included in global citizenship competencies and we came up with the following list with some initial elements. It is important to mention that these are just suggestions, ideas and they don't aim to represent the ultimate set of competencies in the field:

Knowledge: information about all the global issues, actors and actions mentioned in the previous sections, global context (agendas, policies, treaties, etc.), local context in relation to the global one, sources of information, processes and systems, actions and alternatives, etc.

Attitudes: believe in change, patience, tolerance, braveness, respect for human rights, open minded, taking responsibility for your actions, curiosity, discipline, proactive, empathy, passion, boldness, positive mind-set, persistence, determination, etc.

Skills: listening, critical thinking, encouraging/motivating others, sharing information, researching, learn to learn, finding solutions, advocacy, innovation/creativity, personal management, efficient resources management, attention, etc.



These suggestions shouldn't be taken out of context; if we talk about a global citizenship competence and for example we mention patience (as an attitude) it has to be in connection to a global issue or context. Of course some of the competencies a person has developed throughout their life (on other dimensions) are going to help in this area but it doesn't mean that they are automatically transferred to this area of competencies. They have to be exercised and applied in this specific area before considering them as belonging to a certain person. Having a positive attitude in general doesn't mean you will be positive about the world's future, which will also be influenced by what you know about the world's future and what can you do about it.

There is no perfect, ultimate, complete global citizen but rather persons being on different levels of their global citizenship competencies development. Depending on the person, you can stay on a certain level for a long time (or forever) or continuously act in order to become a better, more competent global citizen.

In this material we talk about basic global citizenship competencies and the curriculum that can be found in the next pages tackles those directly. In that section you will discover the reasons behind choosing these competencies as basic ones and also proposals of educational activities that can be used by global educators in order to develop such specific competencies.

How do you recognize a person with more basic or advanced global citizenship competencies?

Usually a conscious and responsible global citizen has a set of values and principles that are transversal in all their domains of life. Based on our work with different generations of global citizens trained by our teams we encountered situations where depending on how advanced they were in their global citizenship development they were acting more responsibly in some environments (for example at home where it is easier) compared with others (like travelling settings, where less control is in their hands).

In their home environment (a few examples)

- Apply the 3 Rs (reduce, reuse, recycle) for anything possible (depending on their context as well).
- Reduce is the key element in their life (for the products they buy in any category and also the waste or trash in general) ;
- Any size of plastic or paper is reused and later recycled;
- Very conscious about water use: takes very short showers and uses as little water as possible while washing dishes or other items;
- Uses energy saving electric bulbs and other electric devices.
- Plugs off all the electric devices that can be plugged off while not used. Stand by devices don't exist (no chargers forgotten in the plugs, no computers, TV, microwave ovens, etc.);
- Constantly checking if the lights are off (and devices unplugged) in all the spaces they are living in or leaving.
- Compost all that can be composted (even if they live in a city, apartment);
- Constantly being self-critical with their need for shopping. Thinks a couple of times before buying anything. Usually spends lots of times in the market to read labels, to ask details, to match with the information they have.
- Often shopping from second hand.



- Buys fair trade or other ethically made products if possible;
- If possible doesn't use bottled water – if they have to, it is from bigger long term reusable recipients.
- Has a list of banned products/brands that are boycotted in the household and in personal consumption. The list is constantly upgraded by getting informed about the brands they use.
- Use their own bags and reusable containers for avoiding buying packed food or items.
- Makes more efforts to buy sustainable, travels more for certain products and shops.
- Persuades their housemates to follow their sustainable life style or at least to follow some rules in the house (for example: for selective trash disposal, with the aim of recycling and other aspects about electric devices, etc.)
- Makes sure (if possible) their house is properly isolated in order not to waste heat and energy;
- Majority of people coming to visit or immediate friends are very aware of their life choices and sometimes go along or respect their rules while in their presence;
- Often talks about various global issues not necessarily to persuade others but from passion and interest;
- Has posters with various global messages to remind or reinforce the message to themselves and /or other inhabitants;
- Develops initiatives for changes in the way things happen in the building or neighbourhood: requests for recycling containers, garbage management in the neighbourhood, etc.
- Plans to use (is not already using) renewable sources of energy.
- Participates in global movements like: Earth Hour, Buy Nothing Day, No Car Day, etc.



At work

Work settings can vary from working in an office, factory, shop, restaurant, hospital, school, constructions, field work, etc. and the examples provided are applicable to some settings and will probably need adjustments for others. The following suggestions are meant for people working with others, in teams and structures of different sizes. For the freelancers and those working individually (often from home) the previous section, at home, is more appropriate.

- Initiates a recycling corner if it doesn't exist and motivates colleagues to use it often. If this is not possible at the work place, keeps all the items themselves (paper, plastic, batteries, glass, metals) for later recycling;
- Reuses all the papers possible (of any size) and later recycles them;
- Uses packed food from home and encourages their colleagues to use less take away products and to bring from home food or sustainable packaging;
- Dislikes work gatherings in which mainly plastic items are used. Always has their own devices (cup, bottle) and does not use the disposable ones provided.
- Tries (if not succeeds) banning plastic/paper cups and the use of only glass/porcelain ones or reusable plastic ones (if others are not an option)
- Reduces the amount of printing and encourages the others to do the same;
- Always checks to turn off the lights if not needed and unplugs electronic devices (in standby or that can be used on batteries). Explains to their colleagues about the eco footprint and encourage them to be more sustainable in these actions or to support their own.
- Avoids drinking bottled water (or packaged in plastic). Tests the tap water if it is possible. Asks for management to provide a filtering system and/or water in sustainable packaging.
- Refuses products that are from a personal boycotting list even if they are the only ones available and explains the reasons behind. If in a position to buy products for the company keeps this in mind and also tries to influence the shopping policies in the company.



- Puts posters or images in the work setting to send message about global issues;
- Suggests initiatives to make the work place more green: One day work from home, earth day celebration, involvement in environmental projects, celebrating some international day (on the theme) together, etc.
- Brings as suggestions for the work policies issues related to sustainability: what kind of light bulbs to be used, reducing plastic or paper use, waste management issues, travelling policies, using renewable energy sources etc.
- Is critical about the company practices in relation with the global perspectives and tries in all possible ways to make their working place and company more sustainable and concerned about the world future;
- If in a position to influence the partnerships and associations on a professional level (for themselves or their work place) avoids association with actors that are irresponsible and unethical in the global and social field.

Going out (restaurants, bars, clubs, different events, visits)

- Prefers to order products which are packaged in sustainable materials (glass as a first choice, then metal);
- In case of visits or events does not consume drinks in plastic /paper cups – having their own mugs/cups with them. Same goes for bottled water, having their own bottle with them;
- Consumes locally made products and brands. If not sure of the origins asks the staff for more details;
- Clearly mentions (and sometimes insists) at the time of order not to be provided with plastic straw or plastic cutlery for whatever they order.
- Does not consume products from their personal boycott list even if they are the only ones available. Refuses during visits and also mentions the reasons so as not to be misunderstood. Giving the reasons is welcomed in any situation.

- Asks about the recycling management (if it exists and for what products) and if not assumes responsibility for recycling/reusing those specific items

- Asks about the portions of food in advance in order to ask for adjustments and avoid food waste. Asks staff what they do with the left overs and if food remains takes the responsibility according to case (offers it to somebody else or asks for it to be packed, etc.)

- Avoids locations that are unsustainable in their practices (using excessive plastic, predominantly foreign products, not providing sustainable alternatives, with exclusive contracts with unethical companies, etc.) and supports more globally responsible locations.

Travelling (locally, nationally or internationally)

- Avoids use of flights and cars in favour of trains, underground, bikes, walking.

- If using flights tries or plans to make CO2 compensations;

- If using car prefers car sharing;

- Carries around a travelling kit (even for local events) that includes: bottle, sustainable cup, bags for shopping, cutlery, etc. in order to not use any plastics/papers provided while travelling;

- Refuses products that come from their personal boycotting list;

- Keeps all their recyclable trash until they find recycling containers (even if it means keeping it for a longer time).



How do you recognize a FAKE global citizen?

Calling somebody a fake global citizen might be harsh. They probably do have some global citizenship competencies but there is one aspect that seems disturbing: a lack of coherence between things declared and behaviour. Therefore they seem to have incomplete competencies in some areas.



Some signs that could help you detect them:

- They talk about hunger, and how unfair it is that in these days people are starving or suffering from malnutrition but they themselves leave food on their plates even after they have taken their food from an open buffet option;
- When they have on the same table disposable plastic cups and glass cups for coffee/tea, often enough they go for the first easy option;
- They talk about some companies, how unethical they and their practices are, they can provide lots of information about this but often enough they use their products and say: it is only this time, but they taste good, they didn't have other options, etc.
- They talk about flights and how much emission they make but if they need to travel even for one night by train they take a flight and claim they don't have another option.
- They talk about consumerism and how our consuming society is not based on real needs but they find themselves stocking up on different types of products (many of the same kind) and buying every year other ones (even if from second hand, even if the old ones are still good for use);
- They justify one "bad behaviour" with a "good" one considering they balance each other out: "I buy bottled water even if I can take it from home but last week I biked a lot; I bought strawberries from another continent out of season but they are organic";

Challenges and Emotional Management



Once you have decided to be a global citizen, life can become very meaningful, fulfilling, but also hard and demanding. To always have the global perspective in mind, to be critical with yourself and what is happening around you, to take responsibility and make the right decisions all the time might create pressure especially at the beginning of your road in global citizenship. This can be demotivating sometimes and can provoke some negative emotions which at times might be hard to contain.

We will list possible dilemmas and difficulties you might encounter and provide some suggestions in what might help you:

Dilemmas while shopping –knowing so many things about how bad certain products are compared with others can create difficulties when you need to do your shopping, especially when either the options are limited or among more good alternatives you don't know which one is better.

- For example you want to buy locally made products, let's say chocolate, but you also want to support fair trade made products and in your case the fair trade chocolate is not yet made in your country. Or you want to buy from local producers from the market but there is also a sustainable supermarket that is promoting sustainable life style and products. A person in this situation is not sure which one is the better decision; often feels puzzled and doesn't know what to do.

- It can happen sometimes that you wish to reduce plastic consumption and also to support local production in general. You want to buy bigger packages or even in your own reusable jars but the alternatives in these cases come from foreign brands and the local brands are available in smaller packaging.

For a better decision in such situations the person should look at the long term effects for each one of the options (negative and positive), from different angles (human, environmental, economical, etc.) and then to sum up and take the decision. It might take some time at the beginning but then the person will be able to justify and explain to themselves and others more easily.

If the good option is not available then think based on a similar analysis what the "smaller bad" is and go for that.

Dealing with people's reactions towards you – changing your interests and lifestyle will definitely attract the attention of the people around you. Some of them will understand, will also get motivated by such changes and come along with you but there will also be people who will not understand and agree with what you do with your life (for various reasons).

These people might try to convince you that you are wrong, that it's useless, that you are stupid, make jokes and mock the things you are doing or trying to do. They might try to provoke you to test if you are really into this or to find gaps or inaccuracies in what you do: "you said no more plastic and here you are using a plastic bag", "you fight for the children in those parts but you don't care about the children in our country", "you said no more products from that company and I saw you eating/drinking/using that in that situation" etc. They might get aggressive or very insensitive at times in their way of expressing themselves and they can get very challenging to deal with.

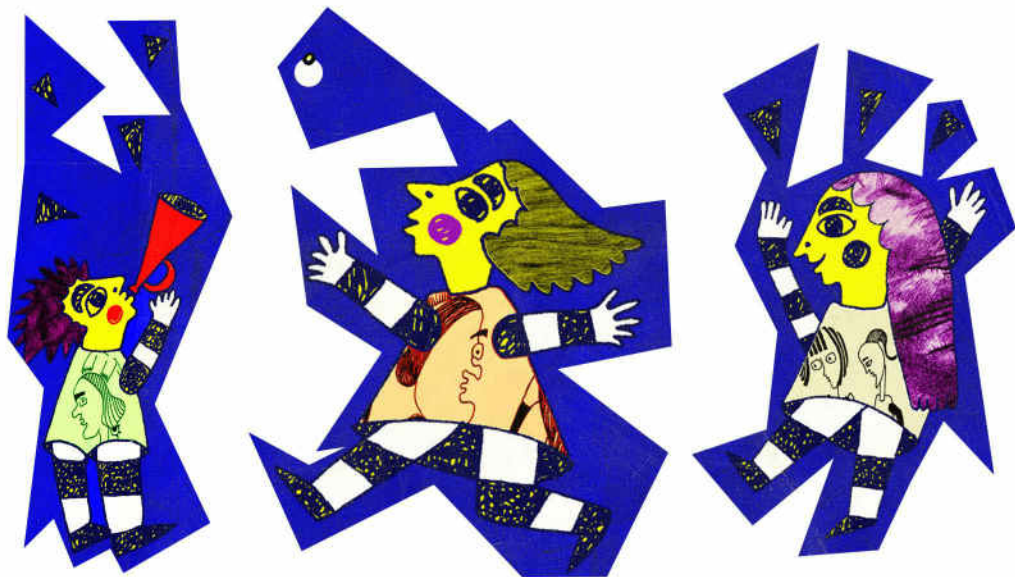


As a recommendation, in these cases, first of all you should be clear on your motivation to be a global citizen, if you have any doubts or concerns accept them as they are and do not hide or feel guilty about it. Sooner or later you will get more knowledge and experience and you will be able to explain these doubts as well. You didn't make these changes by accident, you had a reason and a motivation and you shouldn't expect from the beginning to be the best global citizen, it's a process. If you feel you have the arguments to debate with your friends, do it, if not, don't, and be patient. The way you respond to your friends' comments also depends on your relation with them but we suggest including in the response a firm attitude regarding your choice and decision in life, it being your life and not theirs. If they are open to information on the topic and you feel that you cannot explain things the best way you think they should be explained, then send them short videos, articles, info-graphics, etc. and have a discussion based more on facts than on groundless opinions and impressions. If one of your friends catches you off guard on some topic you can take time, document yourself and then respond- a global citizen is constantly learning and finding something new in the field. Don't expect more from you than you should.

Also, honest feedback to your friends about how you feel when they talk like that might help. Persons who value their relationships more than their personal opinions on the choices of others might reconsider the way they talk if they understand how the other person feels about it, so you need to tell them.

Perceived slow progress... you do much and you plan to do much more but around nothing seem to change. It can be that the people around you are not moved, don't care or don't even think about these things (after everything you have told them) and global realities seem as negative as always. Don't be overly ambitious in what you want to achieve in a short time. The world will not change over one day and every change happens step by step. The world will never change if we don't, but we shouldn't expect that if we change the world will also change at the same time.

We need to be patient and to remind ourselves that if you take a log from a fire the flame will be smaller. If you take yourself out of the global fire, the global problems will be smaller (even if at a level that we barely sense). Give yourself time and try to look for positive stories around – don't get stuck in the negative news, there is a lot of progress that doesn't come so easily up front as the bad news does.



Challenges in applying all the changes you want in your life... you would like to buy fair trade and you can't find products made in your country, you would like to know details about all the brands you want to buy but you can't find information about them all, you want to use less plastic but sometimes you are forced in shops to accept the plastic packaging provided by them, you want to use renewable energy but you live in a flat and it's basically impossible, you want (you name it) BUT (you name it). Do what you can do in the context you live in and in the environment around you.

