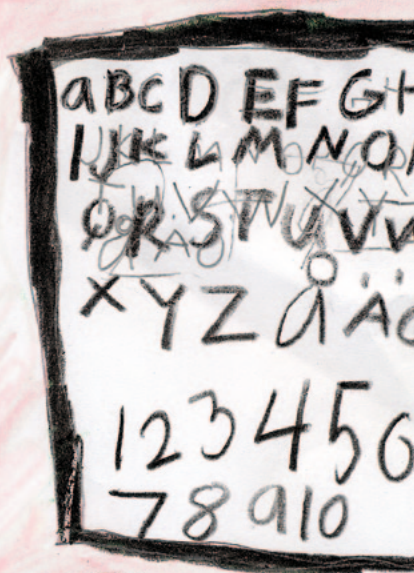


# Global education and schools

— A GUIDE FOR NGOs'  
SCHOOL VISITS





KEHITYSYHTEISTYÖN  
PALVELUKESKUS



Finlands FN-förbund | UN Association of Finland

*suomen yk liitto*

SUPPORTED BY OFFICIAL  
DEVELOPMENT AID FROM THE MINISTRY  
FOR FOREIGN AFFAIRS OF FINLAND

The following NGOs have contributed to the creation of this guide:

UN ASSOCIATION OF FINLAND

KEPA- SERVICE CENTRE FOR DEVELOPMENT COOPERATION

PLAN FINLAND

AMNESTY INTERNATIONAL, FINNISH SECTION

SETA – LGBT RIGHTS IN FINLAND

OPERATION A DAY'S WORK FINLAND

UNICEF FINLAND

THE YOUTH ACADEMY

The English translation has partly been funded by  
The Finnish NGDO Platform to the EU KEHYS ry

Warm thanks to everyone who gave  
their valuable comments on the guide!

Editing: Anu Lähde

Translation: Pia Aaltonen

Graphic Design: Tero Juuti

Cover picture: Mirva 7 years

ISBN 978-952-99916-5-5

2010

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## *Contents*

1	Introduction . . . . .	4
2	Guidelines for NGO visits to schools. . . . .	6
3	Best practices of school visits . . . . .	10
	3.1 Procedures for ordering and arranging the visits . . . . .	10
	3.2 Taking account of the curricula. . . . .	11
	3.3 Planning a school visit and setting the goals . . . . .	13
	3.4 Constructing a school visit . . . . .	17
	3.5 Follow-up and feedback . . . . .	20
4	Relations between the NGO and the school visitor. . . . .	23
	4.1 Recruiting school visitors. . . . .	23
	4.2 Training and support of school visitors. . . . .	24
5	Information for teachers. . . . .	26

## *Annexes*

Annex 1: Lessonplan model . . . . .	28
Annex 2: Self-assesment form for school visitors. . . . .	29
Annex 3: Feedback form for pupils . . . . .	30
Annex 4: Feedback form for teachers . . . . .	31

# 1

## **Introduction**

THERE has been a considerable increase in the supply and demand for NGO visits to schools during recent years. This increase has resulted in a need for NGOs and schools to come to terms on joint guidelines for carrying out successful cooperation. This guide has been created as a tool to improve the cooperation between schools and NGOs involved in global education. The guide aims to ensure the ethicality and high standard of school visits. The information in this guide helps NGOs to support global education in schools in the best possible way. On the other hand, schools are offered a chance to make better use of the expertise and resources of NGOs. The implementation of global education as part of the Finnish curricula is a responsibility of schools, but NGOs can provide added value to the contents of the teaching.

The guide is primarily designed for the use of NGOs to improve the planning of school visit practices and to help NGOs carry out successful visits. However, teachers and other school visitors may also find this guide useful. In addition, the guide can be used to support NGOs in their cooperation with other partners. The purpose of this guide is to initiate ideas and help NGOs plan, implement and evaluate school visits. Therefore, the guide discusses indicative guidelines for school visits which can be adapted by each NGO according to their needs.

The guide is based on the Global Education 2010 strategy of the Finnish Ministry of Education (2007) which highlights the need to create a set of quality criteria for good cooperation between schools and organisations. Based on this the content of this guide has been narrowed down to NGO visits to schools which is one important form of cooperation. The aim is to provide points of view to successful and high quality school visits.

An important basis for the guide can be found in the goals related to global education in the Finnish comprehensive and upper secondary school curricula and especially in the cross-curricular themes. Other guidelines influencing this guide are for example the Finnish Government's Child and Youth Policy Pro-

gramme, the statements of CONCORD, the European Union and the European Council as well as the recommendations and goals of the UN and UNESCO related to education.

