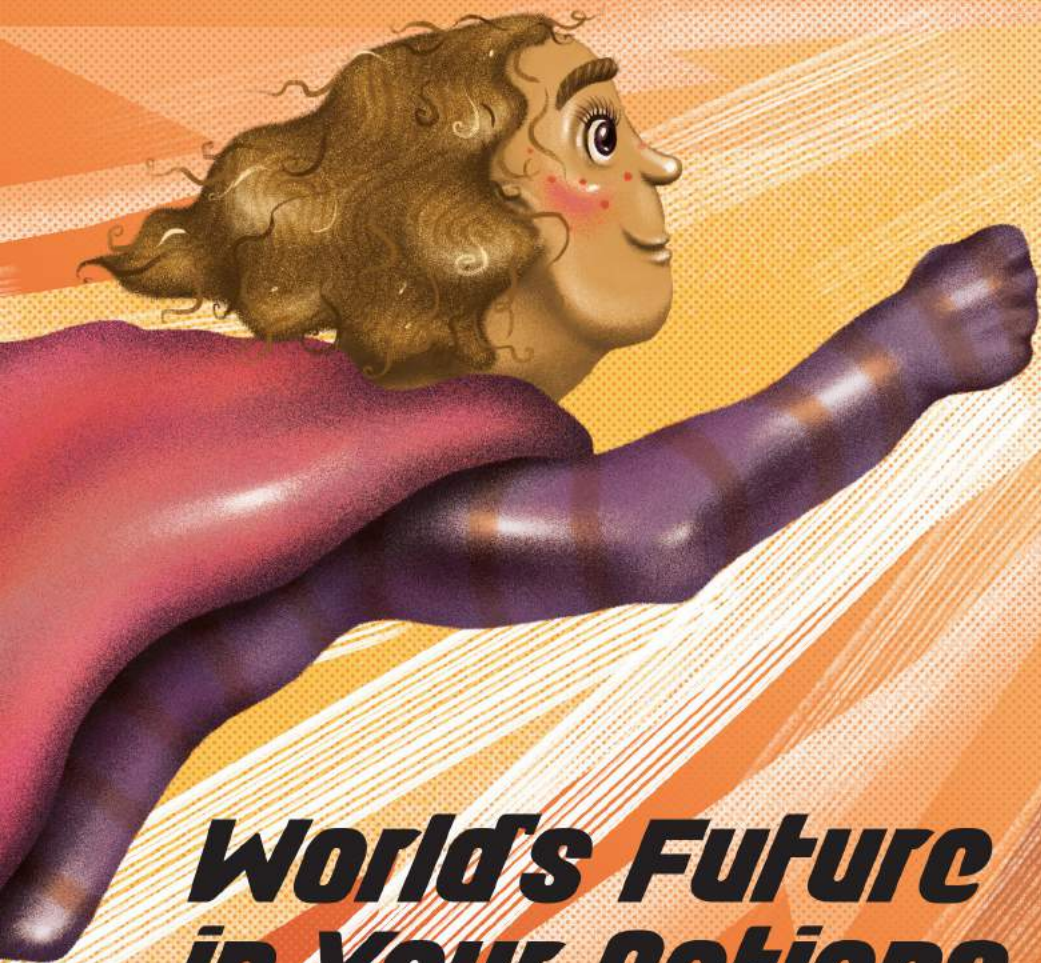Andreea-Loredana Tudorache
A.R.T. Fusion Association

World's Future in Your Actions

Manual for Facilitators in Global Education

2017

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"A different world
cannot be built
by indifferent people."

- Horace Mann,
Philosopher

Table of Contents

Often, facilitators in non-formal education, regardless in which topic, are looking for ready-made recipes for what to deliver, something like a "cooking book", a catalogue from which they can choose whatever best fits at the intersection of various desired criteria (topic, duration, group size, profile, etc.). The bigger and more diverse the catalogue, the better! Some manuals answer some of these needs and in our field we think any online search will lead you to multiple options (free to download or to use). We noticed, from facilitators of all ranges of experience, a constant wish for that something which we think doesn't really exist: the perfect manual or catalogue that could just include all the activities possible, for all ages, group sizes and topics that anybody has ever designed in a certain field, plus all the necessary background information on those topics.

When we asked our partners what to include in this manual, their demands were exactly this and to summarize:

> *"everything about everything*
> *and as easy to access*
> *the wanted information*
> *as possible!"*

We had a look at what is already "on the market", the available materials that other organizations, teams, educators published and we did notice a strong effort in accomplishing this demand and rather failing at it *(the value of the manuals available is not discussed here but rather if they are a complete manual, as we mentioned before, or not, regardless of whether the authors of these manuals actually aimed for that)*. It is very unlikely to obtain such a product in a field with endless topics and subtopics such as global education, which is very volatile, with data changing all the time and methodological preferences and approaches being very different among practitioners.

Some important insights we made on the constant search for such a perfect manual and constant use of almost perfect ones:

- It does not really help advanced facilitators to become better at their job but it is rather just a convenient and easy way out in a given task.
- It will not push a facilitator to invest more time, to update their information, to be critical with other practitioners' developed content.
- It will not motivate them to expand their tools and to become themselves developers of new tools and methods in the field.

We frequently observed in our work with beginner facilitators stagnation and lack of progress, which they justified, in part, by mentioning the lack of the ideal manual, to be used in any given context and topic (or one close to ideal). We see them stacking up manuals of all sorts, that they end up never using, especially when they increase in number. In fact, too many diverse manuals in the field proved to be also a problem as it is quite time consuming to surf and search through so many alternatives for that perfect/exact activity or idea for a session.

We want to make one think clear, we don't criticise the existence of manuals in the field, it is for the best to have more sources and resources, what we want to notice critically is rather the attitude of facilitators in the field in relation to the existence and use of such materials.

We also noticed that facilitators, once they are more and more active, reflect less and less on their work, on themselves as facilitators in a certain field, do not continue to discuss their work critically with fellows practitioners, to identify common challenges and to share solutions. We interacted with different facilitators and we also noticed burned out symptoms, difficulties to deal with inner struggles as well as work related challenges, losing motivation, determination and focus.

The aim of this manual
(*in relation to the first manual and to field observations)
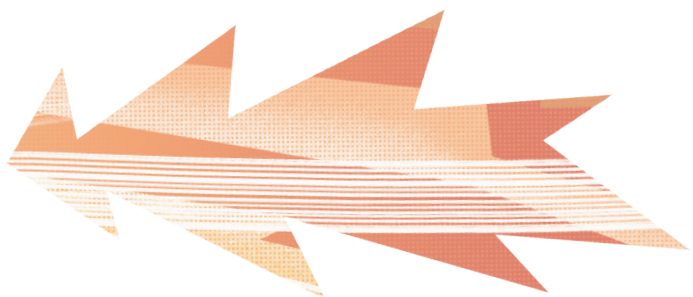
In 2015 we published our first manual *(see Global Education Manual at https://goo.gl/ DKv2Uw)*, which was designed for global educators at the beginning of the road, it included background information and a starting curriculum for the development of basic global citizenship competencies. It was meant to give a start and a push to gain experience, to navigate in the field (as global citizens and as global educators) and slowly (or faster) to transit towards becoming a confident and independent global educator. We will make references to this manual in the following chapters, as we did not want to repeat the material. Therefore, in case you do not have it already, we recommend downloading it from the mentioned link and using it, as necessary, whenever it is mentioned.

Once different beginner facilitators worked with it and gained experience, they realised it was not enough and a second volume was requested with new activities on the same topics, activities on other topics and with different levels of difficulty (typical for the general demand of different facilitators as mentioned before).

This manual, that you are reading now, has a different aim, approach and content than what the general demand is (aka: the perfect catalogue of activities) and it will cover issues that sooner address the quality of this type of work, the common challenges, deeper methodological insights, will present pathways in how to upgrade one's competencies in the field in order to become a more confident and empowered global educator. These aspects we consider as being very important, crucial at times for a successful global education session and unfortunately not covered enough in other educational materials.

This manual aims

To offer reflection guidelines and tools regarding the purpose of global education facilitator's work, their motivation and their passion in the field. These tools can be also used in their sessions as well;

To explore various aspects which have proved to be challenging for facilitators, their common mistakes and ideas on how to handle them;

To analyse crucial but often forgotten or overlooked quality methodological aspects in global education;

To analyse the most popular and successful methods and how they can be used and adapted for a variety of issues of one's choice and to offer guidelines on how to develop your own educational activities;

To offer overall support to facilitators with different ranges of experience as they transit to more confident and empowered global educators;

The manual is divided into different parts:

Global Citizen-Global Educator – *In this chapter you will find an overview of the main concepts used in this field, their practical implications in the personal and professional lives of their practitioners and various self-assessment tools for global citizenship competencies assessment;*

Global Education Sessions – *In this chapter we will introduce different criteria to define a global education session in contrast with other fields of education, which topics are included and how to prepare for working with various topics in relation to different types of target groups;*

The **Quality exigency** *chapter will explore qualitative aspects regarding your work as facilitator in relation to different stages in the process, realities, situations, challenges, mistakes and recommendations on how to handle various circumstances.*

Methodological Framework –
In this chapter we will highlight crucial aspects for every facilitator to pay attention to and work with in order to become a better global educator and will include among other deep insights (mistakes, recommendations, etc.) regarding debriefing.

The **Methods in Global Education** *Chapter will explore different popular and successful methods from the non-formal learning field that can be used in global education sessions, it will include tips on how they can be used, different examples as well as guidelines on how to create your own activities.*
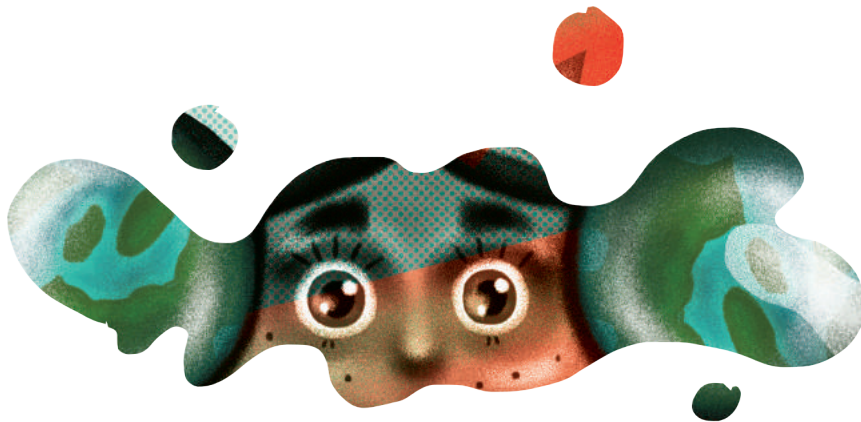
Preconditions for successful use of this manual:

- **You need to be really interested in improving yourself as a global educator!** This manual was developed based on years of experience with different groups and we have tried to include in it everything that we thought would actually help a beginner facilitator in global education, or any facilitator in this field, to become better. It is quite a large document, covering many aspects, as well as many suggested tasks for you to do along the way, and if you are really interested in improving yourself, you need to give it time and put in some effort. You should be an active facilitator at the moment, so you can relate to the issues mentioned here based your own practice. We also recommend reading through the whole document at least once from beginning to end without jumping chapters. It might not be so easy to work with this manual (although we have tried our best) but your motivation is definitely needed in order for this educational material to reach its aims.
- **Have no expectation to find ready-made recipes to use in your work!** The main concept of this manual is to give you guidelines, triggers, inspiration and sufficient stimulus in order to create your educational materials. On another note, we have included as well a series of concrete examples, ready to be used tools and materials but they are introduced in different chapters, for different purposes and with additional background details, advice and suggestions. Even if they can just be taken out and utilised as you

need or wish, we find the context information which we introduced in order for you to choose and use those specific tools, as being more important. Hence, there is no shortcut to those specific tools. You can create your easy to access paths once you have gone through all the material.

- **Be critical with yourself and your work!** We will mention along the way different examples and situations which might be suitable for you, which require your critical assessment in order for your own progress and evolution to take place. It may be that your work approach is different from the one exposed in this material and the quality criteria you use to assess a practice as well, but nevertheless we invite you to have an open mind and try to look at your work with other eyes as well.

- **Take time and have patience!** This is not the kind of manual through which you can browse fast and quickly identify what you can use it for and how. It invites you to engage in more profound reflection and proposes a large variety of ideas to test out and experiment with. If most of these ideas are new to you, you will need different groups and contexts to try them out and gain experience around them. You might find different interesting ideas along the way in the manual, we recommend taking note of them and making your own lists of priorities and suggestions you want to try out next in your work. It is the kind of manual to which you might come back several times to refresh and remind yourself of some of the thoughts presented.

We hope this manual is a help and a support in your work to make this world a better place as a facilitator in global education. If this is not the tool for you but you think it can support other people's work, please feel free to share it.

We are open to any suggestions, ideas, comments, criticism, and feedback, after you read and/or test some of our suggestions, 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 developed this project in the context of an important need detected in our global society, where efforts for North-South cooperation among youth civil society structures, exchanges of practice and mutual initiatives are not being supported enough.

This project gave the opportunity for youth workers and leaders, from European and African countries, to deeper explore global topics, interdependency and sustainability, as well as how to bring these important dimensions into their work, to their beneficiaries through advance facilitation and training skills, necessary for a quality management of global education processes.

The project was implemented between March 2016 and December 2017.

The main goal of this project was to increase the capacity of youth organizations to raise the level of global citizenship competencies among young people in different European and African countries.

The project achieved the following objectives:

To increase the level of quality and professionalization in local and international (with focus on intercontinental) projects for the youth organizations involved;

To encourage youth organizations to diversify their approach in working with young people through inspiration they got from the exchange of best practices in youth work (in an intercontinental context);

To increase the knowledge level of youth workers and young people in topics like: global interdependencies, post 2015 agenda, social and global justice, intercultural learning, climate change and other environmental topics, responsible consumerism, sustainable lifestyle, etc.;

To develop youth workers' advanced facilitation competencies required in managing global education processes and transferable to other types of educational activities;

To stimulate the internalization of global values (such as solidarity, global responsibility, etc.) in young people and youth workers;

15

To encourage participation and involvement of young people in global processes;

To increase the level of sustainable life styles of young people, youth workers and youth organizations;

To develop youth workers' practical skills in developing global citizenship competencies in their own communities;

The project's main beneficiaries (26 youth workers) took part in a long-term training course focused on developing practical working competencies in the global education field.
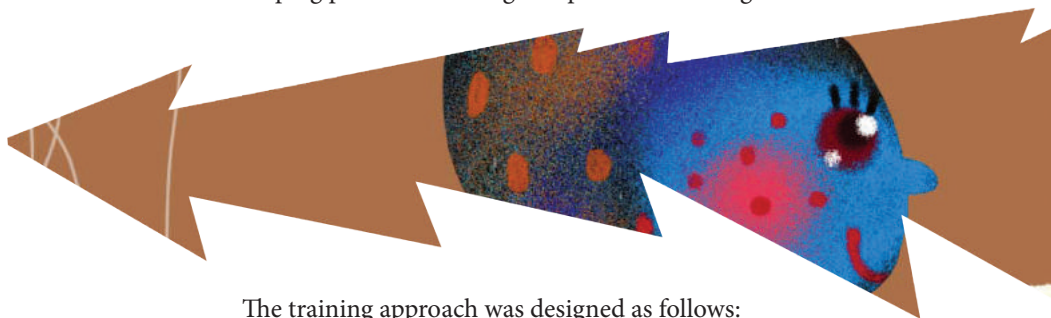
The training approach was designed as follows:

1)   **An initial training course for developing basic competencies in global citizenship and global education.** (for the future multipliers) (It took place in Maputo, Mozambique in July 2016);

2)   **A practice phase in each of the partner countries** (Italy, Mozambique, Romania, Spain, Tanzania and Togo) where the multipliers, as global educators, prepared and implemented global education workshops for more than 1200 young people in their communities between July and December 2016. The topics tackled in their workshops were: global interdependencies, environment, climate change, responsible consumption, sustainable life style, etc.

3)   **The practice phase was followed by a second training course** (Which took place in Busteni, Romania in December 2016)**, for assessing the first practice phase results and for developing advanced competencies in the global education field.** The main aim of the training was to complete the set of competencies of the youth workers to become independent global educators.

4)   **A second practice phase took place in the partner countries** where, the multipliers transferred their competencies in a new round of global education workshops for more than 600 young people in their communities.

5)   **A final evaluation meeting** was organized in Spain, Malaga in June 2017, in order to evaluate and assess the impact of the whole project and to plan how the network will continue to work in a coordinated manner from now on.

6)   **Each partner disseminated the project results** (including this manual) **in their communities**, to interested people and other organizations, in order to increase the interest of the civil society toward global citizenship and its crucial role in the context of the global agenda.
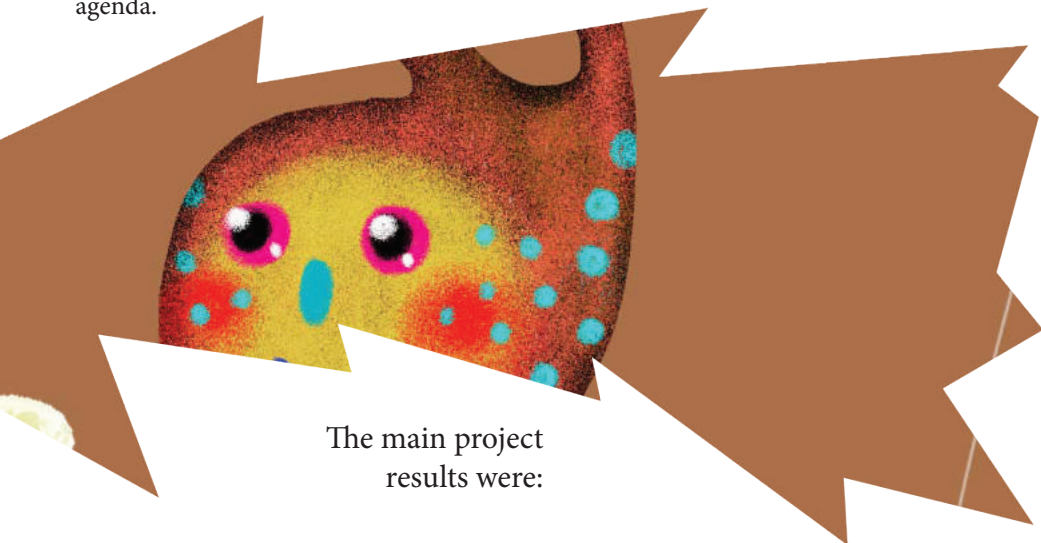
The main project results were:

A network of strong and competent organizations active in the global education field in different African and European countries;

This manual (which you are reading at the moment) to support facilitators in global education;

26 experienced, competent and independent global educators;

Training modules for training facilitators in global education in N-S context;

1816 participants of the workshops delivered during the project;

New tools and methods for global education competencies development ;

9544 indirect beneficiaries;

Based on the process of this project, its results, the feedback, needs and wishes of the partners involved, along with the results of previous initiatives, A.R.T. Fusion Association will continue to develop such programs and will include as many organizations as possible from different continents.
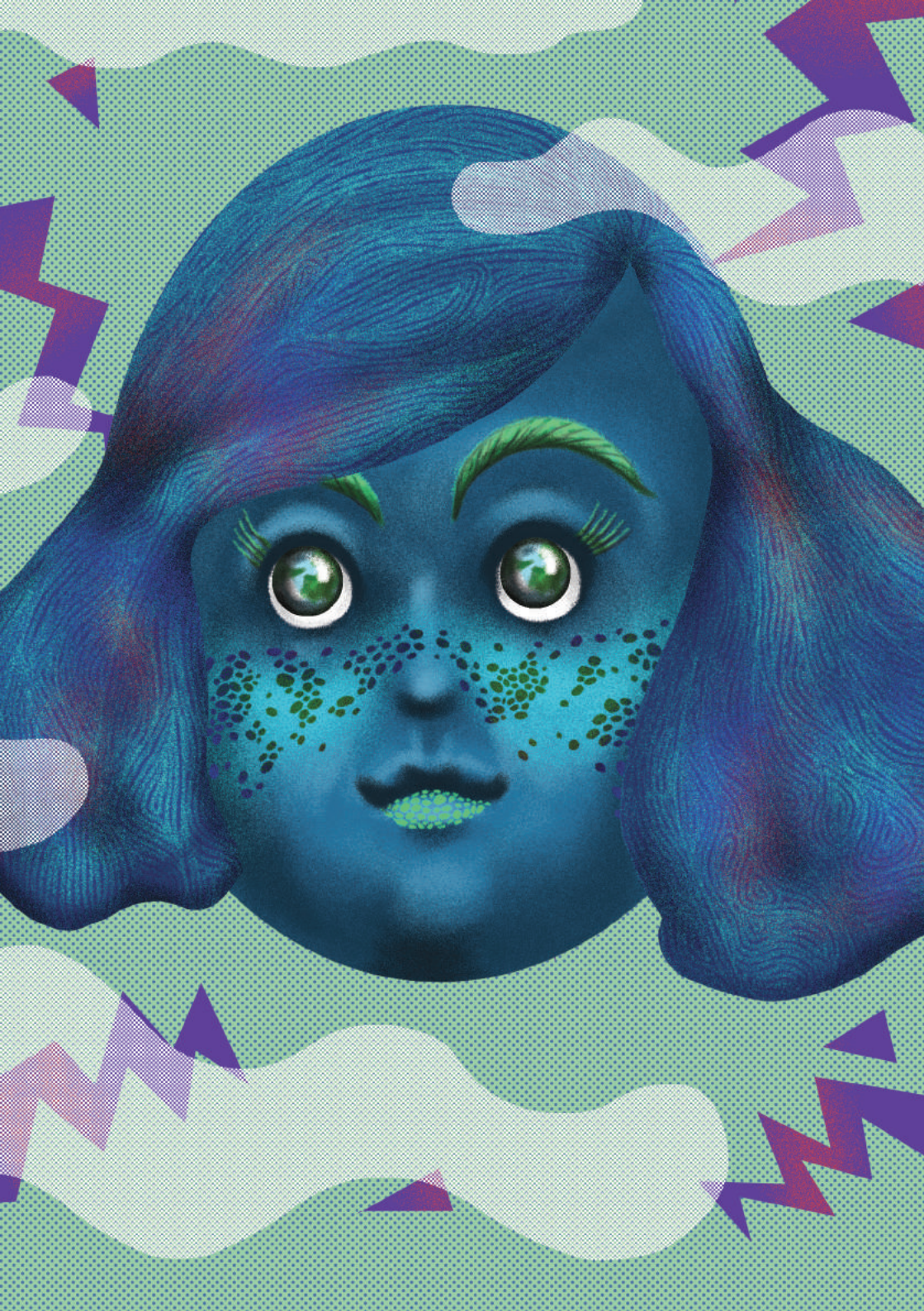
I n this chapter we introduce the main concepts we work with in this field and also their practical implications in our personal and professional lives as facilitators in global education. What follows represents the views and perspectives of the team behind this manual and we are well aware of the fact that there might be different terms and definitions used for similar concepts. Practitioners from all over the world have developed terminology that makes the most sense for them in a specific context. Sometimes, same organizations or educators have changed their language and way of defining as narratives and priorities modified in certain periods of time. There is a diverse range of perspectives in the public sphere and there is no universally agreed upon way of working with these terms and the meanings behind them *(not even close!)*. We will present our views and practical perspectives on these concepts, based on our experience, and all suggestions and recommendations *(made in this chapter but also in the following ones)* should be understood as such.

A global citizen is a person who has a global perspective and mindset, 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 various global issues and we don't have it yet.

Global education is one of the approaches which have proved to be very efficient in contributing to a rise in the number of global citizens. **It is the education which develops global citizenship competencies** *(*competence defined as a set of knowledge, skills and attitudes)*. It makes use of participative methodology and experiential learning principles in order to impact its participants on all three dimensions *(mentioned before: knowledge, skills and attitudes)*. It takes place in diverse environments *(schools or outside of schools)* and any person of any age or background can participate.

There are different rationales for which one finds themselves in the position to facilitate global education. From our experience in interacting with numerous facilitators across different countries, we noticed the following possible classification. It takes into account the main motivation that a facilitator has for doing this job:

- This topic represents their interest (maybe passion) and they might do this work in a volunteer capacity or paid;
- This is demanded of them from their organization, superiors or as a condition to obtain something else that might be their primary objective;
- The facilitation part of this work is that which represents their interest (maybe passion) regardless of the topic involved;

This manual is designed for facilitators in global education who have had their first facilitating experiences and from whom it is expected that they also work, to some degree, with themselves as global citizens. Regardless of the reasons that someone has to be a global educator, there should be constant making of changes (smaller or bigger) on a personal level, as global citizens (at least concerning the topics they cover in their workshops). **A global educator should be a global citizen as well.** If, for example, we deliver sessions on responsible consumption we should also be responsible consumers or work with ourselves to be more responsible consumers; if we talk about various solutions to global problems, we should also be involved in some of those solutions, and so on. **Being a global citizen before being a global educator is an important condition for a qualitative process with your participants**, it will infuse your work with credibility and integrity, which will make your sessions more powerful and successful. There are no perfect global citizens, only people who find themselves at different levels of development of their global citizenship competencies. A global educator should strive to become more competent as a global citizen or at least to make more effort concerning topics they deliver sessions on. **The motivation for being a global educator will have a heavy influence on the process of working on these competencies as well as on determination.** The global education area of issues targets predominantly personal changes that often affect someone's lifestyle and comfort.

Change is always something that
people don't embrace easily, it comes with effort, it is hard and
what is hard can easily not be wanted, postponed or expected
from others first then from ourselves.

────────────

There are different types of global educators, depending on how they work with their own competencies as global citizens, and usually they find themselves somewhere in between these two extremes presented below, which are inspired in their descriptions from the lives of real global educators active in the field.

- **Global educators that make global citizenship their life mission**; they are actively working on different competencies in their day to day life, to change and be more responsible in the global context; they look for different solutions, try out different strategies in their lives; get constantly informed on a variety of topics *(not only the ones they hold workshops on)*; even if they have topics they consider more important they keep getting informed about as many as possible; they are persistent in changing all that it can be changed in the way they live their lives; they are very critical in these aspects with themselves and with the people around them, especially the ones they work with; they are very careful how they organize their workshops, to be as sustainable and responsible as possible; they don't make compromises unless in extreme situations; experience strong emotions when they cannot do all the things they want and also get very affected by the situations around them (regarding people behaviours, state of affairs, etc.);
- **Global educators that put their global citizenship progress low on their priority list;** they tend to separate this work from their personal life: work is work, their personal life is their personal life; they made some changes and stopped there; they are not consistent in their changes *(for example: sometimes they recycle, sometimes they do not, sometimes they refrain from using a certain company's products, sometimes they make exceptions, etc.)*; they easily give up if something becomes too hard; they dismiss some topics totally from their interest and attention and focus exclusively on others; they pay little to no attention to how the workshop is organized and to what materials are being used and how; they are more emotionally detached and don't demand much from themselves, their colleagues and the organizers of their workshops; they justify their actions as being constantly in a process and that any change matters; they often have a loose definition of what global education and citizenship actually is *(see the next chapter on this particular issue)*;

Every facilitator in global education will find themselves somewhere in between these examples. Many practitioners don't even reflect on these aspects, or when they do it is rather superficial; sometimes critical self-assessment might not be enough to properly reflect from these perspectives, it has to be completed with feedback from colleagues, participants and friends.

You, as a facilitator in this field, might be intrigued by such categorization and to some extent some of you might dislike even making such distinctions. We think it is important to observe and to reflect deeply on these aspects as they will affect your work:

- In how your sessions are designed and organized;
- In how you interact with various fellow facilitators;
- In how you deal with various participants who are facilitators in the field as well *(if you will work with such groups)*;
- In how you deal with different moral, ethical and integrity dilemmas that will appear in your work;

Truth be told, every global educator has to reflect, assess and take decisions regarding what kind of global citizen they want to be, especially in relation to the topics they work with. It is an exercise you need to do with yourself, together with your colleagues and sometimes you need to do it with your participants as well, to help them reflect more on what kind of global citizens they are and want to be.

From the moment someone decides to work with themselves as global citizens they will face different challenges, as it is not an easy path. They will face different dilemmas; they will have to face different reactions from people around; they might get demotivated by slow progress or difficulties to implement all the desired changes; there will be diverse emotional experiences, and much more. *(We elaborated in the first manual, https://goo.gl/DKv2Uw page 26-28).*

A global educator *(who is strongly motivated to be a better global citizen)* will face additional challenges and maybe even a harder time than their participants. They will have to deal with their own process, progress and motivation but also with the process of their participants as well, for which, to some extent, they feel responsible *(we went into more detail on these challenges in the Quality Exigency chapter).*

In order to combat stagnation, easy satisfaction, apathy, demotivation, there is a need for self-reflection, critical self-assessment, feedback, support groups with fellow like-minded people, where one can reflect on various criteria, see themselves in reference with others, share challenges and ideas, refresh their enthusiasm, share tool boxes and set-up action plans (bigger or smaller) to keep them going for a while longer. This should be done regularly, yearly or even 2 times per year, depending on your needs and context. You can do that together with your colleagues, with whom you are working regularly, in order to help each other or you can look for different gatherings or meetings specially designed in this sense.

We have developed in our practice various tools in order to offer space to practitioners to reflect on themselves as global citizens and to identify paths, inner resources, tips and tricks for upgrading their competencies.

The following tools can be used as tools for oneself or in sessions for beginners or advanced global citizens to support them in this process. They can be used as such or can be adapted and adjusted to your particular needs, content and context. We will briefly introduce them to you and also give you some guidelines on how to use them for your own personal work or in your sessions.