There are so many things that you can do as a global citizen and if you can't do some don't get stuck, find others that are appropriate to your context. If there are no fair trade products available now, you can demand them from the producers you usually buy from, and if there is a demand, they will later on offer such products.

GLOBAL AND GLOBAL EDUCATOR EDUCATION

Methodological Aspects

Global education is an approach which has proved to be very efficient in contributing to a raise in the number of global citizens. It is the education which develops global citizenship competencies (knowledge, skills and attitudes). It makes use of participative methodology and experiential learning principles in order to impact its participants on all 3 dimensions. It happens in schools or outside of schools and any person of any age or background can take part.

A global educator has been a global citizen for quite some time, constantly working and developing their competencies in the field and has the extra passion and motivation to support other people in their process of “awakening” as global citizens or of becoming better global citizens.

A global educator needs additional competencies in order to carry out such work and they are mostly from the training field, incorporating for example designing and implementing educational activities, facilitation skills, intercultural competencies, managing group activities, assessing the needs of the learners, etc.

It is important to emphasise one important thing - a Global Educator is a Global Citizen with additional competencies, not a facilitator with additional competencies! ***“Walking the talk” is an obligatory attitude of a global educator*** because they cannot talk about changing the world and changing us, as individuals, without actually doing it themselves. If that were the case, it would be a situation of a “fake global citizen” undercover as a global educator and unfortunately, the participants from such workshops would feel the inaccuracy and credibility of what the educator is saying would be affected. This leads to a decrease in the motivation and engagement in the learning process of the participants and weaker learning outcomes.

There are persons who are already doing global education but maybe do not name it as such and hopefully the details from the previous section and this one will bring enough understanding to see if what you have been doing so far fits in this category or not. If it does not and you think you have what it takes, maybe it will motivate you to start doing it and join us in our efforts to increase the number of global citizens needed in the world.

This manual doesn't have the space to provide all the supporting information for the work of a trainer or facilitator. There are specific publications that address exactly these competencies and explore them in-depth. We will nevertheless mention (in a synthesized form) a few of the most important aspects for the work of the global educator. If you are an inexperienced or very new facilitator it might not be enough though and you will have to complete this information from other sources (there are many available).



So what exactly does a global educator do?

Generally speaking they design, implement and evaluate global education activities for diverse groups of people, simply said, they take care of all the steps required in the learning process of future or new global citizens.

Their work is strongly based on non-formal education methodology and principles and we will mention a few of them:

- ***It is participatory:*** therefore makes use of diverse active methods in which participants are engaged with all the areas of their competencies;
- ***It is learner centred*** and considers that people have different learning needs and also learn in different ways; therefore it should provide diverse methods to answer to all of them. These learning needs have to be assessed in advance;
- ***It makes use of the previous experience*** of its beneficiaries in order for them to link it with the new learning outcomes. It also makes use of the experiential learning principles and more details about it will follow shortly;

- ***It is challenging***: We have different emotional zones in which a person can find themselves: ***comfort zone*** (when everything is familiar, you know it already, it is easy to go around, etc.), ***stretching zone*** (when something new pushes you out of the comfort zone, it is challenging, could be mental or situational, etc.), ***panic zone*** (it goes beyond the stretching zone, too far from comfort, perceived as extremely challenging, creates fear and strong emotional reaction, etc.). ***Learning happens in the stretching zone***, therefore it should be challenging enough to push the person out of the comfort zone but it shouldn't be too challenging (not to put the person in the panic zone because there they do not learn anymore);

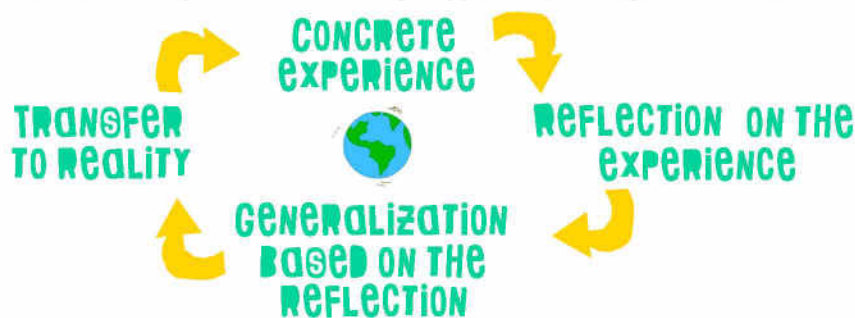
- ***It is process based***: although a plan exists, which aims for some specific learning outcomes, the process to get there is very important and at times more important than the final results (in direct link with the previous points). As a direct consequence, the process is flexible and adaptable to the process and needs of its learners;

- ***It is voluntary***, therefore it is based on the motivation of its participants – participation is not imposed;

- ***There is shared learning responsibility***: the participants are responsible for their own learning as much as the facilitators and the people managing their learning process;

- ***It is evaluated by the participants***: the assessment of the process and the learning outcomes is done by the participants, but with methodology prepared by the facilitators.

Besides these principles, we mention another important foundation for the work of a global educator, which is to follow the ***Experiential Learning Cycle*** throughout the learning process with their participants. Please have a look at the graphic below that exemplifies how learning happens according to this model:



This cycle applies to many life events, planned or unplanned, and below we will detail it specifically in the context of global education (and other types of non-formal education).

Concrete experience- represents the activity that is being proposed by the educator to their participants, which should provide the “experience”. It can make use of methods such as: simulation, role-plays, debates, games, exercises of different types, etc. For example the participants will experience the role of different actors involved in the production chain of mobile phones.

Reflection on the experience- after the experience itself the facilitator will help the participants reflect on the experience they have just had in the exercise (in our example in the role play). They will ask different questions which aim at zooming-in on the experience: how they felt, why they felt like that, what happened, why they did what they did, what was good or bad in what happened, etc. The reflective questions only refer to the experience provided by the activity. In the example provided, the facilitator will ask questions about the feelings they experienced in their role and in the exercise, what made them feel like that, what else happened in the activity, why it happened like that, what they did in some specific moment, etc. The questions will also be adapted based on how the participants acted in the activity.



Generalization based on the reflection- This discussion is based on the outcomes of the previous one, the reflection points from the exercise; the participants with the support of the facilitator (through questions) will make connections with real life and extract general learning points that could help them understand other aspects and/or could be applicable in other situations. The previous discussion and this one are connected but there should be a clear separation for the facilitator in how they manage the discussion in order not to move too fast to the generalization before having a proper reflection or to go back and forth between them. The reflection doesn't include connections with reality, because it aims to extract as much material as possible from the experience itself and only after to focus on generalization. In the case of the exercise mentioned, for generalization the facilitator will ask the participants, based on this experience, what connections they can make with real life events, how the actors (involved in the exercise) feel or behave in real life, what they learn from this process, etc. Once again these questions will depend on the answers that the participants provide in the reflection part.

Transfer to reality- this part starts in the educational setting (the workshop, training, etc.) but is implemented in reality at a later stage. In this phase the facilitator (with their questions) will stimulate the participant to think about how they can use the learning outcomes (the ones that appeared in the generalization part) in their life from now on. In our example the questions can address: what role they have in this system (in the mobile phone production and distribution chain), what they can do differently from now on, how likely it is that they will put them into practice, what they will need more of in order to put their new ideas into practice etc. The learners need to think about how they will transfer it to their reality before they actually transfer it. Once they transfer it a new experience is created and then a new cycle starts (this time in an out of organized educational context);

According to this model each phase is important in order for the actual learning to happen. If you jump over any of them it will damage the learning process and the participants will not transfer anything/or little to their reality.

The principles mentioned before and the process of the experiential learning cycle has to be transversal to the work of the global educator, they need to have them in mind in all the stages of their work.

We propose now the ***general steps a global educator needs to navigate*** through, preferably in this order and not jumping over any step:

- 1. Assess the learning needs of the potential participants;***
- 2. Set up the aim and the learning objectives for the global education session(s);***
- 3. Identify the methods and activities you want to use;***
- 4. Design the structure of the workshop/education program step by step;***
- 5. Preparation for delivery;***
- 6. Delivery/implementation of the workshop;***
- 7. Evaluate the achievement of the learning objectives;***
- 8. Follow-up.***

FIND BELOW MORE DETAILS ABOUT EACH OF THESE STEPS

1. *Assess the learning needs of the potential participants;*

To measure the level of the global citizenships competencies of the future participants and implicitly their learning needs in this field.

This can be done in 2 ways:

- To choose some areas of the competencies (knowledge, skills, attitudes – one, two or all of them) on some specific global topic/issue and measure their level in relation to these specific indicators;
- To have a general assessment for detecting which topic or area of their competencies needs improvement or future work.

The assessing tools can include specific questions in the application forms, direct interviews, phone calls, etc. Depending on your context you can allow more or less time for this work. Many factors will influence the quality and quantity of the assessment outcomes but it is compulsory to include it (no matter what) in order to know exactly what kind of objectives to set-up for your workshop. Exceptionally, if you are more experienced and you don't have the time or right context for an assessment, you can prepare alternative plans for your workshops and make the assessment at the beginning of the program. You should be able to adjust and deliver one of the plans you prepared immediately.



What you need to consider when you do this assessment (and when you plan how to collect these data) is how it can help you to design the best educational program for your participants. You need to think what exactly, in specific and concrete terms, you want to know from them that will help you set-up the learning objectives. It has to be done as specifically as possible in order to make your work easier in the next step when you use these data.

2. Set up the aim and the learning objectives for the global education session(s);

Based on the information you got in the previous step now you can set-up what learning objectives you want to achieve with your global education program. The big aim is to develop their global citizenship competencies. In terms of learning objectives, the needs you identified in the previous step have to be transferred now into Knowledge, Attitudes and Skills (from the global citizenship competencies). They should be specified very concretely. If, for example, you propose to increase knowledge in global issues, it probably is not an objective that will help you because it is too broad and general. You need to deconstruct and narrow down the needs and also to take into consideration the duration of your workshop. If you have a one day workshop you can work with all 3 dimensions of competencies, if you have only 50 minutes, not so much.

The group size is very important in the process of global education and usually in non-formal settings we recommend to work with groups of maximum 25-30 people. To go beyond this number will mean in fact to have longer and more tiring sessions, less people being active and overall a more poor educational process as it doesn't go more deeply in the discussions.

In terms of an inferior limit, in our experience we have worked very well with groups of 6-8 people, but this will limit the options of methods.



3. Identify the methods and activities you want to use;

You now have the learning objectives, with some specific knowledge, attitude and/or skills that you will tackle in your program. Adding the information you have about the time frame, space, the profile of the group (age, background, number, language barriers, etc.), choose the methods and activities you want to use, keeping in mind the principles of the non-formal education and experiential learning. You can get inspired from different manuals (this one as well), from your previous experience as a participant in workshops or from the sessions you have delivered.

Most probably you will have to make adjustments to some specific activities to fit to your group.

It often happens that facilitators already have in mind a specific activity they would like to do before they actually set-up their learning objectives. This is a mistake and should be avoided – the objectives are the ones that provide the direction and also the content that will be then incorporated in the activities.

4. Design the structure of the workshop/educational program step by step;

You need to put together the structure of the workshop, the logical flow (in what order things should be done) by using the activities you identified in the previous step. Please see in the annexes a model of design that can help you in designing your workshops.

5. Preparation for delivery;

This is the part where all the materials needed for the activities will be created and prepared, additional documentation will be done by the facilitator and the team and any other details that require advance preparation are taken care of. You might consider doing some rehearsal of some parts of the workshops to see how much time they require and also think about challenges you might encounter (from the group, space, time, etc.) and how you could deal with them if they happen.

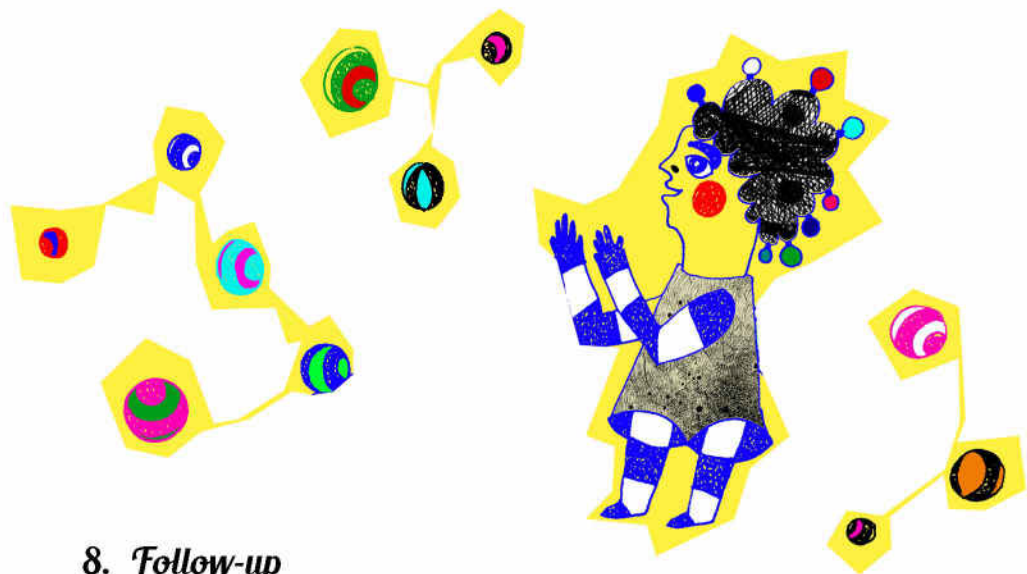
This step can also be done partially in parallel with the previous one because it can happen that you might need to get more informed yourself about some topics in order to add the details for some activities (for example if you want to use a case study)

6. Delivery/implementation of the workshop;



7. *Evaluate the achievement of the learning objectives;*

Often a step that is forgotten or overlooked by the facilitators (especially the beginners) is to actually evaluate if you have achieved the learning objectives you planned for the group. We emphasise on the fact that what you need to evaluate is the level of achievement of the learning objectives, because what happens sometimes is that what is being evaluated is how much fun the participants had or how much they liked the workshops but not what and how much they learnt. It is necessary to have included already in the structure of the workshops time for evaluation and the methods to do this, appropriate for what you want to find out (evaluation forms, posters where people have to mark or provide details, sociograms, etc.). We talk here about an immediate evaluation, done at the end of the workshop but you can also consider a long term evaluation from which you can find out what they transferred in their life. This can be done by contacting the participants after some time with some specific questions, either in the form of phone call, meeting, focus group, questionnaire, etc. The long term evaluation is strongly recommended for training courses with a longer duration.



8. *Follow-up*

From the evaluation you should be able to extract to what extent you have developed global citizenship competencies in your participants. Based on those results you may consider developing additional modules for the same group or to repeat the same program but with new people. From some workshops, depending on the topics approached, some new ideas for changes in the world might emerge and the facilitator could get involved in supporting the group in making those ideas true. This of course depends on your context and the groups you are working with. What you shouldn't forget is that global education is just a tool for bringing a change for the better future. So don't get focused on the idea of doing global education only but to remember where you are heading with this.

Facilitator Role in Global Education setting

A global educator does not do this work because it is their job, even if for some of them it might be their full time job. They are first of all global citizens and they desire other people to become as well, ultimately to change the world's future. ***We want to mention a few challenges and risks*** that might happen in the work of a global educator together with some recommendations:

- ***They want too much, too fast*** and this can be reflected in overloading a workshop with issues, activities, etc. Global Citizenship Competencies development needs time, and usually any deep change (attitudinal change) requires time. It would in fact be counter-productive to try to do too much in too little time. Less is more, especially in this field- once you have managed to open someone's eyes and give a strong push this "train" might go without your support.