The first part of the guide introduces ethical guidelines of school visits. These guidelines are a summary of the guide's most important contents. Secondly, the guide discusses good practices of school visits. This chapter covers ordering, arranging, planning and implementing visits, but also the follow-up of visits. Thereafter the guide concentrates on relations between NGOs and school visitors, of which the most important are recruiting, educating and supporting visitors. The last part of the guide introduces some practical advice for teachers as well as some models of feedback forms.

In the **Global Education 2010** strategy global education is defined as activity which guides towards individual global responsibility and communal global responsibility; the ethic of a world citizen, which in turn is founded in fairness and respect of human rights. Global education should also support growth into a critical and media-critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world. Global education promotes national and international interaction, inter-cultural dialogue and learning from one another. Global education increases knowledge and skills which help us understand the earth's limited natural resources and the ever globalising economy and its consequences.

**2**

## ***Guidelines for NGO visits to schools***

### **1. RELIABILITY OF ACTIVITIES**

The prerequisite of implementing an ethical school visit is an aim for the best possible, truthful, reliable and honest activities and cooperation. It is of utmost importance to follow the rules of the school and honour the rights of the pupils. In addition, the visitor is obliged by professional secrecy when it comes to confidential matters concerning pupils.

### **2. RELIABILITY OF MATERIALS AND INFORMATION**

The NGO must make sure that the presentation, information, justifications and material distributed are accurate and up-to-date. Ensuring this can be secured with adequate and continuous training of visitors. The objective is to distribute as accurate information as possible and on the other hand to bring forth the commitment and values of the NGO in question.

### **3. PURSUIT OF OBJECTIVITY**

One of the challenges of a school visit is objectivity. It is impossible to present all perspectives of a complicated subject, so the visitor has to limit the content of the presentation despite a wide scope of the topic. Although subjectivity is constantly present during a school visit, one should strive for identification, analysis and critical evaluation of one's own values and attitudes. In practise this means that the visitor should be clear on whose standpoint he is referring to. NGOs are usually committed to a certain set of values and are entitled to communicate these values during their school visits.

### 4. CRITICISM

When visiting schools, it is essential to emphasize that all information should be dealt with criticism. An ethical school visit therefore requires that the visitor is able to point out his source of information. It is crucial to have the source of information available for pupils, because sources are the foundation and justification of the presentation. The source of information also clarifies who has produced the information in question. The visitor should also notify the pupils if he is borrowing the materials or exercises of another organisation.

### 5. DISCUSSING THE TOPIC

The visitor should aspire to create a positive and inspiring atmosphere in the class. The visitor's obligation is to plan his visit in a way that the students are left with a hope for a better future and a sense of their own potential to make a difference. The purpose of school visits is to deal with the topics truthfully, but after discussing difficult issues it is good to introduce some possible solutions. The teacher should be encouraged to discuss the themes also during the following lessons. The NGO can provide additional material which the teacher can use to work on the topic further after the visit.

### 6. RESPECTING DIVERSITY

The visitors should respect all diversity among the pupils. A school visitor must keep in mind that some of the pupils may have personal experiences of the topics discussed. On the other hand, the pupils should also behave in a respectful manner towards the visitor.

### 7. NO MARKETING OR HIDDEN AGENDA

A precondition for an ethical school visit is that there is no hidden agenda and that the primary aim of the visit is not to market the organisation or to acquire members. However, it is good to let the pupils know how they can participate as active global citizens and have an influence. In relation to this, it can also be reasonable to introduce the activities of the NGO in question.

### 8. PETITIONS AND APPEALS

When bringing petitions or appeals to schools, the visitor should keep in mind that the pupils must be able to fully comprehend the content of the petition. The visitor must also find out the teacher's and parents' opinions on petitions. The pupils should be advised that it is absolutely voluntary to sign. The pupils should also be told clearly what the petition is used for and what it can at best achieve. Petitions can be an excellent way to concretise different possibilities to make an influence.

### 9. PHOTOGRAPHY AND USE OF IMAGES

If images are used during school visits, it should be kept in mind that the images must be chosen carefully. All forms of discrimination and creating or strengthening stereotypes should be avoided when using images or taking photographs. If the visitor chooses to take photographs of the pupils, their privacy and dignity must be respected. Before taking a photograph the visitor has to find out what school regulations say about photography. Pupils can only be photographed with their own and their teacher's approval. In case of under aged pupils the approval of parents is also needed. In all cases the visitor must make sure that the pupil fully comprehends to what purposes the photographs will be used for.

