

# Uniting Humanity

## Learning Advocacy in World Citizenship

### Facilitator development programme

#### Handbook

#### Part I: Launch Pad v1.7



## About this course

This handbook contains materials for a part-time tutor/facilitator development programme about learning advocacy in global issues. It is designed to be run in three residential blocks of activity (Launchpad, Take-off and Landing), with individual, group and e-learning activities between each residential session.

It covers three main strands

1. active learning methods: how do we help people learn best?
2. global issues: what's happening in the world?
3. advocacy: how can people influence what's happening?

Each of these is a huge topic, so these materials are a starting point for a longer learning journey to make the world a better place for all.

Some units and activities have not been written up fully: these are in italics.

The course team and participants created and used many more activities than are in this handbook. More materials, links and information can be found on our website:

[www.unitinghumanity.net](http://www.unitinghumanity.net)

This course was funded by the Grundtvig adult education programme of the European Union. Most of the work was done between 2005 and 2007.

It was put together by a team from Bulgaria, Ireland, the Netherlands, Sweden and the UK, including people with origins in Africa, Asia and Europe.

Please use these materials to develop your own courses for 'uniting humanity' and post new materials, activities and comments on our website to share with others.

This handbook is a work in progress

Please add activities and materials

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### Understanding global issues

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Unit 2: World views in global politics

Unit 3: Actors and agencies in world politics

Building a bibliography and resource list

Follow-up activities

## Module 3

### Advocacy in Global Citizenship

Unit 1: Advocacy in action

What is advocacy? Case studies, campaign strategy

Unit 2: Behaviour change communication

Introduction to HIV/AIDs as a global issue

Unit 3: Planning your campaign

Aims, research, key people, positioning, communication, evaluation

Unit 4: Using the web as a tool for advocacy

Building a bibliography and resource list

Follow-up activities

## **Take-off:** putting what you've learnt into practice

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### Designing your advocacy training programme

Unit 1: prepare and present a learning project

Unit 2: carry out and evaluate your project

Unit 3: microteaching

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Follow-up and dissemination

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Pre-session activities

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Unit 1: Influencing policy and practice of education institutions

Unit 2: Influencing national policy and practice

Unit 3: Working across countries in Europe

Unit 4: Working globally

Closing celebration

## Part 2: Introduction to global issues

The following modules will be developed in a second handbook, including materials on specific issues developed by course participants

Overview of global political economic history

Climate change

HIV/AIDS

Labour Rights

Human Rights and conflict resolution

This hand book is a work in progress

Please add activities and materials

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Programme Outline  
**UNITING HUMANITY**  
**Learning Advocacy in World Citizenship:**  
**Facilitator development programme**

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## Workshop One

Venue:

Date:

**Day 1**

Time	Facilitator	Activities
17h00-18h00		Arrival, Registration, Coffee
18h00-18h15		Welcome and Domestic Arrangements
18h15-19h30		Warm-up Activities Introducing ourselves and others Who we are and what we do Objectives and aspirations Ground rules and course agreement
19h30-21h00		Drinks and Food

**Day 2**

09h30-09h45	Facilitators	Review of Day 1
09h45-10h45		Understanding Learning Outcomes Defining Learning Outcomes Active and Accelerated learning Evidencing Learning Outcomes Accreditation
10h45-11h00		Coffee Break
11h00-11h30		Learning Outcomes in an Advocacy Context Skills Global Citizenship Impact Assessment Process Reflection
11h30- 13h00		Global Issues Definitions / Glossary Mapping Critical Global Issues
13h00-14h00		Lunch
14h00-15h00		Prioritising Critical Global Issues
15h00-16h00		Global Actors and Agencies Force Field Analysis BIS, UN, ILO, WHO, WTO, ICFTU, GUFs etc
16h00-16h15		Coffee Break
16h15-18h00		Paradigms and Concepts Worldviews Cultural Contexts Symbols
18h00-late		Evening Free

**Day 3**

09h30-09h45		Review of Day 2
09h45-10h45		Global Citizenship Advocacy Overview Key Issues for Advocacy
10h45-11h00		Coffee Break
11h00- 13h00		Global Citizenship Advocacy (workshops) On-line resources for key issues Evaluating and using materials
13h00-14h00		Lunch
14h00-16h00		International Study Circles (on-line session) IFWEA experience Toolkit and practical guidance Application to Advocacy Programmes
16h00-16h15		Coffee Break
16h15-18h00		Behaviour Change Communication (BCC) ILO HIV/AIDS programme Methodology Application to Advocacy Programmes
18h00-late		Social Event with food

**Day 4**

09h30-09h45		Review of Day 3
09h45-10h45		Designing an Advocacy Training Programme Overview Which Issues? (e.g. workers' rights, HIV/AIDS etc) Identifying Target Groups Introducing Global Learning Games
10h45-11h00		Coffee Break
11h00- 13h00		Designing Advocacy Training Programmes (workshops b on issues) Developing Learning Outcomes Core content Identifying key resources
13h00-14h00		Lunch
14h00-16h00		Designing Advocacy Training Programmes (workshops b on issues) cont. Developing the first session Building in Advocacy Skills Building in Evaluation
16h00-16h15		Coffee Break
16h15-18h00		Workshop Presentations (videoed) and Plenary Session

**Day 5**

08h30-08h45		Review of Day 4
08h45-09h45		Next Steps to Bourgas
09h45-10h45		Use of the Web; Introduction to Moodle
10h45-11h00		Coffee Break
11h00-11h30		Accreditation, Assessment
11h00-12h30		Evaluation
12h30-14h00		Lunch and Depart

**Contributors:**

**Kia Kimhag (University of Gävle, Sweden)**

**Titus Alexander (Scarman Trust, UK)**

**Urszula Basini (University of Kingston, UK)**

**Joe Holly (International Federation of Workers Education Associations)**

**Andy Harvey (Scarman Trust, UK)**

**Paul Richardson (Coleg Harlech, Wales)**

**Rumen Valchev (Open Education Centre, Bulgaria)**

**Ann-Katrin Sward (University of Gävle, Sweden)**

Follow-up Activities in home country:

- Develop a training programme for target group
- E-discussion

**Dates for Take Off: workshop 2**

5 – 9 October 2006

**Dates for Landing: workshop 3**

19 – 21 March 2007

## Context

### Grundtvig and global citizenship

Frederik Severin Grundtvig (1783-1872) was a Danish pastor, poet, historian and philosopher. He set up “people’s colleges” to involve citizens in creating a strong and modern democratic nation. He called them “folk” schools because they were for everyone, and “high” because they addressed high questions whose answers have life-shaping implications like “What is a good life?” “What is a good society?” “What is good work and authentic vocation?”

Grundtvig aimed to give young people 18 to 25 an education that was “enlightenment for life.” He believed that the knowledge people needed came from living, not from facts and theories. Enlightenment for life couldn't be taught, but must be lived. He was critical of rote memorization and examinations because he felt they killed learning and deadened the lives of the students. Grundtvig's folk school was residential, with teachers and students from all classes living and learning together for three to five months. There were no set texts and no exams. Students and teachers formed a community of learners who drew inspiration from their Danish cultural heritage in music, literature, history, etc. This approach to learning contributed to the students' energy and motivation to bring the big questions into their lives. Young people who had attended the folk schools in their rural villages went on to set up the dairy and agricultural cooperatives which strengthened Denmark's economy at the end of the 19th century. Hundreds of folk high schools exist today throughout Scandinavia. Throughout the world people are adapting the folk school idea to meet new challenges.

The Highlander Folk School<sup>1</sup> near Knoxville, Tennessee, USA, was inspired by Danish Folk High Schools after its founder, Myles Horton, visited Denmark in 1931. Horton wanted to help Appalachian mountain people reduce poverty and illiteracy to create better lives for themselves. He called himself a “two-eyed” teacher, one eye focused on how people saw themselves in their present condition, the other focused on their potential and capacity. Highlander workshops aimed to get people moving and take action in their communities. Highlander became an integral part of the labour movement in the region. In 1953 Highlander changed its focus from labour to the Civil Rights Movement and created “Citizenship Schools” to help African Americans learn to read and pass the literacy tests required to become eligible voters in the South at the time.

Highlander used a participatory and egalitarian conversation process called “learning circles” that enabled participants to talk about their experiences and the challenges facing their communities. These conversations generated trust, stimulated new ideas about how the challenges could be addressed, and raised people’s confidence in their ability to act.<sup>2</sup>

“Uniting Humanity” is inspired by a similar philosophy of education and effective citizenship, applied in a global context. It aims to develop study circles and materials for people to address big questions in a global society and to act on their understanding.

This programme draws on many different sources for learning activities and materials.