- ***They take things too personally*** during the session delivery which means they get upset if the participants don't seem very excited in changing anything in their life and try to convince that they are wrong etc. Not everybody will be as enthusiastic as we are from the beginning in this field, some people will never join us on this road and others will be like us or even more motivated. You can review the possible reactions a person can have when facing the global reality (from the global citizens chapter) to remind yourself about the diversity in reactions and prepare yourself for each one of them. We need to realistically assess the impact we can have with our programs, which for sure also depends on the time allocation (the longer the better – higher chances), among other factors and to adjust our expectations.

- ***They lose their objectivity and neutrality***: they praise the "good" participants too much or in a visible manner make differences between participants; they generalize some opinions or feedback (negative or positive) as belonging to the whole group and don't see what is happening in the group. The lack of neutrality of the facilitator might damage the educational process, not being critical to what is happening can lead to a failure in detecting the problems in the process and finding alternative ways to tackle them in order to maximize the learning of the participants. If you praise some participants over the others it will demotivate them even more, there is a risk they can get stuck in their learning or even become hostile participants.

Sustainable Global Education Workshops (or any workshop in general)

This is something that may come across as redundant if you also read the global citizen chapter in detail, which included a list of different behaviours that should be reflected in the work setting. We feel there is need to go into more detail here because it is part of the responsibility that a global educator carries in their work. Besides the personal conduct as a global citizen, the facilitator also needs to pay attention to how the workshop/training is being organized in order to reflect all the dimensions of global responsibility.

We came up with a check list that could help you organize the most sustainable and globally responsible workshop and not to miss out any aspect. If there are more that we didn't include, please feel free to add them to your list:

• Paper Use

- For any new paper that you buy for the workshop try to have it made from recycled paper and/or from sustainable sources (which is mentioned usually on the paper packaging, it could be FSC code or others). Make sure you buy new paper only if you are really out of already used papers.

- Write on flipchart paper only if really necessary; use all the space from the flipchart papers on both sides. Ask yourself at least 2 times before deciding to use a flipchart paper if it is really going to help the participants in their learning process whether you write on the large piece of paper or not.

- Try to replace flipchart papers with some other already used papers, for example expired or unused posters from different events (which are usually big and on one side blank).

- You need to use markers that are not too strong in order to be able to write on both sides.

- Print or make hand-outs for activities only when it is really necessary. If there is group work involved, print/make 1 for more people. Utilize already used paper (on one side) in this sense.

- Do not print materials for all participants (agenda, supporting information, etc.) in advance. You can post the program/agenda in a visible place for everybody to see and try to provide materials electronically (especially if they are optional and not going to be used in the session). If there are participants who, based on their learning styles, need to have their own copy of the agenda or other documents, they can come to you for it.

- Do not provide notebooks for everybody by default. Usually they are not fully used in a workshop and very often the participants do not continue to use them. It also happens that there are participants who have their own notebooks for taking notes. You can make note-taking pads out of used paper (where they can add more sheets of paper as they wish, depending on how many notes they take). Whatever you provide, make it optional!

- If participants have various tasks to do in which they are free to make use of any materials they want, try to pay attention and to suggest sustainable ideas to them.

- ***Markers, pens***

- Check the origin and the toxicity to the environment and try to find ones made in your country/continent and with less damage to the environment;

- Try to buy pens that are made from recycled materials;

- Make participants responsible for their own pen, not having all the time available pens (as they tend to forget them in various places on the premises).

- ***Energy***

- Keep lights off when natural light is enough;

- Keep devices unplugged when not used and also not on standby. Put this as a rule of the setting for everybody not to leave their chargers and laptop constantly plugged.

- Try to avoid use of the projector. Yes, videos and visual materials are indeed necessary, but excessive PPT for any piece of information you want to give or even for activity instructions should be avoided.

- AC, fan, heating, and any other devices that regulate room temperature should be used responsibly and not excessively and at times their use can be questioned whether needed at all;



• *Food/Drinks*

- If you provide products (drinks, snacks, foods) for the breaks, make sure they come from sustainable sources. If you are renting a place you need to ask in advance what kind of brands they use and which ones would be served to you. Stay firm about the boycotting lists you have and do not use products from unethical companies in your workshops;

- No plastic cups or cutlery should be used. This needs to be discussed and agreed in advance with the catering staff;

- The food should not be served in portions but rather in an open buffet in order to avoid wasting food.

• *Recycling corners*

- If not provided on the premises, then you need to organize a corner in the room and explain to the group about it. Of course this will depend on the recycling options that exist in your community (which need to be explored).



CODE OF CONDUCT in GLOBAL EDUCATION

To work in global development field, to explore issues that happen in different parts of the world, experienced by people we do not know, from cultures we do not understand, to introduce this aspects to other persons that know even less about them comes with various *ethical responsibilities*. In Global Education Methodology you will find lots of visual materials used as well as certain terminology for presenting the situations of other people in the world (to exemplify much more clearly the interdependencies). These images and communications will influence to large extent the perception and attitudes of your beneficiaries towards the persons/cultures portrayed in your material.

We want to avoid perpetuating distorted images and perceptions about the world and its inhabitants and we carry a heavy responsibility in how we send across the message about the worlds problems.

Guidelines & Checklist

- From European Global Education Network - <http://glen-europe.org/>

The following guidelines we hope it will help you chose the most appropriate materials in your workshops.

If we communicate about people from different parts of the world in terms of verbal communication, text and visual, we should have these principles in mind:

- Respect the dignity of the people
- Believe in the equality of all people
- Promote fairness, solidarity and justice

What does this mean in practice?

1. START WITH YOURSELF

- How would you personally want to be seen, shown, spoken about?
- What would hurt your dignity, feelings or on the other hand, what would make you feel treated equal and fair?
- Can you imagine the people would agree if you tell their story or show their pictures?

2. REFLECT ON YOUR MOTIVATIONS

- Why do you want to tell or show this?
- Be careful in choosing your words and pictures (The language of images). It is what you're telling and showing necessary and true, or are you only reproducing and confirming stereotypes?

3. DO NOT GENERALIZE YOUR EXPERIENCE

- When talking about your experiences always make clear that those are yours (who is not a native of the countries you refer to). They might differ from those of the inhabitants and not be their every-day experience

4. SHOW A BALANCED PICTURE

- Aim to draw a balanced picture
- Don't only try to focus on differences but show also similarities

5. BE CAREFUL WITH JUDGEMENTS

- Before you judge people's behaviour, ask yourself why they might behave like that. There might an understandable reason, that you are not aware of
- You can also simply ask the people to avoid wrong interpretations

6. PUT YOUR POSITION IN CONTEXT WITH CULTURAL BACKGROUND

- Different cultures than the one you're from might think in different ways than you do
- What do equality, fairness and justice mean to you and what to the inhabitants of the country you want to tell about?
- Reflect on people's situation and cultural background, before you take a position

7. BE AWARE OF YOUR RESPONSIBILITY

- While reporting you have responsibility for the people you talk about and talk to
- Be aware, that your text and images should contribute to cultural understanding and not to misunderstandings or simplifications

CURRICULUM FOR BASIC GLOBAL CITIZENSHIP DEVELOPMENT

Basic Global Citizenship Competencies - From the global citizenship chapter it was clear there is a large range of competencies for what we will call an advanced global citizen (as the perfect global citizen doesn't exist but we can all strive to become one).

Based on our experience and long term results in delivering various training programs for global educators and multipliers, programs with different durations and focuses, we came up with some conclusions regarding why certain competencies are "basic" ones for a global citizen, something that every person should have to begin with, in their journey as global citizens:

- ***Each one of us on this planet should know their impact on the world*** (from many points of view: environmental, social, cultural, etc.) based on the way we live our life, the things we buy and use and the way we think. We cannot engage in broad global discussions or analyses before looking at ourselves and what our responsibility is. Based on this we recommend ***certain topics as being somehow "compulsory" to be explored before others***: global interdependencies, sustainable life style, responsible consumption, climate change, cultural relativism, etc.

- ***Attitudes are the key part of the competencies*** as they represent the "fuel" that feeds the global consciousness "fire", knowledge and skills come second (from this point of view). Competencies are indeed a set of the 3 dimensions interlinked, but depending on the time you have at your disposal (for your global education workshops), very often you are not able to tackle all of them in a balanced and adequate manner. Therefore we recommend focusing on developing attitudes, touching the hearts of your participants before loading them with knowledge, and capacitating them with diverse adequate skills. Especially in relation with the previous point, for the topics recommended, it is not enough to "know" about these topics, in fact it will be better if the participants will feel their impact and realize at a deeper level what their responsibilities are. This will increase the chances for them to actually assume this responsibility later on.

- In terms of the ***basic skills that a global citizen should have***, we focus on learning to learn and critical thinking as being crucial. Critical thinking is needed towards our actions and what is happening around us. We shouldn't take anything for granted, we should question and check from many sources whatever information comes to us in the global context, we should be able to go beyond the surface, to make deeper connections and observations and in a dynamic world we should be critical with our own beliefs as well. Learning to learn skills will ensure

that the new fresh global citizen can continue their learning process individually and independently, with less support needed from outside.



A few important mentions about the proposed curriculum:

- ***The age group that it is mostly addressed*** to starts from teenagers (14-15 years old) to no upper limit. We have predominantly worked with these age groups (mostly young people but also adults and seniors) and not so much with children. We are sure that some of the proposed activities can be adapted to a smaller age group, we also tested a few, but the experience we had is not consistent enough. Therefore the recommendations or suggestions for adapting the activity (which have been written for each activity) will not include aspects concerning children.

- ***It is not designed as a package*** that has to be implemented from the beginning to the end. It offers alternatives of activities for the selected topics, with different length and focus. Depending on your context, you will select the ones you want to use with your groups but it is recommended that you cover most of the topics included here (since they are part of the basic competencies, as argued before);

- We do not know where exactly you place these activities in your educational programs, we do not know whether the group know each other or not, the length of your workshop/training course and the duration of the global education part in your program, etc. therefore we assume ***you will take care of the logical and harmonic integration of these activities in your program***. Please have a look at the previous section which offered details on methodological aspects (useful for designing any non-formal education workshop) in order to make sure you will have in mind the principles and concepts introduced for the final version of the program.

- ***Some of the activities are not described in detail*** as they need specific content to be updated with the latest information or to be adjusted to the local context and environment. In some cases we did provide some of the examples we used but because we don't want to take the risk of these materials being used in inadequate ways we leave it in the hands of the global educators to add the specific adapted content to the proposed activity structure.

- ***The focus of this curriculum is to provide ideas, suggestions that can be adapted and adjusted to various learning environments.*** It might happen that beginners in the field of facilitation feel the need for more details to be provided, but the recommendations and guidelines offer enough to guide any facilitator in what they need to do in addition to preparing for the delivery.

- ***The sources and/or author of the activities will not be mentioned*** because in most of the cases there is no verified/credited source (or we didn't manage to trace them); some activities have been developed by the authors of the manual, others represent adapted/changed versions from activities that were found in other publications or experienced in other training courses. Our belief is that in the education field in general, and even more in the global education context, the sharing of methods and activities should be open and unconditioned, because it will support and help achieve our big aim: to make this world a better future. Anyway, ideas travel without control and borders— a person takes part in an activity, is inspired, wants to replicate it, changes it a little bit, while implementing it another person might feel the same and so on. Giving credit to the ones that develop certain activities is something we support because their products are making our work as global educators easier. At the same time we also need a system that can trace the true creator of a certain activity/method and at the moment it doesn't exist.

- ***Additional point for the previous mention:*** some activities which will be proposed and introduced here will make reference to a certain online link or source for additional information (examples of role plays or various descriptions) but in this manual we will provide some details based on our experience. We decided to include them here even if they are present in other manuals because they are based on our experience (and the recommendations or debriefing questions will reflect that) and also in this manual they are classified and included in a different structure. We aimed to have as much as possible in one place so this means also to have some of the activities described in other publications.

FOR EACH ACTIVITY WE INCLUDED THE FOLLOWING DETAILS:

- **NAME**
- **LEARNING OBJECTIVES**
- **DURATION**
- **GROUP SIZE**
- **DETAILS AND DESCRIPTION OF THE ACTIVITY**
- **DEBRIEFING/SUGGESTIONS FOR QUESTIONS:**

It will include suggestions for questions that can be used for the discussion post activity/experience, which includes reflection, generalizations and sometimes transfer as well. They are meant as suggestions and they should be adjusted and adapted based on the concrete experience with the group;

- **MATERIALS NEEDED**
- **RECOMMENDATIONS FOR USING
THE ACTIVITY / ADAPTATIONS**

The Curriculum Proposal

-Topics and Detailed Activities-



INTRODUCTIONS TO GLOBAL ISSUES

- *Global Bingo*
- *Where Do You Stand*
- *Candy Game*
- *Short Videos* - (as method)

GLOBAL INTERDEPENDENCIES

- *Labels*
- *"String Web" exercises*
- *Global Breakfast*

RESPONSIBLE CONSUMPTION

- *Labels*
- *Role plays*
- *Who gets what?*
- *Videos*
- *Case studies*

SUSTAINABLE LIFE STYLE

- *Eco footprint*
- *The invisible Water in Our Lives*
- *"I always ..."*
- *The life in my community*

CLIMATE CHANGE- A FEW CONSIDERATIONS

RELATIVISM AND CRITICAL THINKING

- *"Ignorance test"*
- *Worlds Maps*
- *"Poverty Porn"*
- *The Words We Use*
- *Where do you stand on cultural relativism*



INTRODUCTIONS TO GLOBAL ISSUES

If you didn't tackle global issues previously with the group you are going to work with, you will need to have an introductory session that will set up the grounds for future discussions. It can also help the group to know each other's views or relations within this field that could be used at later stages.

These are our suggestions for activities:

- Global Bingo
- Where Do You Stand
- Candy Game
- Short Videos – (as method)

Global Bingo

Learning objectives:

To provide a space for the participants to exchange views and experience in various global areas, to set up the foundations for the next stages in the workshop; to increase motivation;

Duration: 30-40 minutes

Group size: any size

Details and description of the activity:

The participants are introduced to the fact that they will play a game now, a bingo game. If there are people that don't know what a bingo game is, it is explained. This time it is a special bingo because it is a global bingo. Their task is to use the hand-out provided (in which there are also instructions on how to play the game), to go around in the room and to find people that correspond to the descriptions you have in the hand-out. You need to find different people for different questions and write their name in your table. Once a person fills out all the places in the table they can shout BINGO and we stop the game.

Debriefing / Suggestions for Questions:

Optionally, at the beginning, you can go through each item and see how many people in the room fit in each category, or to ask the ones that found people to say their names. Suggestions for questions: How was it to play the game? Did you find out something you didn't know? Can you give an example? What other impressions do you have from the discussions you had?

Materials needed:

A copy of the global bingo for each participant or to have it written on a big board, pens, and papers; You can find in the annexes one example of a Bingo we used which can serve as inspiration to you.