They are also available to be downloaded in editable version from this link: https://goo.gl/hmXjo8
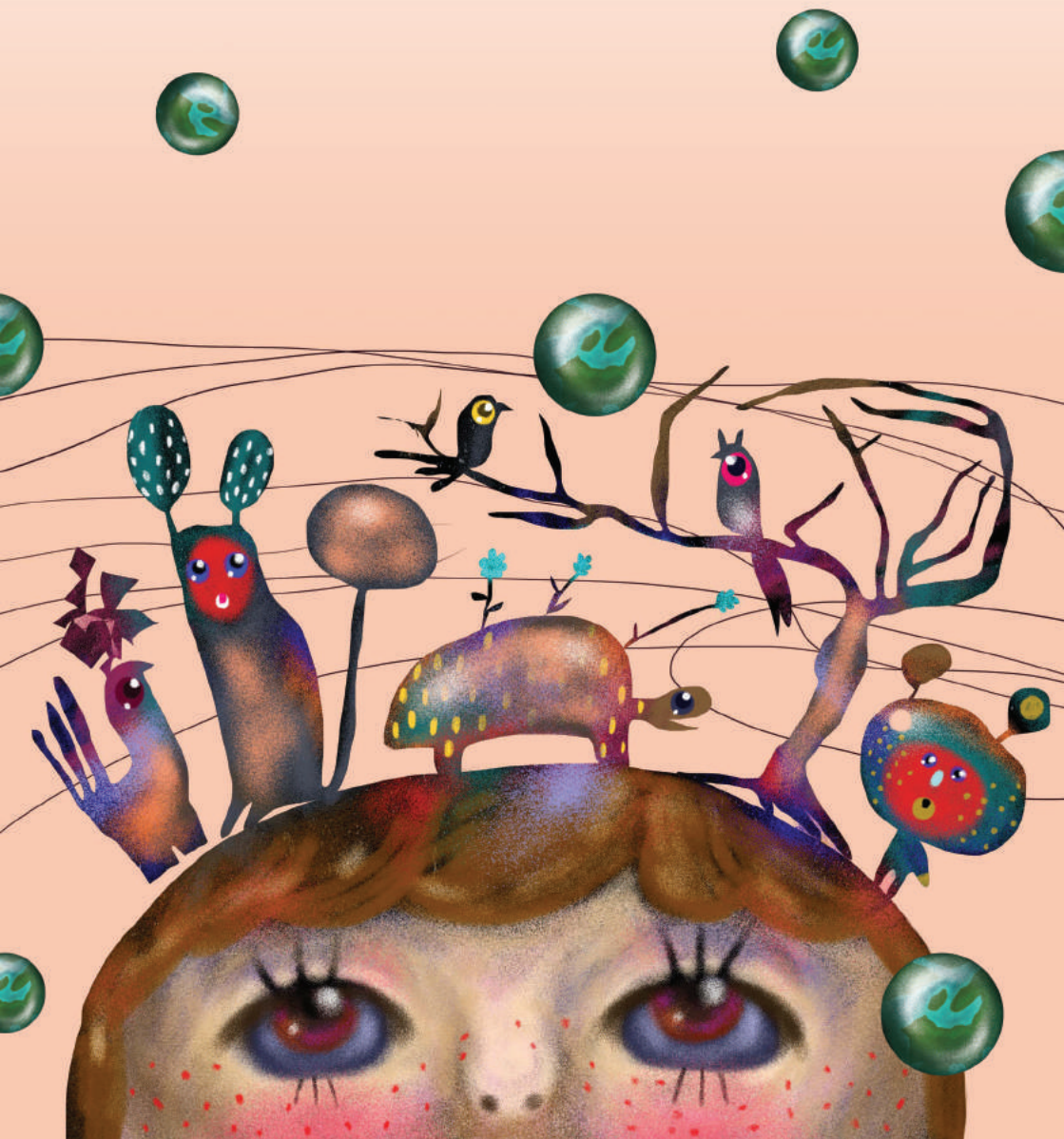
Short Individual self-assessment
(Areas of global citizenship)

It is a tool that requires 20-30 minutes to be completed. It must be filled in individually and not, under any circumstances, in cooperation with other people. It includes a list of different behaviours that could be associated with a global citizen, on which the respondent has to mark different options *(full instructions on how to fill it in are included in the tool, see the next page)*. Feel free to add more behaviours or choices of answers and generally to modify the list as you consider necessary. There are no right or wrong answers.

Guidelines on how to use this tool
for your own self-assessment:

If you have a colleague that you consider to be more advanced than you in global citizenship matters ask them to review the table and to add more behaviours if they consider that not all aspects are covered; If you don't have such a colleague/friend, work with the tool as it is.

Print one copy *(or work with it electronically)* and give yourself up to 30 minutes to answer all the questions. Try to answer about your life in general at this moment.
Be extremely honest and critical with yourself- especially for the box "all the time"- think thoroughly if it is all time, with no exceptions. If there are exceptions then do not mark the "all the time" box!

After you finish, interpret the results by yourself, and give answers to these questions: What are your first impressions? Which areas are you more comfortable with? Which ones are you struggling with? Which ones are of more interest and why? Which ones are not and why? What does this mean to you? etc. *(feel free to add more questions to this mental exercise)*

Discuss it with a close colleague, a friend or relative that you trust and with whom you can talk freely about your findings. With their help or feedback decide what changes you want to make and/or what actions you want to take regarding the results of this form.

If you have a group of friends or colleagues who are more advanced in practicing some or more of these behaviours, you can approach them to get tips and tricks applicable to your contexts. Such groups can also be found online as forums, social media pages or groups, and you can find many answers there as well.

Guidelines on how to use this tool in your sessions:

It is more suitable for groups of participants that have already worked to some extent with the topics mentioned in the form.

Give each participant one form and ask them to fill it in individually, not to rush and to be very honest, they don't have to show their answers to anybody and there are no specific answers expected from them.

Wait for everybody to fill in and prevent them from disturbing each other.

Later, ask them to group with 4-5 other people and share as much as they want with each other, using the questions mentioned for self-assessment before.

Ask them to act as support groups, if somebody in the group mentioned aspects they need help with and another person in the group can help *(on those issues)* and provide ideas and suggestions. Encourage them to come up with ideas, solutions and tips that they can use to do some of these actions more often, easily and confidently. Allow about 30 minutes for work in the small groups.

Conduct a final debriefing *(see chapter on debriefing later in the manual)* about their reflections, insight and action plans as global citizens.

Expanded Self-Assessment Tool - Global Citizenship in Day to Day Life

It is a much more complex and detailed tool. It zooms in on various dimensions of someone's life and asks for deeper reflection on different contexts and behaviours.

It will require a couple of hours to be filled in. It is made out of different sections and for each section there are several questions and tasks to be done, including setting up objectives in relation to the analysed features.

The tool is self-explanatory in how to be completed and it is preferable to use it in electronic format.It is an instrument suitable for a mentoring type of working relation. This means, if you want to use it for yourself, you need to find another person (a colleague, friend, relative) that is also engaged/interested in this field and is willing to work with you in this regard.

You will first talk with this "mentor" based on your first round of answers and the objectives you set-up at each section from the form. Later on, they will follow-up on your progress and the deadlines set for achieving your objectives.

You can also use this tool in your workshops, especially when you work long-term with the same group of participants. Ask them to fill in the form and send it to you and then act as their mentor along the way, regarding their progress, either online or during face to face meetings as well. You can organize space in your sessions for the participants to gather in smaller groups and share their results, progress and process.

In the following table you will find a series of behaviours which are considered to be part of the global citizenship dimensions. This list is not exhaustive and it can include much more. For each behaviour mentioned in the table, you will need to reflect on your life and to what extent, at the moment, it is present in your life. Mark in the table, on the horizontal row, all the answers that apply in your case. For each habit, you can mark as many boxes as suitable for your situation at the moment.

Behaviour	All the time-in every situation	Some-times	I need help/ support in this matter	I need more info	I want to do it more often	I am doing enough	I can motivate others to do it	Comments
I reduce in every way possible the use of paper, plastic, metal.								
I reuse all the paper, plastic, metal, glass possible.								
I recycle all the paper, plastic, metal, glass I use.								
I recycle electrical items/ devices I use at home/ work/etc.								
I recycle all the batteries I use.								
I compost all my organic waste.								
I have my own bag while shopping and I don't take any provided by shops.								
I use stairs instead of elevator/electric stairs.								
I am very careful and cautious about my electricity consumption in every place I am.								

I use only saving energy items (bulbs, devices).								
I am very careful and cautious about my water consumption in every place I am.								
I don't consume bottled water.								
I avoid products with high water footprint.								
I use public transportation.								
I take a train or bus instead of a flight even for a 24-hour trip.								
If I take a flight, I compensate for my CO2 emissions.								
I constantly reflect on what needs I have in relation to the things I buy.								
I check the origin of the things I buy/use.								
I have a list of brands I avoid/boycott for their non-ethical and irresponsible behaviour.								
I make extra effort to use/consume products which are local or from my region/continent.								
I avoid or try to reduce meat consumption.								
I buy in bulk/loose items instead of packed ones.								
I avoid waste of food.								
I measure my footprint annually and try to reduce it every year.								
I try as much as possible to be a critical and responsible consumer during any kind of shopping.								
I avoid buying gifts for my loved ones which are just symbolic/not useful/not wanted.								
I get involved in discussions on global issues with people around me (to influence a change in their behaviour/ more reflection).								
I get informed, updated on global realities, practices.								
I sign global petitions to influence decisions on a global scale.								

Global Citizenship in Day to Day Life
Expanded Self-Assessment Tool

Instructions for filling it in:

You need to be very honest and detailed in your answers! The answers you give will be used for monitoring and stimulating your attitudinal and behavioural changes in relation to different aspects of global citizenship.

The survey is designed to be completed exactly in the order presented in the document, without reading the following questions and answers before answering the current question.
Reading in advance might influence the way you give your answers so please refrain from doing it.

There are no desirable answers expected from you, only answers that reflect your present life style the most.

You should provide an answer for every question or aspect mentioned in the grid.
Don't rush in filling in this grid! Some people do it in one day, others in same days with reflection breaks.

1. General Evaluation
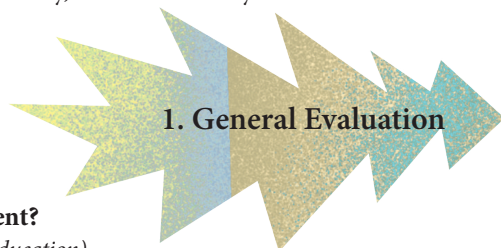
- **What are you priorities in life at this moment?**
  (they don't have to be related to the field of global education)

- **What are the areas of your life to which you would like to dedicate more time and do not manage to at the moment?**
  (they don't have to be related to the field of global education)

- **How do you consider global issues and global education are part of your life at the moment?**

- **At this moment to what extent do you think you have the right attitudes a global citizen and global educator should have?**

  a. Not at all   b. A little   c. A lot   d. Completely

Detail the reasons for any of the answers provided:

- **What do you think are your strong points as a global citizen?** Elaborate below:

- **What do you think are your weak points as a global citizen?** Elaborate below:

From this point onwards, we introduce a series of categories which include different dimensions of any person's life, especially relevant in that of a global citizen. For each category, the first part, consisting of questions, targets a set of behaviours that reflect to a lower or higher degree how a global citizen should act/be. The second part provides space for you to elaborate on your choices and to set up a personal objective for each of these dimensions for the next 3 months.

2. General Recycling/ Reusing

At the moment, to what extent do you Recycle/Reuse the following items?

(Include in your assessment situations where you chose to keep the objects until the next suitable occasion appeared)

*even if there is a context in which you do not have power to decide, you still need to mention the frequency due to the fact that, regardless of this aspect, it is still a part of your own consumption/use pattern of those items - *you always have a choice, including refusing.*

- **Batteries** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Mobile Phones** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Cans/ metal cans** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Electrical Products** *(vacuum, TV, microwave oven, etc.)* *(at home, at the office, visiting, on the street, at school, in shops, at events, training courses, conferences, traveling, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Organic products – by composting** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered
SOMETIMES and/or NO the causes or reasons for these answers:

Please detail for each question where you answered YES and/or SOMETIMES what
motivates you to do this; mention if you developed your own system
or approaches for recycling/reusing:

**Based on your previous answers, please set an objective to improve yourself
in these areas in the next 3 months. Write it down:**

3. Paper

At the moment, to what extent do you Reuse the following type of papers?
*(Include in your assessment situations where you chose
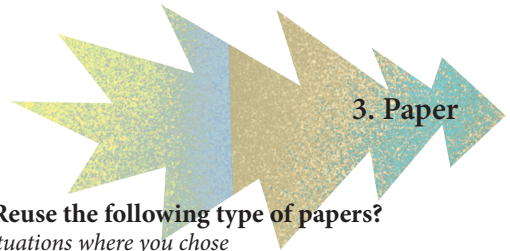to keep the objects until the next suitable occasion appeared)*
*reusing refers to making use of already used papers (partly or fully) again:
packaging, making new products, writing notes, etc.

- **Flyers, brochures, posters** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Packages from products** *(that you buy or you receive), gifts, shopping invoices, envelopes, napkins, etc. (at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Tickets** *(bus, train, flights, boarding passes, admission tickets)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Handouts, materials from training courses, seminars or conferences, etc.** *(from school, events, training courses or seminars, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered
SOMETIMES and/or NO the causes or reasons for these answers:

Please detail for each question where you answered YES and/or SOMETIMES what
motivates you to do this and also if after you reuse the paper you also recycle it.

At the moment, to what extent do you Recycle the following types of paper?
(Include in your assessment situations where you chose to keep the objects
until the next suitable occasion)* recycling in this context means to place
the paper in the paper container or to take it to the recycling station.

- **Newspapers, magazines, flyers, brochures, posters, etc.** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Packaging from products** *(that you buy or you receive)***, gifts, shopping invoices, envelopes, napkins, etc.** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Tickets** *(bus, train, flights, boarding passes, admission tickets, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Handouts, materials from training courses, seminars or conferences.**
  (From school, events, training courses or seminars, etc.)
  a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered
SOMETIMES and/or NO the causes or reasons for these answers:

Please detail for each question where you answered
YES and/or SOMETIMES what motivates you to do this; mention if you developed
your own system or approaches to collect and recycle the used paper:

To what extent do you manage to reduce the amount of paper you use in general?
a. Not at all   b. A little   c. A lot   d. Completely

If you chose one of the last 3 answers
please provide details on what you do, how, how much, in which conditions,
for which context: home, office, on the street, at school, in shops, at events, on holidays, etc.?

If you answered NO what are the causes or reasons to provide this answer?

What would you need so that in the next 3 months, you:

- Reuse at least 50% of the paper you use
- Recycle 100% of the paper
- Reduce your consumption by 50%?

Based on your previous answers, please set an objective for improving yourself in these areas in the next 3 months. Write it down:
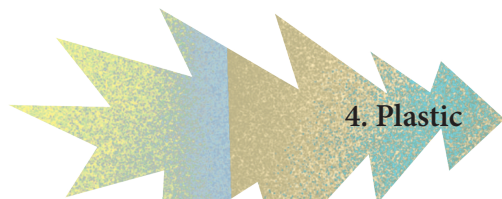
4. Plastic

How often do you use plastic in the following situations?
even if there is a context in which you do not have the power to decide, you still need to mention the frequency due to the fact that regardless of this aspect, it is still a part of your own consumption or use of those items- you always have a choice, including refusing

- **Drink tea/coffee in a plastic cup** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Use a plastic straw** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Consume "take away" food** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Accept/buy a plastic bag in shops** *(at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Drink bottled water** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Use a plastic spoon/stick in tea/coffee, etc.** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

- **Use plastic cutlery and dishes** *(forks, plates, knives) (at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
  a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered

SOMETIMES and/or YES (all the time) the causes or reasons for these answers:

Please detail for each question where you answered NO (never) and/or SOMETIMES what motivates you to do this; mention if you developed your own kind of system to avoid using plastic in those situations (for instance: you have your own drinking bottle, you have a travel mug, etc.)

At the moment, to what extent do you recycle or reuse the plastic you use?

a. Not at all   b. A little   c. A lot   d. Completely

If you picked any of the last 3 answers *please provide details on how, how much, in which conditions, for every context: home, office, on the street, at school, in shops, at events, on holiday, etc.?*

If you answered NO, *what are the causes or reasons for which you provided this answer?*

What would you need so that in the next 3 months you:

- Reuse at least 50% of the plastic you use
- Recycle 100% of the plastic you use
- Reduce your consumption by 50%?

Based on your previous answers, please set an objective for improving yourself in these areas in the next 3 months. Write it down:
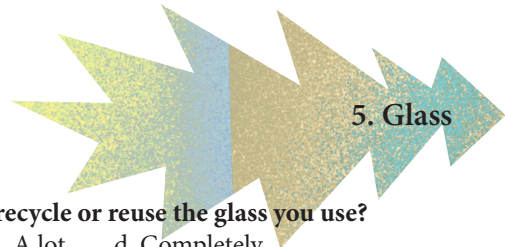
5. Glass

At the moment, to what extent do you recycle or reuse the glass you use?

a. Not at all   b. A little   c. A lot   d. Completely

If you chose any of the last 3 answers please provide details on what you do, how, how much, in which conditions, for which context: home, office, on the street, at school, in shops, at events, on holiday, etc.?

What would you need so that in the next 3 months you:

- Recycle 100% of the glass you use?

Please set a realistic objective for the next 3 months in order to improve yourself in relation to this dimension! Write it down:

At the moment, to what extent do you avoid/reduce consumption of electricity?
*even if there is a context in which you do not have power to decide, you still need to mention the frequency due to the fact that regardless of this aspect, it is still a part of your own consumption of electricity- you always have a choice, including refusing

- **You use regular stairs instead of elevator or escalator stairs** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You don't leave any device in standby mode** *(computer, TV, microwave oven, DVD player, wireless routers, cable TV devices, mobile phone chargers, etc.) (at home, at the office, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use your laptop** *(if you have one)* **as much as possible on battery and not plugged in** *(at home, at the office, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use only energy saving light bulbs** *(at home, at the office, at school, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You check all the time, once or twice, if unnecessary lights are off** *(at home, at the office, at school, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid using hand dryers in public restrooms**
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid using the microwave oven** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid using electric coffee machines** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid using vending machines for tea, coffee, soda, etc.** *(at home, at the office, on the street, at school, in shops, at events, training courses, conferences, travels, etc.)*
        a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use the washing machine with a maximum load** *(for clothes or dishes) (at home, at the office or during travels)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered SOMETIMES and/or NO (never) the causes or reasons for which you provided these answers:

Please detail for each question where you answered YES what motivates you to do this; mention if you have your own kind of system to reduce/avoid electricity consumption.

Please set a realistic objective for the next 3 months, in order to improve yourself in relation to this dimension and reduce consumption of electricity. Write it down:
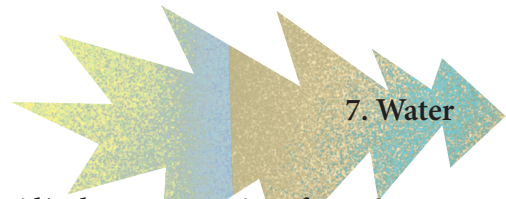
7. Water

At the moment, to what extent do you avoid/reduce consumption of water?
*even if there is a context in which you do not have power to decide, you still need to mention the frequency due to the fact that regardless of this aspect, it is still a part of your own consumption of water- you always have a choice, including refusing

- **You avoid daily showers/baths** *(at home, visiting, during training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **If you take a bath, you do not fill the tub more than a third or halfway** *(at home, visiting, training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **When you shower it doesn't take more than 5 minutes** *(at home, visiting, during training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **When you brush your teeth you turn off the water during the process** *(at home, visiting, during training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **When you wash dishes you turn off the water during the process** *(for soaping) (at home, visiting, during training courses, conferences, travels, etc.)*
 - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid products with high water footprint** (at home, visiting, on the street, at school, in shops, during training courses, conferences, travels, etc.)
     a. YES (all the time)   b. Sometimes   c. NO (never)

- **You don't flush the toilet all the time or you stop the handle before the water tank empties** (at home, visiting, during training courses, conferences, travels, etc.)
     a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use devices to reduce the pressure of tap water and implicitly consumption.**
     a. YES (all the time)   b. Sometimes   c. NO (never)

- **You drink/consume only tap water** (at home, visiting, on the street, at school, in shops, during training courses, conferences, travels, etc.)
     a. YES (all the time)   b. Sometimes   c. NO (never)
     if the reason you answer NO to this question is fear for your health, the next question is, Have you tested the water in you location? (YES or NO)

Please detail for each question where you answered SOMETIMES and/or NO (never) the causes or reasons for which you provided this answer:

Please detail for each question where you answered YES what motivates you to do this; mention if you have your own kind of system to reduce/avoid water consumption/waste.

Please set a realistic objective for the next 3 months, in order to improve yourself in relation to this dimension and reduce consumption of water. Write it down:
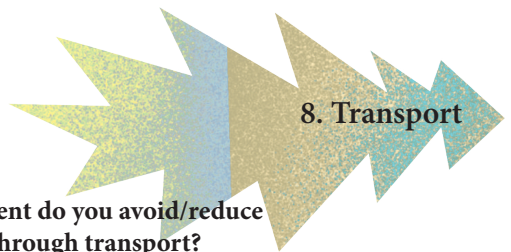
8. Transport

**At the moment, to what extent do you avoid/reduce
the emission of CO2 through transport?**
even if there is a context in which you do not have power to decide, you still need to mention the frequency due to the fact that regardless of this aspect, it is still a part of your own consumption/use of those items- you always have a choice, including refusing

- **You avoid using a car** *(your own, friends', taxis, for visits, events, training courses, conferences, while traveling, etc.)*
     a. YES (all the time)   b. Sometimes   c. NO (never)

- **If you need to use a car you hitchhike or use car-sharing systems** *(for going to school or work, visits, events, training courses, conferences, while traveling, etc.)*
  > a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use public transportation in the city you live in** *(tram, bus, metro) (for going to school or work, visits, events, training courses, conferences, while traveling, etc.)*
  > a. YES (all the time)   b. Sometimes   c. NO (never)

- **You take a train or bus instead of a flight even for a 24-hour trip** for school or work, visits, events, training courses, conferences, while traveling, etc.
  > a. YES (all the time)   b. Sometimes   c. NO (never)

- **You use a bike** *(for going to school or work, visits, events, training courses, conferences, while traveling, etc.)*
  > a. YES (all the time)   b. Sometimes   c. NO (never)

- **You walk to school or work**, visits, events, training courses, conferences, while traveling, etc.
  > a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered SOMETIMES and/or NO (never) the causes or reasons for which you provided this answer:

Please detail for each question where you answered YES what motivates you to do this; mention if you have your own kind of system to reduce/ avoid CO2 emissions

Please set a realistic objective for the next 3 months, in order to improve yourself in relation to this dimension and reduce CO2 emissions. Write it down:

9. Consumer behaviour

At the moment, to what extent do you try to be a responsible consumer?
*even if there is a context in which you do not have power to decide, you still need to mention the frequency due to the fact that regardless of this aspect, it is still a part of your own consumption/use of those items- you always have a choice, including refusing
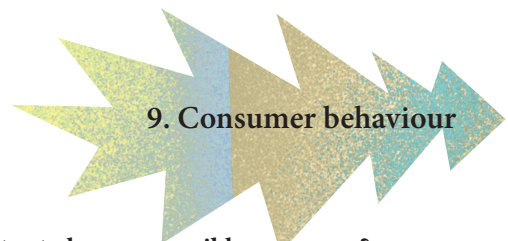
- **You constantly reflect on your needs in relation to the things you buy**
  > a. YES (all the time)   b. Sometimes   c. NO (never)

- **You check the origin of the things you buy/use** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You have a list of brands you avoid/boycott for their non-ethical and irresponsible behaviour** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)
  - **if you choose YES/SOMETIMES mention which ones those are:_____*

- **You avoid using products made in other countries** *(including other continents)* **if there are alternatives made in your country or continent.** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You make extra effort to use/consume products which are local or from your region/continent** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **With products from other continents you make extra effort to buy fair trade/responsible brands** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid or try to reduce meat consumption** *(if you eat meat) (at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You avoid wasting food** *(at home, visiting, on the street, at school, in shops, at training courses, conferences, travels, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You buy clothes or personal objects only when you really need them** *(independent of fashion trends or other influences, etc.)*
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You try to reuse old clothes in different ways.**
 - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You try to be, as much as possible, a critical and responsible consumer during any kind of shopping you are doing**
  - a. YES (all the time)   b. Sometimes   c. NO (never)

- **You generally avoid buying gifts for your loved ones which are just symbolic/not useful/not wanted/only as a gesture on different occasions** (at home, visiting, at school, in shops, at training courses, conferences, travels, etc.)

    a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered SOMETIMES and/or NO (never) the causes or reasons for which you provided this answer:

Please detail for each questions where you answered YES (all the time) or SOMETIMES what motivates you to do this; mention if you have your own kind of system to be a more responsible consumer.

Please set a realistic objective for the next 3 months, in order to improve yourself in relation to increasing you responsibility as a consumer. Write it down:
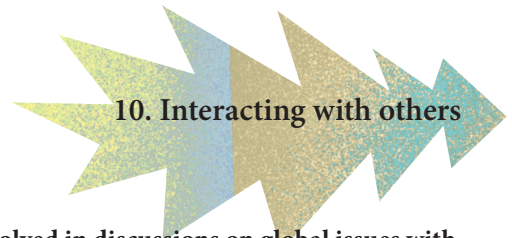
10. Interacting with others

At the moment, to what extent do you get involved in discussions on global issues with the people around you, which can have an influence on them and change their behaviour/opinions?

- **With close family members**

    a. YES (all the time)   b. Sometimes   c. NO (never)

- **With more distant family members**

    a. YES (all the time)   b. Sometimes   c. NO (never)

- **With close friends**

    a. YES (all the time)   b. Sometimes   c. NO (never)

- **With classmates/ colleagues**

    a. YES (all the time)   b. Sometimes   c. NO (never)

- **With the beneficiaries you are working with**

    a. YES (all the time)   b. Sometimes   c. NO (never)

- **With random people in random contexts**

    a. YES (all the time)   b. Sometimes   c. NO (never)

Please detail for each question where you answered SOMETIMES and/or NO (never) the causes or reasons for which you provided this answer:

Please detail for each question where you answered YES (all the time) or SOMETIMES what motivates you to do this, on what topics you talk with them and if you have any specific approach.

Please set a realistic objective for the next 3 months, in order to improve yourself regarding the influence you would like to have on others so they become more responsible global citizens? Write it down:

Global Issues

*Global Interdependencies, Sustainable Development,
Global Warming/Climate Change, Environment (general),
Lifestyle, Consumerism, Human Rights/Children's Rights,
Animal Rights, Trade , Peace and Security, Migration, Refugees,
Global Health, Global Inequalities, Gender Equality, Food,
Cultural Relativism, Education, Poverty, Religious Fundamentalism,
International Debt, Infrastructure, Energy, Corruption,
Population Growth, Unemployment, Discrimination/Persecution,
International Policies, Governing Systems, Neo-colonialism,
Technology, Resources, Waste, etc.*

**When is an issue
a global issue?**

An issue becomes a global issue when it has clear broader implications
and perspective on a global scale and/or a global influence
on its development. Many of the topics mentioned above
can be explored as a global issue or as a local/national/regional
issue depending on the way we approach them.
Even if we all might agree these topics are global issues,
if we don't look at them from a global perspective,
then we will not see them as such. For this we have global education.

A global citizen, in order to navigate in this vast area of topics present in their lives, needs to develop specific competencies. We gave a little more detail on that in the first manual *(https://goo.gl/DKv2Uw page 18-25)*. Global education supports its learners to develop relevant global citizenship competencies in relation to these issues. Sometimes, intentionally or not, we get so carried away with how we approach a certain topic that we end up not designing a global education workshop but another kind of workshop, for example: anti-racism, peace education, human rights, etc.

> To make things clear: not every human rights education,
> peace education, environmental, discrimination,
> etc. session is also a global education one!

Indeed, if we want to, we can stretch meanings, connections and relations and make everything connect to everything, especially if we become philosophical or we want to make a point. If we decide to talk in practical terms, we need to be more precise with our scope of work. If we think everything can be connected with everything then it can easily become nothing as well. Global education is a field where we need to be clear about what we do, why we do it and when, and that what we do is not actually something else, another field.

We encounter situations where we have to specify the difference between global education and other types of education *(in terms of topics covered and approach)*, sometimes we have to do this with our participants or with other actors from the educational field that might not know or understand what we do very well.

We strongly advocate for a clearly defined field of global education, which cannot be easily described as a sub-area of another type or a mixture of other kinds of education.

These are the criteria we use to define a session as a global education session
(additional to the methodological ones which are general for any participative methodology)

- **It tackles a global issue**; one mentioned before, a subtopic of any of those, or others not covered in the ones already listed, etc.;
- **Whatever areas of competence** you want to develop (knowledge, skills, attitudes) they **must be connected to the issue you tackle.** For example: A session that aims to develop empathy in general is not going to be a global education one, at most it can be a personal development one. If you plan to develop empathy towards the lives of workers from

factories that produce things we buy, or from the plantations where our food comes from, then we can say it is a specific competence in relation to a global issue. At the same time, this aspect has to be dominant in your session, its main focus, not a rushed comment at the end of your session.

- **It has a global dimension reflected in the session design.** The participants have to get from your session the global implications or connections we mentioned while defining a global issue. For example, a workshop where you plant trees is not necessarily a global education one if the participants do not understand the problem of deforestation on a global scale, or the connections between planting trees and CO_2 emissions (and their role in global warming), and so on. Similarly to what we mentioned in the previous criteria, the global dimension has to be dominant in your session as a learning outcome and not something additional mentioned at the beginning or at the end of your session.

> **As a global educator, you need to be able to navigate among the variety of global issues**
> in relation to which you need to develop specific competencies for your participants. For this, you should group the topics in areas of interest and also try to prioritize them. It is true, all topics are important and crucial to some extent but this prioritizing exercise refers more to analysing which topics need other topics to be understood and explored beforehand and to develop a logical order of approaching them. This will help you organize and structure your choice of topics and the associated competencies according to how it would be best for a person to develop their global citizenship competencies.

In our first manual, we introduced our suggestions in terms of topics which we consider important for **basic global citizenship competencies** such as: general intro to global issues, general understanding of global interdependencies, responsible consumption, sustainable lifestyle, climate change and cultural sensitivity. We view these as the basic ones which will later make it easier for a participant to take in other topics and subtopics (and associated competencies).

We encourage you, as facilitator, to analyse all the issues and competencies associated and make your own list of priorities on how to work with these topics. Sometimes you cannot influence which topics you will design and deliver sessions on (*they might be given/imposed on you)* but if it is clear for you where they are placed in this mental map of global issues, it will help you in the process of designing such workshops. When you have to work with different target groups, with different experiences regarding these topics, this classification will come in handy in the way you tackle some topics with diverse groups *(see later in this chapter more details on working with different target groups).*

Before you start designing a session on a certain topic it is important to go through the following questions and associated tasks regarding that specific issue. Working with these points will help you position yourself towards the topic and will give you a perspective of how much you need to study and prepare yourself in order to successfully design and deliver a session.

You might answer these questions by yourself or discuss them over with your co-facilitator if there is one:

What is your own connectio to this specific topic?

How is it present or how does it affect your life (personal and professional)?

What do you do about it in your daily life?

Is there something you can do if you aren't doing anything at the moment?

Why should you do something or why shouldn't you?

How motivated are you regarding this topic? Are you motivated enough to deliver a session on this topic?

If you are highly motivated can you transfer this motivation to your participants?

How much do you know at the moment about this topic?

What information/documents do you have already about this topic? How old are they? From what sources are they?

How much do your participants already know about the topic? How do you know what they know already (is it based on your assumption or do you have some objective indicators)?

Do you feel ready to prepare a proper workshop on this theme?

How much time do you have available to get better informed on it and eventually to have more materials to prepare the workshops itself?

How long will your workshop be? Is it an introduction to the topic or is it a more in-depth approach?

Can you deal with challenging or unexpected questions from the participants?

For any given topic the internet is abundant in materials for background research. These materials can help you get better prepared and informed on a given topic but also to be used in your sessions as well.

Figures change very fast, even information from the previous year might be outdated as we often use statistics, numbers and facts to back up some of our information.