It is supported by a website at [www.unitinghumanity.net](http://www.unitinghumanity.net)

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<sup>1</sup> [www.highlandercenter.org/](http://www.highlandercenter.org/)

<sup>2</sup> Text loosely based on: [www.philosophycamp.org/roots.html](http://www.philosophycamp.org/roots.html)

## Why this course is needed

“Humanity is more at risk than at any earlier phase in its history” according to Britain’s Astronomer Royal, Professor Sir Martin Rees in *Our Final Century: A Scientists Warning: How terror, error, and environmental disaster threaten humankind’s future in this century. The choice about what happens “may depend on us, this century.”*<sup>3</sup>

Over ten years, the number of knowledgeable, eminent warns about the dangers of global disaster has grown dramatically as the evidence mounts:

- European Director of the World Bank, J F Rischard, wrote in 2002 that world problems are getting worse faster than our ability to solve them and that we have less than 20 Years to solve our 20 most serious problems<sup>4</sup> (see page XX and Part 2 for a summary of the most critical issues).
- Professor Bill McGuire published *A Guide to the End of the World*
- American researcher James Howard Kunstler describes how we are “sleepwalking into the future” in *The Long Emergency: surviving the converging catastrophes of the 21<sup>st</sup> century* (Atlantic, 2005)
- James Lovelock, named as one of the world’s top 100 intellectuals by Prospect, wrote *The Revenge of Gaia: Why the earth is fighting back and how we can still save humanity* (Penguin 2007), in which he describes our future “like that of the passengers on a small pleasure boat sailing quietly above the Niagara Falls, not knowing that the engines are about to fail ..”
- In *The Upside of Down: catastrophe, creativity and the renewal of civilization*, the Director of the Trudeau Centre for Peace and Conflict Studies, Thomas Homer-Dixon shows that we are driving fast in fog, too fast to avoid collision. He compares our situation with the end of Rome.
- Al Gore’s film, *An Inconvenient Truth*, highlights the dangers of climate change.

Humanity is in greater danger than at any time since the ice age. During the last century, people killed over 100 million other people in war, genocide and misguided policies. The rate of slaughter in the first years of the 21<sup>st</sup> century and our genocidal disregard of global warming means that we have almost certainly condemned the next generation, or the one after, to a century of disaster.

If humanity can learn how to solve global challenges, everyone would benefit.

A relatively small number of people could bring about profound change relatively quickly, if they focused their efforts on critical points in key agencies governing world affairs.

Humanity has most of the knowledge and technical skills to solve the problems we face. What people lack are the political skills to deal with the vested interests, institutional inertia and collective behaviours which drives the world along its reckless path.

Uniting Humanity aims to increase the ability of citizens to understand and influence critical decisions about global issues which will decide our children’s future.

<sup>3</sup> The Astronomer Royal, Professor Sir Martin Rees, *Our Final Century: A Scientists Warning: How terror, error, and environmental disaster threaten humankind’s future in this century* (Heinemann, 2003),

<sup>4</sup> J F Rischard *High Noon: Global Issues, 20 Years to Solve Them*, Perseus Press, (2002)

## Who is the course for?

Uniting Humanity aims to develop people's ability to create powerful learning experiences that increase knowledge, skills and abilities to act on global issues.

The course is intended mainly for adult educators, particularly trainers and staff development facilitators, but is useful for anyone involved in raising awareness, understanding and campaigning about global issues.

## Criteria for participation

To get the most out of this course, it is best if participants

- Are experienced adult educators, trainers, facilitators or animateurs
- Are in a position to run staff training and development for adult educators, trainers or teachers
- Have the support of an appropriate agency
- Have some experience of developing learning materials
- Have some understanding of global issues
- Work with identifiable priority groups
- Are able to take part in three residential workshops (about 10 days) and undertake 20 days study, outreach and training over a year
- Want to influence global issues in some way
- Are willing to learn and develop their thinking and practice

It is worth taking time to recruit participants who can act as multipliers, reaching many more people through training and development.

## Application process

The following questions were used as a basis for selecting participants for the course. Completing these questions is itself part of the learning process.

1. Name:
2. Position:
3. Organisation (if any):
4. Address:
5. Email:
6. Website (if applicable):
7. What courses you run:
8. Who you run courses for (target groups):
9. Do you have the support of your institution to take part:  
(a letter of support will be needed before you start)
10. Why do you want to take part in this programme (50-100 words)?
11. What links or involvement do you have with national, regional or local adult education training in your country, if any? Please describe in 20-30 words:
12. Please list any training materials you have helped to produce (or which you use) relevant to this programme:
13. What is your experience of advocacy? Please mention any relevant campaigns or pressure groups you have been involved in, and what influence they have had:
14. What is your knowledge and involvement in global issues (30 - 80 words)?
15. What difference do you want to make as a result of this course? In other words, what do you want this course to help you to do?

## Course overview

The course covers three broad areas:

- Pedagogy: how to create powerful learning experiences
- Global issues: understanding critical global issues
- Advocacy: how to campaign effectively to bring about lasting change

These broad themes run through the whole programme. The start is more focused on pedagogy, while the final sessions are more concerned with learning advocacy.

## Learning outcomes

The course aims to offer accreditation in learning methods for global citizenship through one or more of the partner organisations.

The programme will use active learning methods to integrate global citizenship advocacy into courses for adult educators. Participants will share and develop materials for study circles, seminars and workshops in their own countries.

Participants will develop and agree personal learning objectives at the start of the programme, based on the following broad learning outcomes:

- understand and use specific active learning methods
- create and use learning materials relevant to specific target group(s) and contexts
- use the web as a resource for learning.
- explore concepts of world citizenship in different national and cultural contexts
- develop an overview of key issues, institutions and power structures in world politics
- explore one critical issue and related power structures in depth as part of a team
- get an overview of campaign strategy and methods
- develop a campaign strategy for one global issue
- use advocacy methods in relation to one global issue

For more specific learning outcomes, see page XX 25

The materials are organised for three residential workshops covering the following topics:

### 1. Launchpad:

Who we are, interests and experiences, our visions for the project, what we hope to get and contribute to it, division of labour, agreement of ground rules, overview of global issues and local contexts, decisions about priority topics/issues and target groups, formation of 4-5 issue groups; exploration of materials, methods and pedagogical tools for citizens advocacy, evaluation methodology, develop appropriate indicators, and the use of elearning/ICT system between encounters; agreement on work programme for next encounter.

After the first residential session, each participant will do outreach and a needs assessment of a priority target group in their own area or region; study a particular issue as part of an elearning group; and develop one or more module or learning activity on that issue relevant to their target group.

### 2. Take off:

Reconnecting and refreshing the learning community. Participants will present the results of their work, assessing and improving the learning activities developed and adapting them for different target groups where desirable. Planning and agreement on work programme before next encounter.

Participants will follow the session by running workshops, seminars or study circles in their own institution or area for local adult education tutors and facilitators in informal learning settings, using materials shared and developed through the programme, and helping tutors to embed relevant material in mainstream courses for the agreed target groups.

### 3. Landing:

The final residential workshop will evaluate and review materials developed during the programme and plan the dissemination programme.

### Support between sessions

All participants will be expected to organise and facilitate a tutor-training study circle or event in global citizenship through appropriate courses during the programme.

One facilitator should work a group of participants between residential sessions, to help people stay on track and provide coaching.

### Course elements

The course will enable each participant to share knowledge, skills and values round eight elements:

1. active learning methods and tools
2. understanding the particular country/regional contexts of each participant
3. understanding work with one priority target group
4. engaging with a critical issue, as part of a team within the larger group (see below)
5. developing skills of advocacy, citizenship and empowerment
6. using of elearning technology to support communication between residential sessions
7. understanding and applying evaluation to enrich learning, and develop appropriate indicators
8. organise and facilitate a tutor-training session, study circle, course or event to embed global citizenship in their local area.

## Critical issues

Participants will choose one critical issue to work on in a small group over the year. This means 4-5 issues will be addressed in the first instance. Other issues will be drawn from the needs of priority groups identified by participants.

For each issue, participants will be encouraged to identify:

- a hypothesis, strategic concept or story which encapsulates why the issue is important and what can be done about it;
- critical evidence to support the hypothesis, with reference to authoritative sources of research evidence and analysis, including web-based materials;
- alternative perspectives: opposing view points and hypotheses, with reference to authoritative sources, including websites;
- power structures, institutions, agencies and actors engaged with the issues;
- key intervention points and decision-making moments;
- campaigns and change agencies;
- powerful pictures: a few images which encapsulate the issue;
- powerful stories: real life experiences which convey a key feature of the issue.

Participants will use this resource to develop learning activities appropriate to their target groups.

For most issues, a great deal of teaching material is already available from a variety of sources and the main task will be to adapt these for different target groups and contexts, or to provide web links to downloadable resources for tutors.