### 10. TRAINING AND SUPPORTING VISITORS

The NGO should provide the visitors with adequate training and support. In the training the visitors should be made familiar with the practicalities, guidelines and methods of the NGOs visits to schools as well as the activities of the NGO. The NGO should also provide further training so that the visitors can get up-to-date information and develop their expertise as school visitors.



## 11. THE VISITOR AS A REPRESENTATIVE OF THE NGO

A school visitor is always a representative of his organisation and often a representative of all NGOs in the teacher's eyes. Therefore, the visitor should be committed to act according to joint guidelines. The obligation of the visitor is to ask about unclear or puzzling matters. The visitor should report all visits to the NGO and give feedback on the school visits. In order to develop, the visitor should use the support and guidance provided by the NGO as well as analyse the feedback he receives. The school visitor should also notify the NGO if he can not act according to joint guidelines or if he can not act as a visitor any longer.

3

## ***Best practices of school visits***

### **3.1 PROCEDURES FOR ORDERING AND ARRANGING THE VISITS**

THE NGO should ensure that the responsibilities of the implementation of school visits are agreed upon and a sufficient amount of resources are available. The person in charge of training in the NGO must explain the organisation's procedures for booking the visits for the visitor. The visitor should know how visits are ordered and how visit requests and past visits are traced back. The NGO must also determine the compensations for the visitors and the practicalities of billing the compensations.

The order procedures can vary greatly among NGOs. NGOs handle communications and marketing of school visits through several different channels. The schools often get an impression of a disassembled group of NGOs in the field and find it difficult to get hold of the contact information of school visitors. Therefore, it can be useful for NGOs to cooperate on the marketing of school visits. NGOs should also consider working together with local educational authorities, as they have connections to all schools and teachers and experience of communication with schools. The educational authorities can be helpful in finding out how school visits can support the global education of schools and municipalities in the best possible way.

The school and the NGO should come to terms on the content of the school visit as well as practicalities together. They should also agree on the time limit and resources needed to carry out the visit. If the NGO can not correspond to the expectations of the school, it may be reasonable to recommend the services of another NGO. When arranging the visit with the school, it is good to mention that the teacher should be present in the classroom during the entire visit and is responsible for the pupils. As for the NGO, it has to make sure that it will carry out all the visits which have been agreed on.

***Clarify and find out when arranging a visit:***

- what is the NGO's standard practise for school visits
- what kind of topics the NGO typically covers during school visits
- are the visits chargeable or free of charge
- what is the exact time and duration of the visit and contact information of the school and teacher
- what is the target group of the visit and how much the pupils already know about the topic
- what are the topics, definitions, standpoints and methods of the visit
- what kind of room and appliances are available
- when should the visit be confirmed at the latest
- does the teacher want exercises in advance for orientation or material for further use

### 3.2 TAKING ACCOUNT OF THE CURRICULA

THE basis for planning a school visit must be found in the national curricula where the values and topics important to global education are already taken into account. The goals for the visit should preferably be set in a way which supports the values, targets and cross-curricular themes of the curricula. This should also be highlighted for the teachers. In addition, it might be good to mention to teachers that NGO school visits support them with teaching the cross-curricular themes. In other words, school visits are not extra entertainment, but on the contrary, harmonizing learning experiences which support the teaching.

Cross-curricular themes refer to educational focus areas which are designed for harmonizing the teaching of different subjects. It is required in the Finnish curricula that the goals and contents of these themes should be included in all subjects. The Finnish curriculum for comprehensive schools (2004) defines that teaching should enhance responsibility, tolerance and intercultural understanding. The values of the curriculum are based on human rights, equality, democracy and multiculturalism as well as biodiversity and sustaining a viable environment. These goals should be easy to integrate as a basis for school visits for all global educators.

#### ***Cross-curricular themes in the Finnish curriculum of comprehensive schools:***

1. Individual growth
2. Cultural identity and internationality
3. Communications and media-criticism
4. Participatory citizenship and entrepreneurship
5. Responsibility for nature, well-being and a sustainable future
6. Security and traffic
7. Human beings and technology

The contents of cross-curricular themes in the upper secondary school curriculum (2003) are similar to those in comprehensive school. They include active citizenship and entrepreneurship, well-being and security, sustainable development, cultural identity and knowledge of cultures, technology and society as well as communication and media skills.

The biggest difference between comprehensive and upper secondary schools is that the cross-curricular themes are dealt with more depth and on a more conceptual level in upper secondary schools.