What a more experienced facilitator needs to develop is their competencies to search and process data and information on various topics and be confident in doing such tasks. This way they will become more independent in organizing and developing their own materials. Unfortunately, this competency is often left behind, and facilitators just resort to shortcuts or to each other for the latest materials and, if possible for direct reference to the pages they need, readymade charts etc. Sharing materials and helping each other in various situations is important but when this becomes the primary habit in preparing and studying for your work, then this signals a problem that you need to deal with.

It is indeed quite demotivating for many educators to actually work with objective evidence; there is an impression that it is very time consuming, boring and tiresome but this is a misconception which can make life harder for any facilitator. There are organizations, initiatives and researchers whose primary job is to work with info, data, and statistics and to make it accessible to others. The need to make information user-friendly and accessible is everywhere and we can benefit from the results of their work.

Some recommendations for how you can become a more competent user of data as a facilitator in global education:

- When you search for materials, add as keyword(s) the year or period of time you are interested in getting data from;
- Choose materials from popular and well-known institutions as this will increase the credibility of your information;
- Search for videos concerning the topics you are interested in – often you will find brief intro or quick presentations in various video materials that will give you the insights you need to prepare your sessions;
- If you search for statistics on any issue, check a variety of sources and see if they match – you might notice they differ from institution to institution.
- Be very critical with the info you find! Try to look for more points of view and be aware that whatever point of view you choose to present is only one side of the issue!
- Be honest with your participants regarding the data you have, or you based your session on, that it is limited, that it is not the most up-to-date (if that is the case and it often is) or that it is not necessarily representative for everybody;
- Be culturally and context sensitive especially when you choose to work with specific cases from different countries or persons.

The participants we might work with in our sessions will differ from different point of views such as age, origin, previous experience, life and professional context, motivation to take part, etc. which will have heavy influence on the learning objectives, the choice of topics and methodology.

**Based on the aspects we have commented on so far,
the topics of our sessions, we can separate
groups of participants as follows:**

- **Groups that are exposed to these topics for the first time;**
- **Groups that have been previously introduced to these topics;**
- **Groups of facilitators in global education;**
- **Mixed groups, composed of any combination of the previous ones.**

Additionally, there is another important indicator to be taken into account which will heavily influence how you approach the working topics, and that is the time duration you have in working with the same groups, which can vary from 1.5 hours to consecutive 10 days, or long-term processes over many months with several meetings (again starting from weekly 1.5 hours to even 2 or 3 residential courses of 8-10 days with the same group). By combining these two indicators, we will face different educational realities which need different strategies.

Reflection points and recommendations for working with groups exposed to global education for the first time

- Have a priority list in terms of basic competencies to be developed. As an example, our first manual has a curriculum focused on that. You need to ask yourself, what is the first thing any global citizen should know, become aware of, from the vast area of global issues? What about the second, the third? Is this list going to be different if the age or general profile of the participants is different? For example, we consider our selection of topics on basic competencies to be relevant for absolutely all types of participants. The differences they bring along will only influence the methodology chosen or the way of applying it.

- Connect these answers to the time available for your sessions and create a schedule in terms of what topics should go first and which next.

- Reflect on what competence areas they need to work more on, in regard to these topics: is it knowledge or attitudes or skills? For groups new to these topics, we recommend starting with a mixture of attitudes and knowledge, enough to give them a kick so they can continue on their own or motivate them to want more.

- Reflect extensively on these participants' motivation to come to your session(s), as this will influence their expectations and involvement in the process. Being a first-time contact with this topic, it is very likely they do not know the field very well, don't know what to expect, or

have misconceptions about what you will provide. It is advisable to have an introductory part to set up the foundation of your work with the group, in which you might also explain your objectives, but avoid complicated terms and do active introductory exercises (see examples in the method section in this manual).

- We advise you to avoid introducing terms and theory at the beginning of your work with them. There is a tendency among some facilitators to explain the concepts: global citizenship, global citizen or global education, as an introduction to their session but very often it is just confusing. The best for your participants will be to first experience global education and then to add some theory to what they experienced.

- Generally, working with newcomers to the field will offer you plenty of opportunities in terms of topics and educational options and vast space to experiment.

- You need to remind yourself that the first interactions with these topics need to have a big enough impact that it makes these participants curious and desirous to know more after.

- You might consider giving them some homework (even if you do not meet with them again) which can be directly linked to their daily life and it should be an enjoyable task (to have a local-only dinner, to check behaviours or prices

in the first shop they visit, to ask their relatives different questions, to notice something in particular in the news or at home, etc.).

- If you often work with newcomer groups it can lead to methodology boredom, in the sense that you will tend to use the same activities that work very well and not create some new, especially when you have regular short sessions with new people. This is a disadvantage only for you as facilitator, as you might face stagnation and demotivation along the way. We recommend having more than 2-3 activities or session plans that you rotate, to add twists to them (different variations) and also to check the methods section in this manual for some other ideas, which will not take so much of your time.

Reflection points and recommendations for working with groups that have been previously exposed to global education

- There is one aspect that will make a big difference in how you approach such groups and that is, who introduced them to these topics before? Was it you, people that work with you, organizations that you know or you do not know?

- If the participants have worked with your approach or have been involved in your projects before, it will be easy enough to explore their needs, which you can connect to what you already provided before. Choose the next topics from your priority list (which we mentioned before you need to have), go deeper into previously tackled topics or expand their already existent competencies.

- If you do not know, you need to find out if they are self-taught, therefore engaged in these topics rather informally, or if they went through educational programs (provided by other actors).

- There are many practitioners in the field, many ways of defining and working with these topics, therefore you shouldn't take for granted that when someone declares they took part in other global education training courses, those actually qualify as your definition of global education.

- If you are not able to track down what participants did in their previous interactions, this raises different issues: Are they more engaged and aware than what you assume and will not actually benefit from your session? Are they already familiar with the activities that you plan to do? Do they want to get new competencies or share their own experience in these topics? Are they in fact a newcomer group disguised as an experienced group? etc.

- To the best of your possibilities, try to measure their experience and learning needs with very specific questions, which will look at how they define these terms, what topics they have worked with before and how, and what priorities they have in their further pursuit in the global

education field. Avoid self-assessment questions such as "How aware/informed/ experienced are you as a global citizen?" without also having a grasp of the way they use these terms. (Check the next chapter , Quality Exigency – Recommendation for conducting Learning Needs Assessments)

- Many facilitators tend to overestimate this type of participant's level of awareness and plan to go to a higher and more advanced level than what the group is actually ready or prepared for. This can be a risky decision. If you choose an activity below their level, they will still be able to do it, but if you chose an activity above their level, they might get stuck and not have a suitable learning process. As a recommendation, if you don't have a clear perspective on your group prepare an activity that can be done in different ways (for beginners or advanced) or alternative activities for which you are equally prepared. At the beginning of the session conduct an introduction activity which will give you the information you need in order to decide on the spot what activity to do next.

- Based on our experience, if they are coming with alleged experience, from unknown sources, and the learning needs assessment doesn't provide you with enough specific and relevant information, we suggest to place them rather in the newcomer category than in the more advanced one. Nevertheless, prepare an alternative set of questions for your debriefing as well, if the group proves to be more advanced (which you will notice from their dynamic and interventions), questions which will address their previous experiences and encourage more sharing of practices, dilemmas, challenges regarding the specific topic you are dealing with.

- If they are really an advanced group, generally they come with a strong need to reflect on their practice as global citizens, to share with likeminded people, to get more depth in any topic approached and also more skills, so have that in mind while developing sessions for such groups.

Reflection points and recommendations for working with facilitators in global education

- Depending on your level of experience and confidence (as facilitator in general and in this field in particular) you might approach this group with a high level of stress. As they come from the same field, you might have different assumptions about these participants: they are very experienced facilitators themselves, they will have high expectations from this session, they will notice all your mistakes,

they will be critical and generally a very difficult group to work with, etc. Truth be told, some of these issues might be a reflection of reality but very often it is just an unnecessary way to stress before working with such groups.

- In general, working with non-formal education facilitators can be easy or difficult, depending exclusively on

the attitudes of the facilitators-as-participants. They have their own issues as well, some can be extremely critical of any other facilitator; some can be very understanding and helpful to any facilitator in the process. There is no general profile or conduct of such groups that you can use to prepare yourself. What we recommend is to take it easy and relax, explain from the beginning what can you offer and based on what, so they can adjust their own expectations of you. If you make any mistake in the process you can actually use it to give back to them either as discussion point (what would they do in such a situation in their sessions) or as a reminder that they, as well, have probably experienced similar issues so they can relate to it.

- You need to make some distinctions regarding you participants and their type of expertise: their experience level as facilitators in general, then as facilitators in global education and, most importantly, their level of global citizenship competence development. They might be more experienced as facilitators in general but you might be more experienced in this specific field; they might be at a very low level in regard to their own global citizenship competence (see different types of global educators in the previous chapter), they maybe worked only with some specific topics different from the one you will work with, etc.

- There are many variables you need to look into behind the title of "facilitator in global education", which will help you deal with your stress (if there is some due to working with such a group) and also to decide and develop the best educational opportunity for them.

- Don't let yourself be easily impressed when someone declares such titles, there is also a lot of empty arrogance in the field, make sure you get to know specifically what they did, how often, on which topics, how they work methodologically etc.

- There is always, especially for facilitators in global education, a need to discuss with fellow colleagues and practitioners in the field, to reflect on various aspects, so you might want to consider including this in your sessions. Make use of this context to create at small scale a community of practitioners that can be used as a source to upgrade specific competencies in the field.

- Generally, this type of group needs more sharpening of their competencies and less getting into new topics, they might nevertheless still come, especially because they are interested in a new topic or area of work.
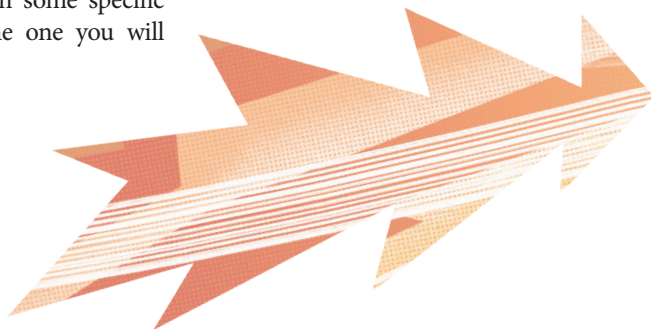
Reflection points and recommendations
for working with mixed groups

- Comparing with the previous groups, this one is in fact the most difficult to work with and it is the most common group to have as well (at least in our experience). It is usually the case when participants do not come from the same organizations or backgrounds (for example for open workshops or courses where everyone can apply or participate) or even if they come from the same context (school classes, volunteers of some organization, etc.) they will still have other experiences which will determine different relation to global topics.

- The advantage of the previous groups is that they are to some extent homogeneous, and this aspect makes it easier to choose certain approaches, methods, activities and the way you will focus your debriefings and discussions.

- A mixed group comes with various challenges: they have different experiences, understanding of the terms, different learning needs and expectations from the sessions, etc.

- You really need to do all what is possible to measure their learning needs and previous experiences in order to draft a profile of the group: who are the dominant ones (newcomers, more advanced, facilitators); what topics or competence areas seem to dominate in terms of their needs, are the advanced ones interested in developing new competencies or are they more interested in sharing, learning new methodologies, etc.

- Forget about providing a session or an educational experience that will give everyone what they wanted, this cannot happen 100% with mixed groups; it is a fact that you need to acknowledge from the beginning. What you can do is to get as close as possible to this percentage and balance all the factors present in your group to the best of your abilities and possibilities.

- Go back to your list of basic competencies in global citizenship; to what extent the participants have these, and then decide on the best topics or competencies to work with.

- While choosing your methodology you need to make sure that none of the following situations happen: beginners are left out and understand very little of what is happening; advanced participants are singled out and pointed at for any challenges, dilemmas, questions; advanced ones are made use of (without checking if this is what they need or want) as resources persons for all the input you offer; advanced participants are treated and talked to as if they were beginners, etc.

- Can you tackle a topic in a way that a part of the group gets introduced to it and another part becomes more advanced in it? Can the same method or activities be used in a double way for the whole group, at the same time (for example different tasks for different subgroups)? How can you maximize the experience of more advanced people in a way that

will benefit them and the beginners in the group simultaneously? You can use them as resources persons in some activities but make sure the expertise they have is what you can use in those specific activities. For example, if you have people in the group experienced in sustainability projects and initiatives, they can work with participants that know little about it, share what they know/did and then further, do a task together.

- One specific problem of such groups is that the participants themselves consider the other participants will be similar to them or in a certain way and might be very disappointed to see a variety of experiences and connections with the topics. They might show little to no understanding to the fact there are different learning needs and speeds in the group; some will grow increasingly frustrated if they do not receive what they wanted (which might happen if they are the only ones in the group who wanted that specific thing). It happens that more experienced participants, sometimes facilitators that work differently from you, who also have strong and demanding personalities, are very vocal and try to push their own (learning) agenda across in the sessions. In these cases, many beginners will most likely not get involved (feeling they don't know much about these topics anyway) and you as facilitator need to have control of the process.

- In order to avoid such situations (including having a very diverse group to begin with) it is good to promote/ introduce very clearly from the moment of promotion of the event, the outline of the session/training course, what it aims for, what the methodology will be and what participant profile is expected. If this information is clearly stated there are fewer chances participants will have a misunderstanding of what to expect. This information can also be used later, during the sessions, to remind the participants who show frustration that this is what you promoted from the very beginning.

- It is important to be honest with participants from the first moment you meet them and explain the assessment you made of the group needs, what those needs are, what decisions you took based on them, and to remind them of the non-formal education principles, which take into consideration the group profile when providing learning opportunities. The methodological choices you make aim to help everyone reach their learning needs but they also have to be aware of the diversity of the group members and that this will influence the overall level of achievement.

In this chapter we will approach different aspects, part of the life of a facilitator in global education, which have a direct influence on the quality of the work they do. We have chosen to focus on some areas which in our experience proved to be the most frequently ignored, overlooked or not paid enough attention to.

When asked which challenges made them have less qualitative results, facilitators often mention aspects that occur during their sessions. Many of the problems we face during our workshops can be a result of something we did not do or we did poorly in an early stage of our work. We attempt to expose all these situations and to highlight the importance of crucial elements that make a big difference in regards to the quality of our work.

We haven't include some aspects regarding the use of methodology as there is a special chapter for that only *(see next)*.

For each dimension discussed next we will give examples of mistakes made in practice and a set of recommendations to be taken into consideration by the facilitators.

In the first manual we introduced more extensively the
steps of designing a global education workshop,
which we recommended to be done in this order and
without jumping over any of the 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)** – based on the needs;
3.   **Identify the methods and activities you want to use** - suitable for the objectives;
4.   **Design the structure of the workshop/education program step by step** - with the activities chosen;
5.   **Preparation for delivery;**
6.   **Delivery/implementation of the workshop;**
7.   **Evaluate the achievement of the learning objectives;**
8.   **Follow-up.**

From these steps, the most forgotten, ignored, not dealt with at all *(sometimes)* are the learning needs assessment and the evaluation one, and that is why we will touch on these aspects next.

Learning Needs Assessment and Measuring Impact

There are two different actions, one at the beginning of the work and one at the end, but they are strongly linked to each other s o we decided to introduce them together. Measuring the learning needs is one of the first things you need to do as facilitator while preparing for a global education session. The only thing that you can do before is just to get to know your team *(if you will work in a team)* and to decide on the general topic you will do the session on. You shouldn't do anything else, not before measuring the learning needs of your participants.

What exactly does learning needs mean?

In non-formal methodology, which is the one we promote to be used in global education, we design educational sessions tailored to the specific profile and needs of our participants. They come to your workshops with a baggage of experiences, knowledge, specific contexts, etc. and all this influences what they actually need and want to learn in your sessions. We want to develop global citizenship competencies regarding a certain topic. In that sense we need to know what the participants' competence level is in relation to our topic *(or subtopic)*, what they need to develop or work more on. We need to know specifically what knowledge, attitudes and / or skills are needed by our participants in order to set up the learning objectives of our sessions. If not all, then most facilitators understand this important principle in non-formal education but fail to apply it in practice. Somehow, it is not a priority, even if it is quite essential and it can influence all the rest of the planning and designing process. How do we know we actually achieved our learning objectives? How do we know we have answered the learning needs of our participants? How do we know what impact our sessions had on the group in relation to our topic? How do we know if they really implemented the changes they said they would in their life? By conducting an evaluation and impact assessment *(short and long-term)* we will know

the answers to these questions and many more. Similarly to the learning needs assessment, this is often missing from the practice of many facilitators.

Bitter Bits from Reality - Examples of bad practices

- Facilitators want to use a particular method or activity (an activity they saw in their previous project; a video that inspired them last time, etc.) and they just know it is the best to do in this session! For sure participants will like it very much!

- Facilitators assume what the learning needs of the participants are based on all their previous experience with a similar profile of groups or just from their assumptions on people in general. Often they assume participants will know nothing so they can just do anything in their sessions, maybe the things from previous example.

- The assessment is done with one or two questions; very general, which doesn't actually give any useful information. They do this as a formality or naively, considering they will actually obtain relevant information. Examples: What would you like to do in this session? What do you expect from this session? Do you want to know more about…? Etc.

- The assessment is made at the beginning of the session, after the session design was has been finished and deemed ready to be put into practice. Most likely, it is made with questions like the ones mentioned in the previous point, but they nevertheless change almost nothing in your plan.

- The assessment results are forgotten in the designing step of the process. If facilitators do set-up learning objectives *(as often they*

don't, or they decide on them after they have already decided on the activities and methods) they are not connected with the results of the needs assessment. Facilitators can so easily get carried away with the excitement of choosing or developing an activity that they forget what the needs of participants were to begin with.

- Participants think highly of themselves and their level in certain areas and will assess themselves better than what they actually are, determining the facilitators to design unsuitable activities.

- Facilitators forget about evaluation, short-term or long-term; they don't plan it, they don't do it; sometimes they are just happy to be over with the sessions.

- The evaluation is not done in relation to the learning objectives, it measures something but not their learning: How much did you enjoy this session? How much did you like it? What you like and what didn't you? etc. which says nothing about their learning outcomes.

- There is no contact with participants after the sessions, no long-term impact measurement and all the wonderful changes the participants have made are assumed or guessed at.

Recommendations

- You should never ever jump over the needs assessment and set up learning

59

objectives!!! Please leave aside your enthusiasm for a certain activity or method, or your assumptions about people and life and measure the things that need to be measured. Your life as facilitator will be so much easier if you just follow the steps, they have logic and they were set-up this way to make your life smoother, not harder.

- Except for special situations, due to different factors *(see the next point)* you should always try to implement a proper learning needs assessment. In the majority of cases, you are in touch with your participants before the session, via online tools or phone; very often they have to fill in a form to participate in your sessions so these are the means you should use in order to see what their learning needs are.

- It can happen that you are a facilitator in events which you do not organize, where you can't influence how many people and what kind of people will come to your session. Based on the profile of the event, design a session you think will be of general interest and give all the information regarding what will happen in advance, so whoever chooses to come is well informed and that's why they decide to come. Be ready to have only 3 people or 20 people, therefore methodologically you need to have suitable plans for all situations.

- Break down your topic to the three dimensions, list all the specific knowledge, skills, and attitudes in relation to your topic and develop questions that will address them. Do not ask general questions. If you want to get specific information you need to ask specific questions. "What knowledge do you want to get from this session?" IS NOT a specific question.

- Any learning needs assessment needs to be done before your session actually takes place, because, if you follow the steps after the needs assessment, you decide on your objectives and then on your methods and so on. If you have already designed your

sessions there is little you can change after you meet the group. Exceptionally, only when you work with a group for more days and the first day is allocated to non-topic related activities, potentially you can do some sort of learning needs assessment on that first day and use its results to finalize the design for the next days.

- Do not confuse expectations with learning needs, very often they do not match. When asked what they expect from your session, many participants *(especially young, not very experienced, etc.)* will more often mention answers such as: friends, having a good time, good weather, to visit around, free time etc. Such examples of expectations are not relevant at all for your learning objectives and do not represent their learning needs.

- You always, but always, make an evaluation at the end of your educational program *(be it one session, a day, training course of several days)* and therefore you should plan it in advance in your schedule: a form *(bigger or smaller)*, a group positioning, etc. *(many examples of such activities can be found online)*

- Stop using the words "LIKE", "ENJOY", "FUN", and any other similar terms, when you make your evaluation. If your main learning objective was to entertain the group then fine, you can use them, but if you really have this as your main objective you should stop having it- you are doing it all wrong – go back to the first manual we created!

- As much as it is possible, stay in touch; contact the participants sometime after of your sessions. You can create an online form for them to fill in or ask them some questions directly (e-mail, Facebook, WhatsApp) etc. Of course this is particularly recommended when you worked with a group longer and you should be even more interested to see the long-term results but we encourage you to do it as much possible in your work in general.

60

Under this title we include different attitudes related to global citizenship, which the facilitators and participants bring along, influencing the process and affecting the quality of the learning outcomes. We will analyse some of the most common attitudes one by one, those which to some extent affect the process the most. We will provide some examples and recommendation to deal with such situations.

Resistance to change;
Passing on responsibility;
Negativity

Some of the reasons used by participants or fellow global educators in not pursuing changes in their lives, rejecting responsibility, generally showing scepticism or negativity towards all global citizenship-related topics, include the following:

- The infrastructure in my community doesn't make recycling (*or anything else…)* possible;

- There are no alternatives to consuming various products;

- All companies are bad - even the ones from my own country;

- If we don't do *(add your example of action)* in larger numbers, nothing will change anyway;

- If those people *(you name the actor… even countries)* don't do it, it doesn't matter anyway;

- The authorities should start doing something;

- Personal changes will not influence much, something else is needed: …. *(fill in the blank);*

- I am already doing so much, it is not like I am not doing anything;

- The real problem is not what we are doing or not doing, it is another one…the way we think, the whole system, the politics, … *(replace with examples from your practice)*;

- We are wasting our time with these things instead of doing something that really matters;

- People have been talking about these things for so many years and the situation has become even worse, it is all useless-humanity will not change;

Having to face such attitudes within your team or in your group of participants can be a heavy emotional and mental challenge to deal with because:

- **It will discourage other participants to make or believe in changes**; some participants are easily influenced by people with strong opinions; if they are not strongly convinced of the global citizenship mission yet, such statements will easily make them back off; it will raise doubt which is like a cancer seeds which will grow in a fertile environment;

- **It will demotivate you, as facilitator, to work** with such a teammate (who believes some of these things) because if you are positive and strongly believe in these things, but on the other side your own colleague doesn't, it will create negative inner emotions which you need to control while working with the participants. Also it can lead to conflicts in your team which you need to avoid or manage in constructive manners.

Recommendations

- **Ask for other opinions from the participants** and provide space for them to express their points of view. If the negativists create debates and ty to convince the others they are wrong, you need to carefully avoid offering them too much talking time, remind them they already expressed their point of view and we want to hear from others as well;

- **Do not make the sceptical people the stars of the moment;** Yes, they sometimes make strong statements, challenge you, as

facilitator, often on purpose, but the worst you can do is give them too much attention *(which might be exactly what they are looking for)* and focus the whole discussion on debating the things they mentioned. Follow your plan with your session, react to what they say if you think it is needed, ask other people to react or just move on, sometimes the simples thing is to ignore such statements *(especially if they are made as a cry for attention)*, it is not like we always reply to all the statements participants make in our sessions – Assess to the best the moment and what you should do;

- **Do not fight or argue with the participants**. Contradicting such opinions often leads to no results, direct confrontation on such issues just intensifies and creates more demotivation and tension on a group level and transforms the whole issue into a conflict between you and those specific people. You need to activate the hidden allies from the group, the people that are there and think like you, you need to ask their opinions and give them space to express themselves. And try to have their opinion be the last one mentioned, so participants remember the last issue mentioned was a more optimistic one.

- **It is useful to remind the group that nobody is forced** to do anything; they expressed their opinions, it is important to have a critical mind and decide on the best for themselves.

- **Talk with your teammate as soon as the planning stage** about your views on such issues. As we mentioned before, there are different global educators in the field and sometimes you can't control whom you have to work with. It can happen that you work with very negative colleagues in these matters. You should agree on how you handle the difference between you in these issues, but within the scope of the session itself, its objectives and the needs of the participants. Instead of debating your

views (which might still be a good thing to do but not always, so decide wisely if it is worth it), discuss the needs, the objectives and the context of the session. Very often, even if facilitators are themselves sceptical or negativists, they will agree to keep these views to themselves and not to reveal them to the participants. You can divide roles in such way that if it is the case, you will deal with discussions or activities targeting issues your colleague is not so much motivated about.

- **Prepare yourself to deal with such views**; such statements often come from a lack of concrete examples from the positive side, very often these people don't even mention specific examples as arguments to support their views. Therefore, as you already know these opinions exist and you might have to deal with them, search for different positive stories, examples of best practices, positive changes, projects with long-term impact, movements or governments that implemented changes on a national level and influenced things on a high scale and use them when the situation asks for it.

- **Do not take it personally if such opinions do not change** as a result of your workshops. Make sure you provide the most suitable context, with the activities, with the examples and arguments provided, to balance the views presented in the discussion. It is a shared learning responsibility in the non-formal education process, at the end of the day people will take in as much as they will allow themselves to take.

Taking things personally

The issues mentioned before, generally any problematic views on such issues, events taking place in the world, stagnation or low progress in your community or globally, etc. can be perceived by facilitators (with a strong mission as global citizens) as directly connected to what they do or not do enough in their work. It can be a normal feeling to have from time to time, but never let it overpower you or depress you in any way. Here are some tips to remind yourself of when such feelings come to you:

- We are all responsible for what is happening in the world, we shouldn't think we are the only ones responsible. Not everything is on our shoulders. We do what we have to do, others maybe not yet or not so much, we just have to continue with what we have to do.

- Change is sometimes faster, sometimes slower, but never as fast as we want it to be, because it doesn't depend only on what we want.

- Sometimes what you do now has an effect on people's lives much later. You can plant a seed in your workshop and not be aware of what happens later on. That's why it is good to conduct long-term evaluations of your sessions, because you will be encouraged by the stories you hear, and you will receive many personal stories from people who left your workshop with food for though and then, Boom!, it hits them in a moment and they become more interested and make changes in their lives.

- Don't invest too much time in negative stories, balance the type of information or people you are dealing with so you get in enough positive energy to give you strength.

- Give more attention to the positive things than to the negative ones. Sometimes we tend to overreact to 1 negative opinion and ignore 5 more that are positive. We get affected so much by that 1 negative one instead of noticing how many are actually on our side.

Challenges encountered during sessions

Facilitators face a large variety of challenges with their groups, some have been included in the previous points, some are very particular to certain situations or locations (so we will not mention them here) and some seem to be very common across continents and topics.

Participants appear uninterested

- **Behaviours that can signal this are:** participants are using their phone/tablet/ laptop most of the time during activities (in the big group or small group); they seem distracted (often go out to the restroom, to smoke, to take little breaks even if it is not break time, etc.); they talk to the others, do not listen to you while you are explaining things, etc.

- **Possible reasons for their apparent lack of interest:** The activities or the topic tackled are not in line with their needs or interest, motivation (interest might be different from the learning needs, sometimes it is more important for them), the choice of activities is not engaging enough, they have personal issues (and within the group itself), they dislike you for various reasons (which you might not be aware of), maybe they did not feel supported or valued in the process (without you intending or even being aware of that) and then withdrew; etc.

- **Possible solutions:** Remind the group of the importance of everyone's involvement; Ask questions that require an answer from everyone in the room; Assess the general dynamic of the group and check if there is any methodological change you can make (in the case of an activity which does not engage more participants and

maybe a change is needed, to make it more enjoyable); Maybe you need to break the rhythm of the session and the atmosphere, do an energizer; Depending on the intensity of such behaviours you might discuss with these individuals in private, what their feelings are so far in the process, their motivation, are they getting what they want, as you have noticed they are not very involved and you want to talk about it.

Conflict between you and participants

- **Behaviours that can signal this are:** Participants are constantly opposing you, challenge the instructions or input given on a certain topic, openly declare disagreement towards your choices in the sessions (methodology, time provided, etc.), they come with suggestions to change the plan, structure, schedule, they can be saboteurs of the process; You might disagree strongly with them, their input and behaviour in the group and you might single them out, cut them short, have difficulties in hiding you feelings towards them; etc.

- **Possible reasons for these aspects**: conceptual disagreement in how you approach the process and the methods used, to the extent of getting personal (on both sides), especially in situations when the participant disagrees strongly with you and they don't manage to change anything (things don't happen the way they want them to); participants might be very frustrated if they expected something different from what they receive and they take revenge this way, as they blame the facilitator for misleading them or for not doing what they want them to do; some participants cry for attention and this is how they demand it, etc.

- **Possible solutions:** Do not get into personal conflicts, try to avoid arguments that touch on personal views and

opinions, be assertive, detach yourself from emotional associations with the behaviour of such participants; keep your cool regarding whatever actions participants take towards you; the best for such conflicts is to be dealt with outside of the sessions by talking directly with the person(s) concerned but be careful in such a discussion, don't be apologetic for something you didn't do; be willing to make some small compromises in order to make some changes that will please those participants.

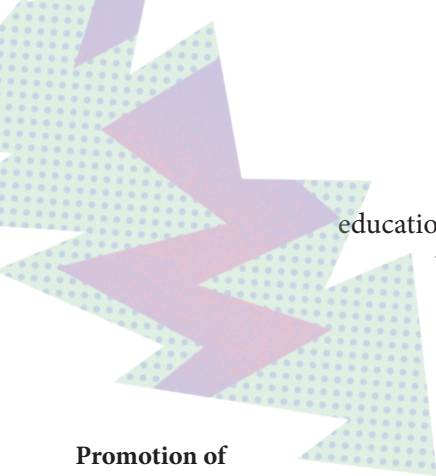## The sustainability of our global education sessions

In the first manual we created a check list for facilitators to use in order to make sure the workshops they organize are more sustainable, please refer to it in case you haven't used it so far in your work *(see 39-41 https://goo.gl/DKv2Uw)*

- You should never forget that the way you organize your work and your session is also a reflection of your competencies as a global citizen. If you are trying to live your life sustainably but your sessions are not sustainable, this is something for you to reflect and work more on.

- If you try to organize your sessions as sustainably as possible and in line with all the things you believe in, and try to practice sustainability, it will represent a practical example for the participants; it will inspire, motivate and encourage them to do same. By walking the talk also gives you more credibility and gives strength to your message and work.

- Be critical from a perspective encompassing all global issues about absolutely every aspect of your workshops/sessions: your partners in organizing them, donors, location, infrastructure, providers, materials (paper, markers, pens, tools, etc.), drinks, foods, providers, cutlery, electricity, etc.

- Always try to see if you can reduce and reuse as much as possible before using new materials of any sort. Try to make your session as minimalistic as possible. Think all the time if you can do a certain activity or actions in your sessions without any materials in particular or with as little as possible. Simplify the way you approach your sessions and think outside of the regular paradigm in what materials need to be used in a session and how.