These materials include short modules on climate change, HIV/AIDs, human rights; labour standards; migration and asylum; racism and treatment of minorities; gender equality; conflict resolution and global economic history.

## How to use these materials

These materials are designed to be used as the basis of a one year, part-time course with three residential sessions and activities in between.

Ideally, the materials should only be used by people who have done the training programme, since the real understanding and skill comes through shared experience, discussion and tacit knowledge which is not in the materials. However, many of the activities and modules can be adapted and used by experienced educators.

Ideally, each residential workshop should be followed by opportunities to use what has been learnt and one-to-one or group coaching to develop experience, skills and insights. However, course participants can support each other as 'buddies' or a mutual support group.

When using the handbook, facilitators should apply the approach to learning developed in the first module.

If it is not possible to run the full programme as presented, the materials may be adapted to create a series of linked sessions:

- introduction: explore critical global issues, or one issue, as in module 3
- topic workshops: on methods, issues or advocacy, drawing on other modules

## Time commitment

The most important thing is to make sure you make enough time for what you want to do.

To run an effective trainer of trainers programme, you need several days over at least six months to a year, depending on the skills and experience of participants. You need enough time to

- get to know and understand each other
- build trust and confidence
- share experiences
- reflect and discuss
- understand the learners (target groups) you are working with
- understand the issues
- understand people and power structures involved
- develop and practice learning activities
- get and give feedback
- use advocacy and campaigning methods
- build networks and contacts
- learn from experience, as well as on the course

It is better to do a small amount in depth, with enough time for discussion, reflection and practice, than to cover too much material superficially.

## Inclusive learning

It is important to take account different starting points, needs and wishes of learners. This means finding out what each learner needs and not making assumptions about what they can or can't do.

All learners have different learning needs due to prior experience, education, language, family responsibilities or physical disabilities. Inclusive teaching does not pre-judge people or put them into groups based on assumptions about what they may or may not need. It means getting to know each person as an individual and helping them learn in ways that work best for them.

### Inclusive teaching

- is prepared for the diversity of learners' needs and backgrounds
- matches methods and approaches to learners' needs and abilities
- actively involves learners.

Taking account of disabilities and diversity benefits all learners. Inclusive teaching is good teaching. For example, thinking about how to describe a diagram to a blind student can lead to better ways of presenting the information for all students.

The Open University has some very useful guidance on making learning inclusive, on which this is based: [www.open.ac.uk/inclusiveteaching/](http://www.open.ac.uk/inclusiveteaching/)

The DEMOS [Online Materials for Staff Disability Awareness](http://jarmin.com/demos/course/awareness/index.html) has a flow chart for applications from learners which takes account of disability. This can be used to improve the way your institution includes all learners:

<http://jarmin.com/demos/course/awareness/index.html>

## Accreditation

Learning on this programme may be accredited at three levels

1. Certificate in Learning for World Citizenship;
2. Diploma in Learning for World Citizenship, or
3. Advanced Diploma

Accreditation will be offered by one or more participating university, by agreement.

For the pilot course, the University of Gavle in Sweden, offered credits under the European Credit Transfer System (ECTS), based on individual assignments.

The University of Bourgas, Bulgaria, issued appropriate certificates to all participants who completed the programme or dissemination courses.

INDIVIDUAL ASSIGNMENT for Uniting Humanity at the University of Gavle, Sweden

Credits: 3 or 7,5 ECTS credits

Period: spring 2006-spring semester 2007

Level: Intermediate

Teaching: Supervision, sessions, workshops, discussion and activity on the website

Assessment: Written Portfolio

Litterature: Two handbooks from the Grundtvig project Uniting Humanity.

<http://www.collaboration.unitinghumanity.net/> or <http://www.unitinghumanity.net/>

You choice own material, articles and books.

Websites on your own topics.

Content: The course will provide a distinctive approach to learning global citizenship, drawing from a wide range of well-trying materials and resources.

- active learning methods, creating learning materials and using the web as a resource for learning;
- a practical approach to understanding citizenship and participation in decision-making;
- an overview of key issues in world politics such as climate change, human rights, democracy, trade, migration, international finance, transnational corporations, etc, chosen and developed by participants on the training.

Finding and testing materials relevant to particular target groups and countries, chosen and developed by partners and participants on the training.

## UNITING HUMANITY: Assessment portfolio

### CONTENTS

Collection of Lecture notes: dated and titled

Post lecture/activity reflections; to consist of:

1. What did I learn from this activity?
2. What do I need to do further?
  - Action
  - Research
3. Evidence of own learning from various sources.  
Internet, texts, range of media, research of others, interviews, observations etc.
4. Diary of events (as the project unfolds, some into the quadrologg)
  - Training given and evaluated.
5. Post training information to include how the Uniting Humanity project has been useful

Quadrologg (Lendahls & Runesson, 1995, Vägar till elevens lärande.  
(Ways to students learning) Lund: Studentlitteratur)

Your name, organisation, project

Write a diary about your involvement and development in this project. To write is a way to see one's own thoughts and a way to practice your ability to reflect. Start the diary with a personal story about your own experiences within this field. Continue to write what you are learning. In the end of this project you will be aware about what you now know that you didn't know before. What have you learned and what experiences have you done? This is one way to work with your own meta reflection.

Choose three critical incidents from your diary and look over them/examine them and make reflections;

Introduction - make a short description about the incident/event and the context/connection

- This is what I thought: (what and why; describe goals and purpose with the exercises/practice)
- This is what I did: (how; to reach the goal I did it in this way)
- Reflections including literature/references: (what happened, what seemed to happen? Was the result as you had expected? Did you reach the goal? Could you have done this in another way? This is a very important step! In the text, note references. In the end, also a list of all the references you have used in this logg.
- To reflect for the next time: (what did you learn about your self, about the student, about education etc. What would you like to change for the next time?)

The content in your diary is about what sort of activities, what material, what discussion, what thoughts, what ideas appears during this project. What was good, what was not that good and what was really bad. The best way to succeed is to look at the good examples and develop them. Literature/references in which you can link your practical experiences and reflections to theories are compulsory, since it is an important way to show how you can tie up practical experiences with pedagogy theories about learning.

## The project team

Titus Alexander is project coordinator. He was Director of Learning at the [Scarman Trust](#). He is an independent educator and author who works in all phases of education. His work on global issues includes the DEA/Institute of Education [Global Trainer](#) one-year Certificate course; author of *Unravelling Global Apartheid: An overview of world politics* (1996) and *The Global Learning Challenge* (DEA, 2003), as well as founder of [Charter 99](#), a campaign for global accountability and democracy; and former chair of Westminster United Nations Association. He is also an associate of the [Global Commons Institute](#) and co-founder of [Action for a Global Climate Community](#).

Titus Alexander advocated 'family learning' as co-author of *Riches Beyond Price: Making the Most of Family Learning* (NIACE, 1995) and *Family Learning: foundation of effective education* (Demos, 1997). Other publications include *Education for a Change* (ed., with John Potter, 2005), TES book of the week; *Citizenship Schools: a practical guide to education for citizenship and personal develop* (Campaign for Learning/UNICEF UK, 2001) and best seller for CfL; *Home-school Policies: A practical guide* (1995), *The Self-Esteem Directory* (1997), *Empowering Parents* (PESF/NCB, 1997), He is a founder member of the Self-Esteem Network, Parenting Education & Support Forum, a story teller and father of a three year old son (2007).

At Sussex University he developed and taught courses on Learning to Learn. He was Principal Lecturer in adult education for the ILEA and then General Adviser for Community Education in the London Borough of Waltham Forest, before working freelance from 1994 - 2004.

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Andy Harvey is project manager for Uniting Humanity and a freelance consultant specialising in education and training solutions for trade unions and related organisations. He currently works for the Musicians Union as a projects co-ordinator, for the Ensuring Positive Futures as a trade union consultant in respect of tackling HIV and AIDS in the workplace and for the International Labour Organisation as an international consultant for their Behaviour Change Communication (BCC) programme on HIV and AIDS. He also evaluates education projects for a number of clients. Andy remains an active trade unionist and is currently his union's delegate on the TUC LGBT Committee. He continues to work voluntarily for the Labour Party.

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Rumen Valchev, UNESCO Professor at Bourgas University and Director of the Open Education Centre, Sofia, contributed substantially to the programme, including materials on active learning, human rights and conflict resolution, as well as dissemination activities in Bulgaria and Eastern Europe.

### Team members

The Uniting Humanity team includes many individuals who have helped to develop materials and activities, as official partners, participants on courses and supporters from many different organisations.

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## Use of symbols and style in text

The following symbols and triggers are used throughout:

- ❖ Trigger for facilitator comment
- Activity Instruction
- Q: Facilitator Question
- ↩ Key Point: to be repeated or emphasised by facilitator

Process reflections are suggestions for thinking about the facilitation process and dynamics of the session for “training the trainers”.