NGO visits to schools should also be offered to vocational schools. Most core subjects are the same in vocational schools as in upper secondary schools. Therefore, a visit concentrating on topics such as society and civics can be suitable for both upper secondary schools and vocational schools. The goals of the Finnish curricula in vocational schools also emphasise internationality and sustainable development.

### 3.3 PLANNING A SCHOOL VISIT AND SETTING THE GOALS

THE practices of planning a school visit vary from NGO to the other. Generally, the first step is to set the goal of the visit. The content, structure and methods of the visit are based on the general goals. When planning the visit, it is good to keep in mind both what the NGO and the teacher are hoping to achieve through the visit. A possible goal for the visit can be for example to share and acquire new and up-to-date information, to present possible ways to have an influence or to encourage critical thinking.

There is no one right way to plan a successful school visit and every visitor has his own personal style. Hence, the strengths, expertise and knowledge of the visitor always have an impact on the content and style of the visit. The contents and methods of visits should be adjusted to meet the teacher's expectations and needs in the best possible way.

The content of the visit should be matched with the themes of specific subjects and the curricula. The visitor should try to identify the subjects which can be integrated to the contents of the visit and form a comprehensive lesson. When planning the visit, it is important to find out what the pupils already know about the subject so that they can better connect new information with familiar contents.

When planning the contents and methods of school visits, one must take into account the age and phase of physical and social development of the pupils. The exercises and language must be simpler with younger pupils. School visits should aim for an illustrative manner of presentation so that methods used vary according to the age of students.

Participatory methods encourage critical, intellectual and emotional thinking, acceptance of different experiences and standpoints as well as engagement in a continuous learning process. The efficiency of participatory methods is based on letting the pupils actively involve themselves in exercises. In this case the pupils are not provided with straight answers and information, but they are expected to be active and cooperate with other students. A good environment for learning and development of thinking skills can be constructed by letting the pupils participate in the production of information, for example, through discussions or teamwork.

There are several challenges related to methods and exercises which require pedagogical understanding. The methods should be chosen so that they support the goals of the visit. If the pupils are not clear on assignments or the visitor has not advised the pupils in depth, problems may occur. In some cases it may be easy to use existing exercises. However, sometimes they include time consuming preparations and complex rules. It may be better to use simple and familiar participatory methods which both the pupils and the visitor find meaningful. Several NGOs have published guides on participatory methods. It is also important to provide training on the use of these methods.

Clarifying the purpose of a participatory exercise may sometimes be challenging. If participation is considered a goal in itself, the real meaning and goal of an exercise may be overlooked. At the planning phase one should remember to relate the goals of global education into the exercises and to explain the purpose of the exercise carefully. In addition, the pupils should be provided with concrete points of view instead of just abstract ideas. The visitor should also try to use illustrative material such as images, newspaper clips and music. Concrete examples are advisable, because they make the topic easier to approach.

A school visitor comes across different groups, which consist of pupils with different learning styles. A school visitor should respect diversity and this should be evident during a visit. When a visit is directed to pupils with special needs, the visitor should take notice of the teacher's advice and the needs of the pupils even more closely than in other cases. The individual differences between pupils and their different styles of learning should also be taken into consideration whenever possible. If a school visit is constructed of various elements so that the pupils can use several senses, the learning process is more efficient.

Because a visit normally does not last very long, it is extremely important to make a scheduled lesson plan. Enough time should be left for discussion, questions and going through the exercises. Good participatory methods can be wasted if there is not enough time to discuss the exercises. The timetable can be used during the visit as a tool and a reminder. Teaching methods and possible ways to illustrate the topics in question should also be marked in the timetable.

A school visitor should be prepared for surprises and changes of plans. The visitor can prepare himself for surprises by deciding in advance which parts to leave out or add to lessons if things do not go as planned. Some extra games and exercises should be prepared for the backup plan in order to easily adjust the content and focus of the visit. The visitor can also try to motivate a passive class with extra exercises. The visitor should also be prepared to elaborate or condense the message or to answer difficult questions.

Planning a visit carefully and agreeing on the details with the school is a key to a successful school visit. However, it is not possible to be prepared for everything. Ensuring that there are enough materials and the methods are appropriate minimizes surprises. The visitor should arrive to the school early enough in order to be able to adjust to possible changes in the timetable or other surprises. In addition, unforeseeable surprises arising from the classroom such as prejudices, attitudes or expectations can influence the course of the visit.