These aspects have an impact on the quality of an educational program and we have decided to mention some, to encourage you to pay more attention to them and deal with them differently in the future.

Promotion of educational programs

When we organize our sessions, we want to have the best participants; the most suitable, engaged, interested people will benefit and take the best out of it. Does that sound familiar? Sadly, many of the practitioners we worked with signal difficulties in reaching the right audience or to convincing them to attend the programs they offer. Ironically, in some of the long-term processes we have conducted for facilitators in global education, participants were more interested to know how to get attendees to their courses *(and not so much in global citizenship or facilitation competencies).*

This manual is not about PR and the best promotional methods but we do want to make a few comments that might give some ideas to different facilitators.

- It seems to be more fruitful to go to different settings where you will find potential participants than to make them come to your location; for example schools, youth or cultural centres, companies, etc.

- Along the same lines as the previous point, it is also useful to connect your sessions to other events happening in your community: festivals, book markets, fairs, sport events, etc.

- You need to take some time and reflect on the type of groups that you are more likely to reach with your program and have realistic expectations.

**Location
for the sessions**

The space of the sessions you organize can definitely influence
the type of process you will have with your participants.
Big space, natural light, chairs easy to move around, or only cushions,
remote, no distractions, quiet, cosy, etc. (continue the list as you wish)
are desired for a smooth learning process where everyone feels good.
Many facilitators get stuck with the classic paradigm of
organizing workshops, where you need to have a big room,
movable chairs, projection options, speakers, etc. and
because of this rather limiting parameters don't explore
other opportunities for organizing global education workshops,
in alternative spaces *(including here public spaces, such as parks, streets, etc.)*

Although the location and the space of an workshop has a say in how well we can conduct
our work, they are many simple things we can do to support even a not so promising or
exciting setting in having a bigger impact on the learning process.

- Every area of your location can be used as an educational space even if you don't
  deliver activities there. You can send a message to the group not only in the training
  room (if you have one); you can use even rest rooms, breaks rooms, dining areas,
  lobbies or hallways and post inspirational posters or messages, articles, images, books,
  info graphics, etc.

- If you do one day workshops or along more days you can create optional activities to
  be done individual or as a group around the location (in the free time). For example
  you can propose: different games, thematic treasure hunts mission within the
  community, (see method section), etc. which can add more experience and create a
  learning atmosphere.

A facilitator in the global education field, or any other field, has to have a very clear understanding of the methodological framework within which they are operating. They need to have a firm grasp on the principles and learning theories they are using for the educational choices in their work. Whether you are a beginner or a more experienced facilitator, this chapter is addressed to all different ranges of experiences; it highlights the important aspects, the issues that never should be left aside and the extra attention that some aspects require.

Global education is strongly based on the non-formal education methodology principles and experiential learning cycle. There might be other learning theories that you are keener on but they should be used or analysed in reference to the ones presented here. Very often they overlap in practice, meanings and objectives.

Non-formal education emerged from the idea of being opposite to formal education, which usually takes place in schools and in the formal sector. There is a large theoretical framework in relation to these two types of education, principles and methodology which we do not get into in this manual. The fact is that in practice, you will find, in the formal sector, participative methodology and other principles which are usually associated with non-formal education, and in non-formal sessions, you might find activities which could be considered more as associated to the formal sector (for example any lecture or presentation).

We elaborated on the basic theories of global education methodology in the first manual, and we will briefly point out some of them here and add further comments and reflection points

Principles of non-formal education

- **It is participatory and makes use of diverse active methods;**
- **It is learner centred ;**
- **It makes use of the previous experience of its participants;**
- **It is challenging;**
- **It is process based and the process is flexible and adaptable;**
- **It is voluntary;**
- **There is shared learning responsibility between facilitator and participants;**
- **It is evaluated by the participants.**

Based on measured results, impact and long-term learning outcomes, this approach proved to be successful in ensuring a high level of reaching various learning objectives. Of course, this aspect is conditioned by the quality of implementation and by the motivation of the learners themselves.
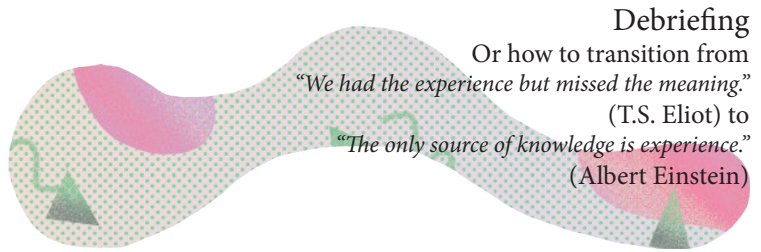
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Any facilitator needs to reflect seriously on their own understanding and use of these principles. Are they all clear to you? Do you use them all in your work? How often do you reflect on them when you design your sessions? How comfortable are you in applying all of them in your work? Are there any that prove to be challenging to you? Are there other principles which you apply in your work that are not included here? Etc.

———

Relation to global citizenship competencies

When we say competencies, we refer to a set of knowledge, attitudes and skills, and you need to analyse the previous principles in relation to the development of these dimensions in your groups.

A facilitator needs to take into account many points and angles in order to take the most suitable decisions:

- The type of competence you want to develop; some methods are more suitable for addressing knowledge, others for attitudes or skills for example;

- The way the use of non-formal education principles will either maximise the learning potential of a session or it might block or disturb it (for example: too much focus on the active and participatory principle might make a session more of a fun one than a learning one; or a high focus on challenge might be too much for a group to handle, etc.);

- The way you balance the different experiences and expertise that participants bring to the process and how you make use of them for the benefit of the group in relation to your learning objectives;

- The way you deal with unexpected events and situations which might appear from the very dynamic nature of the non-formal education process;

- The time available and space provided for your sessions will strongly influence what can be done or not;

- The balance between your learning objectives, the results and the process and dynamic of the group, as non-formal education is process-based, but you still have specific results you want to achieve.

Debriefing

Or how to transition from
"We had the experience but missed the meaning."
(T.S. Eliot) to
"The only source of knowledge is experience."
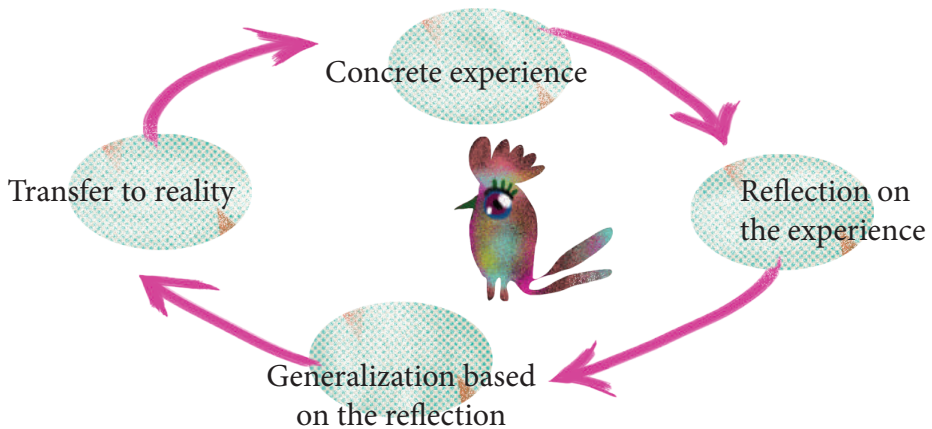(Albert Einstein)

A word of caution/warning:

The following chapter should be understood from the work perspective of practitioners that take debriefing in the non-formal education process very seriously. In the eyes of other practitioners (with different working styles and ethics) this might seem slightly obsessive or exaggerated. Therefore, the following comments and recommendations should be taken into consideration with that in mind; by no means do they represent an offense towards other approaches- we all use our own work and results to choose or develop different learning theories.

Debriefing is that magical thing that makes sure the learning outcome of an activity actually comes across to the participants. We say magic because during the debriefing people have insights, make connections and have a clear understanding of their learning process. All these are not magical per se but without debriefing these things happen much less or not at all.

What do we mean by debriefing?

It is basically a discussion, which takes place after a given activity in your sessions, be it a role play, simulation, watching a video, doing a group task, etc. in order to process what actually happened and help the participants to extract and acknowledge their learning. This discussion usually follows the experiential learning cycle *(see below)*, one of the learning theories which are the basis of non-formal education. We expanded on this theory in the first manual and if needed, please refer to those pages before continuing this present section. *(pages 29-33- https://goo.gl/DKv2Uw).*

Concrete experience

Transfer to reality

Reflection on the experience

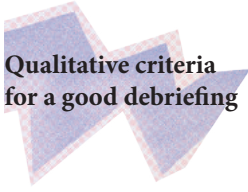Generalization based on the reflection

We will zoom in on the debriefing part for more detail
(this covers the yellow steps in the experiential learning cycle, after the concrete
experience, which is the activity given to participants) because it is indeed
one of the things that make the difference between a successful session and a failed one. To
be clear, we define the success of a session in relation to the achievement
of its learning objectives on a high level and in a qualitative way.
If the participants have fun or enjoy themselves, it is not an indicator
of learning success – of course this will influence their involvement
or mood and to some extent their learning achievements
BUT it will never be sufficient and very often, not even needed.

Debriefing can make even the simplest activity a very powerful
one and with a poorly conducted debriefing, or with the absence of it,
even the most interesting or cool activity will have no impact.
Mastering debriefing is THE key competence that any facilitator has to have –
it is not an optional one and it is not an easy to master one.
That is probably why, even after years of experience,
many facilitators still struggle with it.

Based on our work with beginner facilitators,
we noticed how easily debriefing is either forgotten,
done in insufficient time or too poorly to serve its purpose.
Without exception, all, but all beginner facilitators
(and unfortunately not only beginners, we say)
fail the most in regard to the debriefing part of their work.

Qualitative criteria for a good debriefing

- **It takes time! There is no short cut- to reach its purpose it takes time!** Depending on the size of the group and the experience itself *(the more intense and complex an experience, the more time needed for debriefing)* it can take from 15-20 minutes to 1 hour. The size of the group is not always a reliable reference point. Often, in smaller groups, (around 10 people) participants feel more comfortable and actually share and talk more. It is better you allocate more time to it than less!

- **Follow the phases in the given order** *(see the cycle from the scheme introduced previously)*: **Reflection** (discussing of their feelings, reactions, actions, thoughts during the experience itself), **Generalization** (discussing their associations with real life, general observation, extracting general learning points – this discussion is based on the outcome of the reflection discussion), **Transfer** (discussion of how they can take the learning points further, which ones are more suitable to them and they can transfer in their lives)! A productive flow of discussion should follow these steps, which will maximize the learning outcomes. This structure in fact helps the facilitator, because it makes it easier for them and the group to follow the way the discussion is building up and crystalizing into learning points.

- **The aim of the debriefing!** Conducting a debriefing is not an aim in itself *(even if it might look like that from our narrative so far)*, it should have an aim linked with the learning objectives of the session. The questions chosen to be asked will target the main aspects of this aim.

- **Adequate, good and relevant questions**- strongly linked with the previous two aspects. They have to lead the group towards deep insights (the so called AHA moments among participants). **General questions suggested for each phase** (Reflection: *How did you feel? What did you do? How did you react?* Generalisation: *What association do you make with this? What general observations do you make? What are the main important learning points? Transfer: What can you take from this? What you will apply in your realities? What do you want to do differently next time?)* **are good but not enough for a deeper discussion.**

Common mistakes while debriefing
(many of them are influenced and/or determined by each other)

- **Not allocating sufficient time** for it in the session.

- **Not preparing the questions and their flow in advance** and rather improvising on the spot.

- **Using only the standard questions** *(examples mentioned before)* **and keeping the debriefing on a superficial level.** This can also lead to a robotic type of debriefing, just asking the pre-set questions without adapting them to the experience itself and especially to the answers of the participants. It will move abruptly from one stage to another.

- **Doing a debriefing for the sake of debriefing.** This includes situations when there isn't debriefing after each activity but rather at the end of the session, maybe referring to all the previous activities maybe not (which in any case is a wasted experience to debrief on, if it is not done immediately after the experience).

- **Going back and forth between the 3 steps** of the discussion or in random order.

- **Using "wrong" questions** which might confuse, not invite or provoke discussion among participants. In this category we find exaggerated use of closed questions, questions with desired answer included, long and complicated questions, etc. *(see more on questions below)*.

- **Lack of neutrality** of the facilitator who influences the course of the discussion in a subjective manner. They use leading questions carelessly and have value reactions to people's answers (they like, dislike, agree or disagree with some of them). They might prefer some people in the group more than others and value their input more, hence they give more time and space for them to express themselves than for others. When in opposition, they might cut short, sometimes aggressively, the interventions of people they disagree with (or dislike).

- **Not giving enough time for people to think and reply to their questions.** Facilitators ask complex questions, too many at once without allowing enough time for the group to reflect on them and provide answers. At times they might hurry and take a brief silence from the participants as a sign of there being no answer and continue with the next questions in the discussion.

- **Giving too much floor to the participants**, allowing everyone to talk as much as they want, not being aware of the time available for debriefing and failing to go through all the phases of the debriefing.

- **Facilitators expect and fish for a very specific answer,** which is strongly linked with the neutrality mentioned before; they will continue to ask more questions, insistently, along the same lines, just to receive a specific answer in exchange, even if this forces the discussion off of its natural path.

- **Failing at managing participants' silence.** Facilitators panic when participants don't give an answer fast enough according to their own indicators. It is often the case for beginners, who jump to the conclusion the question might be phrased wrong or that participants don't have an answer. They add more questions immediately, move along in the discussion or, which is actually the worse thing they can do, give them the answers they were maybe expecting and then move on.

- **Accepting any answer as a relevant answer.** Of course, we do promote the idea that there are no "wrong" answers in order to motivate and encourage participation BUT nevertheless this should be used reasonably and shouldn't be extrapolated to any and all situations. In fact, this idea refers more to the conduct of the facilitator, not to judge or value the answers of the participants, as they are all welcome. The facilitator does have a say if the answers do not come to the questions asked, for example. It often is the case, that you ask a question about feelings and you get replies about what went wrong, or analogies with other situations, and the facilitator doesn't correct them (by reminding them they want to hear their feelings, later they will talk about the issues they mentioned as well). This can lead to a chaotic discussion, as participants might continue to answer outside of the scope of the questions asked.

- **Not having control over the flow of the discussion.** Participants take over the flow of the discussion, they might ask each other questions, deviate from the course initiated by the facilitator and they are "let free" until there is no more discussion in the group or the situation goes overboard completely and the facilitator intervenes. Some facilitators actually think this is good, to let them express themselves freely, but without guidance and a follow-up on the learning cycle, chances are learning doesn't happen in the direction of the learning objectives (if any learning happens this way at all).

- **Telling the group what conclusion or the learning outcome** they should have from the experience. The point of the debriefing is that participants achieve this learning by themselves, ensuring a deeper internalization of this specific learning. Telling them what they are supposed to learn is almost like lecturing them and very likely, they will not actually learn. This mistake can also take the shape of insisting with questions in a direction or on a point that was not mentioned by the group and that the group doesn't resonate with- in other words: pushing your own agenda. You might say, our learning objectives are our agenda but we do not force them to our group, we should get to them naturally from the activities we plan and from the discussions we facilitate. If we do not get to our point through these discussions, neither will we if we push something onto them.

Possible reasons for the mistakes

- Underestimating/misunderstanding the role of debriefing in your work, hence not giving the proper attention and preparation;

- Not understanding properly the three milestones of debriefing (reflection, generalisation, transfer) –hence randomly going through them;

- Not preparing yourself (with a plan for questions, with plan B questions, with adequate time, etc.);

- Preparing a plan for an activity which doesn't generate the kind of experience suitable for your questions (not knowing the potential of the activity very well / not observing the dynamic during the activity sufficiently);

- Being over-confident and self-sufficient, which translates into having the impression you will be able to improvise the proper questions on the spot and manage the discussion.

- Failing to control the group discussion, allowing too many people to talk on one question (affecting your time division), not being able to stop the ones that talk excessively and unrelated to the question, getting easily distracted by people's comments and input and forgetting or leaving aside your own plan for the debriefing.

Next, we will introduce what we consider to be the most important guidelines and recommendations for all global education facilitators to take into consideration for their next sessions as far as debriefing goes. In order for these to actually have an impact on your work, the **following conditions are needed:**

- **Be self-critical and open to the idea that you are actually doing something wrong!** There shouldn't be any excuses in the way you evaluate yourself or you answer somebody's feedback. Common excuses often being used: people talk too much and I can't ask all the questions, this or that participant just doesn't want to stop talking and keeps interfering, people do not give answers to the questions I asked, etc. All these examples and any other "excuses" you might present are all a reflection of the issues you need to work on with yourself, they are all a reflection of the competencies you need to develop to manage such situations.

- **Practice and then reflect and practice and repeat the cycle.** This cycle refers to any

of the following recommendations. Just reflecting and reminding yourself of them is not going to be enough, in fact you probably already know many of the things mentioned here but still nothing or very little changes. You need to pro-actively introduce them in your work and then be self-conscious during the work and critical afterwards.

Critical self-assessment for you as a "debrief-er"

Take a look at the following questions and be honest with yourself on each one of them:

- Do you conduct a debriefing after each activity? If yes – how long does it take? If no – why not?

- Have a look at the common mistakes listed before. Which one of them do you consider is present in your work and why is that?

- With which of the quality criteria listed previously do you feel the most comfortable and with which do you struggle the most? Why is that? (Try to answer in relation to concrete examples from your recent work).

Preferably the answers to these questions should be discussed with an experienced facilitator (*who takes debriefing very seriously in their work, as much as we presented in this chapter). It will be useful for this person to also see you in action so they can offer additional feedback to this discussion.

Guidelines for a successful debriefing
recommended for beginners or facilitators that constantly struggle with debriefing.

Pre-debriefing time

- **Make sure you allocate enough time in your session for conducting your debriefing!** It is better you do less activities than less debriefing and it is better you estimate more time than you actually think you need. If you do activities with higher emotional experience (generally any role plays, simulations, strong videos, heated debates, etc.) as well as long and complex tasks, which will include different dynamics and lines of discussions you definitely need to allocate more time. For sure you should allocate at least 15-20 minutes for any option that you consider requiring less time. Go over various times through the session plan and make sure you have planned time for the activity properly and that there will be enough time for the debriefing. As mentioned before, there is a tendency in the field to underestimate the true duration of an activity and the needed time for debriefing. Make sure you plan a debriefing after each activity not only at the end of the session!

- **Prepare the questions for your debriefing** *(which will match the learning objectives for that specific activity/session)*. **Write them down** in the proper order: reflection-these questions; generalisation-these ones; transfer- these ones, this way you will not mix them up and use the structure randomly. Writing them makes a huge difference; you might think about some very good question and hey, you just can't remember it while you are in front of the participants. Until you have mastered questioning skills and developed your sense of spontaneity to come up with an unlimited number of good questions on any given issue you should write them down and use the list while conducting the debriefing. This way

you will see if you have a balanced number of questions for each part of the debrief (reflection, generalisation, transfer) - having 10 questions for reflection and one for each of the other sections is a no-go situation, they don't have to be equal in number but balanced. Another benefit is to notice what kind of questions you are using and this way you can rephrase and modify them in order to sound better and more adequate (see more on questions below).

- **Prepare alternative questions for your debriefing.** It can happen that some of the questions you thought of in the first place will not work, let's say they will not take much out from the group. In order for you to not feel lost, improvise something inadequate or rush to the end of the discussion, it is better to think of even more questions as alternatives, for each section of the debriefing. Write them down as well. Additionally, if your debriefing counts on using examples from real life, which you hope to pick up from the group, and it doesn't go very well, prepare some ideas beforehand for such situations.

- **Re-asses the time of your debrief based on your set of questions.** Do some very simple maths to help you out: You have X number of participants and Y number of questions. For some questions you maybe want a reply from everybody (for example: How do you feel in one word/sentence? or How ready are you to make a change in your life from 1 to 10?, etc.) and for others you do not, but still you can estimate maybe an average of people answering per question and also an average time per answer. This should give some idea of the time you need for your discussion and you should see if it more or less matches what you actually planned. As an example, the activity Labels from the first manual (page 57) with 11 questions (closed and open questions) takes around 30 minutes with a group of 20-25 people, but there have been occasions where it took even 40-45 minutes, when participants brought in many examples or associations in the discussion. If you did an activity before, you might have a clue about what you might face (regarding that specific activity) but if you didn't, then go back to the simple math and make an estimation so you can be more close to reality.
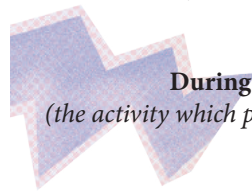
During the experience itself
(the activity which participants are doing)

- **Observe the dynamic of the group**; take mental notes (or write them down) of what they do, how they behave, if there are any individuals behaving atypically (not engaging, leaving the task, etc.) and how the group takes notice of them, any relevant observation that might be used in the debriefing part.

- **Refrain from influencing the way they behave in an experience**; clarify the context, repeat instructions if needed but do not comment on their behaviours or actions in the task, which might influence their decisions and actions in the activity itself, it should be their experience fully and your subjective intervention should be minimal. You might interfere if there is a direct purpose in doing that, for example you comment on how they behave to each other and then in the debriefing you can discuss what happened before and after your intervention.

- **Review the debriefing plan**; based on their dynamic and issues that transpire in the experience, you might decide to change the elements you want to discuss more in the debriefing; you might change some questions to address specific aspects that you observed and to invite people to reflect on them more.

During debriefing time

- **Organize the discussion in the best suitable setting;** people are sitting (always avoid having a debriefing with people standing), they are in a circle, meaning everybody can see everybody, there is no noise or disruption of the discussion, so the focus and attention of the whole group will be entirely allocated to the discussion.

- **Your voice and body language**; Make sure you talk loudly enough for everybody to hear, that you have eye contact with the majority of people in the circle (meaning you don't look only at one side of the group but at everyone) which will allow you to also see who wants to talk or not; generally try to be conscious of the message that your body sends to the group (including facial expressions), does it invite people to engage, does it show signs of tiredness, boredom or even emotional reactions you might have to people's reactions, your face might be the most reactive part of you to people's answers so try to control value reactions to what they say (maybe you do not say verbally that you like or not what you hear, but your face might show it);

- **Managing replies and silence**; give enough time for people to reply to your questions, don't rush and panic; most likely the group will handle silence worse than you - there is always somebody who will reply; if you are not sure the question is clear, you can ask the group if it is and they will let you know; if too many people want to reply to your questions, remind them to come with additional points and not to repeat what others said and if needed do tell them you will move on to the following questions – you are not obliged to keep giving them the word; when you feel the question has been covered enough, move on;

- **Skilful questioning needs to be matched by careful listening** so that you understand what people really mean with their answers. Don't act like a robot that follows the question plans without adjusting and connecting them to the answers the participants provided previously. Take their answers into consideration, follow-up on them; combine your originally planned questions with the answers and the aspects they mention. It will lead to a smooth, natural, rich and fruitful discussion.

- **Listen to your inner voice**; you can name it intuition as well; while the discussion is going on, if you are relaxed enough you will also be able to detect inner signals that tell you what to focus on more or in which direction to go with your questions. Being spontaneous and improvising during a debriefing is strongly linked with working with your intuition very well. This intuition might tell you not to ask a certain question anymore, to ask another one, to delve deeper into certain issues, etc. which will contribute to deeper insights from your participants.

After debriefing

- **Do your critical self- assessment** of how you conducted the debriefing and what results it had. What went well? What went wrong? What was the biggest struggle? Analyse the plan you made and what happened in reality. What changed and why? How did you manage the group interventions and silences (if there were any), which questions proved to be more efficient and which ones did not? Did you notice any interesting dynamics during the debriefing? How much time did it take compared with what you planned? Did you need more time for it? etc.

- **Take note of the things you want to do differently next time;**

- **Modify the debriefing plan** or add alternative questions and keep it for the next time you conduct the same activity

(or others for which this debriefing plan is suitable).

Questions in debriefing

There are two important aspects to mastering a debriefing: properly understanding the theory and logic behind it and, in order to work with it, mastering questioning skills.

Questions are the main tool in putting into practice the main ideology of this learning theory. For some people asking questions and exploring any given situation deeper comes naturally, even without prior preparation, for others, effort and preparation is required. We strongly believe that any facilitator can become very skilled in questioning if they invest time, prepare themselves, if they are critical and listen to their intuition.

In the following lines we will list various ways to differentiate between types of questions, so you can have a better understanding of what you can use and also try to include them in your debriefing plans, in a balanced manner. Any overuse of the same type of question does not in fact lead to a smooth and enjoyable conversation so you should use diverse types of questions.

The most common distinction between questions is very simple and refers to the way they are constructed:

- **Closed questions.** They have a limited range of possible answers, hence the closed aspect of it. The answers could be yes/no, maybe, a choice between given answers or range of answers etc. These questions are easy to answer and useful to break the ice in a specific discussion, they also offer a very concrete type of information (included in the options of answers).

Examples:

Did you face difficulties? Did you consult with the group about…? Do you make any associations with real life? Can you reach a conclusion from this? Do you plan to do something regarding this? On a scale from 1 to 10, how do you rate your involvement in this activity?

- **Open questions.** As opposed to the closed questions, they do not offer any range of answers to the respondent. They are useful for getting details, deeper and qualitative aspects from participants' answers.

Example:

In general any questions starting with: what, how, why, which.
How do you feel? What happened in that moment? Why did you act like that? What was the most challenging aspect? What did you observe? Which part of the activity was

the most frustrating? What did you decide? How do you relate this to your work/reality? How can you use this in your work?

Closed questions are considered problematic when overused, as they are limiting and they will block the free flow of a discussion. Therefore any closed questions should be followed up with a couple of open questions. You might consider opening a line of discussion with closed ones and going deeper with open ones.
Example: Did you feel frustrated? Why? Do you make associations with real life? Which ones?

Below we introduce different types of questions which might be closed or open, but the separation is made more for the purpose/scope of the questions and not for the way they are constructed.

- **Leading/loaded questions.** These type of questions are not neutral, they tend to subtly influence the participants to provide certain answers, they are suggestive; the might include an assumption presented as truth, a personal agreement or disagreement at the end of the question, phrasing it in such a way that the easier answer is the

one desired, giving choices to the group and all are good for you and the group has no other choice given; they tend to be closed and you should use them with care, as they are closely linked with manipulation and when, detected the participants will not take it well.

Examples:

Do you agree we all need to do something to change the global situation? It is true you feel more motivated to do something now? That's a good thing to do, isn't? What delay do you think the achievement of the global agenda (Sustainable Development Goals) will have? The second solution proposed was better, wasn't? Do you agree with …or not?

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- **Broadening questions.** The aim of this type of questions is to advance from a certain point of the discussion which is at the moment on a narrow path, very local or specific to some people's contexts only.

Examples:

What other associations do you make? What else happened? Where else does this happen? What does this mean on a larger scale? Besides this, what else can you say?

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- **Zooming questions.** You need to choose a specific aspect which you will approach either with a closed or open question and then, continuing with that type of questioning, gradually go deeper, to zoom in on that specific issue.

Examples:

Which actor can do something about this? What exactly can they do? And if they do that what will happen? Who will be affected by their decisions?

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- **Specifying questions.** They will help move to more specific cases or aspects of a certain discussion that is at the moment in a general or superficial state.

Examples:

Give an example? What exactly do you mean? Can you name some of these …? Can you mention some of the things you …?

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- **Echo questions.** Repeat what they say as a question to the group. You might pick on something interesting from the group which you want to explore more and you can address it by asking the group.

Examples:

What do you think about that… (the issue/aspect mentioned by the participant)? How can this be used in… (the context of your discussion)? You raised an important issue, let's see what the group thinks about it as well- what is your opinion on…?

There are many activities on various topics developed or adapted by different practitioners in the field of global education. Many of them are included in different toolkits, manuals, materials, etc. which you can find online, for free or not. Some are included also in the first manual (mentioned in previous chapters).

We want to raise attention to the fact that even if some activities are included in manuals and tool kits, it doesn't necessarily mean they are good activities, according to our and/or your criteria. When choosing to work with an activity you never tried before you should always be critical and picture what it will look like with your group, in your context, if it is suitable and has enough potential for the learning objectives you have in mind. Re-assess the time duration the activity proposes based on your own experience and make sure there is enough time for the debriefing; it is often the case that activities in different manuals have inadequate time for it. Feel free and we encourage you to modify, use only some elements of the activities you find and, very importantly, adjust them to your context in which you work.

We have collected over time a series of manuals and activities developed by different organizations and educators.
We haven't tried everything and we don't promote them all as being very successful activities but as we often find ourselves in search of more educational activities to add to our arsenal, we share with you what we gather from different practitioners. They might be useful for your work, at least to inspire you in your efforts to become a better facilitator. You can find them at this link *https://goo.gl/hmXjo8*

In time, we all, as facilitators, have our own favourite activities that we use for certain themes and you can add the materials, or extracts from this link to your personal collection of global education activities.

If you don't have one, you should start one, because in time,
this collection will help you lots in future occasions,
when you have to develop and facilitate various sessions.

Nevertheless, an experienced facilitator should be able
to develop the activities that they need around various methods
instead of using activities created by other practitioners.
They can do that easily and with confidence and we desire
this competence to be developed by any facilitator at the beginning of the road.

Therefore in this chapter we will introduce to you the most popular and used methods (also some not very common), not only in global education.

Many of them are very easily adaptable and flexible to any given topic and aim.
We will include guidelines and tips on how to apply them in order to develop global
citizenship competencies with your target groups and in some cases we will provide
examples of specific activities we used with that specific method.

What follows is a catalogue of methods and not a catalogue of activities
- hoping that by working with this manual often enough you will be able
to master the use of all these methods, ensuring diversity and
multiple educational options for your target groups.

The methods we will be introducing to you are listed below:
*As a disclaimer, in some cases the names given are
rather arbitrary and we don't claim this is how they should be named.*

- Where do you stand?
- Bingo
- Role plays and Simulations
- Theatre based methods
- Films/Videos
- Images
- Articles
- Case studies
- Fish ball

- Ranking
- 5whys
- Missions – Treasures Hunts
- Research
- Quizzes
- Quotes
- Music
- Imagination
- Do It Yourself

Of course some of these methods require the use of technology, such as projectors, speakers, internet access but many of them don't, or are adaptable and depending on your session's context you can select which ones are suitable or not.

"Where do you stand?"

It is one of the classic methods used in our field. Basically it consists of asking the group to take a stand regarding various sentences which are purposefully rather vague and challenging in order to foster debate around it. It can be used in a variety of ways such as:

- The group is asked to either AGREE or DISAGREE, with no middle ground;
- The group can take any of the three positions: agree, disagree and undecided (middle);
- The group can take any position between totally agree and totally disagree;

After their position group members share their arguments for the stand they took. During the discussion group members might change position if they feel the arguments they hear from the others are convincing.