Handouts, presentation materials and facilitators’ information and instructions are colour coded as follows:

@ e-mailout

Handout

Power Point or OHP presentation

Facilitator Information Sheet

Activity

🌐 Issue insight

✓ Learning tools

➔ Follow up activity

📖 Further reading

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# Uniting Humanity

## Learning Advocacy in World Citizenship

### Facilitator development programme

#### Launchpad

This first residential workshop creates a foundation for the whole programme.

It aims to enable people to

- Get to know each other: Who we are, what are our interests and experiences, our visions for the project, what we hope to get and contribute to it;
- Share tasks: agree ground rules and division of labour over organisational matters;
- Develop learning activities: use and explore methods and pedagogical tools, including elearning, develop appropriate indicators for evaluation;
- Map content: get an overview of global issues and local contexts, decide priority topics/issues and target groups, form issue/project groups and explore ideas and methods for citizens advocacy in a global context;
- Plan follow-up: decide on the use of elearning/ICT system between residential workshops, organise mutual support and coaching, and agree outline programme for next residential workshop (Take Off).

After the first residential session, each participant will be expected to

- do outreach and a needs assessment of a target group in their area or region;
- study a particular issue as part of an elearning group; and
- develop one or more module or learning activity on that issue relevant to their target group.

---

@ e-mailout

## Pre-session activities

The following activities and e-discussions may be used before the workshop to encourage participants to prepare themselves and get the most out of the residential workshop.

It is best to use several short email messages before the residential workshop. Do not overload people with information or give more than one task in each message.

Messages should be sent to all participants so that they can reply to all and start an online discussion before the course if they want.

Make sure that every message from participants is read  
and answered swiftly.

The following are suggestions of messages to be sent out:

1. Give information of when and where the course will be run, how to get there, and ask for confirmation of travel details from each participant
2. Get the facilitators to say something about themselves and ask participants to share information about themselves and provide a profile with photo for the elearning platform (if used)
3. Ask what people want they from the course and how they will use it
4. Send out a more detailed learning needs analysis (p XX 25 & 26)
5. Ask people to get to know the elearning platform (if used) and give them small tasks which use every element of it
6. Ask people to prepare a poster about themselves as a global educator to bring to the first session
7. Ask people to suggest materials relevant to the course programme which have inspired them, and to bring these to the first session

The first three activities are worth doing by email before the course. It may be better to do other activities during and after the first residential workshop. The learning needs analysis can be done by putting topics on to cards and doing a card sort rather than a questionnaire (see p XX)

# Uniting Humanity: learning global advocacy

## Learning needs analysis 1

This course aims to help you to develop experience, skills, knowledge and action in three broad areas:

- Pedagogy: how to create powerful learning experiences and courses
- Global issues: how to understand critical global issues facing humanity
- Advocacy: how to campaign effectively to bring about lasting change

All participants on this training course bring extensive experience as learners, educators, workshop leaders and citizens, in a wide variety of settings.

To get the most out of the course, and to help the facilitators plan your course, please write a few words in response to the following questions:

1. What is your experience of active learning, as a learner and as a facilitator?
2. What active learning methods do you use in your courses at present?
3. What are the main things you would like to get out of this course as an adult in terms of learning methods?
4. Which global issues would you feel confident about teaching, if any? Please say something about the issues, how and where you have learnt about them, and the level at which you have(or could) teach them to others.
5. Which global issues would you like to learn more about and why?
6. What is your experience of advocacy and campaigning?
7. Are there any campaigning skills or techniques you could teach others?
8. What campaigning skills or techniques would you like to learn on this course?

Name:

organisation:

country/region:

date:

email:

## Learning needs analysis 2

Use the following checklist to review where you are in relation to the topics to be covered. Keep one copy for yourself and send or email another to: ZZ @ YY

Please say how confident you feel about each of the following topics by ticking one box, where:

A = not confident at all

B = slightly confident

C = fairly confident

D = very confident, enough to teach someone else about it

The Review box is for use at the end of the workshop.

Topic	A	B	C	D	Review
Active learning methods					
understand and use active learning methods					
Warm up / icebreaker activities					
Learning agreement / ground rules					
Electing course representatives					
create and use learning materials					
learning needs analysis					
set learning objectives & outcomes					
organise topics (content)					
card sort					
story telling					
feedback and evaluation					
assessment & evidencing learning outcomes					
learning projects					
use games and simulations					
questions and dialogue for learning					
presentations					
use quizzes					
action learning sets					
coaching					
use the web as a resource for learning					

Topic	A	B	C	D	Review
web quest					
elearning platforms					
use Wiki's					
Social bookmarking: Del.icio.us, Stumbledupon, Digg, etc					
Video sharing, Facebook etc					
understanding global issues and citizenship					
world citizenship					
Issues involving the global commons					
Climate change / global warming					
Biodiversity, ecosystem losses, soil erosion					
Fisheries depletion					
Deforestation					
Water quality and deficits					
Maritime safety and pollution					
Sustainable agriculture					
Issues who size and urgency require a global commitment					
Global poverty					
Food security for the world's poor					
Peace keeping, conflict prevention, combating terrorism					
Militarization, arms proliferation and weapons of mass destruction					
Production and distribution of sustainable energy					
Education for all					
Global infections and diseases, including HIV/AIDs					
Digital divide					
Natural disaster prevention and mitigation					
Population growth					
Over-consumption / ecological footprint of the rich world					

Topic	A	B	C	D	Review
Racism, xenophobia and discrimination					
Gender inequality and discrimination					
Employment and economic opportunities for the world's poor					
Issues needing a global regulatory approach					
Global finance, debt, credit, monetary policy and money creation					
Taxation, tax evasion and financing of global public goods					
Global crime and the illegal drugs trade					
Trade, investment and competition rules					
Biotechnology rules					
Intellectual property rights					
Human rights and crimes against humanity					
E-commerce rules					
International labour and migration rules					
Transparency, accountability, equality and participation					
Enforceable rules governing the environment					
institutions & power in world politics					
G7 and G8					
United nations system and agencies					
NATO					
IMF and World Bank					
WTO					
Bank of International settlements					
US					
European Union					
China					
India					
World views					
Washington consensus / neoliberalism					

Topic	A	B	C	D	Review
Neo conservatism					
European social model					
Socialism / communism					
Islamism					
Sustainable development					
Multilateralism					
Other:					
advocacy					
campaign strategy and methods					
Stake holder analysis					
Power / Interest matrix					
Force field / power analysis					
Behaviour change communication					
Lobbying					
Direct action					
Alliance building					
Campaign communication					
Working with the media					
Campaign monitoring and evaluation					
Other:					

Name:

organisation:

country/region:

date:

email:

Comments

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## Facilitator Information Sheet

### Domestic Checklist

1. Set up room: chairs in circle, displays, materials etc
2. Set internet connections/access
3. Interactive white board, projectors, digital camera
4. Music: select & set up music linked to the themes
5. Quotes: select & print relevant quotes for each topic
6. Wall newspaper: host venue to organise
7. Posters/display: host venue to organise
8. Book/materials table: host venue to organise
9. Organise refreshments
10. Put up notice on the door (and sign posts to room if necessary)
11. Get forms, learning journals, any other resources ready (pens, paper etc)

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# Uniting Humanity

## Learning Advocacy in World Citizenship

### Facilitator development programme

Launchpad

#### Module 1

Creating a learning programme for global citizenship

Unit 1: Getting Started

Warm up, Learning Agreement, course representative

Unit 2: Designing your learning programme

Prior learning, needs analysis, outcomes, topics, methods, activities

Unit 3: Learning in action

Experience, stories, games, reading, writing, feedback & reflection

Unit 4: Assessment, accreditation and application

Unit 5: Using the web as a tool for learning

Unit 6: Coaching and learning support tools

Follow-up activities

## Facilitator Information Sheet

## Introduction

- Communicate aims of course - see Handout (next page)
  
- Outline structure
- First of three residential workshops:
  - Launchpad (from now until ... )
  - Take off (venue, dates)
  - Landing (venue, dates)
- Participants are expected to develop and run study circles/workshops in own context between workshops
  
- Give overview of day - start and finish times
- Flag up key activities, concepts and outcomes
- Use of projector or flip charts for recording notes
- Ask for permission to take and use photos
- Encourage people to give feedback on the programme throughout - they will be asked to do an evaluation at the end

### House rules

Tell people about:

- Fire exits and procedures; if expecting a fire alarm test
  
- Lavatories
  
- Break times; when and where refreshments will be served
  
- Smoking areas
  
- If residential anything they need to know about their rooms, procedures with keys, washroom facilities etc'.
  
- Hand out forms, learning journals and any other resources (pens, paper etc'.)