***A checklist for planning a visit :***

- Determine the goals of the visit and pay attention to the teacher's expectations
- Integrate the content of the visit into the subjects and pay attention to the target group
- Think over which are suitable methods for the goals of the visit
- Pay attention to different styles of learning and diversity in the group
- Make a scheduled lesson plan
- Think of a backup plan and extra or alternative exercises



### 3.4 CONSTRUCTING A SCHOOL VISIT

GENERALLY the structure of a presentation follows a pattern where the public is first made familiar with the topic, after that the topic is looked into in detail and finally the lesson is ended with a summary. The visit should start with topics familiar to the pupils and then move on to new and unfamiliar topics. At the beginning of the visit the visitor should present himself and his NGO. The aim at the beginning of the visit is to create contact with the pupils and motivate them on the topics of the visit. It is important to have an interesting beginning in order to activate the pupils. For example stories, games and examples of real life are good ways to lead towards the topic. The warm-up exercises at the beginning of the presentation should be related to the rest of the presentation. The purpose of the warm-up should also be kept in mind. For example, the moral of a story can be placed in a wider context.

The next phase is to move on to the main content and topic of the visit. A well-designed and activating visit is primarily based on participatory methods and discusses the topic through emotions and experiences. It is important to keep the goals of the visit in mind at all times and focus on the most important issues. If the goal of the visit is to support individual thinking of the pupils, it is good to aim for discussion and questions right from the beginning. The activities should then be linked with more informative teaching. The visitor should pay special attention to the width of the topic and decide what is an appropriate perspective and amount of information for one lesson.

An enthusiastic and competent visitor is more likely to get the pupils activated. The visitor should regard his topic as important but also be able to listen closely to the opinions of the pupils. In addition, it is good to pay attention to non-verbal communication which has an effect on the message coming across. In other words, positive gestures and use of space help the message come across and make it easier to listen to the presentation. The visitor should also remember to make the presentation consistent, clear and relaxed. The visitor must be able to justify his statements and explain concepts and difficult issues understandably. It is important to be oneself and take advantage of one's own strengths.

### 3 Best practices of school visits

THE TOPIC OF THE VISIT: Refugees

SCHOOL/FORM: 9th form

DATE AND DURATION: December 10th 2009 9 -10.30 am

TIME	GOALS	WHAT AND HOW (METHODS)	MATERIALS	NB
9.00 - 9.15	Creating contact with pupils and motivating the group.	Ask the students to place themselves on a segment of a line according to their opinions on various statements.	Possible statements: - Finland should accept more refugees. - Most refugees in Finland are only taking advantage of the high living standards and social security. - Finland should only accept refugees who contribute to the national economy.	Ask a few short comments to back up the opinions.
9.15 - 9.45	Appealing to emotions	Distribute a drawing of the form of a suitcase to the pupils. Tell the pupils that they have three minutes to draw five objects into the suitcase that they would choose to take with them if they had to leave their homes for an unforeseeable period of time and move to an unfamiliar place. - Write the choices on the board. Discuss what the choices are based on. - Show a short film on refugees.	- Paper and pencils - a DVD film on refugees	
9.45- 10.15	Getting to know the facts	Introduce different residence permit statuses of immigrants to the pupils through an exercise: Read descriptions of requirements of different statuses (e.g. asylum seeker). After that the pupils read stories of immigrants and refugees and try to conclude their status based on the story.	Short sections of people's life stories.	
10.15 - 10.25	Conclusion	Discuss questions that came out during the exercises, remember to mention ideas that came from the pupils.		
10.25 - 10.30	Future activities	- Distribute a list of internet sites and books that cover themes related to refugees - Distribute a list of NGOs (and their contact information) working with themes related to refugees.	Lists of contact information and internet sites.	

A school visitor should try to create an interactive performance. This way he can create contact with the pupils and react to their questions and arguments. It is important to encourage the pupils to share their own experiences. In order to support interaction the visitor should prepare questions and exercises to activate the public. An important feature of interaction is the ability to be flexible and make changes if the approach is not working. The first and foremost goal of a school visit is to offer positive experiences and therefore it is important to respond to the wishes and reactions of the pupils.

It is always a good sign if the pupils are asking questions. The visitor should listen to the questions carefully and ask for more details if needed. The pupils should get clear and short answers to their questions, but the visitor does not have to be an expert on all issues; it does not matter if the visitor does not know the answer to all questions. The question can be addressed to the class or the visitor can promise to find out the answer afterwards. The teacher can be provided with additional material to work on the topic further.