Recommendations for using the activity/adaptations:

The example we provided at the end is just an example; if it makes sense for you it is great but think more about it, maybe you can create something more adequate for your group and setting. Bingo as a game can be used for anything you want, it can be a simple game to get to know each other (so you will put out more personal aspects) or a good “excuse” to make the group discuss global issues and find out who is doing what in the field, so for a more serious discussion. You have the liberty to choose the appropriate topics that you want to include in the list but make sure you don’t put something very hard to find (don’t make an impossible bingo) and also to have different type of topics (some practical, some personal, some about opinions, some fun) to give a little bit of entertainment to the activity. In debriefing be careful not to give too much space to some very competitive and ambitious participants that want to tell the group everything that they found out or did (this exercise tends to offer the space for that). Some of the items on the list are more important than others (and you know that as a facilitator) so in the debriefing make sure you spend more time on them and not on the funny or more superficial ones.



Where do you stand!

Learning objectives:

To provide a space for participants to express their views on challenging statements; to develop critical thinking; to observe the level of the group in interacting while debating;

Duration: 60 minutes

Group size: Between 6-8 and 30 (preferably around 20)

Details and description of the activity:

The exercise is introduced to the participants as a discussion or an opportunity to express our views on various statements on which people have different opinions. It is an exercise that wants to explore what stand we take in relation with some issues. The activity goes like this: in the room there are two poles, on opposite side (usually 2 walls facing each other) and on these walls you will see written: I AGREE on one and I DISAGREE on the other.

The facilitator will read out loud some statements (you can also have them written on some big paper for everybody to see during the discussion). According to how much you agree or disagree with the statement you need to move in the space towards the specific wall. There is no middle way, either you agree or disagree. After participants position themselves some arguments from each side will be requested. If while listening to different points of view somebody feels that they change their mind they are free to move to the other side. It is also explained and reminded to the participants (at a later stage in the exercise) that there is no right or wrong opinion and no conclusion to be extracted out of these exchange but just an opportunity to get to know different perspectives.



These are some of the statements you can use but we encourage you to come up with your own sentences:

- We eat a wider variety of food than ever before
- Life is better for people today, than it was 50 years ago
- It's important to buy local products before imported ones
- (I'd buy local products even if it was more expensive)
- If we welcome products from other countries we should also welcome their people.
- I believe there shouldn't be any borders/visa requirements for anybody in the world! (or) In a globalised world we don't need borders anymore
- Globalisation has made people think more openly.
- Stopping climate change is an unrealistic goal in a trade-oriented world.
- Technology will save/is capable of saving mankind's future.
- Religious beliefs will become less important in a trade-oriented world.
- Multiculturalism doesn't work.

Debriefing / Suggestions for Questions:

It is not a type of activity that needs to be processed, and for sure not extensively but few questions can be addressed (especially if there are heated debates during the process): How did you feel during this activity? How was this activity for you? Why is it important/or necessary to know each other's stand on certain issues? What is the most important aspect you take out of this activity?

Materials needed:

2 papers/signs I AGREE, I DISAGREE to be posted on the 2 opposite walls (areas); optionally, the statements can be written on larger pieces of paper so they are visible during the debate.

Recommendations for using the activity/adaptations:

It is usually recommended to allow maximum 10 minutes per each sentence to be debated. After that it becomes tiring and repetitive. The facilitator should also encourage each side to come with new arguments and not to repeat what has already been said. There are high chances that during the activity some people will dominate the discussions; especially the very confident and outspoken ones and here the facilitator should stimulate the ones that talk less to take the word. It often happens for some participants to get emotional and personal in the discussion and get affected by how the exercise goes and the facilitator should pay attention and calm down the tension if it exists by reminding them of the aim of the exercise and moving on to another sentence. The neutrality of the facilitator could be challenged in this exercise as they can favour the position they also support by giving more space to those debaters and they need to be careful about it; they should also not express their own point of view because they could influence the group. In the case where one side is not represented strongly one of the facilitators can play "devil's advocate" by bringing on arguments that could challenge the other side. This strategy should be mentioned as such and not give the impression that the facilitator actually thinks that.

"Where do you stand!" is an easy to use tool for any other topics you want to work with where you desire the group to develop their critical thinking and to find arguments for their beliefs. You need to find sentences which are a bit more general and also controversial in order to have more sides reflected.

Candy Game

Learning objectives:

To reflect on the distribution of resources, wealth or power in the world; To grasp the complexity of the world we live in; To have an insight into different problems that exist in the world and the unfairness around them.

Duration: 60-70 minutes

Group size: maximum 15

Details and description of the activity:

The participants are invited to either sit on the floor or around a table. In the centre there is a big bunch of candies and a pair of dice. They are informed that this bunch of candies belongs to all of them but there are some rules in how to access them. First of all the candies cannot be eaten during the game. One by one they need to throw the dice. If they have a double of any number they can take 1 candy. If they don't, they will give the dice to the next player. You can do 1 or 2 rounds like that, if not too many candies are being taken from the centre you can mention that now the rule has changed and whoever throws double can take 2 candies and so on. Once all the candies are taken from the middle you will say to the group that now the game continues the same way and once you give a double you can take 1 or 2 candies (depending if you already changed the number) from anybody that has candies. Leave a couple of rounds like that and at some point when frustration has already got higher for some people, greediness or revenge as well, announce the game has stopped and whatever they have is what they have, and they cannot change it anymore. You inform them that now there will be a discussion about the game so they need to get out of the game mood.












If during the game the participants ask you whether it is allowed to do one thing or another (depending on what ideas they have) you can tell them just this: what you told them is what it is. Everything they need to know they have been told. More information will be given along the way if it is necessary. Do not tell them they are allowed or are not allowed to do whatever they asked about.



If they make changes – depending on how it goes you will stop the game when they take control over it. If they don't change anything this can be used later in the debriefing, if they mention that they would have done this or that but you didn't tell/allow them to do it ...to make connections with reality- if they want to change the rules in a certain context do they always need to have the permission of the ones making the initial rules? Not to mention that it was never said that you can or cannot but this is how they interpreted it.

Debriefing / Suggestions for Questions:

**these suggestions are for a more classical group, more obedient, that follow the structure as mentioned. If during the game different "revolutions" happen then the debriefing needs to be adapted accordingly.*

-  **How did you feel in this game? (Ask every person to say in one/two words)**
-  **What made you feel like that?**
-  **What happened during the game? How did the players behave? What kinds of decisions were taken?**
-  **Are there any winners or losers in the game/ or Are there powerful and powerless in this game? Based on what do you say that?**
-  **Is there anybody unhappy with how the game ended and why is that so?**
-  **What could have been done differently in order to have a different end? (What could you have done for a different ending and you didn't? What stopped you?)**
-  **If we make an analogy between this game and what happened in it and our world, what analogies can you make?**
-  **Do you make any connections? If yes, give examples. Who or what can you as players in the game represent? What can the candies represent? What are the dice and the double? Who can be me (the role the facilitator had)?**
-  **Do you think what is happening in the world now is fair?**

(depending on the answers they give you can use those or here you can be more directive and give specific suggestions: how is wealth distributed, why are some people poor and others are not? how is the environment being destroyed because of over exploitation, how are some countries rich now because in the past they abused the resources of other countries, etc. – it would be preferable to extract from them different answers to all the previous questions).

-  **What are the reasons for what is happening?**
-  **Do you think you have any role in this?**

Materials needed:

Candies (about 3 times more than the number of participants); 2 dice

Recommendations for using the activity/adaptations:

This activity requires a higher level in grasping political or economic connections and consequences in the world. This might depend on the age of the group and also on their previous experiences. Nevertheless it can be done even if the group doesn't have a higher level but then the debriefing will include more concrete examples from the facilitator to help the group make associations and connections.

The frustration level can get very high so it is very important you steam out negative emotions before advancing to the discussions.

It is a simple activity but in the end it is a simulation and the group can behave in different ways and then the debriefing can focus on different aspects as well:

- They will follow the rules and then blame the facilitator for not allowing them to make changes (if they asked for this during the game). In this case you need to be careful not to make them feel guilty for not changing the game they didn't like especially when they will realise that this can reflect a behaviour they have in the real world also;

- Change the rules without permission or even without asking sometimes, this can mean to stop using the dice and divide everything equally, or some of the players make a coalition and rob all the candies from the others, etc. *(in the debriefing, participants can be asked what happens in reality when this situation exists – does it have the same direction/trajectory like in the game or not? does it have the same consequences like in the game or not)*

Short Videos

Learning objectives:

To get an overview on various global problems/issues; To reflect on their emotions in relation with them; To think about the importance of knowing more about global issues.

Duration: 30-40 min

Group size: any up to 30


Details and description of the activity:


(we also include here the questions for the discussion) You need to find a short general video that incorporates various global issues. It can be for example an introductory or short video about Millennium Development Goals (MDGs) (or the new goals after 2015) because there are many issues within this topic or any other videos.

If you choose a movie about MDGs make sure you use it as a pretext to look at various global issues and not to talk about MDGs. We do not want to suggest a particular movie because whatever we used was appropriate at a certain time, for a certain group and context. As time goes on, some movies become out-dated and also using a movie in a different context comes with risks. This activity is more of a methodological proposal and if you find it interesting you will need to find the best video for you. As a general recommendation, it should be a video that is balanced, shows the world issues from different angles and respects the code of conduct (please see the code of conduct section).

It shouldn't be longer than 5-6 minutes. After you show the video to the group make buzz groups. Ask them to talk with their neighbour about the feelings they experienced while watching it. After a few minutes make larger groups (by uniting some of the buzz groups) and ask them to identify the issues they find disturbing, or what they perceive as problems in the video and why that is. Allow 10-15 minutes for this discussion. Then ask the smaller groups to come into a big group and request from them to tell you what problems they have identified. At this stage you just want to list them and only if there are some suggestions that are puzzling the group or based on strong disagreement, you can ask why they think that specific thing is a problem.

After you have this initial list (with their proposals) ask the group if there are other problems in the world that they might add to these ones. Then, as final questions, you can ask:

 How much do you know about these issues? How much do people in general know about them?

 How much should we know about them?

 Why don't we know more?

Based on their answers you can suggest a conclusion or closure for the discussion and prepare the group for the next activities.

Materials needed:

1 short video, projector (or more laptops to watch in smaller groups), speakers.

Recommendations for using the activity/adaptations:

This proposal is more methodological so the facilitator can adapt, adjust and use it if they want to in their activities, trying to keep the learning objectives or thinking of new ones. The questions suggested can be changed according to the intentions of the facilitator. Depending on the video selected some images might get too emotional for some persons. If it is desired to create this emotional response in the group it is fine, but then through the discussions they should be managed in such a way that the group (or some participants) don't get stuck in them.



GLOBAL INTERDEPENDENCIES

From this part of a global education program, which usually is at the beginning (either you start with this or it comes after the introduction to global issues) the participants have to find out, understand, reflect more deeply on how they are connected with people in other parts of the world. Depending on the time you have at your disposal, it could be more of an introduction to the global interdependencies, to show how complex the system is or it can go more deeply into exploring the roots or some aspects of this complexity. These are our suggestions for activities:

- Labels
- "String Web" exercises
- Global Breakfast

Labels

Learning objectives:

To understand the concept of interdependency; to reflect on the reasons behind global interdependencies; to think critically about them; to set-up the base for future discussions on global responsibility;

Duration: 60 minutes

Group size: at least 10- up to 30;

Details and description of the activity:

You will explain to the group that on the floor they can observe an outline of the world (made out of chalk, paper tape, rope, etc.) and we will use it for the next activity to look at it through the perspective of our own products. Divide the participants into groups of 3-4. Each group will receive a bunch of small pieces of paper/post-its. Their task is to look at all the objects they have on and with them at that moment (clothes, accessories, electronics, stationery, food products, etc.) and to read their labels to see where they are made (not bought from but made in). For each item they need to write on a different piece of paper the type of product (ex. T-shirt, mobile phone, etc.) and the country where it was made (Romania, China, etc.). For the items that do not have the label anymore they can make a guess but they have to specify that on the paper: ex. T-Shirt _Guess-Turkey. The group needs to think twice when they make the guesses, not to consider automatically that the product was made in the country it was bought from. It would be preferable to have as few guesses as possible and most of the papers to be with information from the label itself. Even if in one group there are more items that are similar in name and country of origin, for each one of them there has to be a different paper written. They do not have to sign the paper. The role of the groups is more to help each other read the labels (if they are placed in more inconvenient places) and collect the answers. Once a group has all the papers for all the items, they have to put/stick the papers in the appropriate areas of the world. If they are not sure where a certain country is they can ask the facilitator. Once the entire group has done this the discussion can start.

Debriefing / Suggestions for Questions:



What impressions you have when you look at the map? How does this look to you?



We as a group, in this moment, where from do we have most of our products?



How many of you had all their products made in their own country? (most probably nobody) How many had 1 of their products made in their own country? How many 2? How many 3? How many 4? Is there anybody with more than 4? What is the maximum?



What other products do we use (but maybe we didn't have with us at the moment) that are produced in other countries? (here you can give examples if they don't come up with any)



What about products that even if they are made in our country use components/ingredients that can be found only in other countries/continents? (if the workshop is taking place in Europe, you can mention chocolate for the cocoa; if you are on another continent and you are not from a country that has lots of oil you can mention plastic (which is made from petrol) –feel free to suggest any other product appropriate to your group/setting;



What does this tell us?



How would your life if you had to use (and survive) only with the products produced in your own country? Do you think that is possible? If the answer is no, why is that?



Looking then at this reality, it seems that we need products from other countries and others need products from our countries- what does this mean? (if the concept of dependencies and interdependencies has already been mentioned you don't need to address this question)



We are all dependent on each other (as countries and as individuals). Do you think this is a good thing or a bad thing? What are the good and bad aspects of this? Justify your answer.



What role /power do you have in this? What can you do to reduce the bad consequences?



Make a transition to the next activity that should follow-up on these discussions.

Materials needed:

An outline of the world has to be represented on the floor with its continents (either with chalk, paper tape or rope, depending on the floor)- it can be just schematic and not very accurate (it will be explained to the group what it means if necessary); little sticky papers (you can try with papers that don't stick, which can also be made from reused paper, but it depends on your room – whether there is a draft/wind that can blow them away); pens

Recommendations for using the activity/adaptations:

It is very important to limit the concrete suggestions you make to the group and rather to push and take them from participants themselves. It is an exercise that provides enough visual material to help the group come up with answers to your questions.

This activity can be used in order to focus on the topic of responsible consumption and in the next chapter you will find suggestions on how to use it in that sense. You can combine the two and have a broader discussion that touches on global interdependencies and then focuses on responsible consumption.



“String Web” Exercises

Learning objectives:

To become aware of the visible and invisible connections between different global actors; to identify various global actors; to reflect more deeply on the global interdependencies; to acknowledge their own role in the global context; plus some other additional objectives based on the version you choose to work with;

Duration:

It can be from 30 minutes to 1.5 hours depending on the complexity chosen and the number of participants;

Group size: 10-30

Details and description of the activity:

The “string web” name refers to exercises where the participants have different roles and they are connected to one another through a continuous string. Regardless of the complexity of the exercises (as they are more, see below examples), they have a very straightforward visual message about interdependence which cannot be misinterpreted and at the same time it is very clear in a physical way - the participants are connected among themselves, they can actually feel it.

You can choose simple web exercises where people explore the connections between the ecosystem elements. They stay in a circle and one participant starts by saying who they represent, for example: “I am the grass”. Then they throw the string to another person in the group (keeping one end of it) and this person has to say who they are in relation with the grass, they can choose for example: “I am the water that the grass needs to grow”. And the string has to travel from person to person and connect different elements (“I am the cow that drinks the water”, “I am milk from the cow”, “I am the baby that drinks the milk”, “I am the air the baby breathes”, etc.) and in the end the participants will be connected like a web with the string which they have to hold in their hands during the exercise. The elements and the connections will depend entirely on the participants’ input so an introductory discussion can help them to come up with suggestions. You can ask them before starting the activity: what is an ecosystem? What is part of it? And so on.