This method is extremely well received by any group we have worked with, on an incredible variety of topics. **It is also one of the most adaptable methods.** You just have to develop a good set of sentences tackling the topic you want to explore and there you go. It works so well that it is almost the safest way out when you are stuck and don't know what to do, because most surely you will hit it with this one *(conditioned by a good choice of sentences)*

This method has a limited scope of learning objectives, which evolves around critical thinking, analysing skills on a specific topic, enlarging the points of view around a subject, argumentation skills for one's opinion, patience, listening, etc. Therefore use it if it is adequate for what you want to achieve in your session.

We want to make a note regarding the Debate method, as "Where do you stand?" is not a debate method per se even if at times it might look as if people are debating because they have opposite points of view. A debate methodology is more complex; more time is given to the groups to prepare their arguments and defend a certain position and is focused on one specific issue (rather than multiple ones as we work with in "Where do you stand?"). There are debate clubs in different countries, tournaments and even different strict procedural rules for doing it. You might of course also use debates in your sessions as a way to go deeper in one specific topic which has a very controversial nature. For example you can do debate on Genetically Modified Organisms (GMOs), Climate Change, Open borders worldwide, etc. There are plenty of methodological guidelines regarding debates which you can find online, you can try out different versions and see the results for yourself.

Guidelines to develop a good set of sentences

- List (more or less) controversial issues that you might think of regarding a specific topic (that your sessions will be focusing on);
- List dilemmas you might have thought of, or are being discussed in public space around the topic;

85

- List common questions regarding the topic;
- Put these lists together by compiling and merging issues if they are very close or similar to each other. Some of them might already be formulated as a sentence which can be used in the exercise itself;
- Transform these aspects or sentences in your material for the activity. You need 10 sentences maximum, formulated rather vaguely and in a thought provoking manner. See examples below, use them if you find them attractive but do develop your own on other topics or even the same ones;
- Brainstorm reasonable arguments on both sides for yourself, if you fail to find for both sides this could mean that the group will not be divided either. This brainstorming will also help you during the discussions if you need to come in with more arguments. (see below when)

Examples of sentences used in "Where Do You Stand?" activities

- Find below 4 sets of sentences on the following themes: Intro to Global Issues, Intro session for facilitators in global education, Responsible Consumption and Cultural Relativism ;
- Some of the sentences from BINGO on Climate Change (see next chapter) can also be used in this method;
- These examples are meant to show you what sentences should look like, give you an inspiration for developing your own set of sentences on the same or other topics and of course to be used as such;

———— Intro sessions in global issues

- 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 were more expensive)-to be used especially if the whole group agrees on the previous one
- 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 global warming is an unrealistic goal in a trade-oriented world.
- Technology will save/is capable of saving humanity's future.
- Religious beliefs will become less important in a trade-oriented world.
- Multiculturalism doesn't work.

Intro session for facilitators
in global education (with some experience)

- If big actors, as governments, companies etc. don't become responsible what we do at an individual level is not enough.
- If you are not a very responsible global citizen yourself you shouldn't hold global education workshops.
- You need to be constantly updated/informed about what is happening in the world to be credible as a global educator.
- Making others feel guilty about what is happening around the world is a good approach to make them become more responsible.
- Just boycotting it is not enough to change the practices of a company.
- Less is more -for us as global citizens and in our workshops.
- The small and simple habits regarding reducing consumption of natural resources have a big impact on a global level.

Responsible Consumption

- We eat a wider variety of food than ever before.
- The origin of the products we consume doesn't matter as long as they are healthy.
- It's important to buy local products before imported ones (if they all agree then use "I'd buy local products even if it were more expensive").
- The consumer cannot change the lives of the people producing a certain product.
- It is good to buy products made in poor countries as it helps those people have a job.
- Media is manipulating us to buy more than what we need.
- The financial situation of a person influences their possibilities of being a responsible consumer.
- It is impossible to be a truly responsible consumer in an era of globalisation and rapid development of technology.
- If the great powers and actors in the world do not change it doesn't matter what we do on an individual level.

Cultural relativism

- Religion is culture.
- Judging other people's 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 culturally relative.
- Human rights are not culturally relative.
- There is no relationship between culture and race.
- Deep inside everyone believes that their cultural values/beliefs are better.
- Our culture limits our perception.
- There are no universal ethical/moral standards.
- Everything is relative.
- We don't have the right to say what is wrong or right in other cultures.

Tips for working with this method

- **It works for groups bigger than 10 people - even 15** as the chances to have more people on all sides increase when you have more people in the group.
- **Make sure you include all that needs to be mentioned** in the introduction of the activity so you don't need to add details later on during the activity, which might seem like you are adding them especially. Make sure you explain clearly how the process goes, that they can change positions during the discussion if they feel like, the fact that the sentences were created specially in order to provoke them to take different positions, that the purpose is not to have any conclusion or true answer but rather for them to exchange and share their points of view and they shouldn't take things personally. Mention also how you are going to give order for talking, making sure no one is left out but also that at the time when you feel the discussion is going in circles you will move on to another sentence etc. (add any other procedural issues worth mentioning).
- **Remind the group constantly of the purpose of the activity** as often, when the situation heats up (which happens sometimes when people disagree with each other) participants start to take things personally/ feel offended and transform it into a power game. Be firm and repeat as often as necessary, to calm down high spirits and also to comfort the more easily impressionable ones that can start to feel high level of discomfort in a tense situation.
- **Take a neutral role, especially being aware of the previous point!** You do not want to appear as taking sides. This can raise negative feelings for some of the participants on the "other" side and can also influence people's points of view - they consider your opinion, as facilitator, comes from a position of power and they can perceive it as more important or what they should be thinking.
- **Usually 10 minutes per sentence should be enough.** If a sentence hasn't exhausted itself, pay attention to whether people are starting to repeat arguments, even if you remind them not to do that, just tell them you will move to another sentence.
- **Standing on their feet might be tiresome** - you might consider in fact allowing them to use chairs that are still placed on opposite sides.
- **If you have a colleague (co-facilitator)** they might jump in, if for some sentences there is no opposite point of view. Be careful to inform the group that it is not a reflection of what your own point of view is but for the purpose of having a debate on that specific issue. If more people join the "artificial" side created by your colleague then they can step aside and let the discussion be continued by the participants exclusively. The colleague can also jump in if there are not enough arguments being brought in (on one of the issues you want to nail a point) – again you need to make sure they don't misunderstand the intervention. In extreme cases, when you are the one facilitator, you can also take this role, very clearly emphasising it is not a reflection of your point of view (even if it is)- you need to appear ready to argue from any side (not only appear - you should be ready).

Bingo

This method was in fact adapted from a lottery game very popular in different countries around the world. Originally, the lottery ticket has pre-printed different numbers in a table. The game organizer selects various random numbers from a pile and if they match with the ones on your table you win (if you match all of them).

The adaptation in educational settings is that, the table, instead of numbers, has different sentences (which can be personal, different information, questions, etc.) and the participants go around the room asking group members about those issues. They collect names of people associated to the questions or information, sometimes they can repeat, sometimes they shouldn't and the first person that manages to complete the table calls out BINGO and the game is over. Optionally, afterwards the facilitator goes together with the group through each sentence for additional follow-up work.

Similar to "Where do you stand?" this method is very popular, it is well received by diverse groups, easy to use on any topic and is a very good ice breaker but also good for delving deeper into a subject. The atmosphere created by a bingo exercise is rather friendly, calm and stimulates discussions, hence suitable for certain purposes.

It can be used in different ways

- To limit the number of names the participants can mention in their bingo – for example to have the name of one person repeating in the table two times maximum or have no limits.
- The sentences chosen are personal, from people's lives- in this case you need to choose sentences which are realistically to be found among group members (could be beliefs, behaviours, etc.)- see the example on Sustainable Lifestyle.
- You can use it as a quiz, to have questions around certain topics and people need to find persons that know the answers to those topics.
- It can mix personal items with knowledge ones (see the example on Intro Global Issues).
- It can be done on general topics or focused on very specific sub-topics.
- It can be used to inform people, to trigger deeper discussions on a general topic, or to provoke discussion on their views or their practice.
- Although generally it is desired that a participant will actually finish (and shout BINGO) it is not needed – if you are pressed for time you can call it off sooner and do the follow-up discussion, on each sentence or the key ones you want to focus on.
- You can also intentionally have an impossible or almost impossible bingo, which will be very hard to finish in a group; the example of Sustainable Life Style is an example of a Bingo that, depending on the group you want to work with, might prove impossible but that could be the point of it – if the group members are more sustainable then it is be easier to have it completed – in the follow-up discussion on each sentence it can be clarified what it means and come with examples on how you can do or practice that specific behaviour.

Tips for working with this method

- Have good time measurement on the session – sometimes the group can get carried away in one on one discussions and you will not have enough time to talk with the whole group – stop them in order to have enough time for big group discussion. You should never compromise on the big group discussion!
- You can have printed copies for each participant or you can write the big table on a board and participants use blank papers for collecting answers for all the sentences from the board.
- The number of sentences has to be connected with the number of people in the group. This method can work for any kind of group number but have in mind either the number of sentences or the limit of how many people they can talk to. For example twenty sentences for a ten-people group will allow you to put a max two times of a name repeating.
- Consider if you want to reward the winner in any way, symbolically or not. Giving away material rewards is quite a debatable issue in our field, as it can stimulate unhealthy competition. Occasionally we offered rather symbolic/funny rewards but most of the time we didn't, emphasising on the experience as the bigger achievement.

See below three examples of different Bingo we have used in our work:

- Introduction to Global Issues;
- Climate Change;
- Sustainable Lifestyle.

The examples are presented along with the instructions we used. They can be applied as such or they can inspire you to modify them or develop totally new ones (on the same topics or new ones).

The following BINGOs can be downloaded in editable version from this link:
https://goo.gl/hmXjo8

Bingo - Intro to global issues

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 two different people minimum for each section. Please write down each answer with the name of the person next to it. As for tasks, the person needs to prove and actually show you.

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

I have delivered global education sessions before, in accord with my own understanding of global education (examples) 1) 2)	**I prefer to eat local products (made in the country/region where you are situated)** 1) 2)
I know the meaning of the acronyms, IMF and WTO (request the proof) 1) 2)	**I have participated in a protest/street campaign (details...)** 1) 2
I can make different objects out of tetra packs! (what kind of objects and proof needed-if possible) **1)** **2)**	**I usually get updated on news and situations on other continents! (Why? How?)** 1) 2)
I boycott certain companies! (which ones and why?) 1) 2)	**When explaining about this training course/ session to my family/friends/colleagues I was saying that.....** 1) 2)
I am quite pessimistic about the future of our world/planet. (What is the reason?) 1) 2)	**The global issue that concerns me the most is....... because.…...** 1) 2)

Climate Change-BINGO

You have to go around the room and find people who can answer YES or AGREE with the following sentences, from the table below. You have to find one person to each sentence. In case of an answer, please write it down with the name of the person next to it.   You can have one person's name two times maximum in your grid but try to talk with as many people as possible.

You say BINGO when you have found people for all the sentences mentioned.

There is a global controversy around climate change.	I know the difference between global warming and climate change.
Climate change is a natural process.	The big industries are mainly responsible for climate change, not individuals.
I believe our life style is directly connected to climate change.	I'm actively working in my daily life with topics related to climate change and global warming.
I'm rather pessimistic about the future of our planet.	Technology will provide the right solutions for coping with climate change
I can explain the greenhouse effect.	There are many people around me that are sceptical about climate change.
If all people were vegetarian we would stop global warming.	Heavy snowfalls and freezing winters nowadays are an effect of global warming.
There are species (plants and animals) that have gone extinct because of climate change and many are at risk.	Climate change will create an unimaginable refugee crisis.

BINGO - Sustainable Lifestyle

You have to go around the room and find people who can answer YES to the following sentences from the table below. You have to find one person to each sentence. In case of an answer, please write it down with the name of the person next to it. You can have one person's name maximum two times in your grid but try to talk with as many people as possible.

You say BINGO when you have found people for all the sentences mentioned.

I know the meaning of sustainability, sustainable development and sustainable life style.	I recycle all the recyclable waste I have (paper, plastic, glass, metal, batteries, electronics, etc.)
I prefer to eat local products (made in the country/region where I'm situated) even if they are more expensive than the imported one.	I consume only seasonal products.
I never waste food.	I compost my organic waste. (How?)
I avoid or try to reduce meat consumption.	I am very careful and cautious about my electricity consumption in every place I am.
I use only energy saving appliances in my house.	I can make different useful objects out of tetra packs! (what kind of objects)
I have my own bag while shopping and I don't take bags provided by shops.	I measure my eco foot print every year and try to reduce it. (How?)
I avoid products with high water footprint.	I prefer to travel only by sustainable means of transport (train, bicycle, public transport, by land, etc.).(Even if you have to travel abroad or more than 24 hours?)
I compensate for the CO2 emissions of my flights (when I use flights).	I use renewable sources of energy at my house/work place.
I know there are eco-villages in my country. (Have you been to any?)	I get involved in actions/initiatives which make my city/country more sustainable. (Which kind of actions/initiatives?

Role plays and Simulations

We mention these two methods together even if they are, in fact, different. They are the object of one of the most common confusions made in the field of non-formal education methods. There is no group we have worked with that did not show signs of such misunderstanding. We will explain briefly how we differentiate them; hopefully it will help you, either for yourself or for explaining to others. If not, it is fine, after all what we hope is that you will use any of these methods responsibly as they are some of the most emotionally loaded methods.

Role play – participants receive a specific role to act out, the role includes details such as gender, age, family status, job situation, personality traits, views on different matters, etc.

The role aims to copy a specific person from real life. The given role is being acted out in a specific situation, where we know the place, the context, etc. and the idea of the role play is to reproduce one aspects of reality in order to:

- Gain understanding, empathy towards people, groups experiencing different life situations;
- Observe the dynamic in different real situations and then have a follow-up analysis and discussion on it- especially when we have a part of the group observing the role play.
- Very often a role play exercise done with different groups will have similar dynamics and outcomes to those explained in the instructions.

Examples of role-plays:
- Participants can play the role of workers and employers, and act out the interaction between them in a clothing factory in a country from another continent;
- They can play the role of heads of state and UN leaders in a climate change agreement meeting.
- They can play the role of refugees trying to cross the borders and border officers *(you can find detailed examples of such role plays in COMPASS- manual for human rights education, available online)*

Simulation- the participants receive a specific context or situation in which they have to be themselves or they are given a draft role. The situation given can be a real one, an invented one –but inspired from reality or an artificial task to be completed. One of the possible reasons for the large confusion (between the two methods) could be that in simulations there is also sometimes a role to play. But the role given in a simulation is just a generic role, with just brief info such as the job status, the gender, the social status, etc. There are no more details in order to shape the role- the participant will have to decide on any specific features of the person: personality traits, what decisions, behaviours and actions they will take in the given situation, etc. The outcome of a simulation is never known because it is developed by the participants based on however they act and decide upon various dynamics. Every simulation can have a different process and different results when the group changes. The objectives of a simulation can be:

- To stimulate reflections, insights and discussions on one's behaviours in analogy with what happens in real life.
- To provoke reflection and deeper understanding of different situations that happens in the world.

Examples of simulations:
- Life in my community *(in the first manual, mentioned previously- page 81);*
- Participants represent different countries *(poor/rich/middle)* and have to discuss and decide on how the global wealth should be distributed;
- They represent different actors *(farmers, producers, consumers, etc.)* involved in the life cycle of a certain product and have to discuss and take some decisions on the problems of the industry ;
- Participants are themselves and are going to visit another culture *(played by the facilitator team: such as Albatross Culture exercises – can be found online)*
- Many of the psychological experiments are in fact simulations which led to various outcomes and observations about human nature and psychological traits. Famous ones are the Stanford Prison Experiment and the Milgram Experiment *(with electric shocks)*;
- Also most of the group team-building task/activities are in fact simulations which then ideally will be transferred in more efficient working teams.

These two methods have great potential and usually are quite successful (if done right) as they incorporate many principles of non-formal education and experiential learning: they are very active, participatory, emotional and dynamic. In the unwanted case when you fail to reach your learning objectives (for whatever reason) the group will still experience a pleasant time as they have been active most of it. Most of the activities that include such methods are rated very well by the participants. Nevertheless you should make sure it is not going to be only a fun activity but a very productive one.

On another note these methods also have lots of risks due to the emotional experience participants have during the process, sometimes they can be very affected, take things very personally and generally be negatively influenced for a long time afterwards (especially after very powerful and intense activities). You need to be very careful while choosing, implementing and debriefing on sensitive activities- if you feel you are not ready to do it alone work with another colleague that can support you.

──────── Guidelines to develop a good Role Play

- If the exercise is supposed to reproduce a real life situation then you need to **collect as much information** about that specific situation in order to develop adequate profiles in the roles – as close to reality as possible.
- If you have just generic information on a specific situation then **be realistic** in the way you fill the gaps while you develop the roles;

- **When you write down the role you need to put enough information about the person:** gender (if needed), age, social status, job, past experience, views on the problem approached, the position they have or defend in the situation, the relationship they have with other people (and roles from the exercise), eventually what to do in case something occurs in the exercises, alternative strategies, etc. – all that you think is needed for the participant to act or experience specifically what you want. Lack of insufficient info on a role will lead to the participants asking lots of questions or acting as they think is better – which will be more of a simulation and maybe that's not your aim.
- Make sure you **include enough positions**/views on a specific matter reflected in the roles you created but also, to still be a reflection of reality.
- You need to also develop **clear instructions** on how the process goes step by step and how it ends.
- **Think how your group would benefit more in terms of learning outcome:** to have observers or not (meaning participants that don't have a role, they will observe the dynamics and then provide their views- often a position which participants don't want – they want to be part of the action), to have groups of people playing the role in parallel or in front of each other (this is for situations which involve just small number of roles).

────────── Tips for working with this method

- **Role plays tend to be very emotional** as people get into another person's shoes and experience their life to some degree. This should be the primary aspect that you need to have in mind while preparing it, during and afterwards;
- **It is ok to have strong role plays** (meaning with strong emotions or intense situations to be experienced) BUT you need to assess the level of your group very well (if they are ready for it, if they are able to handle it in a healthy manner, etc.), the level of emotions to be provoked - sometimes it can be too much and then the group will be in a state of mind not suitable for good learning processing, as well as assess your own level of managing the group's emotional process. This being said situations such as abuse, violence, strong oppression, extreme limiting of rights, experiences of different vulnerable groups, children, employees in abusive conditions, refugees, illegal immigrants, women, etc. are such types of roles that can be potentially very strong. **You need to make sure it is NOT too much for your group** (the same exercise can be too much for a group and not for others) and also that you yourself are ready to deal with potential emotional damage/impact in the group.
- If there are **group members who have personal history** regarding the situations you want to explore you need to be especially careful how you touch on them and make sure the people involved will not suffer. It can happen that group members have history in your topic and you don't know about it but you should take some time and reflect on this possibility beforehand; how often does that issue occur and what would you do if this surfaced in the group – for example abuse against women, mistreatment in the work place happen quite often worldwide so chances might be higher.
- If the situation is very serious (as they usually are) you need to be very clear a**nd make sure the group** gets into their role and the situation (usually very detailed role descriptions help) so they **do take it seriously** and not make a game of it – of how others are playing their roles and so on. In order to avoid such a situation you as facilitator need to be very firm from the beginning on the kind of conduct expected and invite people to take it seriously.

It can also help to introduce the group into the atmosphere, with the help of room decorations, lights, props, maybe music in the background. During the role play, if participants start making fun remind them this is very serious and invite them to be serious as well.

- **Your debriefing needs to include sufficient time** for processing people's emotions and also to make sure you get people out of the roles they played. So you should tell them to refrain from talking as if they are still in their role and also not to talk with others like they are in their roles.

——— Guidelines to develop good Simulations

- **Decide clearly on the exact issue/issues** you want your participants to learn about from the simulation. At this stage it doesn't matter what your simulation will look like but you need to be very clear on what you want them to extract from it. It is something regarding their behaviour or it is something regarding the dynamic of a situation?
- **Simulations of meetings** between heads of state, actors in the production chain of a product, encounters between representatives of some sort of power actors, etc. are rather useful for a deeper understanding of the dynamics of such situations. Of course, as any simulation, it will also provide to the participants insights about their own behaviour but it will not be the main focus during the follow-up discussion.
- **Simulations where they don't play any role**, they are themselves or they play the generic role of people like themselves, for example: consumers, activists, NGO leaders, journalists, workers, immigrants, etc. will give lots of material for reflection on one's behaviour besides the deeper understanding on the process and situation.
- **It is easier** to design a simulation of something that is already happening in reality, or could happen in reality rather than to design a specific task for this purpose.
- **You need to remind yourself that you are planning a process and not a specific outcome or result of this process.** Brainstorm all possible outcomes and still something that you didn't think of might happen. If you want more of a specific outcome maybe role play could be more suitable, as you can give more details and information so the group will get to that specific point you want. You can't also expect specific behaviours from participants during the process, as it is a simulation; how they behave is entirely up to them within the generic limits of the context you create.
- **Very powerful simulations** are in fact not even introduced as simulations and maybe not even done in the setting of your session. They can be done in the breaks, before or after the session, even at night time, or during the sessions but not introduced as such. For example: intentionally have a lunch break with insufficient food for everyone or with very basic offer, such as plain rice and pepper sauce; or have the power cut off all evening and night; or have the warm water cut off for a day, suddenly force people out of their rooms as they need to move to another room (maybe like a dormitory) –hotel staff demanded, etc. You as facilitator can play dumb as if not knowing of any of these things and then on later occasion discuss with them what happened and how they acted in such situation and then connect them with real life situations. These examples are very tricky, they require that you as facilitator play a role during the action (which can influence the overall process during the simulation and in the debriefing); also raises issues of ethics in our field, if it is or not fair to have sessions without the people having the chance to decide if they want to be part of the activity or not. These extreme simulations should be tried out only after you have organized "structured" simulations and you get more used to unexpected reactions.

Tips for working with this method

- Many of the aspects mentioned in the role play section are also relevant for simulations;
- Because of the very unpredictable nature of simulations you need to be very careful to intervene if the situation develops into something aggressive or potentially aggressive by stopping the simulation.
- If things "get ugly" – meaning that participants show aspects of behaviour that people generally don't like to have (such as aggressiveness, selfishness, etc.) they sometimes blame the facilitator for the set-up, for being misleading, not providing all information and generally tend to be defensive. You need to carefully facilitate the discussion and not justifying yourself, remind them this was a simulation and it could have gone either way. Nobody is reproaching anyone regarding their behaviour, it is just an invitation to reflect on what happened and to extract learning outcomes;
- Sometimes participants don't let themselves be free in the simulation, they are over thinking and filtering their own reactions or acting in a desirable way. This might at first, give you the impression you failed with your simulation (partially might be true and might be also because of the set-up not being very engaging for the group) but nevertheless this can still be transformed into a learning experience by the connection with reality from generalisation part of the debriefing when you ask them how real what happened is or how they think it happens in reality.

Theatre based methods

We refer to the methods which involve acting out in a certain way, with no given role from the facilitator (hence not a role play) and it is usually a group decision on what and how to act out, before the act itself – even if the general context/task is given by the facilitator (hence not a simulation). It involves acting, and some groups, during the tasks, might decide to develop a script for their work but most of the time they improvise around some main aspects they decide on as a group.

Similar to the role plays and simulation tools, using theatre based methods in your sessions will definitely contribute to have a dynamic and active session. In fact, when you plan small group work, such as discussions, analyses on certain issues and then expect the small groups to report back , and your time (and session concept) allows, you can actually add theatre elements to make the process more dynamic.

Some examples of how you can use theatre based methods

- **Ask the group** (or the groups) **to list a series** of situations in which they found themselves /or other people: discrimination/exclusion/abuse/challenges they face as responsible consumers, in the work place, at school, with family, travelling, etc. and from these to choose one they will act out to exemplify and then have a discussion about it. Alternatively you might give them a list already, to add more to it, if they know and then choose one to act-out in a sketch of no more than 5 minutes (or more if you think it is justified).
- **You can ask them to show only the problem** and then together with the group to brainstorm on solutions for what can be done in such cases. This brainstorming can be just discussed or you can also ask participants to go in the scene and replace the person that should act differently.
- **They have a group discussion task and they need to report their results back to the group.** If the topic and content is suitable you can ask them to report the most relevant aspects in the form of a theatre sketch. Alternatively you can also ask each group to report in a different kind of sketch: a TV or Radio promotional add, breaking news, a lottery announcement, a sport event commentary, etc. or in a different type of genre: horror, love story, thriller, soap-opera, Sci-fi, etc. All these options can make the task maybe too much fun so make sure it is suitable and you can balance the fun element in your sessions.
- **You can give them a written material** *(for example an article or case study– see the specific section later in the manual)* and they can act it out in order to exemplify it to the other groups and then have a follow-up discussion.

- **You can choose to work with Image Theatre**, which is a static theatre; participants will show a situation only with their bodies and then you can discuss with the group what the image is about, and if they see a problem, how the image can be modified in order to be better, what solutions it can have, etc. For more details on this method, as well as forum theatre (as part of the theatre of the oppressed methodology) – you can use this manual: *https://goo.gl/VAa72b*; Check also, in the Article Section a few comments regarding Newspaper Theatre;
- You can ask a couple of volunteers from the group **to act out the role of a concept**, more exactly **to personify an abstract concept.** For example you can ask them to take the role of: Justice, Development, Corruption, Manipulation, Power, Responsibility, Peace, Motivation, Abuse, Human Rights, Planet Earth, etc. Each volunteer takes few moments to think about the personality features of their character, what kind of person they are and so on. After their initial profiling they are going to take part in a kind of talk show where all the other participants can ask them questions. The interaction can also happen freely (as an improvisation) between the characters themselves. It is quite an intriguing use of theatre here, some very interesting thoughts and connections can be made. There shouldn't be more than 4-5 characters at a time in the talk show. You can maybe organize more rounds in order to cover more personalities.

———— Tips for working with this method

- **If the group is not very comfortable with each other** (working together for the first time, not very used with non-formal education settings, etc.) you should warm-up the group before asking them to act-out. Do some energizers, some theatre warms-up (you can find in the previously mentioned theatre manual some examples) to loosen the atmosphere and relax the participants;
- **Emphasise on the serious dimension of the task**; often, participants who like to dramatize and clown around will tend to add comedy elements to the sketch which will affect the quality of the performance in relation to your objectives and also will decrease or undermine the gravity of the topics discussed. Therefore you should invite them from the beginning to be serious, and to show realistic sketches and remind them of this during the preparation of their sketches.
- **Also you need to be careful with the stereotypical representation** and sometimes ridicule they might do of certain persons belonging to groups different than their own. You can also mention this in the instructions (to avoid doing that) but if it still appears, then make sure you also address it in the discussion afterwards, to raise this issue and increase their awareness or sensibility on certain issues.
- Sometimes, while preparing, **groups get carried away with the acting** and drama involved and are not aware of the emotional impact of their performance; we had cases in which the audience was very affected by some performances (being very realistic, very emotionally powerful, etc.) more than the acting group was aware of. This is not something you can necessarily prevent but when it happens you need to have questions prepared in your debriefing plan which will address this, and also to make sure groups will not take offense from each other's performances.
- **Be time-conscious**; each performance needs adequate time to be discussed and additionally a general debriefing should take place after all the performances are done. Therefore the number of performances needs to be decided as well as taking into consideration the time you have for your sessions, including preparation aspects.

- **After the performances ask the participants to get out of the roles**, especially when they have given more time to prepare and inhabit their roles, the theatre pieces are sensitive and/or inspired from reality; you might consider doing an exercise or energizer in that sense (if it is suitable in your session plan) and when they address each other not to talk as if they are in the roles from the performances.
- **Don't use theatre methods just for the sake of the theatre method**, for example because it is active and participants might enjoy it more, or it is cool and fun. You need to assess if this is going to add value to the process but also to the learning outcomes and if there is not another method that if used will have a bigger learning impact.

Films/videos

Films and videos are very powerful and successful methods in addressing global topics. They are visual, can be entertaining, catchy and leave a strong impact on the viewer, which can be used in the follow-up discussion (debriefing). They can be documentaries, block buster movies, independent movies, sitcoms, TV shows, comics, reality-shows, speeches, animations, info graphics, project videos, ads (commercial or not) etc. and they are often the fastest way to provide information, details, emotions and triggers on a certain topic. The amount of video material present online is enormous and new material is coming up so fast that it is hard to keep track of it. This is a good thing even if at times it can make your life little bit harder when you actually have to search and choose what you need. We will offer you some guidelines in how to make this method easier to use at any given time.

In the following lines we listed different types of films/videos that you can use, what for and if there are, their disadvantages.

Documentaries

- They usually zoom in on a specific aspect exploring it in detail, with personal accounts and testimonies from a variety of perspectives but nevertheless they tend to be partial – which means they are not made from a neutral point of view. Therefore if a documentary portrays the opinion you want to present to the group then it is the kind of material you want to use.
- Because of the in-depth analysis of certain topics they tend to be longer, at least 30-40 minutes.
- They can be low budget or high budget which will be reflected a lot in the technical quality of the material, its popularity but not necessarily in the quality of its content.
- The issues/cases presented in such materials are volatile in terms of data/information presented, especially for problems with variables changing fast such as global warming, climate change, green energy, wars, migration, refugees etc. so attention should be given to how up-to-date a material you want to use is.
- Depending on its length, style of making, amount of material and data included it might get rather boring for an audience unused to watching documentaries.
- Many documentaries are available online, some are subject to a payment to be used (especially the new releases) but often for educational purposes the fee is very small or zero.
- Here is a list of websites where you can find a large variety of documentaries
  (many documentaries are in fact found on more than one website)

  https://freedocumentaries.org/
  http://www.filmsforaction.org/
  https://topdocumentaryfilms.com/
  http://documentaryheaven.com/
  https://documentarystorm.com/
  http://www.documentarytube.com/
  http://www.aljazeera.com/documentaries/
  http://www.hbo.com/documentaries

- There are also various Documentary Film Festivals (international, regional, local, etc. and some are specialised on particular topics) and you can follow them, their winners and recommendations and use their videos in your sessions. We can name a few: Human Rights Film Network gathers a list of festivals around the world tackling human rights issues: http://www.humanrightsfilmnetwork.org/festivals ; TerraDiTutti Film Festival focuses on movies on Global Issues: http://www.terradituttifilmfestival.org. Green Film Network brings together major festivals around the world focused on environmental issues: http://greenfilmnet.org/ .
- Different TV channels are specialised in showing various documentaries or even miniseries focusing on a specific issue. This is also a path that you can use in your search for materials. (example http://www.practicalenvironmentalist.com/top-green-tv-shows-environmental-issues-on-television/)

——— Blockbuster movies

- Here we include commercial movies developed by huge production companies (across the world) which have become world-wide know and which are addressing directly or indirectly topics related to your global education sessions;
- Among the existing and popular movies you can find films depicting: global warming /climate change (movies portraying for example natural disasters, life on Earth being destroyed or ending for various reasons), racism or interracial relations, discrimination, sexual diversity, life of refugees or immigrants in other countries, the role or influence of multinationals on earth or individuals' lives, alternative lifestyles (vegetarian, sustainable, etc. often depicted as "strange"), revolutions, wars (real ones or not), negotiations between countries and alliances, media manipulations, lives of activists or human rights defenders etc.
- You can find examples of such movies on IMDB (The Internet Movie Database), http://www.imdb.com/?ref_=nv_home or "Rotten Tomatoes" (https://www.rottentomatoes.com/) where you can use any relevant keywords to find lists of potential movies. Another very generous database, with cross-cutting movies and issues is here : https://www.filmaboutit.com/en/movies/ (already divided into useful categories and for each movie you have keywords pointing out even better what issues are included); You can also use as alternative (to IMDB for example) this ranking database for movies but also documentaries: http://www.flickchart.com
- Already made selections of what other educators/structures think are good films to be used is: https://www.one.org/international/blog/10-inspiring-films-on-social-change-that-you-need-to-see/ ; http://www.tasteofcinema.com/2015/10-brilliant-films-used-as-allegories-for-social-and-political-issues/ ; https://www.thoughtco.com/top-classic-films-with-social-message-3325203
- Most movies are pure products of fiction, some are fictional but with real life inspiration and some are mostly based on real events or life stories but even those are altered in some way.
- Even if the issue is addressed directly, this type of movies will include a lot of other elements and dynamics in order to make the movie interesting, attractive and more commercial.
- These movies have a length of at least 1.5 hours and it will influence your session plan a lot if you want to use them.
- Being popular movies it can happen that some participants, if not the majority, actually saw that movie previously; some might enjoy a re-view, for some it will be wasted time. Alternatively, depending on your case, you can check in advance if they saw it or not, you can give it as homework in between sessions and have the debriefing without watching the movie all together.