If the discussion drifts to minor points, the visitor should guide the discussion towards the most important issues regarding the topic. The visitor should also be active in the discussion and point out alternative standpoints for the pupils to think over. Inaccurate conceptions can be tactfully corrected, but this should be done with questions and counter-arguments. It is important for the visitor to always react positively and with support to the questions and activity of pupils. If the pupils are restless or disturb the class the teacher should interfere. Make sure in advance that the teacher will be present for the entire presentation. A school visit is part of a regular school day and the normal rules of the school apply also during the visit. Hence, good manners can be expected from the pupils and if needed the teacher can be asked to interfere.

At the end of the visit enough time should be left for going through the most important aspects again and asking questions. It is advisable to plan the ending so that the pupils are left with a positive image of the whole visit. The visitor should always highlight the importance of participation and the possibility to make a difference. Possibilities to participate in action for global justice should

be discussed together with the pupils. A positive ending is a necessity for a good school visit. In the very end of the visit the visitor should thank the class and the teacher for their attention.

#### ***A good visitor***

- First creates contact with the pupils and motivates them to the topic of the visit
- Discusses the topic in depth and encourages the pupils to participate
- Creates an interactive and inspiring atmosphere
- Aims for discussion
- Presents different possibilities to participate
- Summarises the main point at the end
- Leaves the class with a positive impression of the visit

### 3.5 FOLLOW-UP AND FEEDBACK

SCHOOL visit practices, recruiting of visitors and training should be under constant evaluation. Feedback should also be collected from the visit itself. Evaluation can be performed by the person in charge of school visits in the NGO: Are the practices of visits appropriate? Are single visits carried out according to agreement? The school can give feedback on the realization of their expectations. The pupils, on the other hand, can comment on the meaningfulness of the visit and new learning experiences or perspectives. If the visit has been carried out by two visitors, they can evaluate the situation from each others'

point of view. The experiences of the visitor are extremely important. To develop school visits, it is good to collect written feedback from the visitors (Annex 2). Self-evaluation is important also for the individual development of the visitor.

The visitor can give comments on how the NGO can develop its school visits and support and help for the visitor. In addition, the visitor can contribute to developing the future training of visitors to better meet their needs and the reality of the school world. Visitors can also share experiences with other volunteers and the person in charge of training in the NGO. This interaction can provide peer support and evoke new ideas so that everyone working with global education in the NGO can learn together.

The feedback of the school and pupils is essential for developing NGO school visits. Feedback can be collected in several ways and from many different angles. Oral feedback can be requested at the end of the visit. It should be kept in mind that immediate feedback does not concern learning or the impact of the visit, but only the prevailing feeling. It should be taken into account that peer pressure does not always allow the expression of real feelings. Feedback can also be requested through an activity at the end of the visit, for example, by asking the pupils to take a position on a segment of a line according to their evaluation on whether different aspects of the visit have been “good” or there’s “a lot to be improved”. When considering the development of school visits, it may be better to request written feedback from the pupils. To do this the NGO can, for example, use the feedback forms available at the end of this guide.

The school should also be requested for feedback after the visit (Annex 4). The teachers can be asked if the visit has met their expectations and if there was something that should be done differently. It is advisable to save the written feedback so that it can be used for developing school visits later on. It is good to keep in mind that it is not necessary to change activities radically based on just one person’s or school’s feedback. The feedback is often contradictory: someone thought the topic was extremely boring, while someone else would have wanted even more information because he found the topic interesting.

The school can also give feedback on the visitor. If the visitor has not acted ethically, the matter must be confronted within the NGO. If the visitor does not commit to joint practices and guidelines, he can be denied the right to act as a representative of the NGO. It is best to let difficult situations be solved

by the management of the NGO. It should be kept in mind that the follow-up of school visits is conducted in order to guarantee the quality of the visits and to develop the visits further. An inappropriately conducted visit does not only affect the possibilities of the particular NGO to perform visits in the future, but it can also stigmatize other NGOs as unreliable actors.

NGO school visits usually aim at influencing children and young people on some level, for example at deepening their understanding on global phenomena. Evaluating impact is one possibility for a NGO to see how school visits have influenced the behaviour or thoughts of pupils. However, it is extremely challenging to evaluate the impact of a single school visit, because it takes systematic and long-term research to reliably study impact. Reliable impact assessment requires an assessment of the situation before the visits as well as afterwards.

Teachers can naturally give general estimates on the results of the visit. Teachers can tell if the visit has created discussion later on or if a single problem like bullying or racist name-calling has decreased. In the end it can be difficult to specify which factors have initiated the change. However, a school visit can individually have a great impact on the motivation of a pupil to discuss and think over the topic later on.