More advanced versions of this activity will create a more complex web with multiple connections between the elements represented in the game. It usually makes use of different roles, with more detailed or shorter information provided on the specific role card, or just titles and it is up to the participants to fill in the gaps about that specific role; either way it will influence the difficulty level. In these versions we include more diverse and complex actors from the global reality, some of them maybe not often talked about. The complexity of the roles provided will determine how many details need to be provided on the cards.



For example:

"I'm a lettuce", "I'm a piece of meat", "I am coffee", "I am chocolate", "I am a banana", "I'm a sea fish", "I'm publicity", "I'm a multinational company", "I'm the World Trade Organization" (WTO), "I'm the International Monetary Fund", "I'm Monsanto", "I'm your favorite supermarket", "I'm the groundwater", "I'm the air of the world", "I'm the fresh water", "I'm the rainforest", "I'm the oil", "I'm a farmer from Belgium", "I'm an activist from India", "I'm a fisherman from Chile", "I'm a very busy mom", "I'm a poor student", etc.

In this version the participants introduce themselves to the others by saying who they are and add a few words about themselves; once a new person is introduced they need to make connections with the previous ones and will use the string for this. Implicitly this means that one specific person can be linked with more than one person. If the group is bigger than 16-18 it tends to be tiresome, because each introduction takes time and then to make the connections as well (especially because there are multiple connections to be made).

Debriefing / Suggestions for Questions:

The discussion starts after we have the final version of the string web, when everybody is connected.

- For the simple version



How do you feel?



Do you think you should be connected with other elements in the web? With which ones?



Which other actors/elements are vital for your wellbeing but are not present here?



What does this web represent for you?



Is this a healthy web? What can damage this web? Each element should provide an example.




Which damages are happening now in real life or are more likely to happen?





And if this happens which elements will be affected? *When they answer this question the talking participants should drop the string.* You can ask for a couple of the examples they mentioned before (as being likely to happen or that have happened already).


 How do you feel now? What makes you feel that way?


 What can we do to prevent damaging this web?

- *For the more complex version*


 How do you feel in the place you are now?


 What did you feel during the exercise when the connections were being made?


 What made you feel like that?


 Who has more links/connections? Can we find where the biggest number of connections is? Who has it? What does this tell us?


 Who from here thinks they have power, stand up (without letting go of the string).


 Why do you think so? What do the others think?

 What about the people that have more strings attached to them? (observe if they stood up) Why don't you think you have the power but you have so many strings?(ask this if the person didn't stand up before)?*(Make sure the people are out of their roles now. They can also drop the strings)*

 Is there any problem in this web? Or more? Could you justify your answer?

 Does this web reflect reality?

 What is your power in this? You (the participant)!

 What can you do?

Materials needed:

String (for the advanced version sometimes a lot of it is needed, 5-6 rolls of string), role cards with roles (if necessary), and scissors.

Recommendations for using the activity/adaptations:

The details provided aimed to show the structure of the activity; the content (especially for the more complex versions) has to be added by the facilitator. It is important to adjust it to the level of the group, their age, background and number.

You can create your own version of this activity by using the list of global issues and actors from the first part of the manual in order to show how interdependent they all are.

Global Breakfast

Learning objectives:

To become aware of the way one person depends on other countries in relation with food; to think about how interdependencies are reflected in their lives; to reflect on the various consequences of the interdependencies; to increase the level of responsibility for our habits in the global context.

Duration: 40-50 minutes

Group size: from 10 to 30

Details and description of the activity:

The activity is introduced by informing the participants that we will talk about food and how food connects us on a global level. Make groups of 4-5 people and give the following task:

“List in detail all the things you usually have for breakfast! You need to come up with all the things your group usually has for breakfast. Be specific, if you eat fruits you need to specify what fruits exactly.”

Allow about 5 to 10 minutes for this task. Have the groups come together and explain what is in their breakfast, after the first groups have presented their breakfast the other groups (depending on your time) could be asked just to add if there was anything extra in their meal compared to the others. After you have listed all the items for the big group breakfast ask the group to mention which items they would still have for breakfast if they had to consume only products that are produced and found in your country. This part can be different if you have an international group, in which case you will send them to their groups to complete this task and then later discuss in the big group. Remind the group to think about production but also all the ingredients that are found in some of the products. Expect the list to be considerably reduced in this case. Continue with the discussion by using the following questions.



Debriefing / Suggestions for Questions:

What would your life be like if you had to use only products from your own country? What would change? You can think about other products that you use besides foods (for example: electronics, clothing, etc.)



Many products that you use come from other countries/continents so what does this mean to us on a global level?



We are all dependent on each other (as countries and as individuals). Do you think this is a good thing or a bad thing? What are the good and bad aspects of this? Justify your answer.



What role /power do you have in this? What can you do to reduce the bad consequences?

Materials needed:

papers, pens, flipchart paper for the big breakfast for the whole group

Recommendations for using the activity/adaptations:

You can ask them to draw if they feel like it for the task, or to be more creative in the way of fulfilling the task itself, it can get more fun for them but could require more time so you need to be careful about that if you don't have the extra minutes.

This activity could be adjusted to tackle the issues of responsible consumption. An additional task could be given in which to think about the sources of the products they bought: milk from the local farmer or imported from the neighbouring country? Local tea or tea from another continent? Seasonal fruits or not? And so on.



After this, look at these aspects in the big group and analyse them; Explore the negative consequences of consuming products from other countries/continents – with a focus on the situations when there are alternatives in your own countries from local producers. In the end the group can be asked what changes they want to make as consumers in relation with the things discussed.



RESPONSIBLE CONSUMPTION

After understanding the concept and consequences (positive and negative) of global interdependencies, we zoom-in on consuming patterns, the role of the consumer in the global context. The general aim for tackling this topic is to motivate the participants to become responsible and critical consumers in their everyday life. This will mean to think more critically about their needs while shopping, to prefer to buy local and not from other countries, to buy seasonal products, to be interested in the conditions of production, to know more about brands that they use and to boycott unethical companies, etc.

These are our suggestions for activities:

- Labels
- "Role plays"
- Who gets what?
- Videos
- Case studies

Labels


Learning objectives:




To understand the consequences of our consuming patterns at the global level; to acknowledge the role we play in this sense; to explore the responsibilities a consumer has; to motivate them to make changes in their consuming patterns.

Duration: 60-80 min



Group size: at least 10- up to 30;











Details and description of the activity:

 The activity is described in the previous section: "Global Interdependencies" BUT before you introduce the activity as it is explained address these questions to the group:

-  What is important for you when you buy things?
-  What criteria do you have in mind?
-  Try to keep in mind their answers which can be used in the debriefing part!

Debriefing / Suggestions for Questions:

-  What impressions do you have when you look at the map?
-  How does this look to you?

- 
- We as a group, in this moment, from where do we have most of our products?
-
- 
- How many of you had all their products made in their own country? (most probably nobody) How many did you have? What is the maximum?
-
- 
- Why is that? Why are most of our products being made in other countries, on other continents?
-
- 
- What do you think are the negative consequences of this fact? (if they don't come up with relevant examples, you can give some from an environmental perspective, social, economic)
-
- 
- How often do you think about the conditions in which these products are being made, the working conditions of the workers and the workers themselves?
-
- 
- For how many of these products (
- from the map*
-) could you have found alternatives made in your own countries?
-
- 
- Do you look at the labels of the products you buy? If yes, for what reason do you do that?
-
- 
- Based on what has been said up to now related to the products we use/have and the way they get to us (
- here you can list some of the negative aspects that came out of the discussions*
-) who are the responsible ones in this system?
-
- 
- Who has the power to make a change and why? (
- if not mentioned then ask: What is the responsibility that we carry as consumers? What can we do differently?*
-)
-
- 
- At this stage you can make a connection with the answers they gave at the beginning of the activity: You said that for you (this) and (this) is important when you buy stuff. After our discussion, in which way has the criteria you use for buying products changed? Give some examples.

Recommendations for using the activity/adaptations:

When you want to extract the negative aspects in producing and buying stuff made in other countries make sure you do not limit yourself to a few examples, if the group doesn't come with more you can make suggestions and ask if they have heard about it and what they know.

This exercise is very popular in the global education field so it is definitely fit for groups that are new to the topic. It has been tested in different parts of Europe and Africa and very good results were obtained in both circumstances.

“Role plays”

Learning objectives:

To understand more deeply the actors involved in the production of different products; to develop their empathy for the victims of global production; to develop their responsibility; to be motivated to know more in the field; to be motivated to become more responsible consumers

Duration: – depends on the complexity

Group size: - not more than 30

Details and description of the activity:



You can find a large variety of role plays that zoom-in on certain areas connected to the production and distribution of products, especially the ones that are known to have problems which need to raise the attention of the consumer: clothing industry, mobile phones, electronics, chocolate, coffee, bananas, cotton, etc.



We have used role plays from the “Labour behind the Label” organization <http://www.labourbehindthelabel.org/resources/itemlist/category/165-education-resources> and from the National Youth Council of Ireland http://www.youthdev.ie/development_education/rich-mans-world but we have adapted and adjusted the activities to our groups and context. Very often, we have changed the structure or the roles so we mainly used them as source of inspiration and this is how we would like you to use them as well.



Each activity needs also some extra verification of the details provided if they are still up to date or not. We do not encourage using activities without an adequate filtering based on your experience, context, momentum in the global development.



A more experienced global educator should be able to even create their own role play, but more knowledge in the topic is required in order for you to be able to find what you need fast. Nevertheless, a beginner will have lots of alternatives to try out and the manuals we suggested are just a small percentage of what you can find online.

Debriefing / Suggestions for Questions:

Especially for the role play the debriefing is very important in order to extract the learning points but also to process the emotional experience of the participants. It should always start with questions targeting the emotions experienced in the activity:

- How did you feel during the activity? How do you feel now? -What made you feel like that? - What happened in the activity?

And then continue by following the experiential learning cycle through all the steps. At this stage we cannot make more suggestions because they will depend very much on the specific role play you will develop and apply it.

Who gets what?

Learning objectives:

To develop empathy towards the conditions of work of the people producing our products; To better understand the complexity of the production chain; To get motivated to know more about the conditions and chain of production; To develop their responsibility as consumer;

Duration: 50-60 min

Group size: any

Details and description of the activity:



Ask the group if they know how much from what they pay for different products goes to the people that are actually making them or to the big companies that are producing. Have they ever thought about it before? What do they think the division is? In this activity they will have the chance to do that.



Divide the group into 5 smaller ones. Each group will receive one item from the list (please check the annex) and a list of actors involved in the production. They will have to consider the price of the product as it is in the shop as representing 100% and they will have to divide this amount between the actors involved in the process- who gets what? Allow about 10 -15 minute for this and then have all the groups share in plenary what division they have made. After one group mentions their division ask the other groups what they think about what their colleagues just said, if they think it is different and based on what they think that. Mention the “real” division made based on approximation and simplifications of real data.



Ask the group after each “revealing” moment: - What surprises you in this division? After all the groups finished you can advance to the questions section

Debriefing / Suggestions for Questions:



How do you feel in relation with the information that you just received? What aspects were the most disturbing? How fair do you find these price divisions? Why do you think the situation is like that? Who are the responsible ones and what they can do? What can the consumer do? Can you give examples? What alternatives do they have? What would you like to do differently from now on?

Materials needed: paper, pens, the price division from annexes

Recommendations for using the activity/adaptations:

The percentages presented in the annex are approximations and simplifications based on some real data. This is what we have used so far but they are not necessarily updated with the latest data, maybe the situation in the field has changed in the meantime and we advise educators using this activity with the numbers provided by us to have this in mind and be cautious when you introduce them to the participants. You can actually say it like it is, and that these data will help to have deeper discussions. We strongly encourage you also to try to get the latest data from the relevant areas.

Videos

Learning objectives:

To get deeper information about conditions of production, workers' conditions, the involvement of the relevant actors, to increase the motivation to know more in the field; to take responsibility from the consumer's position; to be determined to make changes in how they act as consumers; to develop empathy towards the people involved in the process;

Duration: – it depends, from 1h to 2 hours

Group size: any

Details and description of the activity:



You need to choose a relevant video that presents the conditions of production and also have a look into the reactions of different actors.



Some videos are available for free in the online environment some are not.



We have used in our work: "Life and Debt", "Santa's Workshops", "Dark Side of Chocolate" (as well as the follow-up movie: "Shady Side of Chocolate"), "Flow of Water", etc.



You need to select the best video for the objectives you have set-up for your group. You need to have the time factor in your attention, to make sure you have enough time for the discussion after the movie.

Debriefing / Suggestions for Questions:



How do you feel now after you watched the movie?



What feelings did you experience while watching the video?



How much did you know about these situations before?




What was the most disturbing part of the video for you?





To what extent do you think this situation applies as well to other products/companies/etc.?


Materials needed: projector, speakers;


Recommendations for using the activity/adaptations:

 Videos are a powerful tool that can shake the participants from many perspectives. It is the secret weapon of a global educator. Whenever you have some lack of inspiration in what to do you need to find a good video – it can save you out of almost any kind of situation. It doesn't mean it's easy to find a good video but once you find it, it is going to have the results you want.

 The problem with the videos searching process is that there are many of them, many that are not available for free so you need to find “creative” ways to get them, many that are too long and boring for some target groups. This means that at the beginning you might need to invest more effort but once you have your little data base of video you know and have tested life will be much easier. Then you will need to keep it up to date which is also essential in our work – not to introduce outmoded data to our participants.

 It is advisable not to use more than 30-40 minutes as video in your sessions. Even if at home an interested and motivated person will devour documentaries no matter their length, in a group and in workshop settings enthusiasm is often not the same and we risk to losing the attention and focus of the participants. You can use parts of a longer video by choosing the most relevant sections but make sure the logical flow of the video is still maintained.

 You need to look at all the videos you will show, you need to see them from beginning to end – otherwise you risk being confronted regarding some aspects from the video that you didn't anticipate.

 Some videos directly target some brand and multinational companies and you need to be aware of that and be ready to present them as such.



Case studies


Learning objectives:


To get to know more concrete information and facts about the practices of certain companies; To develop ability to communicate about this information; To become more motivated to know more about the brands and companies they use; To increase the level of responsibility as consumers; To stimulate them to boycott various unethical companies; To develop their critical thinking;


Duration: 1.5-2hours


Group size: any size


Details and description of the activity:

 We haven't provided a concrete case study because, especially in terms of the information included in a case study, the practices of a certain company, their declarations, what they did after, what changed if anything did, etc. there are frequent changes and we do not intend to have in this manual out-dated information about companies that maybe have changed their behaviours meanwhile or that have become even worse.

 This is a huge responsibility that the facilitator carries, especially in the sessions which involve proving knowledge because it is a rather more delicate topic and we need to be armed with credible arguments.

 This session wishes to provide arguments and facts to the participants and they will take their own decisions based on them. It could also help them talk with others about it.

 The activity is structured like this: the participants are divided into smaller groups (in accordance with the number of companies you want to work with) and they receive a case study with instructions and information about a certain company they need to read and prepare a presentation to the others in the plenary. You can allow about 50 minutes for reading and preparing the presentation and an additional 70 minutes for presentations and discussion around them.