TV Shows

- This includes TV movie series, including animated ones, with various durations and lengths, from miniseries to years of seasons and still broadcasting; they can cover a variety of genres (comedy, dramas, Sci-fi etc.) and you can use a certain episode for educational purposes, parts of it, or a mixture of different episodes that depicts the issue wanted.
- Same as blockbuster movies, they might show the topic you want to work with directly or indirectly; sometimes it might a parody or metaphor of it.
- If, in the case of comedy, the general atmosphere might be rather funny, but the subject you want to discuss is serious, it is one of the methods that can use humour as a tool, but it will depend predominantly on how the debriefing will be conducted.
- The risk with comedy shows is that some of them include a lot of ridicule, parody, sarcasm, dry humour on sensitive issues, such as race, addictions, sexism, rape, violence, ethnic stereotypes, sexual orientation, religions, etc. and can be considered offensive (for example: http://www. complex.com/pop-culture/2013/06/most-racist-tv-shows/). Hence, if used, they need to be managed adequately in the discussion part, especially to tackle and deconstruct some of these issues.
- If the issue is directly targeted in the show – the follow-up discussion will analyse the content, the representation of the topic, participants' take on it and then move on to more connections with reality. If the topic is presented in a humoristic light, parody, even ridiculed, etc. the aim of the discussion will be to analyse the content, to detach from the humour and follow-up in the direction needed. If the level of misrepresentation or offense toward an issues is extremely high then the discussion should aim to identify these specific aspects, to connect them to other aspects of society and deconstruct them.
- There is a large variety of programs that are known and popular worldwide, as well as national or regional ones produced in all corners of the world.
- The participants do not need to know the general flow of action of the program (in case they are not regular viewers) as the point of their focus will be the specific issue/action that you want to have a discussion about, which is independent of the general action flow.
- It is best when you are already a viewer of some TV programs, or you were in the past and you start noticing which parts of the episodes you watch can be used as didactic material. If you are a fan of a particular show, with a long history and you haven't watched all episodes, you can also search online in association with a keyword to see what different critics and observers already commented on. You can also use keywords specific for the issues you want to work with alongside with TV shows – the search results will go more in the direction of American productions. (examples: http://mashable.com/2016/02/25/important-tv-shows / http://www.buddytv.com/ articles/scandal/6-times-tv-shows-tackled-real--62211.aspx / https://thinkprogress.org/8-shows-progressives-should-watch-this-fall-dd4c8b966a01/) Depending on the productions done in your region you might also have other options there and your keywords should be phrased accordingly.

Reality shows

- It is a subcategory of TV programs- a TV genre in which usually unknown people (but sometimes celebrities) are engaged in various artificially created life situations and, as in a simulation (see previous chapter), they are themselves and act as they desire – there is no script to follow (presumably) and they just create a "reality show" for the viewers. Usually there is a competition factor; people get eliminated (in various tasks and missions) as the shows advances. There are also shows with no competitions or elimination, just showing the life of various groups of people in different situations, personal or professional.
- There are a variety of reality show concepts that have been duplicated all over the world; we can find cooking, singing, dancing, marriage, modelling, adventure, survival, races around the wold, Big Brother, celebrities' lives, business, renovation, construction, cleaning, health, sports shows, etc.
- You can get inspired from some of the tasks these participants are doing, as they can be creative and out of the box, for some of your own activities, tasks, simulations or missions with your groups.
- Another way to use them is in fact to focus on some of the issues they depict, how they depict them or the ones they do NOT depict and use them as sources of content for the follow-up discussions. It is recommended to do this especially for the very popular ones in your country, the ones that are considered to shape public opinion and you think they should be analysed more thoroughly. Issues such as gender representation, sexism, minorities, race, policies, waste, different burning social issues, etc. are very present in these shows like they are in your society. If a show becomes popular it is because people identify with aspects they find familiar and you might want to directly tackle some of them.

Speeches

- Over time there have been very powerful speeches made by well-known people (such as presidents, actors, singers, Nobel Prize winners, high level politicians, human rights activists, etc.) but also by not so well-known persons whose speeches, made at a certain moment, did become famous. These speeches were made in various situations: demonstrations, rallies, awards ceremonies, etc.
- Time-wise, there are speeches that were delivered quite back in time as well as contemporary speeches, new or older ones are easily viral thanks to social media – which makes them easy to find.
- These speeches are usually motivational around a specific cause, the person explains why they are interested in it, or they come with various arguments to convince the audience why they should care, get involved, etc.
- They are generally not long, quite empowering or inspirational if well chosen for a certain topic.
- Attention should be given to the background of the person delivering that speech, if the person has a history (before or after the speech) of rather controversial or negative actions, it will undermine the whole point of the speech- as the speeches start from the premise that they are honest. You should consider carefully if you still want to use such speeches when the background of the person delivering it is problematic, if you have participants that are aware they might raise these issues and start having a discussion about something else instead.

- We will include TED talks as well here (Technology Education Design – a media organization which posts talks of different successful or important people for free), even if they are not speeches per se, but rather mini lectures (of max 20 min) on a topic on which the person giving the talk has some sort of expertise. Usually they have some impact as the kind of speeches we mentioned you can use: motivating and inspirational (and also informative for some) and on their website you can easily surf among various categories (one specific category is Global Topics).

Infographics and animations

- They are developed by individuals or different institutions/organizations in order to present various data in a used-friendly way- by using animation, info-graphics alongside with music/talking on the background.
- You can find videos with current data or the latest statistics on a certain area, historical overview of the most important milestones in some issue, simplified explanations on complex issues, etc.
- They are usually very short, concise and straight to the point.
- With the right keyword along with "infographic" in video sections you might see many relevant results.

Project videos

- We refer here to videos developed as a result of certain projects/initiatives tackling concretely some of the global issues you are working with.
- Some of these videos are basically a sort of case studies: exposing some reality in the field, a certain action that was taken regarding it and what the results where. They can be inspiring and informative and a good source of talking about what is being done in the field.
- Other videos present more of an overview on some of the topics that were the subject of the project in order to inform and bring awareness around them to the general audience. Such videos are very useful for brief introductions to various topics.
- Another category will include a combination of the previous two.
- Usually they are not long and most of them are quite good in terms of being catchy and attractive.
- These videos will appear as results for some of the keywords you will use in relation to the issues you are interested in.
- If you are interested in the work of different organizations that are active on topics you are interested in, with regular programs, you should check their video material as they might have supporting videos for their projects and results.

Commercial and Non-Commercial Advertising

- Ads are present now almost in every means we use to access any sort of information: radio, TV, computer, mobile phones, etc. We are being bombarded every day with commercial and awareness ads and even if many people just try to ignore them, their message still gets to us.
- Some unusual ads, more outside the box ones are definitely even catchier.
- Commercial ads can be used in educational settings especially for what they portray and how they portray it, they can serve as material for critical analysis and thought on some issues. If there is a globally aware commercial ad, then it can be used directly as topic for discussion. Check for the ads that are very common in your country if your group is national or check online for some famous ones that could be good material.
- Non-commercial ads, which are being produced by different foundations, organizations, agencies, etc., are produced for awareness and educational purposes. Some of them are very powerful and you can see them going viral in your social media as well, finding them easily online. They can be used as starting material for a session or for explaining different campaigns or projects being done in the field. Attention should be given to the ads which don't respect human dignity, even if their goal is within the area of charity or fundraising for a good cause. (More details on this matter regarding such ads can be found here: http://www.rustyradiator.com/)

Guidelines to finding a good movie/video for your sessions

- **First of all - Don't stress!** Indeed, there is quite a lot of video material in online and offline space with good potential but also a lot with not much, some is pure trash unfortunately. Navigating among so many options together with the ambition to find the best video can be stressful. But as we said try not to stress to begin with, if you can!
- **If you look for introductory videos on a certain topic**- you should use keywords on the topic you are interested in and you can add words such as intro, summary, brief, and see what results you get. If you get many results go for the videos with higher numbers of views and/or developed by organizations/institutions you like/trust/used before.
- **If you look for documentaries** you can use the keywords together with documentary BUT not on the videos search engine but all pages- this way you will find websites where maybe there are more examples of documentaries on those topics, together with synopsis and reviews which will help you to reduce the number of options.

- **You need to see the entire movie/video before you show it to the group** - even if it goes without saying, that, of course it should be like that, this recommendation is not randomly placed here. Many facilitators, for example, have a look at the beginning, observe that it starts well and decide to use it or use movies that were recommended (again without first having a look). You might be surprised how a movie can start well but finish badly and also how you might disagree with the view of the person making the recommendation, but this happens a lot. Once you have decided to show the movie it means you stand behind it and what is being exposed there. If things "turn ugly" (in the movie) you will be responsible for that, not to mention that maybe this will be a failed learning moment for your group.
- **Be careful with outdated material** - look for the latest versions if there are any, or newer material on certain issues – this is preferable even if they are maybe not as nice as the older one. If you cannot find updated videos make sure you do explain to the group what year the video is and that it has its limitations.
- **Some videos can be very shocking, strong and emotional!** Choose such material wisely, be sure your group is ready or can handle it and also allow for enough time to process the emotional impact but also to take them out of it and to reach your learning objectives.
- **Don't show any video without a discussion afterwards!** Also don't show a succession of videos and have a discussion after all of them. Even if you ask only one question in between it is more valuable than nothing. Even if you consider a video as being very clear and self-explanatory you still need to check with your group what they took out of it – you might be surprised how differently things can be perceived.
- **One alternative to using videos as a tool is also to ask the participants to create a video with a certain theme.** It can be something to create awareness or send a message in relation to you topic. The time frame for doing such a task can go from quick 1-hour video-making (idea conception, recording material and preparing it) to 1-week assignments. In both extreme situations results have sufficient value to be used in the follow-up discussion and debriefings.
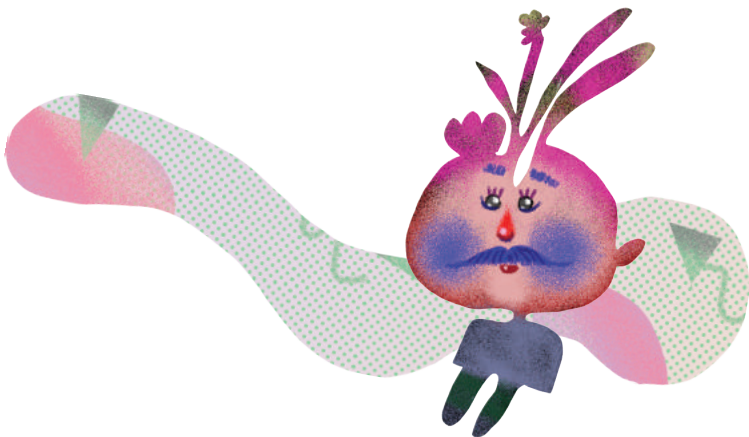
Images

Images can be photographs, maps, paintings, drawings, clipart, graphics, postcards, board game cards, ads, cut-outs from magazines/newspapers, etc. anything that can be showed either in printed version or electronically. Images can be used in multiple ways for a variety of purposes. Generally, depending on how it is used, it is a well-received tool that provokes the imagination and is catchy. An experienced facilitator, passionate or enthusiastic about this method, has a big collection of diverse images either in physical or electronic form. Any experienced facilitator has to start somewhere, so if you are not there yet you can be if you want to.

Different ways to use images in your global education sessions

- **You can use them for any introduction to a topic.** You can place a variety of images (either concrete or abstract) on the floor and ask the participants to choose one they associate with the topic you want to work on: global interdependencies, development, sustainable lifestyle, responsibility, migration, food waste, global warming, etc., then in smaller groups, to explain to each other why they chose that specific image. In the big group they can share the summary or the common aspects they identified and starting from these, follow-up on bigger introduction on the topic or deeper discussion into the topic.
- **When making an introduction on a certain topic you can use images to portray aspects of your presentation.** We are not advocates of classic power point presentations (which contain lots of writing) but if you do have to make one, keeping it short and using images predominantly will make a big difference.
- **Any journey of a product** from phase zero of its production to the moment it is in your hands can be split into various stages and each can have an image associated with it. You can introduce them to the group or ask the participants to guess the right order. Each image can have additional explanations in the follow-up discussion.
- **You can give the group a series of images of various places in the world** (places they cannot really recognize) and a written list of places in the world. Their task will be to make associations- which image they think is which place. Naturally the right answers shouldn't be what they assume initially and a discussion should ensue.
- **You can use images that are part of a bigger picture and from the part you chose to show, the meaning of the image will be perceived differently.** Ask participants to share their impressions regarding what they think the image is about and later on reveal the bigger picture which includes the image they saw initially. Their initial interpretations most probably will be different and you can have a broader discussion on assumptions and critical thinking. This approach can be applied to any topic that you want to use to explore assumptions and challenge them.

- **You can use provocative images as a trigger for complex discussions or debates.** You can show an image (abstract or not) and then address a challenging question in relation to it and ask the participants to share their answers /or discuss first in smaller groups and then follow-up in the large one. You can also ask the group what burning questions come to mind when they look at the image and then discuss one of them or all of them in smaller groups. Powerful ads can also provide you with examples of provocative images. (Examples: https://www.demilked.com/social-advertisement-powerful-ads/)
- **You can create unfinished stories using comics or drawings** and the group will have to complete the storyline - either by drawing or just narrating. You can also have comics with people in different situations and with bubble talks that are blank and need to be completed by the participants. Ready-made models are available online with a simple search (blank comics)
- **You can ask the group to take photographs and use their material in your sessions.** For example you can give them a task to go around in the neighbourhood and take snaps of what they associate with sustainability (or lack of it), or cultural diversity, responsibility, development, etc. and to upload these photos on some common platform, then project/ or access from their own devices and discuss them.
- **You can ask smaller groups to create collages from materials provided** by you (especially magazines, newspapers, postcards, papers, glue, coloured pencils and markers, etc.), different things they can cut, bend and organize together as they wish. They should have a specific theme around which they create this collage – poverty, global warming, natural disasters, sustainable development, urban planning, pollution in my community, our vision for a world we want to live in, my country in 15 years, etc. – Examples given cover visions on a certain current problem, perspectives of situations in the world or at home, and projections and expectations for the future. Based on their results, which they will explain to the big group, you then organize a broader discussion on that specific issue and their views.
- **Group drawing** – you can place a large sheet of paper on the floor and various images (abstract and concrete) as well as markers and coloured pencils and ask the group to either draw something on the paper or use the images already available to express their view of a better world, or an ideal one or anything you can think of. Participants can connect their "image thoughts" with what other people have already done. It should be a silent exercise. At the end, based on the final drawing, participants extract the key elements, maybe some can explain how their ideas/views are reflected there and you draw some conclusions together.

Tips for working with this method

- **If you haven't used this method** much in your work and you don't already have a potential collection of images you can use or try out in your next session, be ready to invest some time to prepare for the next session. Therefore be aware of this, choosing good images requires time but the good news is that in time, as you develop your own selections, it will be easier and faster.
- **You might also consider investing financially** and acquiring cards and games with cards that are very beautiful, suitable and good to be used. For example DIXIT cards (from DIXIT table top game) are very popular and easy to use as they have abstract images, hundreds of them, suitable for many topics.
- **You should start collecting images** that can be used in your sessions: pictures, postcards, posters, flyers, magazines, newspapers, books, calendars, cards from different board games, special cards for educational purposes, etc. any visual material that you think has valuable and relevant potential for your global education sessions.
- **Sources of diverse images** can be found online on different platforms for free, just search for free images.
- **You can make your own info graphics** and graphic design with the help of these resources: https://piktochart.com/ and https://www.canva.com/ .
- **You can also search using keywords.** Usually, if it is not for commercial purpose, there isn't much risk in using images which have copyright or are not clearly regulated. Generally, you should mention the source.
- **In time, you will notice which images are better received by your groups,** meaning they trigger more discussions and reflections and you can already have sets prepared for certain topics and purposes.
- **You need to be very culturally sensitive** and aware and not to use stereotypical images, unless it is your purpose in order to debunk those stereotypes. **Please check the code of conduct section from the first manual** (https://goo.gl/DKv2Uw) which includes some principles you should have in mind while taking photos, using images and also when asking you participants to take photos.
- **Protect your images in some way especially if you plan to use them for a longer time** – participants care less about them than you and material often gets damaged in the process. This piece of advice goes especially for cards from different games, books or postcards. Make sure to inform the group also to be more careful with the cards in the process but don't stress them about it, it is educational material and they should feel free to use it. Nevertheless you shouldn't be too attached to these materials, images get damaged or lost in the process and that's the way it is.

Articles

Articles on certain issues published either in written media or online (including blogs) represent a very useful and quite easy to use tool. We have access much more easily now to material published almost anywhere in the world as the majority of media has an online duplicate. This can also lead to various problems, as there is a lot of manipulation being done through media channels (of any kind, including blogs), wrong information/data/statistics is being propagated and a facilitator deciding to use this tool has to be aware and careful about it.

Articles can be used in your sessions in various ways:

- **To introduce a topic.** Many articles in fact make some sort of an overview of a specific issue, with lists, arguments, suggestions, statistics and quotes from relevant actors. So you can hand participants the article, give them a task to identify certain aspects in it, then, using their task results, clarify and underline the issue you want to introduce and talk about it.
- **To introduce a different perspective/point of view of a certain topic and develop critical thinking.** For example: After a first part of a session where you tackled something regarding your issue, to have a second part where you hand out the article (in small groups) that brings in a very different perspective, maybe opposite, controversial, and have a discussion afterwards. You can also start directly with the article depending on the level of your group and the stage in your educational process with them.
- **To have a debate on a certain issue.** You can have two articles with opposite points of view, split the group into two, each half receiving an article. They must search for more arguments defending the point of view in the respective article and then debate with each other. There are different way of organizing a debate- we will not go into detail, you can also make it more of a free style without a very structured procedure. It is important to mention here that it doesn't matter what people's opinions on the matter are, the group separates randomly – they might end up defending a position they don't agree with. After the debate itself you need to have a follow-up discussion.
- **To develop critical thinking regarding media content for your group.** In this case you might especially use "wrong" materials (manipulative, partial, maybe very biased against different people, even with an aggressive tone against a group of people, wrong statistics or data without sources, etc.). First you give them the article to read, with a task associated to it (the instructions given are neutral but your hidden agenda is for them to point out what is wrong) – for example, to identify the data, the arguments exposed, to consider how varied these are or based on what sources etc. Then, in the follow-up discussion, starting from these elements they identified, ask them to discuss their own views, how much they trust this information, why, why not and so on.

- **You can ask participants, or small groups, to write an article themselves on a certain topic.** The task can start from zero, just provide the topic and they choose what views to reflect in their articles and how to do their research, or you can specify the aim of the article they have to develop, or you can give them an article (a more controversial one) and ask them to write a reply to such an article. You might have at your disposal different sources of material and information on the respective topics to give them if needed or you leave it entirely up to them to find the needed information. Depending on the time available you can ask for half page articles or more.
- **For any of the purposes presented already, and others, you can additionally combine the article with theatre method** – by giving as a task to make a sketch starting from the article which will be played for the other group members and then discuss based on the understanding and their observations. There is also a more complex methodology that emerged from theatre of the oppressed which is called newspaper theatre. We will not detail it here as this requires extra preparation as a facilitator in such a method but if you are interested you can follow the groups that work with these methods in your community or online and have access to their educational materials to inspire you.

─────── Guidelines to choosing a good article

- Generally we hope that, in fact, **you yourself are already making an effort to be updated regarding what happens in the world,** by following certain groups/pages online, by reading various newspapers (reflecting different points of view), by being subscribed to different newsletters across the world, etc. And as time goes by you can actually make your own selection of potential articles for your sessions.
- **Many potential good articles are getting viral,** shared a lot of times on your social media networks for example. Pay attention to them and save them for future sessions if you think you will work with those topics.
- **When you start from zero**, this means none of the previous options, you **need to be extra critical with the material you find** (in fact you need to be critical either way). You need to give extra attention to articles that include statistics, data and specific info regarding some countries or the world. In this case you need to check if they have sources quoted, if not you shouldn't use that article, if they do – check them out, if they are provided by trustworthy institution and if they are up to date.
- **You can also use extracts from different books,** which could be biographical, presenting real events or situations and could become the object of your sessions if they are connected to the topics you want to work with.
- **Many media institutions and individuals are not independent or not totally independent.** Some are politically affiliated, support a certain wing, financed and supported by different companies (private sector), others are biased by religious beliefs, even church based media (sometimes not openly) etc. Having this in mind is crucial in the search process and especially in the final choice you make. What this means is that you should search for articles that are more objective, neutral, that present more views on a topic, etc. and if you don't find articles like that then look for multiple articles (at least 2) with different perspectives. At the same time every article will be to some extent biased/subjective therefore your choice should responsibly assume that and introduce it to the group when the moment comes.

- **Provocative and rather controversial articles** can trigger some very rich discussions but you need to have a very well prepared set of questions to follow up on it.
- **If you touch taboo topics** (maybe referring to religious beliefs, sexual and gender diversity, political views, etc.) that could be personal or provoking for some of your group members, pay attention to the way of introducing the activity and the article, as well as how you will manage the follow-up discussion in order for nobody to feel attacked, offended, hurt…they still might feel like that when their world view is limited to their own beliefs but make sure you explain the purpose of the discussion and introduce that specific article with an assertive approach.
- **If you are restricted by time in your sessions you should use shorter articles** - no longer than 2 pages, one page is even better as often it happens the group spends more time than you think on reading the material, or consider having more copies/or digital so they can read it on their devices and it will be faster.
- **Try to use simple and straightforward articles,** avoid the ones that have too many repetitive/ going in circles paragraphs, that overuse specific terms, slang, complex concepts and references to many specific numbers, laws, etc. and that are generally hard to digest by an audience unused to such information.
- **If you want to introduce a very specific article**, maybe from another region/era/etc. that is unfamiliar or very new to your group you might consider making a context introduction so they can have a better understanding and focus their attention while they are working with it.

Case studies

There is a general problem or issue at hand and through a case study we explore it deeper but through the lenses of a specific situation which is analysed thoroughly with documented information. This method invites the group to study a specific case, which is real, happened or is still happening and is documented. The case given should include only data, information and not an interpretation of such data. In fact these interpretations should be made by the participants and will be the object of the follow-up discussion.

Examples of potential case studies

- We want to discuss the ethical behaviour of a certain company and we introduce to the group examples of documented environmental damage done by one of their factories in some part of the world.
- We want to discuss sustainable development and we present cases of lack of sustainable development in some specific areas or maybe successful initiatives.
- We want to discuss how Sustainable Development Goals (SDGs- part of the Global Agenda 2030) are being implemented and we look at some specific progress indicators in some countries or regions.
- This method is very useful for giving very concrete insight on a broad or general issue, helping participants have a clearer and deeper perspective through the examples analysed.

Guidelines to developing/choosing a good case study

- **There are various institutions** (universities, organizations, researchers, think-tanks, agencies, etc.) that as part of their job document and report on various topics. Very often they publish their findings online. What can help you when you search is adding, besides the keywords you are interested in, terms such as "report", "analyse", "progress", "evolution", etc. (depending on what exactly you are looking for).
- **You can also directly search through the platforms of such institutions.** For example Amnesty International has many cases of human rights violations, Green Peace as well on various environmental issues, so depending on the type of problem you want to work with, search for the relevant institutions that are monitoring and reporting on it and follow their published material.
- **Usually the reports available are very dense and large,** some even hundreds of pages long. Some reports are published in summary versions as well (so you can search for "summaries", "briefing", and "synthesis") or other people/ organizations made a synthesis, but still some will only be available in the full version.
- **When you compile multiple reports/findings you will need to do some cutting of the material.** Whether or not you have summaries available, you need to extract a material that is not longer than 2 pages (maximum 3) and still includes enough relevant data that your participants have a sufficient overview of your case.

- **Do your best to use the most recent material available!** It is very important to have that in mind especially in situations which are still changing (like the situation with all the examples mentioned at the beginning). This means you must do your best to search for the latest material available. If you don't have very recent data make sure to inform your group of it.
- **Try to have as much objective information as possible given in your case.** This means if you draft out the text yourself and compile extracts from different reports to avoid making your own interpretations of the data and using biased language.

––––––––––   Tips for working with this method

- **This method is particularly recommended while exploring issues on which participants very commonly generalise their opinions**, often due to the lack of examples and easy generalisation of common views in society. For example: all companies are bad anyway (but participants fail to give even one example of bad practice of a specific company); the global agenda is failing, there is no progress; there is only poverty in a certain area/region/continent; etc.
- **You also need to be careful not to let the group go in the other extreme, to generalise starting from this case**, to use it as argument for their already general points of view. You constantly need to remind the group and warn them not to do that. You can also work with more cases in one session, each smaller group being handed one case and then presenting them to each other so you provide more examples on a given issues.
- **Give concrete tasks to the group while they are analysing the case;** concrete questions to which they have to find the answers based on the case they are working with. Do not ask for general impressions – it is a specific case and you should address specific questions.

Fish bowl

This method is meant for group discussions, and unlike standard/classical big group discussions with the help of this one you can increase focus, attention and interactivity during the discussion itself.

The general set up is that the discussion takes place in the middle of the room and only a few people (4-5 people) actually participate at once, the others are placed outside of this small group in a larger circle surrounding the inner one. The name comes from this specific aspect, as the outside circle follows what is happening inside the small circle, similarly to the observation of a fish bowl. The process goes as follows, the people in the middle discuss a given topic or question and they give their views on the matter. As mentioned previously, the discussion takes place only in the center, only those people talk, the outer circle is silent, they observe, but the whole group can participate. They have options for doing this:

- Whenever somebody from the inner circle feels they don't have anything else they have/ want to say they can just leave and take a seat in the outer one. Anybody from outside can at this moment occupy the free place and continue the discussion and bring in additional aspects.
- At any moment when somebody from the outer circle wants to comment on something that was mentioned, they want to bring in an argument that was not introduced and is relevant, they can just tap any person from the inner circle on the shoulder and take that person's place. It is not optional for the person inside whether they leave or not- it is the rule and they have to get out. They can return later on, there is no condition to be in the inner circle only one time.

Variations of using the method

- **The participants are themselves,** expressing their own points of view during the discussion-therefore they can replace anyone they wish during the process. The facilitator can ask a question and the group talks about the answers and after some time the facilitator can ask another one. It is also possible for the participants to propose questions, dilemmas for discussions and all the other members can contribute with their views. An alternative is that there is a box with topics to discuss (maybe subtopics of a larger one), or maybe questions in need of answers and the people in the fish bowl approach them one by one and answer or discuss them. They decide when they feel they exhausted one topic and they wish to move on to the next one.
- **The participants are divided into different groups**, according to the number of chairs placed in the middle and **each group has a different position towards the topic** (whether group members agree or not with it). They prepare in advance, as a group, a variety of arguments in favour of/ defending the position they have and then the discussion between the different groups takes place as a fish ball- with a representative of each group. In this case, if a person leaves the inner circle, somebody from their own group has to replace them and if other members want to replace they can tap only the shoulder of the people from their own group. This version was described in the first manual for the activity tackling Poverty Porn topic. *(https://goo.gl/DKv2Uw)*

- **The instructions need to be explained very clearly from the beginning**, this is the kind of method that can very easily confuse participants that never experienced it before and many of them will not understand until they actually see it in action. A demo can be very useful during the explanation part.
- Because of this rather slow start, until their figure out the mechanism of the method properly, **you need to remind them the rules** of joining and leaving the discussions as sometimes participants are embarrassed to replace another person and others just forget they can leave anytime and even end up staying there longer without contributing to the discussion anymore. In fact the constant reminder of the rules of changing is needed until the group actually follow them properly.
- If you give the group **starting questions** or issues to discuss they need to be **provocative** or to touch a certain issue on a deeper level and not to be bland, superficial or unexciting. If the issues are not challenging enough the group will lose their appetite to actively participate.
- **For the variation in which they "defend" different positions**, it can be helpful to break the ice by giving them starting defending arguments and ask them to brainstorm and have additional ones – as many as possible. At the end of the discussion ask the group to take the position they truly support and ask a few of them to explain why.
- **For the "defending" alternative** the discussion can sometimes get very heated and people will just start talking over each other- you should intervene and make some order, otherwise it becomes more of an ego fight than a learning discussion.