## **4** *Relations between the NGO and the school visitor*

### **4.1 RECRUITING SCHOOL VISITORS**

VISITORS are an important resource for every NGO. The NGO should take good care of the visitors and pay a lot of attention to the selection process. Careful recruiting of visitors, constant training and follow-up of visits are prerequisites of good cooperation between NGOs and schools. Since all NGOs are different in structure, goals and resources, there is no one right way to recruit visitors. The recruitment channels depend on what kinds of visitors are desired.

If the NGO considers anyone who is interested in the field of the activity as a suitable visitor, the job can be advertised in public media. NGOs can also decide that only the members of the organisation can become school visitors. If a more specific group is looked for as visitors, the channel of recruiting should be chosen so that the specific target group is reached. Targeted channels can be for example events and newsletters for members of the NGO. The recruiting message can also be spread through “grapevine”. In this case a person already involved an NGO as a school visitor tells about his experiences for his own network and inspires new actors to get involved.

It is important to define what kind of persons the NGO wants to have as school visitors. Because school visits require responsibility and are sometimes challenging events, it is advisable to use adult visitors only. Visiting hours also set some conditions: school visits are mainly conducted during school hours. The visitor should be informed already during the recruiting process of the themes, school visit practicalities and possible compensations or costs as well as the support available.

NGOs should also decide if they want the visitors to be volunteers or members of staff. If a visitor gets compensation for his work, he can commit himself for a certain period of time or an agreed number of visits. The NGO should come to terms with visitors on their rights and responsibilities. Written direc-

tions and in some cases a contract can help in outlining the rights and responsibilities. If the visitor gets compensation for the visits, the NGO must take care of employer's responsibilities. If the visitors are volunteers, they should be insured during the visits. When recruiting volunteers, the conception of volunteering should be discussed with the visitors in order to ensure that both parties share the same view.

To guarantee the continuation of its work the NGO can require certain commitments even from volunteers. The visitor should be informed of the prerequisites already during recruitment. The first step for making visitors commit to their work is a preparatory training of good quality. Materials designed for school visits and further training as well as regular contacts with the visitors support their commitment to the NGO.

### 4.2 TRAINING AND SUPPORT OF SCHOOL VISITORS

SCHOOL visitors should be offered support, guidance and training. The support of the person in charge of school visits in the NGO, e-mail lists, regional meetings and training events are good forms of support. The NGO should also make sure the visitor has enough teaching materials and that the materials and contents of the visits are up-to-date. It is the responsibility of the NGO to make sure that the visitor has adequate information and knowledge of the theme of the visit and adequate pedagogical skills to teach a class.

A concrete and practical way to create a common basis of knowledge and skills is to organise training for school visitors. After taking the training the visitors can get a certificate which can serve as a permission to act as the representative of the NGO. The guidelines of school visits should also be introduced during the training. Each visitor must commit himself to carry out visits according to the existing guidelines of the NGO or jointly agreed guidelines. This guarantees the quality of visits and also sets the expectations for the visits. The visitor should complete basic training before performing any school visits.

Basic training offered by the NGO can not be very extensive in terms of time or content, so each visitor must increase his knowledge and experience by conducting school visits. The only way to become a good school visitor is through practice. It may be good to begin visiting schools with an experienced visitor. After gaining more experience and confidence, visits can be carried out alone.



In order to keep the knowledge of visitors up-to-date it is important to organize further training. The training can concentrate on a specific theme, for example on the annual focus area or campaign of the NGO. New information is published constantly and it is important that the representatives of NGOs are aware of recent developments.

Further training events also serve as learning networks where school visitors can share their experiences and learn from each other's good practices and experiences. In addition, further training can be regarded as a service provided by the NGO for the visitors.



## 5 *Information for teachers*

NGOs are an excellent additional resource which can be used to support the teaching of cross-curricular themes required in the Finnish curriculum. School visits can bring new and versatile perspectives to themes taught during the regular lessons because visits are often inter-disciplinary. The visitors bring their own expertise to the class and they often use teaching methods that are new to schools. In addition, school visits provide a chance to integrate different subjects and be creative. All in all, school visits are a great way to implement the cross-curricular themes.

Even though the school visitor has good knowledge of the topic of the visit, it is possible that the topic is so wide and complicated that he can not answer all possible questions or know all possible standpoints. Most often school visits are based on discussion and their aim is not to give straight answers or provide as much new knowledge as possible, but to encourage the students to think for themselves and help them find additional sources of information. A visit can be used to raise questions and the topic can be worked on further during following lessons.