 What we do is that, right before the workshop on these topics, where we want to tackle directly some companies, we do our own research by using online tools. From this research we extract blocks of information and their sources and we put them together in a case study with the following instructions:

Instructions for the group (step by step)

1- BEFORE YOU start reading this case discuss in your group about your opinion about this company. How much do you know about them, do you use them or not, do you like them or not, why is that, etc. Do you know about the conditions of their products, other practices of theirs, etc.?

2. PLEASE READ the case/situations presented on these pages thoroughly. Clarify in the group if you have any questions about some terms/issues raised – ask facilitators for support if needed.

3- DISCUSS IN YOUR GROUP afterwards - how much did you know about these aspects? Share if you know other aspects concerning this company practices worldwide.

4- DISCUSS in your group about what actions the consumers of these products can take. What alternatives they have in each of your countries?

5. YOU NEED TO PRESENT TO THE OTHERS in a simplified version the main aspects of this case and to motivate them to make same changes from the ones you brainstormed/listed at the previous point.

After each group presents their case you can ask the others:



Do they use those products?



How do they feel about what they have found out?



Is there anything surprising/shocking for them?









Do they know other things about this company?



Do you still want to use their products?



Debriefing / Suggestions for Questions:




-  After all these presentations what are your impressions, thoughts?
-  Why do we need to know about these situations? What can change if we know we know these things?
-  What is the power of a consumer in these situations?
-  Do you know examples of how consumers influenced/changed something? (if they don't you can provide some examples of successful boycotts)
-  What are the steps a responsible and critical consumer should take?
-  Which steps are you planning to take from now on and in relation with which companies, products?

Materials needed: Case Studies printed for each group, paper, pens

Recommendations for using the activity/adaptations:

The activity has to be introduced carefully, not to be interpreted by some participants as imposed, thus forcing them to be against certain companies. The data you identify for the case has to be self-explanatory and from different credible sources (as many as possible) and you need to emphasise with the group that here is a space to talk openly and freely about products that are around us. We want them to have their own opinion about them based on the materials provided but they can also look for more and we encourage them to do so.

Alternative session (it is dependent on internet availability on the workshop premises)

-  Explain to the group that now they will do their own research on a certain brand. They need to form smaller groups and decide in that specific group which brand they use and don't know much about their practices.
-  The groups will have to research all they can find, from alternative sources, whether the company is responsible or not in the field.
-  Afterwards, they will present their findings to the others

Follow-up session - Have the groups create a list of how to become a responsible consumer. Steps to be taken and to present them to the others in order to motivate them to become a responsible consumer



SUSTAINABLE LIFE STYLE

To live our life in the present without affecting the chances of future generations to live a quality life represents the focus of this section. Many people do not ask themselves how their behaviours or life decisions will affect the life of future generations; hence do not see their associated responsibility. A global citizen needs to know and understand more deeply the idea of sustainability and what it means to have a sustainable life style, to feel responsible for the present situation in the world and also for the prospects of future generations, to be motivated to know more and to make necessary changes in the way they live their life.

These are our suggestions for activities:

- Eco footprint
- The invisible Water in Our Lives
- "I always"
- The life in my community

Eco footprint

Learning objectives:

To get to know the concept of Eco-Footprint and Earth Overshoot Day; to make the link between one's life style and the impact on the planet; to increase the level of responsibility they have for their life style; to stimulate them to get more informed in the field; to motivate them to reduce their own eco footprint;

Duration: 80-90 minutes


Group size: any size


Details and description of the activity:


The group is introduced to the concept of the eco-footprint (EFP). They are asked if they know what an EFP is. If somebody knows then they can explain to the others but you need to make sure that it is clearly understood by the group so you can add extra details. Ask the group if they have already measured their own eco footprint. If yes, when was the last time they did it? Mention to the group that in fact it measures the impact of a person for the current year and it is recommended to do it every year for a regular assessment of our impact. Often, few people have measured their print and if they did so it was not recently.


Explain briefly how the tool was developed and what dimensions it measures and mention also that the most accurate calculators are the online ones. There are different websites from relevant organizations that provide the possibility to measure your EFP online. We recommend the one from "Global Footprint Network":
http://footprintnetwork.org/en/index.php/GFN/page/personal_footprint/


On this website you will also find more background information in relation with this topic, research results and data from the field. It will help in delivering this session and also for supporting the knowledge needed by the global citizens.

 Tell the group that we invite them to measure their EFP in this session. If you have the possibility (internet connection and devices for every participant) it is advisable to ask them to do the online one.

 If not, you can use an offline version that is more of an approximation or the results obtained via the online calculator. If you go for the offline option you will need to project the questions to have them visible to everybody and one by one to guide the group through all the questions and calculations. Check the recommendations part for details regarding the offline test.

 Once everybody has found out what their EFP is (from whatever tool you used) you can ask the group what answer they got. Who had less than 1 hectare? Who had between 1 and 3? Who between 3 and 5? They can raise their hands and everybody can have an overview of the group level.

 After you ask the first set of questions (provided in the debriefing sections) you can optionally provide the latest data in terms of Countries' EFP and if you work with an international group you can mention the EFP of their countries.

 Then you can introduce the concept of Earth Overshoot Day (details about it are in the same link provided above; in 2014 this day was August 19). You can ask if they know what it is; you can provide some details and also show the video from the website. Answer potential questions from their side. Ask the second set of questions.

Debriefing / Suggestions for Questions:

- First set of questions

How do you feel now that you know your impact on the planet? - How would you feel if everybody on the planet lived the way you do? - Who is surprised by their results? Why is that so? - What are the areas that have the higher mark?

- Second set of questions

How do you feel now that you found this out? - How much do you think you are contributing to this situation? - Do you think it is possible to live your life in a different way in order to reduce your footprint? What changes can you make? *(here you can invite them to share ideas with one of their colleagues, in pairs, and then take a few ideas in the big group)*





How motivated do you feel to implement these ideas in your life? - What can help you or prevent you from doing it? - How can we support you in this process? (see the adaptation section with ideas for follow up from this activity and depending on how you want to continue you will have a different ending at this stage)

Materials needed:

offline version of the footprint test; projector; speakers; papers; pens; online connection and a computer for each person if you decide that the group will fill out the online version;

Recommendations for using the activity/adaptations:

 There are various tests in an offline version but you need to be aware of the simplification they are doing of personal information and the different levels of inaccuracy they have. It represents an approximation and should be taken as such but some tests are closer to or further from the results an online updated calculator would provide. Therefore we advise you to try out various offline versions yourself (which you can find with a simple internet search) and then compare with the online test and choose the one that is more appropriate.

 In our work we have used a translated version from a tool developed by a French organization http://www.passerelleco.info/IMG/pdf/Test_Empreinte_Ecologique.pdf and it was helpful in the European contexts where we applied it. We didn't apply this version of the test in our work on different continents or mixed groups because, like other offline tests, this one also looks at dimensions of life which are more contextualized in European setting and some questions are not relevant in others. In such contexts we used different exercises (included as well in this section, such as "I always ...").

From this session you can continue with another session that looks into what the participants could do in order to reduce their footprint

- The group can be divided into smaller groups and can brainstorm on ways to reduce their footprint, using these ideas to all motivate each other when they reunite in the full group

- Based on this brainstorming you can also allow personal reflection time for the participants on what commitments they are willing to make and to write a letter to themselves in which they mention these decisions. This letter can be later sent back by the facilitator to remind them and support them in their process of changing their life style.



The invisible Water in Our Lives

Learning objectives:

To understand the concept of Water Footprint, visible and invisible; to make the link between one's life style and the impact on the water at global level; To create awareness of water consumption in daily activities; To identify alternatives to reduce their water footprint; To increase the level of responsibility they have for their life style; To motivate them to reduce their own water footprint; To develop curiosity to learn more.

Duration: 80-90 minutes


Group size: any size





Details and description of the activity:

Tell the group that in this session we will talk about water, our water consumption and what impact it has on a global level. You can start the session by addressing a few general questions about water as setting up the context: "How much water do you drink per day?", "How important is water in our life?" "How long can we live without water?" "How present is water in our life?", "Nowadays do we have more or less water than before?" etc.

You can introduce some statistics about water and ask if they knew about them and what they mean for them when they hear them.


 Around 700 million people in 43 countries suffer today from water scarcity


 Water use has been growing at more than twice the rate of population increase in the last century


 By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two-thirds of the world population could live under water stress conditions


 70% of the global water withdrawals go to agriculture


**data from the website of UNWATER in 2014- <http://www.unwater.org>)*

 “Do you have any problems with the water in your communities or countries?”, If yes, could you give some examples? / If nobody says yes you can ask : “Do you think there is any connection between these problems and the water consumptions in your country/ or your own consumption?”


 After this, ask the group if they know what we use as water can be classified as visible water and invisible water, also called virtual water (or direct and indirect uses of water). Check with them if they know what the terms mean and clarify their meaning. You will exemplify the concept of invisible water by using a product they suggest (it can be a potato, banana, table, etc.). Then ask them to identify the process of making/producing that specific product and to find the stages where water is needed. You can ask the group additional questions so they do not leave out any step in the production (for example for coffee: planting, growing and taking care of the crops, the harvesting process, cleaning the products, processing the products into other elements, maintaining the tools and machines needed in the process, packaging (more packaging means more water use), transportation of different sorts, cleaning, cooking it, etc.). Of course at this stage, the point is not knowing exactly how much water is being used in each of these phases of the production but rather to identify all the areas from the process that need water. Depending on the product, more or less water is used in the process.


 Optionally you can try to make these analyses for 2 types of products. You can try to write them on the flipchart while you take the answers from the group.

 Introduce the concept of Water Footprint, what it means, what it measures and how one person can find out what their own WFP is. (Mention they can measure it from the website provided in the recommendation section). Each product has its own WFP calculated by estimations based on analysis in different contexts of production and by taking into consideration all the areas that require water in the process (as they tried to identify them before).

 Now you can introduce the poster (with various products and their WFP) or project the images on the wall and show real data in terms of the footprint of certain products from water perspective.


 Divide participants into 3 smaller groups and give the following task:


 “You will receive a period of the day (either morning, lunch, evening) and you need to list all the things you do at that time in relation with water (visible and invisible)”


 You will give each group one of the 3 options of the day and they start working. After 10 minutes you ask the groups to mention the elements from their specific period of time where they consider they consume a higher level of water.


 Ask the questions from the debriefing part.


Debriefing / Suggestions for Questions:


 How do you feel when you look at these numbers (from different products) and at what you do and/or consume on a daily basis?


 Is there anything surprising, shocking, disturbing for you in this? What, to be more exact, and why is that so?

 To what extent do you think you are contributing to the water situation in the world? Why do you think so?

 What is the responsibility we have in relation with water consumption (regardless of the place you are living in)?


 What can you do in this sense?


 What are the next steps you will take in this direction?


 How motivated are you to make a change? How can you get even more motivated?

Materials needed: paper, pens, projector/poster, flipchart paper, marker;

Recommendations for using the activity/adaptations:

 Background information, more details, studies, posters, gallery of products and their WFT as well as a personal calculator can be found at this link: <http://www.waterfootprint.org>.

 If you have time at the end of the session you can give them a final task (after the discussion) in the same groups as before or even for individual reflection: "In the same groups try now to identify potential alternatives in reducing your WFP for the actions you already do! How can you replace certain actions in order to reduce your WFP?". Then you can use these ideas for closure and motivation for future transfer – this means you will modify the last part of the debriefing in order to accommodate this change.

 You can also try to have the participants fill out the online test or look for some offline options (not many at the moment of writing this manual) and do a version of the sessions on Eco Footprint but this time on Water Footprint.

“I always ...”

Learning objectives:


To reflect on their own life style; To develop their critical thinking regarding different dimensions of their lives; To identify the challenges they face in their efforts to lead a more sustainable life; To increase their responsibility for their actions; To motivate them to make changes;


Duration: 80-90 minutes


Group size: any size



Details and description of the activity:

 Explain to the group that in this session they will have the chance to reflect on their life from different points of view. It will be important for them to be honest firstly with themselves and secondly with the group. The first activity proposed is an individual exercise. Introduce and explain the “I always ...” poster:

 “There are several sentences on this poster regarding different actions you might or might not do in your life (taking into consideration all dimensions of your life). You need to read each one of them as starting with “I always...” and if you consider that you always do certain action you put a “yes”, if not it’s a “no”. There is no “maybe”. The participants need to mark an answer for each one of them. Tell them to take their time, think thoroughly and not to rush. If something is not clear they can come and ask you.

 Allow about 10-15 minutes for this individual reflection. When everybody is done ask them to form a group with 3-4 other people and share. Everybody will share as much as they wish and they are not obliged to show their answers to the others.

The focus of this discussion will be

- To share where they mentioned yes and where no and to justify their answers to each other



After a few minutes while they are already in these discussions stop them and inform everybody that now each small group will receive a different context of life on which they have to focus in this discussion. These are the contexts: - At home - A t work (work context) - Travelling (for any reasons) - Going out (bars, restaurants, visits, events, etc.)



Once they receive one of these contexts they have to focus their talk about the sentences in the context they received – yes/no and so on. They will have to make a sum of the answers for each (how many NO and YES).



Invite the groups to push and challenge each other in their discussions, to ask each other additional questions and also to make suggestions for some changes if possible. Inform the groups that they might reconsider the answers they provided initially based on the discussion and it's perfectly fine. Allow about 15-20 minutes for this and bring the group together. Follow with the questions proposed next.

Debriefing / Suggestions for Questions:



How were these discussions for you? - How easy or hard was it for you to answer yes or no?



Depending on what kind of group you have you might consider asking these questions: -Do you consider that ideally we should all have YES for all of these sentences or is it not necessary? Can you explain why you think so? - To what extent do you consider that each person can make a difference even with small changes in their life? Is there anybody that answered yes to all the statements? (Most probably there will not be anyone but if there is you can ask if the person changed their answers after the discussions) Let's look at the various contexts you had to discuss about: home, work, travel, going out. What did you find out? Take them one by one (keep the order given) and ask for the number of YES, NO and also if they changed their mind during the discussions. Ask them to mention the major challenges they shared in the group that prevents them from answering yes. Here you can ask the others to come with ideas on how to approach these challenges.



From what you said, these contextsare more challenging. Which contexts are more difficult for you personally and why is that? What can you do to reduce this difficulty? What can support you to do something differently from now on in these areas? With what thoughts do you go from this session?

Materials needed:

paper and pens; the poster prepared with "I always...." This can be found at the annexes.

Recommendations for using the activity/adaptations:

Make sure in the first part, the individual reflection, that participants don't disturb each other by talking, making noise or interrupting their colleagues. Emphasise on the need for patience and silence until everybody is done with their task.

Life in my community

Learning objectives:

To understand the concept of sustainable development; To analyse and observe our society from this perspective; To become aware of the role they play in the process; To make the link between sustainable development and sustainable life style; To develop their critical thinking; To motivate them to make changes in their life for a more sustainable future.

Duration: 90 minutes

Group size: at least 4, maximum 30

Details and description of the activity:

Introduce the activity as being a simulation game of life in a community. Divide the group into communities of 4-5 people (for a small number of people in the group you can have each person or 2 people representing a community). Give time to the members to get to know each other and to agree fast on a name for themselves and also to talk a little bit about what kind of community they want to be, and how they want to take decisions, as they will have to take several decisions.