## Facilitator Information Sheet

## Aims of the Course

This course aims to

- Develop an overview of critical global issues facing humanity
- Enable each participant to explore one issue in depth
- Share and develop skills, knowledge and methods for adult learning and engagement in critical global issues
- Develop skills and knowledge for advocacy on global issues
- Practice active learning methods to integrate global citizenship advocacy into courses for adult educators
- Share and develop materials for study circles and workshops on global citizenship advocacy in Europe

We aim to create a “learning community” among adult educators involved in the programme and across Europe and the world.

All participants are expected to organise and facilitate a tutor-training study circle or event in global citizenship in their home country.

➔ KEY POINT: effective global citizens require both skill & knowledge

## Facilitator Information Sheet

# Module 1

## Learning for active global citizenship

### Unit 1

#### Getting started:

Warm-up, setting boundaries & choosing a course rep

#### Aims

- introduce people to each other
- foster a safe and challenging learning environment
- practise and share relevant warm-up activities
- share hopes and fears about the course
- draw up ground rules / boundaries

#### Materials

Flip chart and coloured pens

Postcards

Stimulus objects

#### Time

90 minutes

Choose one or more of the following, finishing with “What I want ... ”

1. My name means ...
2. Postcards
3. Hopes and fears
4. If I had the world in my hands I would ...
5. Same/difference
6. In my life time ...
7. When my children are 80, the world will be/have ...
8. Timeline/shared histories
9. Multi-lingual greetings
10. What I want from the course is ...

## Activity 1

### My name means ...

- Ask people to get into pairs - with someone new
  - Give them three minutes each to talk about what their name means, how they feel about it, how they got it and anything else about their name
  - Start by using all your names as an example
  - End by going round the circle asking everyone to say a few words about their name (split into groups if more than 15)
  - ❖ Reflect on the multiple meanings & associations of names - personal, familial, historical, religious, cultural, fashionable - as well as the different meanings and use of names in different languages, faiths and cultures. This may include slave names for people of African Caribbean descent, use of diminutives, nick-names and formal titles or first names.
  - ❖ A name is just a sound, which is both very personal to each of us and has many layers of meaning.
- ➔ KEY POINT: names are a non-threatening way of enabling people to open up at the start of a workshop
- ➔ Draw a picture of your name with all its associations
- ➔ Find out more about the varieties, histories and associations with your name in other languages, cultures and traditions

## Activity 2

### Postcards

- Get a collection of different postcards including pictures relevant to the topic, learning and life in general
- Spread postcards on the floor/table
- Ask people to choose one card which represents where they feel they are now and one card which represents where they would like to be a year after the course finishes
- Ask people to get into pairs to discuss their cards
- If there is time, go round the circle and ask people to briefly show their cards and say what each one represents
- If there is little time, people could display the cards with a brief note and their name

➡ KEY POINT: images can bring thoughts and feelings in an open-ended way as a way of starting a conversation

- ➡ Repeat activity at the end of the workshop or course and compare cards chosen at start and finish to think about how and why people have changed

## Activity 3

### Hopes and fears

- Ask people to get into pairs with someone new to share their hopes and fears for the course

OR

- Go round the circle and ask people to complete the following sentences:

“My hope for this course is .. ”

“By the end of this course I want to be able to ... ”

“As a result of this course I will ... ”

“My fear is that this course will ... ”

“I am worried that ... ”

“There is a danger that this course will ... ”

↔ KEY POINT: bring hopes and fears into the open

➔ Revisit this list at the end of the session or workshop and ask people what has changed for them, if anything, and why

## Activity 4

### The world in my hands

If I had the world in my hands I would ...

- Form a circle, sitting or standing, and bring out a ball
- Ask people to complete the following sentence and then throw the ball to someone else:

My name is ..... and if I had the world in my hands I would ...  
(express an action or wish for the world).

Let's hear from ... (name of person ball is thrown to).

↔ KEY POINT: a physical, fun way to start which gets people to learn each other's names and express their hopes for the world

➔ Repeat activity at the end of the workshop or course and compare positions

## Activity 5

### Same/difference

This activity can be done in pairs or as a mingle

- Ask people to get into pairs with someone new
- Ask them to list of as many things that they have in common as possible on a flip chart
- Ask the same pair to list all the ways in which they differ from each other

Put both sets of flip charts together and discuss

➡ KEY POINT: what we have in common is greater than our differences

## Activity 6

In my lifetime ...

This activity can be done together with the Timeline and the following activity

- Ask people to get into pairs with someone new
- Ask them to list changes that have happened in their lifetime
- Go round the circle and ask each person to introduce their name and a significant change that has happened in their lives. If there is time, ask them to say how it has affected their lives.

“My name is ... and in my life time ...  
The affect on my life is ... ”

- Compile a list of changes on a flip chart

Discussion

How likely do you think each of these changes is?

(Ask each person or pair to rank them: 3 = very likely, 2 = quite likely, 1 = possible, 0 = unlikely, then add up the total scores for each point and put the list in priority order)

How should people respond? What should people do about it?

(Use the ‘I, We, They’ format’:

a) what I can do is ...

b) what we can do is ... (we being an organisation you are part of)

c) what they can do is ... (Government, EU, UN, companies, unions, etc.

- ➔ **KEY POINT:** the world is changing, some things stay the same, and we can all do something about it

## Activity 7

When my children are 80, the world will be/have ...

- Ask people to get into pairs with someone new
- Ask them to list things that will be different in 80 years time
- Go round the circle and ask each person to introduce their name and a significant change they expect.

Discussion / activity

As for previous activity

➔ KEY POINT: the world will be very different in future

## Activity 8

### Timeline/shared histories

Time needed: 40 - 90 minutes

Run a strip of paper round the room (eg flip charts vertically next to each other). Divide them into three horizontal strips:

- personal
- national
- global

Divide them into vertical time sections: eg

- one flip chart for each of the past five or six years
- five year periods (eg 1996-2000, 1991-1995, 1986-1990, 1981-1985)
- decades (eg 1970s, 1960s, 1950s, 1940s)
- larger periods (eg 1900 - 1939, 1800s, 1700s, earlier)

Ask people to write significant personal events on post-its, with a date & name on each, and put them up in turn, telling the whole group a little about each event

Repeat the activity with national and global events

### Discussion

This activity is a way of sharing and discovering common and different experiences and relating them to national and global events.

## Activity 9

### Multi-lingual greetings

Time needed: 10 - 15 minutes

Ask participants to show and tell greetings from different countries and cultures which they are aware of, including their own.

Greeting should include what people say (eg Hello) and do (eg shake hands).

Ask each participant to choose a different greeting (other than their own) and to mingle and introduce themselves to each other.

For a list of greetings in over 800 languages, go to:  
[www.elite.net/~runner/jennifers/links.htm](http://www.elite.net/~runner/jennifers/links.htm)

When most people have introduced themselves, reflect on how people felt and what differences they experienced with different greetings

## Last warm-up Activity

Time needed: 15 - 20 minutes

What I want from the course is ...

- Ask people to get into pairs - with someone they do not know
- Ask them to spend three - five minutes each talking about what they want from the course
- ❖ Remind them to swap over after three- five minutes!
- Now ask each person to introduce their partner and to tell the group what they want from the course in a few words
- ❖ Write key points on flip chart, marking repeats
- Ask people to say in one word how the world will be different if they fully achieve their aims
- Ask if they would like to add anything to the list of aims
- Ask people to mark their top three aims
- Draw out the top 3 - 5 aims: make the case for including any particularly important aims are not included in this list
- Agree five main aims for the course

➔ KEY POINT: Negotiate course aims with participants

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## Facilitator Information Sheet

# Learning Agreement

## Aim

To agree a way of working with participants that will maximise their involvement, enjoyment and learning.

## Materials

Flip Chart and pens

## Time

15 minutes

## Activity

Ask for suggestions from the floor for ground rules that will create a positive environment for learning. Scribe them on to a flip chart.

Give people the opportunity to challenge or dissent!

Suggestions for things that might be covered:

- Timekeeping
- Mobile phones
- Use of language(s)
- Openness to challenge and change
- Respect personal confidences
- Respect people's boundaries
- Share space and time for everyone to participate
- Work with as many people as possible
- Complete agreed tasks on time

❖ Suggest that there are two types things to be agreed

- 1) relationships: how we work together
- 2) doing the work

Identify these on the list

- Ask participants to shake hands in a circle or sign the agreement to show their commitment.