Ranking
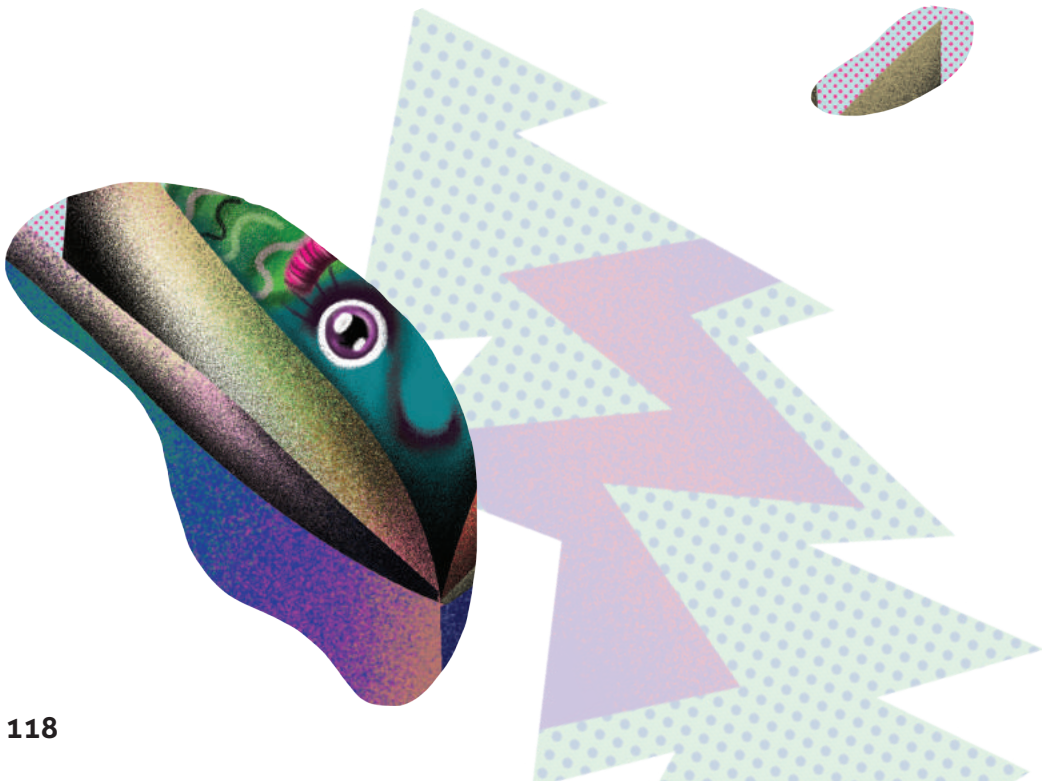
In this method we include any task in which the participants have to put a list of items in an order on a specific scale. **For example:**

- **To rank the global actors in order of responsibility** (regarding global problems) or in order of power (from most powerful to least).
- **To rank a series of sentences** which exemplify behaviours of sustainable life style (see bingo on that topic or the individual assessment as global citizen) from the most important action to take to least important
- **To rank global issues in order of priority or importance.**
- **To rank various solutions proposed on a certain issue** (either previously brainstormed by the group or given to them) according to their impact.

They can work at first individually and later on in a smaller group to agree on common ranking which will be presented to the group followed by an in-depth discussion exploring their reasons for the given ranking. This method is rather thought provoking as it invites participants to do a mental exercise which they don't do often. The deeper challenge comes more from the fact that we push the participants to rank aspects that shouldn't be ranked, in the sense that depending on the context and angle you look from, all the aspects are equally important- which point you shouldn't reveal to them, they might reach this conclusion in the follow-up discussions. Very interesting aspects surface through this exercise, which also helps participants see what their own priorities are and why.

Tips for working with this method

- The list of items they need to rank shouldn't be bigger than 10 as it can get tiresome and less exciting for the small groups to negotiate and reach consensus.
- When you choose or construct the items you want to introduce to the group, try to make them as much as possible equal in potential or in value but still different from each other.
- Individually, the task can be done quite fast, depending on the complexity of the items presented, but the estimate is between 5 to 10 minutes. More time should be given to the group task, 20 to 30 minutes.
- Be quite firm during their task, they will try to negotiate to place more items on the same level (which you might allow but you need to decide from the beginning) or even all of them. Because it is challenging to do this ranking sometimes the participants will tend to avoid the challenge by placing all items on the same level or something like that. This will not be fruitful for them nor the whole session; hence you should reduce the level of negotiations and motivate them to complete the task as explained initially.
- The debriefing should focus on the reasons for the specific ranking they made, their priorities, why they are what they are, what they mean within our session and within the context of the participants' life and work.

This method is very helpful for exploring a certain issue more and more in-depth, all the way to the roots of its roots. It can help participants to better understand how some issues are connected or interrelated and also to reflect more on the underlying causes of different problems.

The process goes like this. The participants (individually or in smaller groups) are given a statement presenting a problem/an issue/a state of fact/etc.

For example:

- The global agenda has been making slow progress.
- People don't do enough to save this planet
- *alternative: I don't do enough to save this planet*
- Multinational companies are destroying the planet
- There are not enough global citizens
- People need to be responsible consumers/global citizens

These statements don't necessarily have to be facts, absolute truths, they can just be opinions/points of view and the idea is that the participants agree with the opinion - so you can double check with them at the beginning, after you give them the sentence. The sentences can be negative or positive, personal or impersonal, as you can see from the examples provided, you should choose the ones that help you reveal the dimensions you want to talk about.

After receiving the starting sentence they have to answer the question

WHY?_____(they write the answer).
After they wrote their answer they have to ask again WHY but this time regarding the answer given, not the first sentence.

WHY?_____(they write the answer).
They ask again WHY but this time regarding the last answer given.

WHY?_____(they write the answer).
They ask again WHY but this time regarding the last answer given

WHY?_____(they write the answer).
They ask again WHY but this time regarding the last answer given

WHY?_____(they write the answer).
They ask again WHY but this time regarding the last answer given

- It should be done at least 5 times…but it can continue even more if the participants can dig deeper. Ask the participants to do it first alone and then in a small group. They can start with another answer every time and then the flow of ideas will maybe take them in a different direction.

<div align="center">

Example: I don't do enough for this planet
WHY? Because there is too much to be done and I don't know what to do first!
WHY? Because I feel I don't have enough energy to carry all the work!
WHY? Because I am doing already so much (maybe not for the planet)!
WHY? Because I have different obligations (work and personal)!
WHY? Because I accepted more than I should have.
WHY? Because I don't know what my real priorities are.
(or Because I don't really follow my priorities.)

</div>

———— Tips for working with this method

- For any given sentence you propose to the group you should do the 5whys yourself (a couple of times) to test how it works and what kind of potential results it can bring.
- It can happen that for later WHYs participants give the same answers or ones similar to those given to the first or second why. Encourage them to find other answers but if they can't it is ok if they repeat, because it is the answer to another question and it can give some insight to reflect on- that different questions have similar answers and what that tells us.
- You can also ask the group if they have any proposal for a starting sentence – from the same area of topics you have been discussing so far.
- The time of the exercise will differ depending on the number of starting sentences or groups but usually it takes about 10 minutes for a set of WHY. So you can plan this in your session and also the follow-up debriefing.
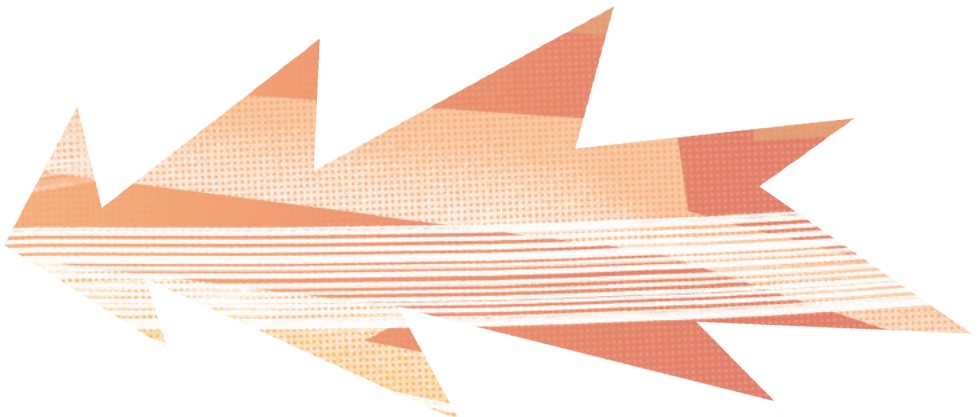
"**M**issions"** represents a type of method that can be used in almost any given context or topic. Basically it consists of a set of tasks given to the participants, (preferably divided into smaller groups) through which they have to explore the surroundings (preferably outdoors) and do different things: to find, to identify, to build, to discuss, to discover, etc.

"Treasure hunts" can have the same tasks included more or less but the difference is that the groups are guided by different clues from location to location, where they find their tasks. The concept of a treasure hunt leads to the idea of a competition, with more groups starting at the same time and the first one to finish winning some sort of prize; the name comes from this, hunting for a treasure you find at the end, which only the first ones obtain. We don't use it that way for educational purposes, there is no competition nor a reward given, just a time frame within which the groups must go through all the tasks.

Due to their nature these methods are adequate to be organized
in locations where your nearby area offers you a lot to work with:
nature elements, diverse surroundings, a community to explore, etc.
They are also useful when you work with a group for a longer period
(a weekend workshop or a residential course) or with a group
from other cities/countries.

One of the distinctions between the two methods,
which will influence your decision of which to choose,
regards access to information during the activity. In Missions,
they see all the tasks at once, they decide how to approach them
and in which order. Missions are more suitable for more dynamic tasks
(which require moving, interacting with the outdoor environment –
places and people, and less with each other as a group), which are all given
at once, and the group is autonomous with the task at hand.
If you give only discussion tasks it will be a failure as there is no excitement,
no moving required - it can easily just be a group discussion.

On the other hand, in Treasure Hunts they don't know what comes next,
so they have information and tasks given only for a certain location-
so the information is being given progressively. This means, if they have access
to the information coming next this might influence how they perform
on the previous task. Treasure hunts are suitable for dynamic tasks (as missions)
but also for predominantly discussion (among the group members) as
the dynamic element is given by changing locations and decoding clues.

Mission Example
(different global issues)
available to be downloaded in editable version
from this link: https://goo.gl/hmXjo8

Task in the city

You are about to engage in an exciting adventure in…! This will give you the chance to experience and get to know this town in a unique way- by interacting with its inhabitants, by feeling the spirit of the city, by getting to know aspects of the life of this place that you wouldn't know otherwise!

You have 45 minutes to complete ALL the tasks mentioned below
(or as many as possible). **There are several rules to follow:**

- Take notes of all the data you gather because later on you will be asked to share them with the people from the other teams.
- All the answers related to the tasks need to be collected from people you find on the streets of this town (even if people from your group know the answers).
- All the tasks need to be done as a team!

We wish you a pleasant experience!

These are the tasks:

1. Identify the place in the city which you think has the biggest traffic of people – and observe how it is designed from a sustainability point of view (recycling bins or not, trash on the streets, cycling options, general traffic of cars, any other observations)
2. Try a product made locally with only local ingredients.
3. Talk with shop keepers, street sellers, and people passing by about how they think they are connected with people from other countries/continents!
4. Find out 2-3 superstitions people here have about or in connection with the end of the world.
5. Observe the city and notice if there are any examples of green economies present: solar panels, other forms of renewable energy, sustainable shops, companies, etc. Take photos of what you find to show us your examples.
6. Enter 5 different shops (smaller or bigger) and check the variety of products offered and what the percentage of imported products is. Check prices of similar products (one local and one imported) and see what the difference is.
7. Find out from at least 6 people you meet on the street what a sustainable life style means to them, if they think they lead one and why.
8. Choose a symbol that represents how you as a group experienced this task process.

ATTENTION!!!!
Feel free to expand some of the discussions you will open up and go as deep as you want **BUT** *please be conscious of the time of your return – it is very important to have you all at same time for so many reasons (we count on your cooperation)!!!*

Treasure Hunt Example
(global issues, actors, actions)
*available to be downloaded in editable
version from this link: https://goo.gl/hmXjo8

*NOTE1: this treasure hunt was done with several groups during one week training courses on global education. This activity was usually done after the group had explored topics such as global interdependencies, sustainable life style, climate change, responsible consumption.

*NOTE2: the group found a set of envelopes (2or 3) in each location and they had to perform the tasks described inside one by one, without opening all the envelopes at once.

Task 1-
Global Issues
(3 envelopes)

Introduction
(envelope 1):
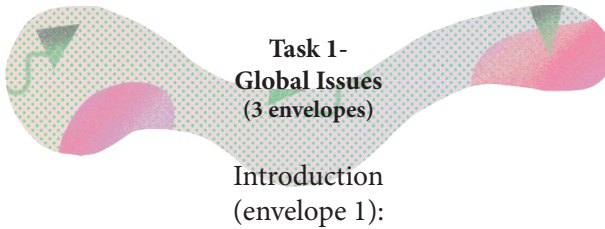
Do you remember the rope exercise that we did on the second day?
Do you remember how many issues appeared from the interconnections?
How complex the situation appeared? How difficult and complicated to fix?
Also that it didn't even include all the issues that are inter-linked?

Over the next days we zoomed-in on some of the issues we touched in this exercise. We looked at our life style and what consequences it could have on our planet. We explored what we can do in order to reduce our impact, to "use only one planet", qualitatively. We explored our role as consumers in this global system more deeply, what lies behind the label and what could be the working conditions of the people making our products. And these were just a few global issues we focused on…

Your task:

-       In your group you need to brainstorm on what issues could be considered global issues based on the discussions we have been having these days and your previous experience/knowledge in the field. Write them down on one of your papers.

-       After you do that, open the next envelope.

Task 1- Envelope 2

From previous work in this field we identify the following list of issues that could be considered global issues (see next page)

Your task:

-        Read thoroughly and make sure you understand all of them. If you have any questions about something on the list mark it in order to be discussed in the big group;
-        Check your brainstormed list and this proposed list. Do any items match or not?
-        What makes a problem or an issue a global issue?
-        Will you add any issue to this list?

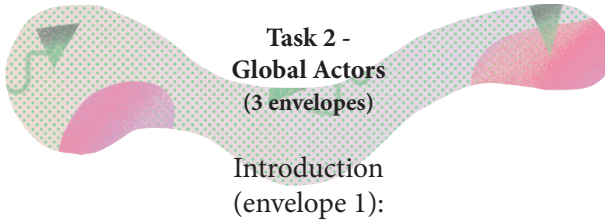Once you answered all these questions you can open envelope number 3

Task 1- Envelope 3

Take the list of global issues with you and now go to this location:
_write the clue for their next location_____

What?
Global Issues

Global Interdependencies	Sustainable Development	Global Warming/ Climate Change
Environment (general)	Life Style	Consumerism
Trade	Human Rights/Children's 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
Technology	Resources	Waste

Task 2 -
Global Actors
(3 envelopes)

Introduction
(envelope 1):

Have a closer look at the global issues listed before. There are quite plenty, aren't there? As we mentioned before the situation is complex, therefore we want to invite you to think about the main actors that could do something to improve/ influence/ change something in the global context in relation to the issues mentioned.

Your task:
-        List all the actors that have a responsibility and the power to change something!
-        After you have listed them open the second envelope.

Task 2-Envelope 2

From previous work in this field we identify the following list of potential global actors.
(See next page)

Your task:

-        Read thoroughly and make sure you understand all of them. If you have any questions about something on the list mark it in order to be discussed in the big group.
-        Check your brainstormed list and this proposed list. Do any items match or not?
-        Is there any actor from this list that you consider to not actually play a role in this context?
-        Will you add any new actor to the list?

Once you answered all these questions you can open envelope number 3

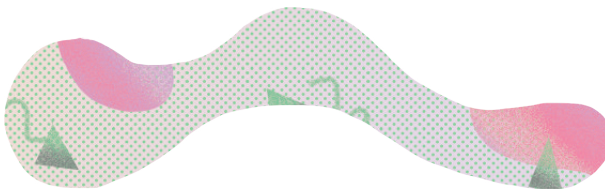## Task 2-Envelope 3

-        While identifying the global actors did you also have in mind what potential actions they could do?
-        The next location will take a look at this aspect.

Take the list of global actors with you and now go to this location:
_____*Write the clue for their next location*_____

Who?
Global Actors

People/Individuals	Civil Society Organizations-CSOs (non-profit structures)	International Networks/ Alliances (of civil society organizations)
Private Sector (local, national, international)	Informal private groups	Religious Institutions
Government Authorities	International Government Agencies	Media/Social Media
Schools/ Universities	VIPs (actors, singers, etc.)	Terrorist Organizations
Multi-Actors Groups (CSOs+ Private+ Governments)	Lobby Groups	International Financial Institutions
Workers Unions	Illegal Organizations	Traditional Institutions
Scientists	Researchers	Political Parties/Groups
Professional Groups		

Task 3 -
Global Actions
(2 envelopes)

Introduction
(envelope 1):

Have a look at the list of global issues and the global actors. What actions could these actors do in relation to these issues?
List at least one action that each actor could do to bring a positive change in this global complex system.

-                                    After you have listed them open the second envelope.

Task 3 – Envelope 2

Here is a list of potential actions that could be taken by the listed actors *(see below)*.

Your task

-         Read thoroughly and make sure you understand all of them. If you have any questions about something on the list mark it in order to be discussed in the big group.
-         Check your brainstormed initial list and this proposed list. Do any items match or not?
-         Which actor could do what specific actions? In relation to what global issue?

Once you have answered all these questions you can come to the training room!

Global Citizenship - "Think Global, Act Local"	Global Education	Informing/ Promoting
Volunteering	Campaigning	Political Participation
Protest /social movements	Lobby and Advocacy	Peace making
Development Work	Legislation	Research/ Documenting/ Reporting
Inventing/ Innovative Technology Development	Capacity Building	Aid
International Agreements	Meditation/ Spiritual Action	Multi-Actors Actions
Boycott/ Disinvest		

Missions:

- **The tasks given should be** interesting, diverse, some challenging, some simple, some (but not many) just for fun and should cover all the issues you want to tackle or explore.
- **Be realistic with the time limits proposed** in relation to the number of tasks. Usually we give about 1h for 10 different tasks – and another 1.5 hours for sharing the results and debriefing.
- **Plan very concretely how you will do the sharing of the group results.** People often get overexcited and explain in too much detail what they discovered or what happened to them during the activity, to the extent that the rest of the group gets bored and loses interest in the overall process. This activity is usually very exciting while groups are doing it, but the energy level goes very low during the sharing and processing of the results. It can also be due to the fact people get tired by the walking and talking during the tasks. If you have the chance you can set this mission as the last session of the day, and upon their return just reflect on their emotional experience during it and now at the end, ask them to sort out the information they collected and to present it next morning with a fresh mind and renewed energy.
- **You should limit the sharing of the fun or not strictly relevant aspects** as participants get carried away and talk more about those. One suggestion will be that upon return they organize mixed groups of representatives from each task group and they share the adventures and fun part within a limited amount of time so you get this steamed out. Then later, in the big group, go through the topic-related tasks one by one and discuss their findings.
- **One problematic aspect regards photos and taking photos during the tasks.** It is one of the tasks that you can use to track the path of the group, which can provide in some cases relevant information and is also enjoyable for the group to perform. BUT it is always the case that people take maybe too many photos; it takes too long to sort them and it is difficult to organize their projection. You could include in the instructions a clear mention of the maximum number of photos to be taken and also project only the relevant ones, not all.
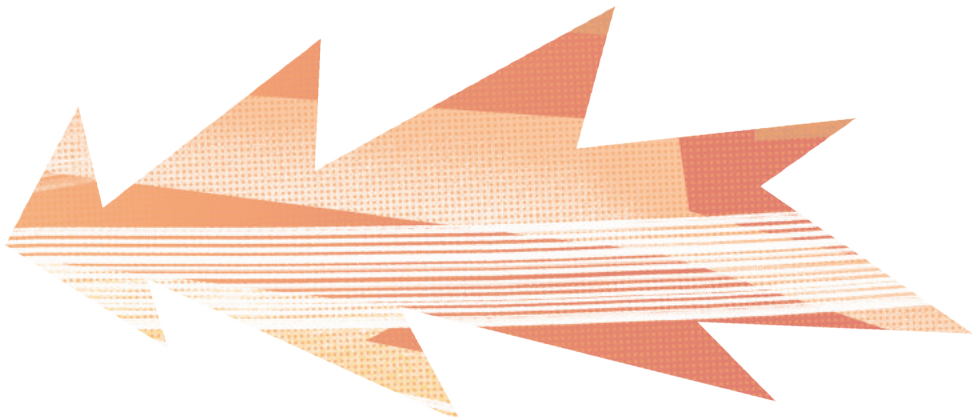
Treasure Hunts:

- **You should explain from the beginning that what they will do is a race against time and not against each other**- there is only a time limit and if they finish faster they will have to wait for the others as well. They don't have to rush unnecessarily but don't take it too easy either - to be focused on their tasks and if they feel they spent too much time on one location to speed up. You might consider telling them how many locations they have to find so they can have that in mind while managing their time.
- **You can also give them in advance an indication regarding the type of task they have to complete** – if they are discussion tasks or action tasks.
- **The clues you assign to each location should be neither too easy nor too difficult to decode.** You can check them with another person that is not part of the group/your team to see it they can crack them. If you are short on time then you can create some easy ones so the process goes faster. It can happen that what you consider to be easy or medium easy might not be so. You should always tell the group if they don't manage to find a location in a reasonable amount of time to come back to you and find out where it is - the point of the activity is that they spend enough time doing the task not looking for the task, no matter how exciting and brain teasing it might be for some of them.
- **You should also monitor the groups to see if they manage to find their locations** as, occasionally, some get stubborn to find them on their own, even if a lot of time passes, and then you should intervene.
- In the case, and it is often the case, of not having many locations available or enough time to develop clues for more locations, it can happen that groups will have to pass through the same locations. You need to avoid that groups find themselves in the same location at the same time *(they can start disturbing each other, waste time, share things that should be shared in the big group, etc.)* so **you need to carefully plan the clues given to each group.** See below a chart we use for the previous example.

Each location is associated with a clue, and envelopes are placed in each location with the Group number and Task number. Therefore you need to clearly tell the participants to look only for their own group number (or name if you want to use names) and the task that they have to do – they cannot jump tasks- after Task 1- they need to get to Task 2 and so on.

Location / Group	Location X	Location Y	Location Z
Gr 1	Task 1	Task 2	Task 3
Gr 2	Task 3	Task 1	Task 2
Gr 3	Task 2	Task 3	Task 1

Research

Research as a global education method doesn't mean, like some of you might think, research work you need to do as a facilitator in this field. We covered that part in the preparation of a facilitator in the early chapters. What we mean is in fact, **the research the participants have to do during or before your session.**

It is often believed, that we, as facilitators, must have all the answers, all the tools and resources to give to our participants, to make it all easy for them in navigating this world as global citizens. This is partially true, but we also, as facilitators, need to empower our participants to become the providers of the information they need. Finding information about complex issues somehow becomes a very difficult and tiresome thing to do. We prefer to just receive what we need to know in a concise version, easy to understand and use - **we become lazy!**

We need to overcome this paradigm and also to motivate our participants to overcome it as well, **being informed all the time is one of the competencies a global citizen must have.** In our work in long-term projects with the same group of participants, we noticed how eager they were at the beginning to get more information and how easily they lost this eagerness, without even trying. The main reason stated was that they didn't have enough time, which is also a reflection of a general belief that it takes so much time to find the information you are looking for. Therefore, we have started asking our participants to do this research work during our sessions, using it as material for the discussions, to make them aware of how not-so-difficult and time-consuming it actually is.

Examples of how you can use research tasks as part of your sessions:

- Make small groups, 3 people maximum in a group, and **ask them to choose a (multinational) company they all know** /even use their products regularly and to do an online search on it, how responsible and ethical it is (beyond what the company itself declares). You can suggest keywords to make the search even easier, such as responsibility, ethical behaviour report, lawsuit, boycott, investigation etc. If the company is already considered not responsible, details might appear about this while typing the name of the company together with negative keywords (such as boycott, protest, lawsuit, etc.). Nevertheless, they can search as they think is more suitable. They should make a brief intro afterwards of their findings. You can give between 45 minutes-1h time. It will be enough. Of course, every small group needs to have a device connected to the internet and a reliable internet connection.
- **The research topic can also be about** successful boycotting campaigns, boycotting websites, SDG (sustainable development goals) progress, global warming, climate change effects, how to make your own products, living zero waste examples, platforms for finding some specific tips and tricks, etc.

- If you are seeing the group the following day or week, you can give an **individual assignment of such research** and use the results in the following session.
- **You can also give an opinion research task.** If you are in a community (it can be a village, a neighbourhood, even school, university, factory, company, etc.) and want to check what people's knowledge or opinions are on some issues such as: global warming, responsible consumption, recycling, global agenda, global policies, green economy, immigration, terrorism, etc., you can decide on the questions with the whole group and then, in pairs, they spread and talk to people in the area (trying to talk to as diverse individuals as possible). This is useful especially if you are going to do an action in the community and this information will help shape the action. At the same time it can also give you an interesting perspective to talk about and make connections with what people know or think in general in your country or worldwide. You can introduce survey results done by bigger institutions on the same issues and see if they match or not.
- **You can ask the participants to research within the group** and make some statistics of the group opinions, perceptions, experiences, etc. Each participant has to think about a question (only one) they want to address to the group (about a certain topic you are working with or it can be general), it can be an open or closed question, very concrete or abstract, etc. They need to collect answers for this question from every single person in the room, by enquiring personally, and afterwards, they will present the statistical results of their research visually. They can make charts, graphics, and drawings, whatever they want to use, but they must present the results visually and in a self-explanatory manner, as they will not each explain their findings. All statistics will be posted on some common wall and the results will be used to discuss with the group.

Tips for working with this method

- **It is useful to give this task especially on the topics where you feel the participants are quick to consider themselves experts** although they don't have any specific information, just general beliefs. Also when they generalise extensively or are very negative (which will block them from actually checking if what they think is true), for example: all companies are like this or like that, boycott doesn't work, you can't live without plastic, etc.
- **In some cases you can ask them to find at least X number of issues** (depending on what they are looking for) but if they manage that in less than the given time encourage them to look and find even more – and don't forget to point out in the debriefing that this happened.
- **It happens that some groups become defensive** as soon as they start working on the task: they complain that it is hard, it requires too much time, the internet connection is very slow, etc. You need to encourage them to try their best and to take notes of what they managed to extract.
- **Make sure your debriefing helps them** acknowledge how much they discovered in a short time and with what little effort and try to motivate them to continue to do that more often from now on.

Quizzes

W e include in this category a variety of tools that can be used with the help of technology and an internet connection, but not only.

The main feature is that a quiz contains some sort of measurement of knowledge, expertise, experience, etc. It should focus on measuring objective information and not so much subjective, in order to avoid misunderstandings or even conflicts. Nevertheless, in the right context and with the right introduction, a quiz can be adapted to more subjective issues.

### Examples of how you can use this method (including different tools):

- **Participants, in smaller groups, have to choose or give an answer to a series of questions you will provide.** If you have options of answers they have to choose from, you should definitely provide the questions in visual form. This quiz can be used as an introductory exercise before actually giving more information on a specific content or used as tool for giving more information, as, for each question, you can give explanations as to why a certain answer is correct and not another.
- **If you have internet access and enough mobile devices** (smartphones, tablets, laptops) you can use the same mechanism – groups, questions, answers but with the help of a free online tool: KAHOOT (see website: https://kahoot.com/). By using this you will have all the quiz process projected on a screen, where you can see the results of each team on the way. You can set up a time limit for each question and you can also add images, videos as part of the questions.
- **You can also set-up the context in the format of a Popular Knowledge TV** contest from your country– such as "Who Wants to Be a Millionaire" and phrase the questions and the answers using their set-up.

Tips for working with this method

- **People tend to get very competitive** in this kind of methods and the most competitive in the group will get really fired up. It is your choice if you want to give any symbolic gift to the winner, but from our experience you don't need to add this incentive for people to engage – the whole setting is already very engaging. You will have people that ask for a reward and you can prepare some wise answers in case this happens.
- **If you have different levels of expertise/experience in relation to your quiz topic in the group**, you should make sure you balance the groups in such a way that each one will have similar expertise incorporated, unless, purposefully you want to have a group only with the people that have expertise and the others separately.
- **Pay lot of attention to how you formulate the questions and the answers you consider as being correct.** The questions should be clear, neutral and not misleading. The answers should be backed by the latest data from reliable sources (which you should include in your quiz after you passed the specific question/or at the end of the quiz) in order to avoid any problems between you and

participants. They still might disagree with some of the answers (if different from theirs) but you need to be backed by the sources you used. You definitely shouldn't mark as correct whatever you think is or you would like to be the correct answers.

- **Avoid questions which measure or value their own opinions** *(example: What do you believe in connection with….)*; if you do use them, then mark all answers as being correct or none and/or use this only for discussion.
- **Allow enough time to answer each question** – in order for this method to actually be a learning activity and not a guessing race, you need to pace down the process.
- **We have used in our quizzes or introductions of different topics** the material of an organization whose main purpose is to increase people's level of knowledge about global facts and to create a fact-based worldview: GAPMINDER (http://www.gapminder.org). On their website you will also find some ready-made surveys and quizzes as well as the results they obtained when applying them in different parts of the world. They list all their data and sources of information, have different videos explaining various aspects in more detail and also a broader variety of educational materials you can use (not only for quizzes).

Quotes
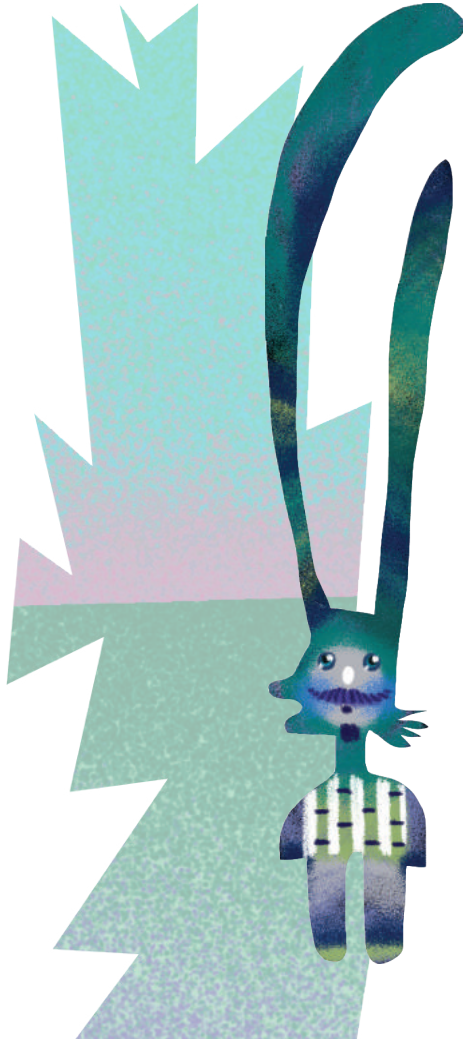
W e include in this category everything said by a person (public, famous, but not only) in a public medium such as: books, articles, reports, movies, videos, speeches, presentations, etc.

It is a very flexible and easy to use method and we will introduce you to **some of the ways you can apply it:**

- **List a series of quotes in relation to a certain topic**, issue, and ask the participants to choose the one that is the closest to what they think, the one they are opposed to the most, the one that is most intriguing, etc. Afterwards they can share in smaller groups and then have a follow-up discussion in the big group based on their reasons and insights.
- **Select a series of quotes from politicians' speeches** (either from the country of the participants or powerful political leaders in the world) in connection with a specific issue you want to talk about (such as: refugees, global warming, sustainability, energy, etc.) and use them as a start-up trigger for a discussion on what those politicians meant, what it led to in reality, what impact or effect it had and a broader discussion on the role of politicians regarding global issues.
- **List of series of quotes from activists around the world,** people who fought the system and won, influential people, etc. Ask participants to choose the one most inspiring, then in groups they have to search more about the profile and history of that specific person and to present their findings to the whole group. Alternatively they don't have to choose one, you can just randomly distribute quotes among the groups.
- **Find provocative quotes around controversial, taboo or sensitive topics** (such as: global warming, migration, terrorism, sexual orientation, sexism, gender roles, religions, vaccinations, media manipulation, etc.). You can use them as the starting point for sensitive discussions in smaller groups and then follow-up in the bigger group. You can also ask the group to take a stand, if they agree or not with what has been quoted, and then in smaller groups to list for/against arguments. "What you will say to somebody that said this….?" can also be a task in smaller groups and then ask them to act it out as a theatre sketch.