Explain to the group that the communities need a specific resource in order to live their lives (it can be anything they may think of, but while we explain we leave it general). The resource is represented by beads/rocks/pieces of paper/little balls/objects/candies/anything you want. These objects are placed in a big bag/hat (for all the communities). In each round the communities will have to take 1 or more objects from the bag; the contents of the bag are not visible. For their survival they need 1 of these, let's say, rocks (representing the resource). They can take as many as they wish, but at least 1 is required to survive in that round. One by one the communities' representatives come and take the rocks. The facilitator will write on a board which is visible to everybody, the names of the communities and what they do in each round.





The communities have a few seconds in between rounds to strategize.


After each round the facilitator puts in the bag a similar number of objects that were taken. After 1-2 rounds (especially if the communities start to take more than 1 piece) you can announce to the group that in order to produce this resource there are some negative consequences so you will put in the bag other objects (similar to the ones you chosen for the resource) but in a contrasting colour. If you had white beads for the resource you should have a darker colour for these ones. As an example if the white ones represent a product made by a factory, the dark ones will represent the pollution to air and water by the factory. The game will continue the same way; the same number of white beads will be added to the bag but also a similar number of dark ones. After 2 rounds of this you can multiply the dark ones (double and then triple the number of whites ones). The same rules apply; you need to extract at least one white rock in order to survive (no matter how many dark ones you have). As the rounds go by the number of dark ones will be higher and higher and the communities will start to die. When appropriate, based on how the game has evolved, you can stop the game. Make sure that the board where you have recorded all the numbers from each round reflects the situation in terms of final number of white and dark objects for each community (which will indicate who survived and who didn't).

Debriefing / Suggestions for Questions:

 How do you feel now? - What kind of feelings did you experience during the activity? - What happened? How is it that we have come to this end? - Who won and who lost in the game? - What strategies did you use? Did they work out as you intended them to? - How did the actions of the first rounds affect the situation in the last rounds? - What associations can you make from what happened in this exercise and real life?

 Depending on the answers to these questions you can continue with the next proposals or not. If the resource was the fish in the world and the dark object represented the pollution of water and fishes in the fishing industry how can you connect what happened in the exercise with what is happening now in the world? What other examples can you provide?

 If the first rounds represented the present generation and the next rounds your children's generation and the last ones your grandchildren's generation, how can you connect what happened in the exercise with what is happening now in the world? **you can introduce the concept of sustainable development here, clarify and ask for more examples if needed. You can also introduce the concept of Earth Overshoot Day.*

 Who was using those specific resources? What are their roles in this topic? Therefore what is our role (as consumers/users of certain resources in different ways) in how the world will look for the future generations? How much do you think about how your life style can affect future generations? Do you consider that you have a sustainable one? Justify your answers. What can you do as individuals, as beneficiaries of resources of the planet in order to reduce your personal impact on their future?

Materials needed:

beads/rocks/candies/ etc. of 2 contrasting colours (about 15 per community) but you need to have more at your disposal; flipchart paper and markers.





Recommendations for using the activity/adaptations:

The activity's success depends on how the participants behave, closer to or further from reality. If they will "be nice" and just stay at the survival level (because they want everybody to have the resource and so on) you don't need to panic: in the debriefing you can focus on what is actually happening in reality. Do they think that they would also behave in a real life situation the way they behaved in the game? But what is the situation in the world at the moment? They need to come up with concrete examples from reality.

The debriefing part can be adjusted to the level of the group in the sense of going more deeply into various concrete examples and cases (for a more advanced group) or to understand the basic concepts and to give a push to the participants.

You can have various twists you can add to the game

 To have some communities in different relations with each other. For example during the game you can give some notes to some communities and inform them about the fact that they are at war with another community or they have a certain partnership with another one; you can think about anything based on real life situations

 To have certain natural disasters or extreme weather events (caused by global warming) affecting all the communities or some communities more than others and the resources.



CLIMATE CHANGE - A FEW CONSIDERATIONS

Greenhouse effect, Global Warming, Climate Change, Climate Refugees, Extreme Weather Events, Sea Level Rise, Glaciers Melting, Forest fires, Flooding, Droughts, Water cycle disruptions, Diseases Spreading Globally, Crops Diseases, etc. are very serious and important issues and nobody can deny that one of most visible global interdependent issue is global warming and implicitly climate change. They are directly linked to the human activity in the last century. In one part of the world we can have pollution at high levels and in other part(s) to experience the negative consequences.

A global citizens needs to understand deeper these phenomena, the links between them, their origins and consequences at human, social and environmental level. Many actors (civil society, government, networks, alliances, politicians, companies, etc.) are very vocal and visible in the field; they try to push big changes in terms of policies and laws system at national and international level. Some of the big responsible for what is happening (oil and coal companies) on the other hand try to push the idea that what is happening is a natural phenomenon and is not man made. Everybody had and has a contribution to the global warming. Big companies cannot be blamed only because we need to remind ourselves we consumed and consume now whatever they produce.

In the public discourse there is a lot of activity around these topics and from our experience the groups we have worked with, had already some ideas about these topics. Usually we get reactions like: “everybody knows about global warming or climate change”, “we all know these things”, etc. but what we felt was that based on some little piece of information they got, they were superficial, very often their interest to go deeper was low and also the sense of personal responsibility was reduced. We are aware that in your context you might find people that don’t necessary fit in this category and therefore you might need to provide basics in understand the process of global warming and consequences on our day to day life.

Methodological Recommendation

There is a lot of material online, manuals, toolkits, lesson plans, etc., from different environmental organizations where you can find more simple and complex activities that could be used with different age groups and we believe you can adjust and adapt them to the groups you will work with.

What you need to pay attention to is to make sure the background information and the more technical/scientific details provided or used in the activities are not out-dated. If that will be the case, you will need to research and upgrade the information required for the activity.

Our focus during the sessions on climate change topics we delivered was not to repeat what we already tackled in the sustainable life style sessions (as desired outcomes) but more to provide deeper understanding which will also touch on their personal attitudes towards the topics. Therefore we have used videos and visual materials (pictures and graphics) provided by Climate Reality Project <http://climaterealityproject.org> . This team is working constantly to have up to date information and latest data and in this way we didn't risk having out-dated information (especially in this topic where changes happen fast from year to year).

The choice for videos and pictures, which demonstrate the effects of climate change in different corners of the world in present times, proved to be powerful as is something that you cannot really deny and is also very close to their reality (especially if we could find materials from their regions or countries, or neighbouring ones). They are a wake up alarm!



The risks while introducing this topic to your participants is that you can either get **too technical** (with too much information, data, statistics, abundant details, etc.) either **too emotional** (focusing too much on the effects and victims of climate change). **Both of them need to be avoided!** First one because although useful, too much information at once is same as trying to drink 2 litres of water in 1 minute- it will overflow and you might dislike water in that moment. Time is needed for “digestions” of this information and to accommodate them in their world of knowledge. If you try to give too much in the end will take almost nothing because they will mentally reject what you will give them. Less is more in these situations. Second one is also useful because by touching the emotional side of a person is more likely the person will be motivated to do something different later, but too much emotions and feelings of guilt can lead as well to a strong feeling of powerless and inability to do anything. In this case you need to sense what means too much for your group in terms of emotional impact and to have prepared as well enough time for positive and pro-active actions.

In our experience in the topic of climate change we have encounter the highest number of “resistant” participants, in the sense of person denying that the situation is as bad as we present it, that is indeed our fault and so on. They don't deny the existence of certain events but they question their reasons or causes and therefore their own responsibility. You need to be careful in how you deal and approach them not to allow them to be destructive in your process and disturbing the other participants learning process.

We recommend you not to be confrontational with them and more to acknowledge that everybody is entitled to their own opinion, yours is based on this and this facts and this is the one you want to present to the group as well. You are open for a debate on concrete facts but you do not aim for convincing anybody but rather for everybody to form their own view based on different and diverse facts.

We also want to point out that if you are not very sure of yourself in this topic you should reconsider doing a session about it. This topic has lost of technical details and backgrounds and during the session participants might ask you questions in order for them to grasp better the concepts and if you will not be able to answer it will affect the credibility of the whole subject or it will demotivate them to want to know more about it. We do not say you need to be an expert, but to be sure of yourself in the things you know and to be able to manage a series of questions that could arise. You can prepare yourself in advance by asking your colleagues or friends to ask you many questions on climate change topic and for you to exercises ways of answering to them.





RELATIVISM AND CRITICAL THINKING

We decided to put this topic after the other ones because although critical thinking is a basic skill in the set of global citizenship competencies, we consider that it should be developed on a foundation of knowledge and attitudes towards some global issues. It has happened in our experience that for persons who developed their critical thinking too soon and to an extreme level, it became destructive for their development as global citizens (but also in other areas) as they started to be critical with every piece of experience, knowledge and idea and they basically stopped learning and progressing; they would be able to have pros and cons for everything but without having a stand or deciding to put something into practice. By approaching this topic after you already have a group that is aware, concerned, has a minimum of information and also with some degree of critical thinking, you can sharpen and deepen it with some of the activities provided here.

This section also aims to develop a broader mentality towards global issues. The risk in this field is that after a few pieces of information the participants, the new, fresh, enthusiastic global citizens, generalize or take them for granted for other contexts as well. They start collecting more information about what is happening in other parts of the world and again it can happen they will generalize for the whole continent or assume some things by default for others.

It is important to understand that some global issues will remain relative to the cultural context and others will not and we are nobody to say what is true or not for other people. We might have our own opinions but we need to be careful in assuming that our truth is other people's truth. There shouldn't be any power positions among citizens in the global context, even if some countries are more developed economically than others, this doesn't give the people from those countries a superiority in understanding or fixing the world. The responsibility and the role we have could be played by anybody. Even the concepts and actions proposed in this manual are made on the assumption that we desire a world future of a different kind and we think it is in our hands. For sure there are people in this world who think totally different things about this issue, who perhaps think we are nobody to try to change what is in the hands of another entity and so on.

Some of the sessions proposed could also be used as cultural relativism sessions but we aim to shape a mentality and approach, a critical and sensitive eye that could be transferred and reflected in other context as well.

These are our suggestions for activities:

- "Ignorance test" - "Poverty Porn"
- Worlds Maps - The Words We Use
- Where do you stand on cultural relativism

"Ignorance Test"

Learning objectives:

To challenge the world view; to develop self-critical sense (regarding our own opinions, ideas); to stimulate critical thinking towards various issues; to learn how to use a new tool for a facts based world view;

Duration: 90 minutes

Group size: any size

Details and description of the activity:

Ask the group how much they think they know about the world. You can start with a small buzz group (each participant to talk with the person close to them) about how much they think they know and why they think that. After that you can maybe ask the group how much they think they know on a scale from 1 (minimum) to 10 (maximum) and you can have some numbers at the group level. After this, introduce the "Ignorance test" developed by Hans Rosling, explain why this test was developed, the context and the results of doing this research in various parts of the world. "We started the Ignorance Project to investigate what the public know and don't know about basic global patterns and macro-trends". More information about the development and about all initiatives you can find here: <http://www.gapminder.org/ignorance/>.

"The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge."(Stephen Hawking)




One of the important things to have in mind is that the problem reflected from the results of this test is not that people don't know something, but that in fact they truly believe they know and what they know is very wrong – this is more dangerous for our society. If you know you don't know you can do something to fill the gaps, but if you think you know and what you know is wrong but you don't know that - will you do something to change it? At the moment of creating this material GapMinder had not yet developed a version of the test that could be used by the general public. The test we used and that we recommend for you to use with your group can be found here: <http://www.bbc.com/news/magazine-24836917> and represents in fact a simplified version for the BBC website. It has worked well in our sessions.


Propose to the group to do this test in the sessions and to find out what results they will have compared with a chimpanzee (which is used as the reference mark, the random level). The test has 9 questions and each participant should have paper and pen in order to write down their answer for each questions. Go question by question and wait until everybody writes the answer. For each question find out what answer the majority voted for and then click for that answer (which will immediately provide whether right or wrong and why).


At the end of the test you will have the final results for the group but you should point out that in their case the results can be altered because in the original testing you couldn't see if you were right or wrong during the test but at the end. In this case the answer you got for some questions could have influenced the choice of answer for the next questions.


You can continue with the questions from the next section.


Debriefing / Suggestions for Questions:


 What do you think about the group results? - To what extent do they reflect your own results? - How did you choose your answers?


 Did you know the right answer (according to your understanding) or did you make a guess based on some ideas you had on the matter? Why did you proceed like that?


 On which aspects did you have the biggest differences compared with the real results?


 Why you didn't say you don't know but still made an assumption?


 What are the reasons/causes for having this perception about the world? What about maintaining this perception?

 *(usually a more negative and dramatic perception than reality)* In the test it was mentioned that people with higher education had worse results than the others. What does this tell us?


 What do you think are the negative consequences of having a distorted view of the world? What can this lead to?


 How can we have an updated perspective on the world?

 Do you think it possible to have a more objective and pertinent opinion about the world? If not do you think it is ok to be at peace with our assumptions or what should we do with them?

 *at this stage you can consider showing them 1 or 2 videos from Hans Rosling who is a very big supporter of developing a fact based world view(video recommendations could include: 200 years, 200 countries in 4 minutes, about population growth, or any other shorter video material he made public).

 Questions after the video

 How do you feel now? - What do you want to do about your own world perception now?

 *you can also introduce the GapMinder World Tool which is offered for free access for anybody interested in being up to date, it can be also downloaded as software on your computer.

Materials needed:

projector, internet connection (or alternative offline version if you can extract from the online one), speakers, papers, pens



Recommendations for using the activity/adaptations:

On the Gap Minder website you will also find other educational materials developed by the Gap Minder team that can support you in your work.

You need to be more provocative in your debriefing because it has to challenge the mental patterns in which the participants find themselves. Be aware of that and take the associated risk that some persons might dislike the approach at the beginning- because there is resistance and participants might get defensive of their own beliefs.

World Maps


Learning objectives:


To challenge the world view; To reflect on how the world projections or images can influence the perspective or mentality one has; to stimulate critical thinking towards the way of portraying our world; to understand how relative a map projection can be.


Duration: 30-60 minutes (depending on the group size)


Group size: any size


Details and description of the activity:

 It is explained to the group that in this session we will have a look at the world, the way we know it or maybe we haven't thought about it like that. Project the first map which is the most common and known one: the Mercator projection. While the map is on the wall ask the group:


 Is this the world? Is it the world you know? Did you grow up with this map (or a similar version) as an image of the world or a different one? (if applicable ask) What was different in the ones you know? What do you observe in this world? What is your look focused on? Is there anything wrong in this image?


 Move to the next image which is a Gall-Peters projection. Ask the group :
- What does the world look like now? Have you ever seen this map before? What is the main difference between this and the previous image? Do you like this map? Why? Which map is true (of the 2 of them)? They are different so which one is the real one?

 Explain how the maps represent a world projection and all the projections have some sort of error because you put a 3D structure in a bi-dimensional one. Based on the calculations made at that time (about 500 years ago) Mercator developed this map to support navigation for travel done mostly from Europe to other continents. There are inaccuracies on this map in the geographical size of the continents. You can explain with the orange, when you peel it (keeping it whole) and you want to put it in bi-dimensional plan, there will be many gaps that need to be filled. This is what happened in this projection and that is why the regions closer to the poles are larger than in reality. In the 20th century Gall-Peters used different formulas and a different projection was developed (which is the second one) and it is the most accurate in terms of geographical size. So the one closer to reality is the second map.