## Facilitator Information Sheet

# Module 1

## Unit 2

### Learning design

#### Aims

To identify 6 elements of learning design

- learning needs analysis
- set learning objectives & outcomes
- organise topics (content)
- create learning activities & methods
- plan evaluation
- assessment & evidencing learning outcomes

To consider accreditation requirements

To develop a learning project/course programme

#### Materials

Flip charts & felt tipped pens

#### Time

120 minutes, plus a break

depending on prior knowledge and experience

(Many people would benefit from taking twice as long)

#### Activities

1. Learning from experience
2. Kolbe's learning cycle
3. Bloom's taxonomy
4. Objectives & assessment criteria
5. Understanding and action
6. Learning styles & methods

## Activity 1.

### Learning from experience 1

#### Time

Allow 20 - 40 minutes

#### Aims

Reflect on personal experience of learning

Draw out key points for course programme design

- In pairs, take turns to discuss your most powerful learning experiences for 5/10 minutes each. These could be life experiences as well as workshops or courses you have done, films or TV programmes you have watched, websites used or books you have read.

Once you have listed several powerful learning experiences each, go through each one to identify some of the key things which made these experiences so powerful. Consider the following points

- Context: was there anything special about the time and place or other things going on in your life?
  - Purpose: did you have a clear aim and know what you wanted to learn?
  - People: what was special about the people you were learning with?
  - Teacher: did a teacher, facilitator or other person create the learning experience and if so, what qualities did they have?
  - Grouping: what was the balance between working as a large group, small groups, pairs, individually and 1-to-1 coaching?
  - Content: was there anything noteworthy about the subject?
  - Materials: were any materials, books, drawings, stories or other learning aids important?
  - Activities: was an activity or experience particularly important? What was the balance between input and activities?
  - Application: Were you able to practice and use what you learnt?
- After 10/20 minutes, share experiences and pool key points as a group

➡ **KEY POINT:** people learn in many different ways

## Activity 2.

### Learning from experience 2

#### Time

Allow 20 - 40 minutes

#### Aims

Reflect on personal experience of teaching or facilitating learning

Draw out key points for course design

- In new pairs, take turns to discuss courses, workshops or other learning activities you have run and you feel proud of, for 5/10 minutes each.

Once you have listed several experiences each, identify things which worked well. Consider the following points:

- Context: where and when did the learning take place?
- Purpose: why had people come to learn from you?
- People: who was learning?
- Preparation: what preparation did you do, and how did you ask people to prepare?
- Teaching: what did you do? What was the balance between input and activities?
- Grouping: what was the balance between working as a large group, small groups, pairs, individually and 1-to-1 coaching?
- Content: was there anything noteworthy about the subject?
- Materials: what materials, books, drawings, stories or other learning aides did you use?
- Activities: was an activity or experience particularly important?
- Feedback and assessment:
- Application: how did people practice and use what they learnt?

After 10/20 minutes, share experiences and add points to previous list

↔ KEY POINT: people learn in many different ways

➔ Revisit list when designing a course

### Activity 3.

#### Design a learning programme

##### Time

20 - 40 minutes

Ask people to say if they are running or working on a learning programme about global issues which they would like to work on during the course, and what it is.

If appropriate, form pairs or groups of people working on similar topics.

In pairs or small groups, ask participants to draw up the main steps they would take when designing a learning programme, for 5 - 10 minutes.

After 5 - 10 minutes, give out handout and discuss the main steps, drawing on the experience of the group.

➔ **KEY POINT:** use this course to design learning activities you will run

## Handout

## DESIGN A LEARNING PROGRAMME IN SIX STEPS

Step 1 - Understand your learners  
(also called Learning Needs Analysis)

Take time to find out about your participants or target group:

- Who is the training for?
- Why do they want to learn?
- What do they want to do as a result?
- What do they know already?
- What do you think they need to know and be able to do?
- What are they up for?
- What special needs or support requirements to they have?

Step 2 - Set objectives (learning outcomes)

For the whole course and for each session, say what you want participants to

- know
- do (skills)
- feel or believe (attitudes)

Clear objectives will help you map out your learning activities.

See handout on Writing Learning Objectives

Step 3 - Select the main topics

Choose the main topics and break these down into a sequence:

- What are the central questions to be addressed?
- What is the most effective order to cover the topics?
- What concept or mental model is relevant for each topic?
- What evidence or facts do people need to know?

Step 4 - Select methods (learning activities)

Choose methods and activities for each topic.

Use a mix of methods that will appeal to different learning styles (visual, auditory, practical, tactile, kinaesthetic).

Think about timing and pace. How long will you allow for each activity? Some methods or sessions work better at different times of day (eg avoid long discussions of heavy topics after lunch!)

For each main topic, consider

- How can you build on people's own experience and knowledge?
- What question will get people thinking about the subject?
- What experiences will engage people with the topic?
- How to give people fast feedback on their knowledge & skills
- What activities enable people to practice and apply new material?

(Eg quiz, rephrase, summarize, teach others, show, draw...)

See handout on Learning Methods.

### Step 5 - Build in evaluation and feedback

As a facilitator, you need feedback from participants and to adjust your pace, activities and content as you go along. Evaluation can be done quickly after a particular activity, each session, at the end of each day and the whole course. Evaluation and feedback is also useful for participants reflect on what they've learned. One simple method is a group 'check in': sitting in a circle, each participant reflects on what they got from the session. A questionnaire at the end can ask: 'Which activities were most (or least) useful for you?, What did you feel was missing? How can we improve the training?

### Step 6 - Build in appropriate assessment

Assessment is a way of measuring participants' skills and knowledge. The most effective assessment

- has explicit criteria (the desired learning outcomes)
- is fit for purpose, relevant to what participants want to do
- is formative, informing the learner about how they are doing

"Summative assessment" is used to take a snapshot of what people know or can do at the end of a course to inform others about the standard achieved.

## Activity 4.

### Learning needs analysis 1

This is one of several different ways of doing a learning needs analysis.

#### Aims

To help people

- identify their own knowledge, skills and values or attitudes about a subject
- devise ways of identifying their learners knowledge, skills and values

#### Time

30 - 90 minutes

Agree on the topic about which people want to analyse learning needs. This could be

- for the Uniting Humanity course
- for a course they are going to do, as participants
- for a course they are planning to run for others

1. In pairs, ask people to list or draw a spider diagram about what
  - they know about the subject: ideas and knowledge
  - they can do about the subject: skills
  - their values and attitudes are about the subject
  - action they are taking about the subject: how they use it in practice

Use the 'Head, Hands, Heart and Action' handout as a way of jotting down key point, or put them on flip charts.

2. Ask pairs to form groups of four to take turns looking at each others lists or spider diagrams and add knowledge, skills or values they could develop or strengthen.
3. Ask each person to underline those items they would like to learn.
4. Use this as a basis for an individual learning plan (ILP) or statement of intended learning outcomes (ILO).

## Learning needs analysis 2

Time

30 - 90 minutes

Create packs of cards of possible topics (such as the following) on different coloured paper, one pack for each group of four or five participants.

1. In groups of four, ask people to sort cards into four clusters:
  - a. Topics they know well enough to teach about
  - b. Topics they are not very interested in at present
  - c. Topics they would like to know a bit more about
  - d. Topics they want to learn a lot more about
2. Bring all groups together round 2 or 3 flip chart sheets on large table or on the floor, to make a long strip with a line running down the middle.
3. Ask each group to place cards they want to learn a lot more about (d) above the line, putting linked cards close together. The same cards should be put on top of each other, to show how much interest there is in each topic.
4. Ask groups to put topics they can teach about (a) below the line, close to the relevant topic.

Repeat the activity with topics people would like to know a bit more about if you want. This is not necessary unless there are few topics in (d)

Use this as a basis for setting intended learning outcomes (ILO) for the course or individual learning planning (ILP).

Involve people who feel they can teach about particular topics in leading on those topics.

➡ KEY POINT:

➡ Revisit in Activity 5,

Active learning methods	Issues who size and urgency require a global commitment
understand and use active learning methods	Global poverty
Warm up / icebreaker activities	Food security for the world's poor
Learning agreement / ground rules	Peace keeping, conflict prevention, combating terrorism
Electing course representatives	Militarization, arms proliferation and weapons of mass destruction
create and use learning materials	Production and distribution of sustainable energy
learning needs analysis	Education for all
set learning objectives & outcomes	Global infections and diseases, including HIV/AIDs

organise topics (content)	Digital divide
card sort	Natural disaster prevention and mitigation
story telling	Population growth
feedback and evaluation	Over-consumption / ecological footprint of the rich world
assessment & evidencing learning outcomes	Racism, xenophobia and discrimination
learning projects	Gender inequality and discrimination
use games and simulations	Employment and economic opportunities for the world's poor
questions and dialogue for learning	Issue mapping
presentations	Issues needing a global regulatory approach

use quizzes	Global finance, debt, credit, monetary policy and money creation
action learning sets	Taxation, tax evasion and financing of global public goods
coaching	Global crime and the illegal drugs trade
use the web as a resource for learning	Trade, investment and competition rules
web quest	Biotechnology rules
elearning platforms	Intellectual property rights
use Wiki's	Human rights and crimes against humanity
Social bookmarking: Del.icio.us, Stumbledupon, Digg, etc	E-commerce rules
Video sharing, Facebook etc	International labour and migration rules

understanding global issues and citizenship	Transparency, accountability, equality and participation
world citizenship	Enforceable rules governing the environment
Issues involving the global commons	institutions & power in world politics
Climate change / global warming	G7 and G8
Biodiversity, ecosystem losses, soil erosion	United nations system and agencies
Fisheries depletion	NATO
Deforestation	IMF and World Bank
Water quality and deficits	WTO
Maritime safety and pollution	Bank of International settlements

Sustainable agriculture	US
Lobbying	European Union
Direct action	China
Alliance building	India
Campaign communication	World views
Working with the media	Washington consensus / neoliberalism
Campaign monitoring and evaluation	Neo conservatism
Stake holder analysis	European social model
Power / Interest matrix	Socialism / communism

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Force field / power analysis	Islamism
Behaviour change communication	Sustainable development
campaign strategy	Multilateralism

## Learning needs analysis 3

Time

30 - 90 minutes

Ask each person to identify who their main target groups of learners are and list them on a flip chart.