When a school requests a NGO to visit the school, it is important to let the visitor know the expectations and goals of the school as early as possible. It is also possible that a visitor will not be available for the requested time which is why it is good to have a few choices for the time of the visit. All factors that may possibly influence the visit should also be told to the visitor.

The school should make sure for its own part that the practicalities related to the visit are agreed upon. If it is not possible to follow what has been agreed, the school should notify the visitor. In addition, the teacher should be prepared to advise the visitor on the use of technical appliances.

The school visitor is never the substitute of the teacher. The teacher should be present in the classroom during the whole visit, because the teacher is re-

sponsible for the pupils. This also enables the teacher to better integrate the visit with his own teaching. The teacher is responsible for the behaviour of the pupils and maintaining order during the visit. It is advisable to give the visitor feedback after the visit in order to encourage him and help the NGO to develop its activities.

***When arranging a visit:***

- Think about what you want to achieve through the visit.
- Visit the websites of NGOs and decide which NGO is most suitable considering your goals.
- Request the visit early enough because the NGO might not be able to react immediately.
- Plan the visit so that it is possible to carry out in a meaningful way. Avoid joining several groups and keep the number of pupils as small as possible.
- Inform the visitor of the number of pupils and their age as well as other relevant information.
- Let the visitor know where the lesson will be held and what technical appliances are available.
- Inform the visitor or the NGO about any changes without delay.



**SELF-ASSESSMENT FORM**

Name of visitor:

School and form:

Date:

1. Did the school visit meet your expectations and in what way? .....  
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2. What is your opinion on the content of the visit you carried out? Which themes were interesting for the pupils? List any suggestions for improvement. ....  
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3. How was the lesson carried out? Which exercises worked well? List any suggestions for improvement. ....  
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4. What kind of feedback did you receive from the pupils? How did they find the theme or the visit? Was the topic interesting for the pupils? Were the pupils active? Is there anything else you want to mention? .....  
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5. Other comments or feedback. ....  
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**FEEDBACK FORM**

School and form:

Date:

1. My opinion of the visit on a scale from 1 (a lot to be improved) to 4 (good):

- a. General estimate of the visit. . . . . 1 2 3 4
- b. Was the topic interesting? . . . . . 1 2 3 4
- c. Methods of teaching and exercises . . . . . 1 2 3 4
- d. My own activity during the visit. . . . . 1 2 3 4
- e. The visit encouraged me to find out more about the topic . . . . . 1 2 3 4

2. My opinion of the visit: . . . . .  
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3. What did I learn? Is there something I would like to know more about? . . . . .  
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4. Is there something I would change? . . . . .  
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**Thank you for your feedback!**

**FEEDBACK FORM**

We hope you will answer the following questions at the end of the visit and return the form to the visitor. Your feedback is important in helping us develop our practices of school visits.

School and form:

Date:

What were your expectations regarding the visit? . . . . .  
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Choose the most appropriate alternative: 1 (a lot to be improved) – 4 (good):

- a. General estimate of the visit. . . . . 1 2 3 4
- b. The visit met my expectations. . . . . 1 2 3 4
- c. My estimate on how the exercises were carried out. . . . . 1 2 3 4
- d. Interaction with students was successful. . . . . 1 2 3 4
- e. The visit discussed themes important for the pupils. . . . . 1 2 3 4
- f. The methods used were suitable for the topic in question. . . . . 1 2 3 4
- g. The methods used were suitable for the school environment. . . . . 1 2 3 4
- h. The visit encouraged to work on the topic further. . . . . 1 2 3 4

Comments and greetings: . . . . .  
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Would you like additional material or more information about the NGO? Would you like to be contacted regarding your comments stated on this form? Please give your contact information if you want additional information. . . . .  
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**Thank you for your feedback!**



GLOBAL EDUCATION AND SCHOOLS – a guide for NGOs' school visits is created as a tool to improve the cooperation between schools and NGOs involved in global education. The guide aims at ensuring the ethicality and high standard of school visits. The information in this guide helps NGOs to support global education in schools in the best possible way. On the other hand, schools are offered a chance to make better use of the expertise and resources of NGOs.

The guide is primarily designed for the use of NGOs to improve the planning of school visit practices and to help NGOs carry out successful visits. However, teachers and other school visitors may also find this guide useful. In addition, the guide can be used to support NGOs in their cooperation with other partners. The purpose of this guide is to initiate ideas and help NGOs plan, implement and evaluate school visits. Therefore, the guide discusses indicative guidelines for school visits which can be adapted by each NGO according to their needs.