 Ask the group what they think about it. Do you find this information surprising? What stands out in this map compared with the other? They will probably mention the size of Africa. What do you think would have changed in the way you look at the world if you had grown up with this image of the world? Mention to them that although this more accurate projection was developed so long ago it is still not used on a large scale. Why do you think this is happening? Who benefits from the fact that the previous map is still the one most used? Which map do you prefer to have grown up with and why?


 Move to the next image that can be the map where N-S are reversed


 How does the world look now? What is the main difference? Is there anything wrong with this map? You might receive this answer: It is upside down! Make sure you do not mention this before any of them do! What does upside down mean? Based on what is something UP and something else is DOWN? Is there up and down in space? How did this UP and DOWN develop when we look at the world? Do you think it influences the way we look at parts of the world? Can you work with this map? Why is that?


 Move to the next ones (whatever you decided to use)


 What about now? How does the world look here?

Debriefing / Suggestions for Questions:

 What are your thoughts after we looked into all these “worlds”?

 What did it change in you?

 What was important for you today in this discussion?

 What are your own conclusions from this?

Materials needed:


Images with Mercator and Peter World , Different world maps which keep more or less the same accuracy in terms of countries and continents but the angle from which they are presented differs(N-S reversed, Americas in the centre or Asia in the centre); they can be easily found on the internet. You can also look for additional maps that could help you in this exercise; use a projector or printed versions depending on how you want to adapt the activity.


Recommendations for using the activity/adaptations:

As you may have observed, it is an activity which is based on questioning, so the facilitator must be patient, not to hurry in all the questions instead of allocating more time to other participants to say what they think but also to make sure you push them to go beyond their initial thoughts.





 You need to be provocative and never to mention your own opinion – just ask questions.

 A suggestion for a way forward from this activity is to use the “How to write about Africa” article (by Binyavanga Wainaina). It can be given to smaller groups of people to read it through. Based on it answer the following questions:

 Identify a piece of the article that sounds like something you also believe or believed

 What is the main reason for which this author wrote the article?

 The groups come together and present their answers. You can use them to talk about stereotypes, prejudices and how they are being formed and how they can be challenged.

 This activity is much more appropriate to be done by a group from different continents than Africa. But we did use it as well with African participants /groups and the focus was to explore how these stereotypes about them were developed, what is true and what is not BUT also to use as an example to trigger their own image about other continents. How would it be to have “How to write about Europe or any other place?”

“Poverty Porn”

Learning objectives:

To get to know the concept of “Poverty Porn”; To analyse different views in relation with this concept; To challenge their own assumptions on development; To develop empathy and sensibility towards global issues; To develop their critical thinking towards their own mentality and views; To develop their communication skills;

Duration: 2 hours

Group size: at least 12, maximum 30

Details and description of the activity:

The group is introduced with the concept of “Poverty Porn”. They are asked what they know about it or what they think it means. Different answers are taken from the group. On a poster you should have the proposed definition (which will be used in the later stages of the activity) “Poverty Porn/Development Porn is any type of communication (especially media): spoken, written, photographed, filmed, which exploits the poor’s conditions in order to generate sympathy or support for a certain aim”.

Ask the group if they can think of examples of Poverty Porn. Ideally you should have some materials to show as examples so they can better understand this concept.

Once they have understood what it is explain to them that now they will be divided into 4 groups and in these groups they will receive a certain position/ opinion about Poverty Porn. Regardless of whether the participants agree or not with that position their task is to find arguments to support that position because at a later stage they will have to interact with the others, who have other views.

The 4 positions are the following; this is a suggestion for the text to be written on role cards.

"It is important for people to have access to reality; this is reality and only by knowing the facts and the real situation will we be able to change something in the long term."

"This approach is the only one that will make people support charity causes in the world. The ultimate goal is to make the life of these people better and if this is the way to raise support then we use this way"

"They make use of images that are stereotypical and it is wrong because in fact they do not reflect the true reality in those countries. They are misleading and perpetuate wrong impressions about a certain place"





"The dignity of the person is something that should be respected above all and in this case these people are being used and their dignity seriously harmed and it shouldn't happen"


The groups need to collect as many possible arguments for supporting or being against poverty porn using as guideline the position they have received. The specific position gives the main focus and they have to find additional details, examples to reinforce it in a discussion with others. Each person in the group has to be able to talk about their position.


Allow about 15-20 minutes for the group to identify more arguments. After the groups have prepared, invite them to a discussion using the fishbowl method. 4 chairs are in the middle and a representative from each group sits in a chair. Around these 4 chairs the rest of the group stay in their chairs but in a circle around the 4 central ones. The discussion happens only among the 4 that are in the middle (in the fishbowl). The discussion is about Poverty Porn and they are invited to talk to each other about the topic, to express their views and opinions.





 The twist provided by the method is that at any time the person in the middle feels they are out of arguments or cannot make a significant contribution to the discussion anymore, they can return to their group but in that moment somebody else from the group has to come in the middle. Same goes in the other direction, if the people from the group (sitting outside of the small circle) feel that their representative is not sustaining their argument with enough strength they can go and replace the person in the middle, who will be obliged to make the exchange.


 Allow the discussion to go on for 15-20 minutes, enough to go through all the arguments from all the sides. If the tension gets very high (this happens sometimes) or they are just repeating themselves you can stop the discussion and thank everybody for their input.

 Ask the group if they understood what type of positions the other groups were defending on their sides. Then ask the group to position themselves in the room in one of the 4 areas according to which one corresponds the most with their own opinion. Once the group changed their position ask a few of them (from different corners) to explain why.

 Invite the group to have a seat and now ask how clear the concept of Poverty Porn is for them. Try to summarize the main negative aspects of Poverty Porn (and if there are also positive ones);

 In the last part of the session you suggest to have some videos and to analyse them. Here we recommend you use Rusty and Golden Radiator videos <http://www.rustyradiator.com/> where fundraising or campaigning videos from all over the world are being evaluated from this point of view and receive awards (Rusty- for “bad” videos and Golden- for “good” ones). You can show some videos from the website (make your own selection) and ask the group after each video

 What elements can you identify in the video in relation with what we have been talking about?

 Is this a good or bad video? Should it be used or not? Why do you think so?

 What other impressions do you have?

Debriefing / Suggestions for Questions:

How do you feel at the end of this session? - What thoughts do you have? - With what learning points do you leave this session? - Is there anything else you want to share with the group?

Materials needed:

examples of flyers, posters, visual materials portraying examples of “poverty porn”; projector; speakers; role cards for the fish bowl, videos from Rusty/Golden Awards (or others);

Recommendations for using the activity/adaptations:

It is quite a heavy and very intense session so the facilitator needs to be aware of it and try to manage it properly. Spirits can get very high during the fishbowl activity and if necessary you can intervene and remind the group that this is an exercise meant to help us explore different views.

The Words We Use

Learning objectives:

To develop a critical sense for the words they use and the consequences attached to them; To develop their critical thinking; To be able to detect problematic words in materials or in the speech of other people; To be able to argue why certain words are good or not in different situation; To be more careful on how they talk; To develop sensitivity towards global issues;

Duration: 60-80 minutes

Group size: any size



Details and description of the activity:

Explain to the group that in this session they will analyse the words that are used in different context by some of us. They will work in smaller groups and they will receive a list of words. What they have to do is to think if there is any problem in using any of the words provided, to classify the words in OK to be used, NOT OK to be used, they can also have a NOT SURE list but only for exceptional cases. They have to discuss in their group, exchange arguments for each word and to agree as a group. Is not a matter if these words are used in the society and therefore they are acceptable, but to discuss about their own point of view on these issues.

After they will return to the big group the discussion will focus more on the ones that are not ok and for what reasons they think that. The other participants can comment on the arguments provided. The facilitator can challenge some of the words that are on the YES list if nobody else in the group is doing that.

The words provided bellow have been used in cross cultural settings but nevertheless we suggest you add/change with words that are more relevant specifically for the context in which you will apply the activity:

- | | | |
|-------------------------------|-------------------------------|-----------------------------|
| - First/third world | - Prostitute | - Beautiful/ugly |
| - Developed /developing | - Poor/rich | - Indigenous |
| - Global N /Global S | - Western world | - First generation citizens |
| - Gypsy | - Straight | - Africa |
| - Black/white | - Homosexual/lesbian | - Asians |
| - Colored | - Tribe | - Junkie |
| - Normal/not normal | - Rights/wrong | - Ex-colony |
| - Disabled/handicapped person | - Colonizer/colonized country | - Stupid people |

Debriefing / Suggestions for Questions:

How was this discussion for you?

What are the negative consequences of using certain words?

In relation with global issues, when we talk about situations and people from other parts of the world, that we never meet and interaction, from the context we do not know, what responsibility we carry?

What is our responsibility when we hear what words others are using? What should we do?

To what extend do you think you will pay more attention to the words you or other people around you use? Could you explain why?

Materials needed:

according to the number of groups you need for each of them an envelope with the set of words;

Recommendations for using the activity/adaptations:














The discussion after the return can take lots of time because they are many words and many points of view and at times difficult to facilitate so is important to have a plan prepared in case such situation happens.

The neutrality of the facilitator might be tested because they have their own point of view in these matters. It might get problematic if in the discussion nobody in the group is expressing what the facilitator thinks and they might feel the need to intervene and mention it. If you feel that, you should think on what questions to ask in order to make the group think more and eventually come with other ideas and answers but not for you to provide it.

Where do you stand on cultural relativism

We will list only the sentences that can be used in an activity tackling cultural relativism as topic using “where do you stand” structure. How this type of the method is used was explained more detailed on “Introduction to Global Issues” part:

Suggestions for sentences

-  Religion is culture
-  Judging other people beliefs is arrogance
-  There is no such thing as cultural neutrality
-  It is right if the person has a choice
-  If they do it we can do it
-  Not every cultural aspect is cultural relative
-  Human rights are not cultural relative
-  There is no relationship between culture and race
-  Deep inside everything believes that his cultural values/beliefs are better
-  Our culture is limiting our perception
-  There are no universal ethic/moral standards
-  Everything is relative
-  We don't have the right to say what is wrong or right in other cultures



While we worked on this material we realised there is so much more to be included, sometimes we had the feeling we should give more details on some issues and maybe not so much on others. We have decided not to provide a list of future readings. The main reason is that there is so much material available in the online and offline world which uses various terminologies and concepts (with which we might or not agree) and we might create confusion to the readers. The interested persons in future readings will find lots of alternatives by themselves and do not need our suggestions.

What we included in this manual so far, we hope to have inspired you as global educator or/and global citizens to join us, with more confidence, passion and motivation, in our effort to change the world future! There will be challenges ahead for sure, is not going to be an easy journey but we will experience as well big satisfactions on the way. We need to be patient and to remind ourselves that we will never build a different world with indifferent people.

This manual is just the beginning and from now on we count on you to take control on your learning process and complete the information you received from this material with diverse practical experiences (and not only).

Be critical with what you do, what you think and how you live your life in relation with what you believe and talk about. Be critical with your work as global educator, with your results and don't take anything for granted. Try to balance your critical approach with your optimism and trust in change. Don't ever think you know or did enough but do not feel guilty if sometimes just doesn't work.

We will love to hear from you and your results in working with this manual so we strongly encourage you to feedback us,

If you have some best practice that could support us in our work as well please share it with us,

We wish you a wonderful journey in changing the world and let's run across each other in the world we want to live in.

ANDREEA-LOREDANA TUDORACHE
A.R.T. FUSION ROMANIA

ANNEXES

GLOBAL EDUCATION WORKSHOP DESIGN / PLAN



Facilitators: _____



Context and Topic: _____

Expected learning outcomes of the module (what specific knowledge, skills, attitudes participants will develop):



Time estimation: _____

Step by Step and Methodology plus Impression from Implementation





















SUBJECT	TIME	HOW	MATERIALS	IMPRESSIONS



Your task

You have to go around the room and find people who can answer YES to the following sentences from the table. You have to find minimum of 2 different people for each section. In case of an answer, please write it down with the name of the person next to it. And in case of the task, the person needs to prove it and actually do it for you.

You can have same name in more squares BUT try to talk with as many people as possible. You say BINGO when you have found people for all the sentences mentioned.

<p>According to my understanding I have done global education before (give some example)</p>  	<p>I prefer to eat local products (made in the country/region where you are situated)</p>  
<p>I know the meaning of the acronyms, IMF and WTO (request the proof)</p>  	<p>I participated in a protest/street campaign (details...)</p>  
<p>I can make different objects out of tetra packs! (what kind of objects and proof needed)</p>  	<p>I usually get updated about the news and situations in other continents! (why? how?)</p>  
<p>I boycott certain companies! (which ones and why?)</p>  	<p>When explaining about this training to my family/friends/colleagues I was telling that.....</p>  
<p>I am quite pessimistic about the future of our world/planet. (What is the reason?)</p>  	<p>The global issue that concerns me the most is..... because.....</p>  

WHO GETS WHAT?

Coffee

 Farmers	5 %
 Producers (roasting)	10 %
 Intermediary	20%
 Multinationals	35%
 Supermarket	30%

Chocolate

 Farmers	3%
 Intermediary	30%
 Multinationals	40%
 Supermarket	27%





Bananas

 Farmers	5%
 Transport	10%
 Multinationals	55%
 Supermarket	30%









Cotton

 Farmers	7%
 Producers (roasting)	15%
 Intermediary	15%
 Brand	33%
 Supermarket	30%

Trainer's shoes

 Retailer	50%
 Salaries	1%
 Materials, shipping	16%
 Brand	33%

"I ALWAYS"

ACTION	TYPE OF PRODUCT	YES	NO
 <i>Recycle all</i>	<ul style="list-style-type: none"> - Batteries I use - Mobile phones - Electronics - Plastics (any size and kinds) - Glass - Paper (any kinds: newspapers, tickets, receipts, packages, etc.) - Metal products 		
 <i>Reuse</i>	<ul style="list-style-type: none"> - Paper - Plastic - Glass 		
 <i>Avoid</i>	<ul style="list-style-type: none"> - Throwing away food - Leaving food in my plate - Foods that are not in season - Food /other products from other countries / continents - Buying more food than necessary - Using the flight in favour of train/buses (even for a 24 years trip) - Plastic bags, cups, cutlery, straws, take away food, bottled water - Daily bath/showers 		
 <i>Compost</i>	<ul style="list-style-type: none"> - My organic waste 		
 <i>Use</i>	<ul style="list-style-type: none"> - Energy saving items (light bulbs, electronics, etc.) - Public transportation / bike / walking instead of personal / family / friend's car/taxi - Solar / wind / renewable energy technology for my energy use - Stairs instead of elevator / electric stairs 		
 <i>Plug out</i>	<ul style="list-style-type: none"> - All the devices I don't use (no stand-by either) 		
 <i>Check</i>	<ul style="list-style-type: none"> - All the lights are turned off and the electronics are plugged out before leaving the room/house 		
 <i>Turn off the running water when</i>	<ul style="list-style-type: none"> - I wash my hands - I wash the dishes - Brushing my teeth 		



**A PROJECT BY A.R.T. FUSION ASSOCIATION ROMANIA
WITH THE SUPPORT OF EUROPEAN COMMISSION,
THROUGH YOUTH IN ACTION PROGRAM -ACTION 3.2-**



Youth
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