Ask one, two or three people who are familiar with a group listed to represent that group.

Ask each group to give a short presentation on

- where and how they live
- their economic conditions, status, income and opportunities
- their aspirations
- what keeps them awake at night
- how global affairs concern them
- what they would like to do about these concerns
- what knowledge or skills would help them to something.

Alternatively, ask one or more members of the group to act as a reporter and quiz the group about these questions, or one of the facilitators could do the quizzing.

Get each person to write a short description of their target groups and their possible learning needs based on this exercise.

Ask each person to plan how they would find out what their learners actually want to learn.

## Discussion

Did this activity bring about any new awareness about your target groups or how to find out what they want to learn?

# Know your learners

## Learning Needs Analysis

### Find out what participants want and need to learn

People want to learn how to know and do something

Their needs may include specific abilities (eg language), prior knowledge or skills, and support for special needs (see Inclusive Learning, p XX 14).

- If you don't know where you've started, then how do you know how far you've come? It is impossible to measure the success of any learning unless you know at what level your learners are starting from. This is particularly important in relation to funders, who need to have evidence of what the needs are when you make applications, and measurable indicators of success when reporting back.
- If you don't know what your audience wants or needs, then you may take them in the wrong direction.
- If you don't know what level your audience are at, then the training content may be too basic, or too advanced.
- If you do not engage with participants about what they want or need, but simply believe you already know, they may feel that you are simply doing stuff to them, not for them. This may cause resentment!.
- If you don't take account of special needs they may not be able to benefit

➡ KEY POINT: start with the learner, then engage with the subject

## Learning objectives

A learning objective is:

What participants are expected to know, do or believe as a result of the course or learning activity.

- Focus on what participants will know, do or believe
- Make statements about observable changes
- Be expressed in observable or measurable terms. Words such as 'understand' or 'be acquainted' are too broad and vague (see examples of bad learning objectives)

Clear learning objectives

Example: *By the end of this session learners will be able to identify at least 5 key words that can be used to write good learning objectives.*

Some key words: demonstrate, use, recognise, identify, perform, summarise, state, choose, assess, select, illustrate, organise, show, list, indicate, analyse

Vague learning objectives

Example: *At the end of this session, learners will understand some things about learning objectives.*

Words to avoid: know, really know, be empowered, be aware of, understand, have a working knowledge of, appreciate.

## Activity 5.

### Learning outcomes

#### Time

15 - 45 minutes

In pairs or groups of four, describe the learning objectives of

- a) a course you want to run
- b) its first session

in the following format:

“By the end of the course/session, participants will be able to ... ”

After 10 - 15 minutes,

Ask individuals/pairs to match up with different people to present and refine their draft learning objectives, by asking each other

“How will you know participants are able to ... X, Y or Z”

Feed back to the whole group key points about:

- Examples of good learning outcome statements
- How you improved a learning outcome statement, and what you learnt from the process

### Discussion

What are the advantages of using Learning Outcomes?

What disadvantages could there be to using Learning Outcomes?

Is there a danger that sessions become too narrow and mechanical by focusing on measurable and observable outcomes?

How can you avoid these dangers?

## Activity 6.

### Learning activities

Time

30 - 90 minutes

In pairs or groups of four, discuss what learning activities could help people learn about one key learning outcome identified in the previous e could help people learn about one key learning outcome identified in the previous excise.

List as many different activities as possible.

Share and discuss with whole group after 15 - 20 minutes.

Optional

Chose one learning activity to develop and run as a micro-teaching session

## Learning Activities

A learning activity is what participants do to learn something - an idea, skill or value. They are the methods which facilitators/ trainers use to enable learning to happen.

Chose methods to follow a reflective sequence:

For each main topic, think about

- What information do people need to understand the topic?
- What skills to be people need to apply what they learn?
- How can you build on people's own experience?
- How can you connect with people's existing knowledge?
- What question will get people thinking about it?
- What experiences will engage people with the topic?
- What activities will help rehearsal and recall of the subject?
- What activities enable people to practise and apply new material?
- How to give people fast feedback on their knowledge & skills

(Eg quiz, rephrase, summarize, teach others, demonstrate, draw...)

Choice of learning methods needs to take account of how people remember and apply their learning.

There are three main categories of methods:

### 1) PRESENTATIONS

The trainer telling or showing the participants facts, skills or attitudes.

Examples include

- Lecture: usually a talk which can be illustrated by OHP slides or power point
- Lesson: "chalk and talk" on black/white boards or flipchart; involves the logical development of ideas/ arguments
- Demonstration: where the trainer SHOWS an idea to the audience
- Expert Panel: input by a group of people with expert knowledge of the topic

## 2) INTERACTION

This is when trainers or participants (or participants by themselves) examine and discuss facts, skills or attitudes. This can be done in a whole group, small groups or in pairs. Examples include

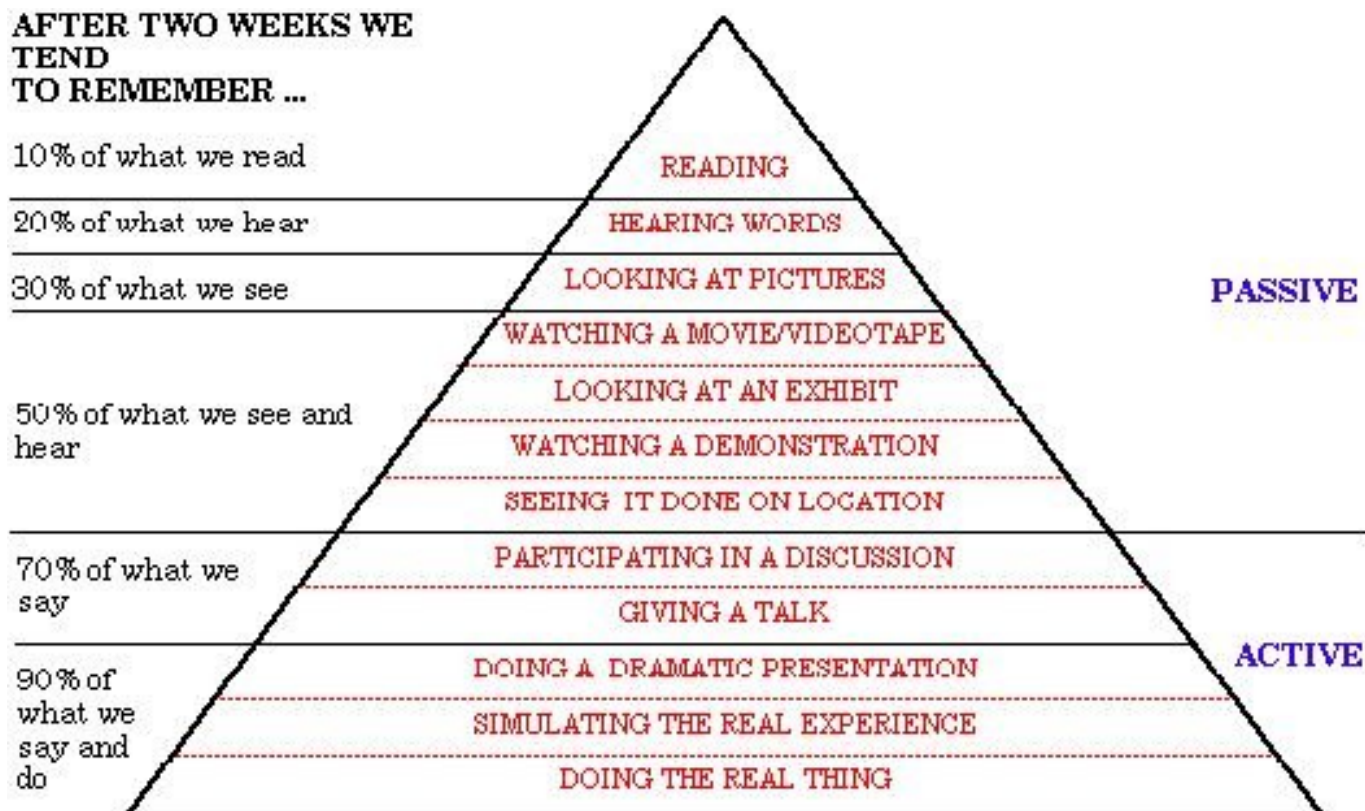
- Brainstorming: a list of ideas on a given topic is collected, by the trainer, without changes by themselves or the group
- Discussion/ Buzz group: either as a whole and trainer led, or in small groups, discuss ideas about a given topic; in small groups often a summary is presented back to the whole group
- Forum: as a whole group, all contribute at will
- Icebreaker or warm-up activity: a method of enabling participants to interact with each other, usually before the main part of the training, on a topic which is often light-hearted, connected or unconnected with the actual training content