——— Tips for working with this method

You can find lots of quotes online, especially from famous writers, philosophers, politicians, etc. Many of them are already placed in different categories but in any case it will very easy to find quotes for any topic by just adding the keyword "quotes" to the issue you are looking about. If you look for quotes from specific people, especially people that are very active currently (in a negative or positive way) you can just use their name and "quotes" and you will have lost of options to choose from. You can follow their speeches and presentations and extract your own examples as well.

M usic is not only a good tool to create a specific atmosphere and background in certain activities but also a method in itself that can be used in a learning context. People learn in different ways and that's why we, as facilitators, should ensure we use a variety of methods that stimulate our participants to use different learning styles. Music as a tool will respond to some of your participants' profile and needs more than to others but it will guarantee a very interesting process within the whole group, will bring in different perspectives, ideas and reflections regarding your topic. **It is more suitable for more general issues, that are more abstract and maybe more theoretical.** Nevertheless, feel free to experiment with different topics but if you haven't worked with this method before and you don't consider yourself a "musical person" it is safer to start with ideas that have already been tested.

Examples of how you can use music as a global education method

- Divide the group into smaller ones; **give as task to each group to list songs or singers/ bands that for them personally are associated with the specific issue you want to work with**: oppression or fighting oppression, refugees, sexism, anti-war, power relations, neo-colonialism, capitalism, human rights in general, solidarity, etc. These associations can be made in connection with the lyrics, events where the songs were performed, soundtracks of different films, the history or profile of the singer, the feeling of the melody in general, etc. Each group should have at least one device (connected to the internet) to search and also to exemplify to each other. They should have a group discussion and select 3 songs maximum. These songs will then be played to the other groups, who will be asked to write down their impressions and associations in relation to the topic, or draw individually. Based on their drawings or impressions, have a follow-up discussion and debriefing. This discussion can evolve into deeper work on the topic or in deepening the views and positions people have on certain themes and, maybe encourage them to reflect more on it and do something regarding those issues.
- **In relation to your topic prepare a diverse list of songs**, from different countries, periods of time, types, genres, artists, associated with different movements or initiatives, soundtracks, etc. Depending on the topic you want to work with, the selection will be different every time. You can have as topics: natural disasters, discrimination, nature/ environment, human rights, refugees, etc. see also examples mentioned before. Ask the group to close their eyes and start the first song – for about 20-30 seconds. You can use two options: either to give them a key issue to reflect on while they listen to the music or not, and they can make free associations in connection with the music. In between the songs ask them to write their thoughts or impressions from listening to the song. Repeat this process for 4-5 songs. Divide them into smaller groups and ask them to work with the impressions they wrote down. We suggest different ways: ask them to share their

impressions and why they thought about those issues and present to the big group the common and key aspects; to put all their thoughts on a common collage/drawing of all their impressions from all the songs, an image that has a clear message; they will share their product and also explain what it is based on. After the sharing part you continue with a follow-up discussion on the topic.

- If you work with a more musical group, amateur singers, creators of new music, who know lots of music and follow trends, etc. (feel free to experiment with any other group), we suggest the following example of using music. In groups of 4-5 people- ask them to choose the most popular song that is in the public space now (radios, events, festivals, etc.) and **ask them to remake the lyrics of that specific song** in a way that sends an engaging message regarding the topic of your session. You can also pre-select songs and just give different titles randomly to the groups, or the same song to all the groups. If the song is in a karaoke program, or its melody is available without the lyrics, ask them to perform that new version of the song. If not, they can just say the lyrics and based on that have a follow-up discussion which can tackle how they came up with that specific message, how the other groups perceive it and then a more general discussion on the topic and/or ways to motivate people to engage more into a certain theme.

- **You can approach popular songs from a critical perspective.** You can select popular songs or videos from the present or any other period, that are controversial, regarding different potential issues you want to cover in your session: rape culture, sexism, immigration, homophobia, racism, violence, drugs, hate speech, poverty porn, religion, body types, etc. They can be songs/videos that were also banned in different countries or throughout history. You can create a selection and ask smaller groups to analyse their content through a series of specific questions. They will present their results in the big group and then have a broader discussion on the problem of such material, their impact or influence on society and what is or could be their role/responsibility in it. The follow-up discussion can have other paths of exploring and working critically with this kind of content. You need to have questions prepared to challenge the views of your participants if necessary during the conversations.

─────── Tips for working with this method

- **A successful session using music is conditioned by reliable technical support:** internet connection, speakers and projection (if needed). You can still have some results with a poor technical situation but we strongly advise avoiding that and organize such sessions when you have all the desired conditions for better impact.
- **Regarding controversial music, there are different organizations and websites that have their own lists, suggestions of such products,** according to different criteria, and they can inspire you in your choices. Their work is available easily with any online search.

Imagination

Maybe it is a little bit misleading to name a method or category of methods "Imagination" as participants use their imagination in other types of methods as well. What we mean by naming it this way, is in fact, that the key aspect of the method is the imagination of the participants; all the material or content of the sessions will emerge from their imagination.

There might be confusion in mistaking imagination, as used within this method, with creativity, but the main task given to participants is to imagine something, not to create something. Creative tasks are very specific regarding the outcome: a drawing representing some aspect in particular, a play about a specific issue, an alternative use of a certain product, etc.

The final product/outcome requested in the task is made based on a creative process. We don't have any influence on the process; we just make sure they get to the desired end-results. Imagination methods do not have a specific outcome in mind, **the imagination process can lead to any outcome, so we guide the imaginative process and the participants can take it in any direction.**

Guided Imagination

Overview of the method:

Participants keep their eyes closed, sitting in a comfortable position while the facilitator reads a narrative, or says it without reading- maybe even improvising it on the spot. Through this narrative the participants are guided on a mental journey: for example, to the past, to some key aspects of their life, to remember, to reconnect with them, or to the future, to imagine a sort of reality in relation to what the facilitator is telling them. Usually there is music in the background to relax the group and to support the imaginative process. The outcomes of their imagination can be used in different ways by the facilitator.

Suggestions for global education sessions:

- Prepare a written material which will guide them on a journey into the past, to the most important moments that had a decisive role in who they are today; in their interest to do something good for society, to reconnect with the major milestones that motivated them to be active.

- The material you prepare can be about a projection to the future. You can include a starting point in the present moment, an overview of the situation now, and then jump to a later point in time, where the participants imagine how things will be in relation to the issues you mentioned. It can be about themselves and what kind of persons they will be 6 months/ 1 year later in relation with the topics you are talking about(see example below for a text used for a Global Citizenship 6-month action plan with beginners in global education); it can also be about the future of the world in general, or a particular place (their city/country/continent) and what it would look like in the future (based on criteria mentioned in the material); it can also be about a specific situation, problem and you ask the group to imagine a context without that problem and then to imagine the steps to get there (For example, in your material, start with a reminder about human rights abuses all around the world, then ask them to imagine a world where there are no human rights abuses, what it would look like and so on, and then the final step of the journey is to ask them to imagine paths, ways to get from now to that world with no human rights abuses). Alternatively, you can just ask them to imagine a world without the problem and then to follow-up in smaller groups, they share what they imagined and together brainstorm solutions/paths and ways to get from now to there.
- You can focus the guiding process on some crucial encounters. You can guide the participants to imagine people that they consider responsible, or that have power in different global issues and to imagine their feelings, reactions and conversations with them. You can also direct their imagination toward specific persons (which you will name) and guide the participants' imagination only for the discussion part with these people.
- After the mental journey is over you can use different options: participants reflect alone on what they imagined – write down, draw, etc. and then in pairs or smaller groups they share and have a common task. They can gather in smaller groups from the beginning, share what they have visualised, identify common elements and share in the big group. In all the cases, you need to conduct a structured follow-up discussion which will touch on all the relevant aspects in connection with your topic.

——— Tips for using this method

- **You should prepare a text in advance**, especially if you haven't worked with the method before and you are not very comfortable in improvising this type of material; you will be more relaxed while reading it and will contribute to a relaxing atmosphere, which also helps participants have a richer imaginative process.
- **The text shouldn't be longer than one A4 page** (typed in), maximum two in exceptional cases, because you shouldn't have more than 10-15 minutes of the guided imaginative journey itself.
- **The first part of your text should aim only to set up the atmosphere,** relaxing the group and preparing the participants for the beginning of the imagination journey. You shouldn't jump to the main points of the journey; you need to take it slowly, step by step, as each part will contribute and prepare the participant for the next one.
- **Give time during the text and take long pauses after you ask imaginative questions. Don't ask too many questions** in a row unless they refer to exactly the same thing. In the example below, the pauses are not mentioned, but after each set of questions you need to give a long enough pause for the participants to actually imagine things. If you don't, the exercise will fail as people will not have much material to use for the follow-up work. You should try to imagine the task yourself, visualise the questions and try to imagine the answer for each of them, and this way you can have an estimation of the overall time needed and the duration for pauses.

- **If you want to use music in the background**, try to select light, relaxing music and not emotionally loaded music, so as not to influence the products of their imagination.
- **From the beginning, invite participants to be silent and not to have verbal comments or reactions** (no laughing either) to what you say during the exercise. If someone really cannot/ doesn't want to focus and is disturbing the process, ask them to go out for 10 minutes and return for the second part of the session.

Guided Imagination
Example
*(It was used for a 6-month action plan with
beginners in global education)*

*available to be downloaded in editable
version from this link: https://goo.gl/hmXjo8

NB1- this text was used with a group in a long-term learning process, makes references to moments where the group experiences different things together.
NB2- after the guided imagination activity, they had an individual task, followed by discussions in groups of participants from the same country, then sharing in the big group.

Try to relax, to focus on yourself in this moment, and leave aside any thoughts, feelings that might take you away from here. Imagine you are now outside in nature, it is warm and the sky is clear, the sun is warming you up and you try to connect with nature as much as possible. I want to invite you to take a journey into the past.

Go back to the time we met in ……. *and together we reflected and touched on important topics in our lives: you looked at your items and their labels, you did the rope exercise with so many interconnections and interdependencies, explored the coffee production chain and how much each actor receives, we watched Santa's Workshop and reflected on working conditions, searched for different companies and their practices, you played Life in our communities with different beans, you measured your eco foot print and reflected on Earth Overshoot Day and invisible water.*
Remember when we talked about what a global citizen is and what competencies they should have and you made a plan for yourself for becoming a better global citizen in the following 6 months.
How were you feeling at that time? What role and responsibility did you feel you have in this complex world we are living in? Do you remember the moment you decided to do something about some of these things? What determined you to do something?

You returned home and had to face reality back there. What happened?
What did you do? When did you start to change the way you live your life? What was the first major change you made?

How easy was it for you?
What happened afterwards? You did more actions/ made more changes- what were they? How did your life change after you started doing all these things?

What did the people around you think? What did you think about them?

What were the major milestones/moments in your life after you started making different changes? How was it? Was it easy for you/hard? What made it hard?

How often do you reflect on the core reason for starting to do something?

We explored the global issues, actors and actions and what we, as global citizens can do but also as global educators. In the past month you also had to encourage others to reflect on how much of a global citizen they are. You had to be a global educator!

Remember now, who were the people you wanted to reach?
Why them and not others? Did you reach them or others? What were the main challenges you faced as global educator?

How did it feel to be a global educator compared to being a global citizen?

Afterwards we meet again in …. and you look back at the last 6 months and what they meant for you, at the most important moments for you in this period. You went in depth on a variety of topics and issues……… (examples of what they did)

An intense 6-month journey so far! Where do you want to take it from here?
Imagine yourself now in the future, 6 months later!

What kind of global citizen are you? What is different in the way you live your life?
What are you doing?
What are the things you continue to do and what are the new things you are doing?
How are you feeling?
How and about what do you talk with other people? What is really important for you as a global citizen?
Imagine yourself 6 months in the future as a confident and empowered global educator!
You have already had several workshops and training courses for various groups and want to do more!
Which topics have you already tackled in your workshops? To how many groups/people have you already gone? Where and how often?
How is your life as a global educator? How do you feel when you look at yourself 6 months later?

Capture these feelings and images in your mind and soul and whenever you are ready open your eyes and come back to this moment here and now!

Incomplete
sentences/paragraphs

Overview of the method:

The participants are given individual or group tasks in the form of a set of sentences which are not finished and they have to complete them. They either have to finish the sentence or continue beyond the initial sentence with more writing. They can also receive the beginning of a paragraph and they have to continue it as they wish. The material provided (either a set of sentences or a paragraph) can already include topic-related triggers or they can be mentioned in the context of the session. The participants will share their writing (in smaller groups first, if they worked individually) and then in the big group and be subject of the follow-up discussion.

Suggestions for global education sessions:

- You prepare in advance a paragraph that gives context, the way it is more relevant to the topic you want to work with: who are the people involved (names and profile), the place, if needed, what the situation is, maybe include a little conflict, the problem or dilemma and stop right there (see examples below). Give the same material to different groups and ask them to continue the story as they wish. They have to imagine what will happen next. No other instructions needed – they decide how long and where to stop it. You can also first do it individually and then in smaller groups decide on a story together, the one most of them agree with, they can combine material to form a story, etc. Afterwards, each group will present their continuation, explain why they imagined it this way and have a follow-up discussion.

Example 1: *X and Y were waking up every day and seeing plastic everywhere in their city. People were almost living in plastic. Everything they used, bought, wore, and even ate was plastic. X and Y were very disturbed especially as for everybody around it seemed natural, normal, no problem in the way things were going on. One day X ……*

Example 2: *The date of the summit was approaching. The president of China and the president of the USA were planning to have a secret meeting before the summit. The president of your country found out about this meeting and its suspicious agenda. What he did next surprised the whole world and changed everything. He…..*

- You give them a title of an article from a newspaper from the future- 20 years from now (or any time frame – 10 years, 50 years, 100 years, etc.) Examples: Our World 100% Powered By Green Energy! "Refugee" No Longer In Modern Dictionaries! World War 3 Still Affecting Our Lives! What we witness now is linked with something that could have happened in 2017! The title can be negative, positive, rather vague and intriguing enough to provoke an imaginative process. Ask them to imagine in smaller groups what the article under that title could be and to write it down. Present the article to the big group and continue with a discussion on the content and an overall debriefing in relation to your topic.
- Give each person a hand-out with a set of sentences that are not finished. (See examples below). All the sentences should be focused around one specific topic you are working with in that session. The set of sentences can also just be written on the board and the participants can use

their own paper in order to fulfil the task. They need to complete the sentences (adding more than one word), to discuss their answers in pairs and then proceed to the big group and analyse their answers, their reasons and the overall debriefing in relation to your topic.

Examples of incomplete sentences on different global issues (to inspire you)

Climate change will…………………………………..…………………………
The UN should …………………………………..…………………………….
The best thing a corporation can do is to…………….………………………
Food waste will stop only if…….…………………………………………………
If aliens invade our planet, they will……………….…..……………………………..
People will understand the gravity of global warming if…………………………
If I were a journalist I would ………………………………………………………
If I could change 3 things in this world I would…………………………………….
The world will be a better place without……………………………………………….
20 years from now we will regret the fact that now……………………………..
If I could pass a universal law I would …………………………………………..
If I could change something in people's way of thinking I would………………
I will bring…………. back to life because……………………………………………
The world will be/was a better place in the year……………because…………
My family will be a more responsible consumer if……………………………...

Imagining stories

———

Suggestions for global education sessions

- Place a bunch of random objects on the floor, objects that people use in their daily lives – cosmetics, clothes, shoes, toys, electronic devices, foods, drinks, tobacco, etc. The participants pick one object, either for the whole group or individually, depending on the time you have for the session. The task will be to imagine the journey the product made from the moment of its production to the moment it arrived in their hands. Tell them to think about all possible milestones of such a journey.
- You can use such a task in different ways for tackling various aspects of a specific product or thematic. For example you can clarify the stages of supply chain worldwide and add examples for each object they worked with. You can talk directly with the groups based on their story on different intersectional aspects with the journey they proposed such as: pollution, human rights, children's rights, land degradation, poverty, over consumption, corporate domination, consumer power and the connection to reality.
- As alternative you can ask the groups to present the story of their product as a theatre sketch.
- You can ask participants to imagine the life of the person that was responsible for making a certain product (depending on the product it can be a farmer, a worker in the factory, etc.), a building, a park, an agreement, a policy, a law, a decision, etc. and use it as a base discussion regarding that specific topic/issue.

Do It Yourself

In this category of methods or better said, type of sessions, that you can organize in your global education programs, we include all the practical activities in which participants make, construct, build, modify, fix, repair things by themselves with the help of demonstrations from the facilitator or from video tutorials. We are referring to rather exclusive handwork which of course will be followed by a debriefing.

"Do it yourself- (DIY)" stands for the idea that there are so many products/ services you do not need to buy, which you can actually make yourself.
We talk here about a variety of things, for example: cleaning and personal hygiene products, cosmetics, packages, notebooks, compost bins, vegetable gardens, jewellery, clothes, bags, canned food, drinks (soda or alcoholic), art work, furniture, etc.

In the context of global education,
this type of sessions aim to reduce participants' dependency to products made by corporations, based on plastic packaging, which are wasteful in terms of production and transportation, etc.; overall, to have a more zero waste lifestyle which is part of a day to day competence a global citizen aspires to have.

The DIY concept is more and more popular;
many videos are shared on social media networks with simple ideas and tips.
Still, many people are reluctant to try to do different things
by themselves, or, for various reasons, find it hard to follow instructions
and tutorials. It seems you need quite a high level of determination
and motivation to do it by yourself in your home. The strong belief
behind organizing DIY workshops is that, if people do some stuff in an
organized context, with some easy guidelines and materials, the chances
that they will get motivated, encouraged and empowered to continue to
do so are much higher. At the same time, they can use the products
they made themselves and if at least that product becomes a regular
presence in their life it will contribute to their global citizen life.

Examples on how to use this method in global education workshops:

- **Start with a brainstorming in smaller groups** on what alternatives people have for different products they are using at home, alternatives that do not damage the planet. After you go over their suggestions, check if anyone is already making some of these products by themselves instead of buying them. Ask them to share their examples and motivations and then suggest to the whole group to try out making a specific product. You should have enough materials prepared for different small groups to work with. With your instructions, step by step, they should create the specific item. Afterwards, you need to have a debriefing on the whole process, how hard or easy it was, and how and what they can transfer to their lives. As an alternative, if you think it more suitable, you can start first with the practical demo and then have a bigger brainstorming and sharing of other ideas and tips and developing a personal action plan.
- **You can ask the groups to watch a video tutorial** for a specific product, to try it out with materials given and then to demonstrate again with the whole group, and teach the whole group how to do it.

——— Tips for organizing/working with the DIY concept

- **Make the specific product yourself a couple of times, before trying it with participants.** Ideally, you should also use the product for a while in order to answer questions based on your own experience. If you haven't practiced DIY yet in your life long enough do not organize such workshops. Your credibility will be quite low if you want to motivate people to do something you haven't managed yet yourself.
- **For your own practice and preparation search for video tutorials, testimonies of people that already make these products** and also find people in your own community who are doing their own stuff. Some tutorials, if they are made in another context than yours, might use materials or devices that are not common in your country and you should research, find alternatives and ways to replicate those processes in your own environment.
- **Start with products that absolutely everybody uses** and are also a big contributor to pollution and plastic waste: toiletries, house cleaning products, bags, drinks (sodas or alcoholic beverages-if suitable), food products (granolas, canned goods, etc.).
- **Avoid products that require lots of materials, are complicated to make and especially that require new products to make them.** Use only wasted material or already given for reuse/recycle. For example: do not buy new materials in order to make shopping bags, they can be made out of old clothes as well. Make a critical assessment of the materials needed for a group workshop and the sustainability implications – under no circumstances should you create more waste with such a session.
- **Make a suitable assessment of your location and possibilities** in terms of what you can do or not; different food products and drinks often require a fire source and different numbers and sizes of pots. The materials you need for participants must be in sufficient quantity and also acquired as much as possible in sustainable packaging and locally sourced.

Sometimes you might waste hours and get lots of stress and frustration because you just can't find the right activity for what you want to do and maybe there isn't one – you just have to develop it from scratch yourself. It is not as hard as you might think, assuming you think it is extremely hard, and if it is that kind of hard thing, it is for other people to do (who are more experienced, more skilful, better prepared, etc.), not for you.

We don't say it is easy either, like everything else we talked about
 in this manual, it requires time, focus, dedication, practice
and self-reflection but it is "doable".

Find below the process we have used in working with
different groups of global education facilitators, themselves at
the beginning of the road in this field. They have worked in
smaller groups in order to develop global education activities.
The power of the group in a creative process is quite important
so we advise you to do this together with at least one more person.
We don't advise more than 5 people working in such
a process also as it can be less constructive.

What you need to do first is for you or another person
(second option is in fact much better) to gather any kind of
materials that you can find around : papers of all sizes and colours,
toys and any other objects, rope, rubber bands, scissors,
staplers, glasses, bottles, packages, natural materials
(such as leaves, branches – already fallen), cards of all sorts
from any games you have around, dice, plastic bags,
different recyclables, boxes of all sizes or materials,

newspapers, books, etc. really it can be anything from stationary to pieces of food. Try to no spill or dirty the materials with each other, so make sure any liquid or similar materials are properly stored.

It is better if this "box" of materials is gathered by an external person so you/your team will not already mentally filter the materials. The initial box should be as diverse as possible in order to trigger your process later on.

We have used two options for doing this task *(which includes the initial box).* One is less structured than the other one. Choose whatever option you want to work with first but you should try both of them at different times, in order to observe the process and decide which one actually works better for you.
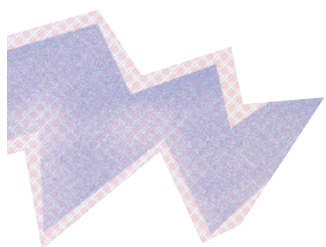
The structured approach!

———
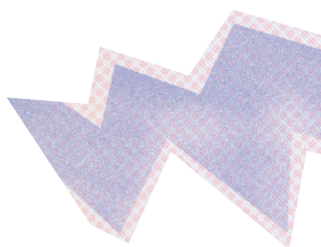
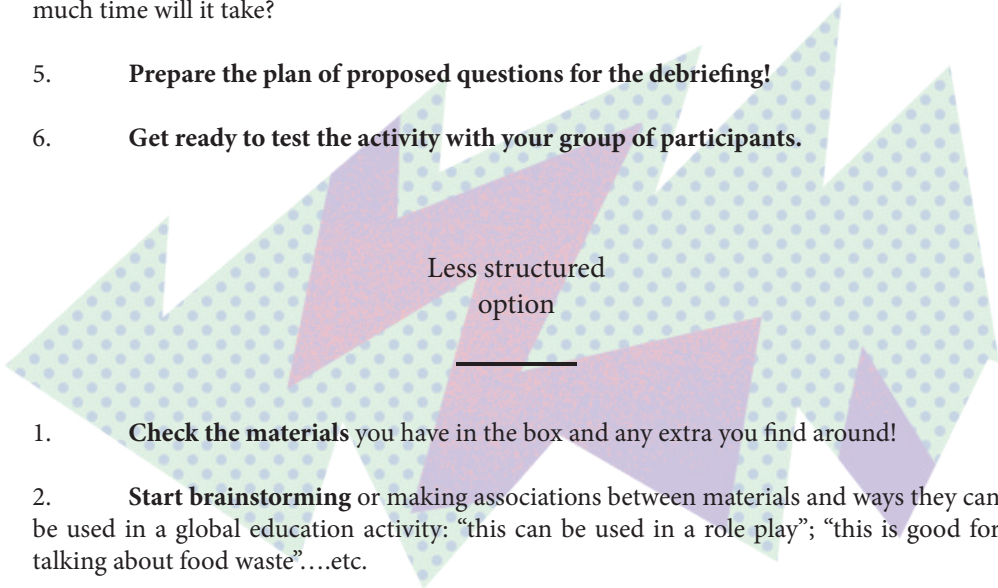**The steps suggested for you in this process are the following.**

1.   **Decide on the topic!** – What issue(s) from the global area do you want your activity to focus on? Choose a topic you are comfortable enough to work with (you have a minimum level of knowledge and experience) and that will not require extensive time from you for content preparation. It can be topics you already tackled in other sessions or something from your own background. You might check the materials in the box – they might inspire you for some topics.

2.   **Decide on the learning dimension regarding this topic within your activity!** What do you want to achieve? To inform participants, to make them aware, to work on their attitudes, to provide an emotional experience, to trigger reflection, to provoke them, to stimulate them to make changes, to develop a skill, etc. Try to choose 1, 2 dimensions maximum.

3.   **Think about non-formal education methods** (role plays/simulations/ group work/ case-studies/info graphics/debates/fish-bowl/theatre activities/ outdoor games/educational board games/games in general etc.). See if any of these methods is suitable for the kind of learning dimension you wanted to tackle. At this stage you might consider changing the

learning dimension. Check also the materials in the box – for what kind of methods are they more suitable?

4.   **Start constructing your activity- based on your learning objective(s):** Step by step, what will happen during the activity? You might play with the materials, try them out and explore different approaches. Prepare all the materials needed for the delivery. How much time will it take?

5.   **Prepare the plan of proposed questions for the debriefing!**

6.   **Get ready to test the activity with your group of participants.**

Less structured option

1.   **Check the materials** you have in the box and any extra you find around!

2.   **Start brainstorming** or making associations between materials and ways they can be used in a global education activity: "this can be used in a role play"; "this is good for talking about food waste"….etc.

3.   **Collect many ideas** and keep the ones that look relevant and attract you the most.

4.   **Then decide** what will be the specific learning objective(s) of your activity.

5.   **Build the activity** step by step, measure the time and prepare for the delivery.

6.   **Prepare a plan** for the debriefing.

7.   **Get ready to test** the activity with your group of participants.

A s always, at the end of an intense project or journey we have mixed feelings. In this particular case they alternate between

• The strong wish that this material will actually be useful for practitioners in the field, it will be used and appreciated by many facilitators

• The heavy feeling that much more could have been included, that maybe something very important slipped between the lines, that maybe we gave too much of some things and too little of others.

These feelings will pass but this manual will remain and
we send it out in the world invested with a big mission.
What we have included in this manual so far, we hope to have inspired
you as global educators to continue your work with more confidence,
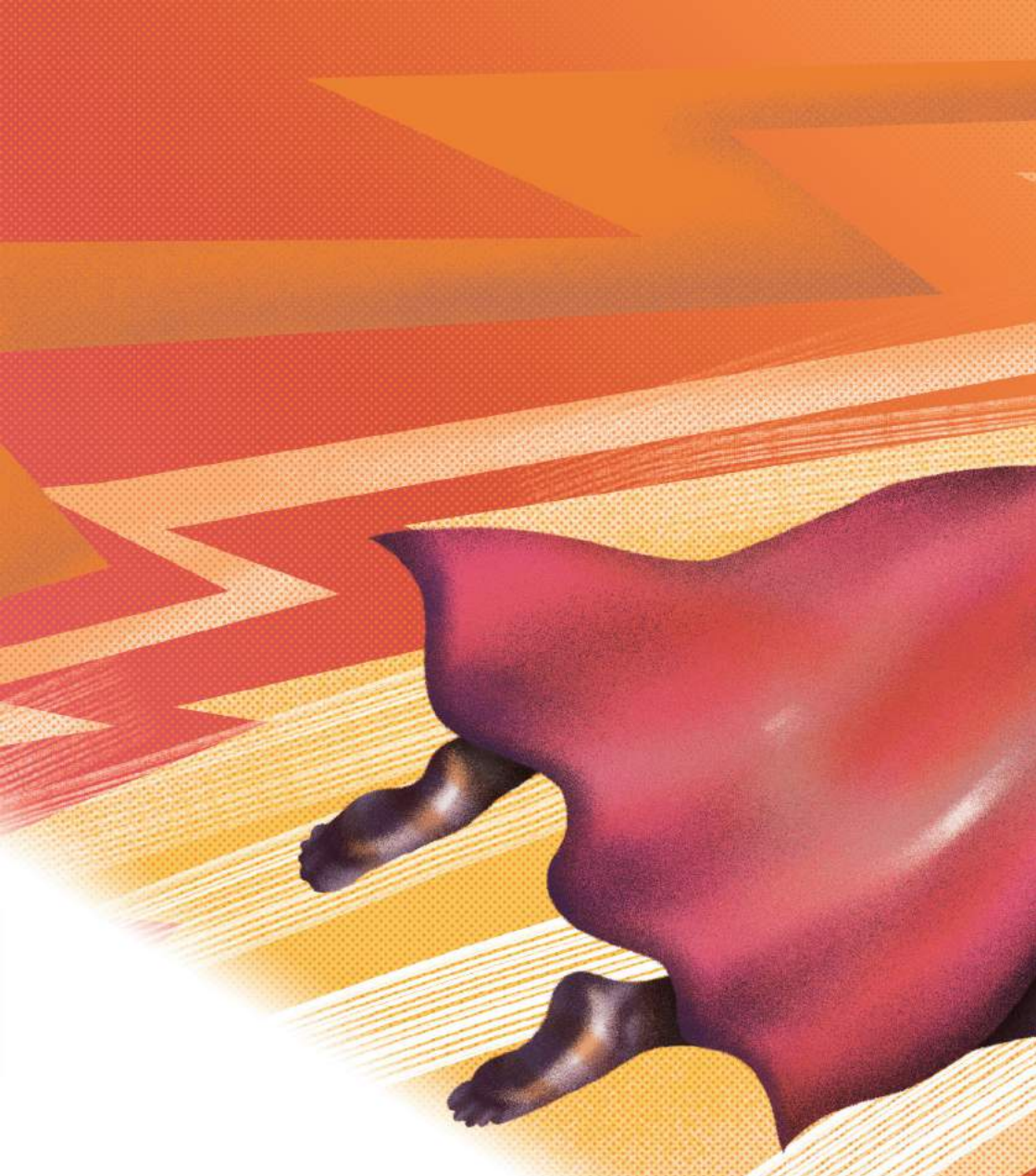passion and motivation, in your effort to change the world's future!

Be critical with what you do, what you think and how you live your life
in relation to 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 have faith in change. Don't ever think you know or did enough,
but do not feel guilty if sometimes it just doesn't work.

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

If you have some best practices that could also support us in our work, please share with us!

We wish you a wonderful journey in changing the world and that we come across each other in the world we want to live in.

Andreea-Loredana Tudorache
A.R.T. Fusion Romania

a.t.t.fusion

Luarte
Arte
Cidadania
Transformação Social

AFT TOGETHER
FOR A NEW
WORLD

ecoherencia

OMBRE
ASSOCIAZIONE
CULTURALE

TAYCO
Tanzania Youth
Cultural Organization