## 3) APPLICATION - 'Trying it out!'

Participants use new skills or knowledge from the training. Examples include

- Case Study/ problem solving: usually a written account of a situation, often in detail, which poses a problem. Its purpose is to stimulate discussion and occasionally decision-making
- Role Play: the examination of a topic or problem through assigning roles to each participant within a dramatic situation related to that topic.
- Practice of a skill, eg presentation techniques

## Learning to remember



Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

In other words -

" I hear but I forget  
 I see and I remember  
 I do and I understand

What does this mean for training design? One guideline is to spend -

- 10% of training time on explanation
- 20% on demonstration
- 60% on practise
- 5% testing and recall
- 5% on an action plan (time to plan how to will use their learning)

If people apply what they've learnt within 10 days, they are much less likely to forget it!

## HEAD, HANDS, HEART

**When we learn, we experiences changes at many levels.  
These can be summarised as**



HEAD - ideas, knowledge, understanding



HANDS - skills, ability to do things



HEART - feelings, attitudes, values and behaviour



ACTIION - use what you know and can do

Which of these are most important to your learners?

Which ones are you focused on as a trainer?

Use a few words to describe your learning objectives under each of these four aspects of learning (Cognitive, affective, psychomotor & application).

## Activity 7.

### Evaluating Learning 1

Time

15 - 20 minutes

In pairs, brainstorm as many different forms of course evaluation and assessment you have done, for 5 minutes.

Draw up a list from the whole group, with separate headings for evaluation and assessment.

Now assess each one for how useful it is for finding out

R = response: how participants felt about the event, reflecting satisfaction or dissatisfaction

A = acquisition of new knowledge, skills or understanding

B = behaviour change, extent to which the learning brought about a change in practice or activity by learners

I = impact or result of learning, in terms of better performance, productivity or change in outcomes

D = developmental change, the extent to which the learning triggered a process of ongoing learning or change, beyond its immediate impact

(This is a development of Kirkpatrick's four levels of evaluation, from D L Kirkpatrick, *Evaluating Training Programmes*, Berrett-Koehler, 1994))

## Activity 8.

### Evaluating Learning 2

Time

30 - 90 minutes

Ask people to form pairs, and each person to choose a significant learning activity which they have done (a workshop or course which had an impact on them).

In pairs, tell each other briefly

- what the learning activity was about
- what happened
- how it was evaluated at the time
- how their own learning was assessed at the time

Now discuss what methods you would use to evaluate this activity at each of the five levels listed above (R.A.B.I.D.)

Bring the whole group together and discuss issues and methods for each level of evaluation and assessment in turn.

➔ **KEY POINT:** there is more to evaluation and assessment than evaluation forms or testss

➔ Revisit during session on global issues and advocacy

## Benjamin Bloom's Three Types of Learning

A committee of US colleges, led by Benjamin Bloom, identified three types of learning which may be seen as "goals of the training process." That is, after the training session, the learner should have or acquire new skills, knowledge and/or attitudes.

### Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories:

Knowledge: Recall of data. Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.

- > Comprehension: Understand meaning, translation, interpolation and interpretation of instructions and problems. State a problem in one's own words. Examples: Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.
- > Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace. Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
- > Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. Examples: Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.

Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Examples: Write a company operations or process manual. Integrates training from several sources to solve a problem.

Evaluation: Make judgments about the value of ideas or materials. Examples: Select the most effective solution. Hire the most qualified candidate.

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### Affective Donate

This includes the way we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations and attitudes. The five major categories include:

Receiving phenomena: Awareness, willingness to hear, selected attention. Examples: Listen to others with respect. Listen to and remember the names of new people.

Responding to phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). Examples: Participates in class discussions, Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them.

Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. Examples: Demonstrates belief in the democratic process. They are sensitive towards individual and cultural differences (values diversity). Proposes a plan for social improvement and follows through with commitment.

Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for their own behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.

Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional) Examples: Shows self-reliance when working in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.

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## Psychomotor

This includes physical movement, coordination and use of motor-skills. These skills require practice and are measured in terms of speed, precision, distance, procedures or techniques in execution. The five major categories listed in order are:

- Imitation: Observing and patterning behaviour after someone else. Performance may be of low quality Example: Copying a work of art.
- Manipulation: Being able to perform actions by following instructions and practicing Example: Creating work on one's own, after taking lessons or reading about it
- Precision: Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right,"
- Articulation: Coordinating a series of actions, achieving harmony and internal: producing a video that involves music, drama, color, sound, etc.
- Naturalization: Having high level performance become natural, without needing to think much about it. Examples: Michael Jordan playing basketball, Nancy Lopez hitting a golf ball, etc.

## Handout

## Howard Gardner's Theory of Multiple Intelligences

Howard Gardner's Theory of Multiple Intelligences challenges the dominant view of intelligence as a unitary capacity that can be measured by IQ tests. Instead, this theory defines intelligence as an ability to solve problems or create products that are valued in at least one culture.

Drawing upon findings from evolutionary biology, anthropology, developmental and cognitive psychology, neuro-psychology, and psychometrics, Gardner uses eight different criteria to judge whether a candidate ability can be counted as an intelligence:

1. Potential isolation by brain damage
2. Existence of savants, prodigies, and other exceptional individuals
3. An identifiable core set of operations—basic kind of information-processing operations or mechanisms that deal with one specific kind of input
4. A distinctive developmental history, along with a definite set of "end-state" performances
5. An evolutionary history and evolutionary plausibility
6. Support from experimental and psychological tasks
7. Support from psychometric findings
8. Susceptibility to encoding from a symbol system

In his book *Frames of Mind* (1983) Gardner suggested that each individual has at least seven relatively independent mental abilities or intelligences.

Gardner uses the word intelligence in two senses. Intelligence can denote a species-specific characteristic: homo sapiens is that species which can exercise these eight intelligences. Intelligence can also denote an individual difference. While all humans possess the eight intelligences, each person has his/her own particular blend or amalgam of the intelligences.

- \* **Linguistic intelligence** allows individuals to communicate and make sense of the world through language. Poets exemplify this intelligence in its mature form—Students who enjoy playing with rhymes, who pun, who always have a story to tell, who quickly acquire other languages—including sign language—all exhibit linguistic intelligence.
- \* **Musical intelligence** allows people to create, communicate, and understand meanings through sound. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly attracted by the birds singing outside the classroom window or who constantly tap out intricate rhythms on the desk with their pencils.
- \* **Logical-mathematical intelligence** enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this intelligence. So do the students who "live" baseball statistics or who carefully analyze the components of problems—either personal or school-related—before systematically testing solutions.

- \* **Spatial intelligence** makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Well-developed spatial capacities are needed for the work of architects, sculptors, and engineers. The students who turn first to the graphs, charts, and pictures in their textbooks, who like to "web" their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence. While usually tied to the visual modality, spatial
- \* **Bodily-kinesthetic intelligence** allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out class projects by making models rather than writing reports, and who toss crumpled paper with frequency and accuracy into wastebaskets across the room.
- \* **Interpersonal intelligence** enables individuals to recognize and make distinctions about others' feelings and intentions. Teachers, parents, politicians, psychologists and salespeople rely on interpersonal intelligence. Students exhibit this intelligence when they thrive on small-group work, when they notice and react to the moods of their friends and classmates, and when they tactfully convince the teacher of their need for extra time to complete the homework assignment.
- \* **Intrapersonal intelligence** helps individuals to distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Although it is difficult to assess who has this capacity and to what degree, evidence can be sought in students' uses of their other intelligences-how well they seem to be capitalizing on their strengths, how cognizant they are of their weaknesses, and how thoughtful they are about the decisions and choices they make.
- \* **Naturalist intelligence** allows people to distinguish among, classify, and use features of the environment Farmers, gardeners, botanists, geologists, florists, and archaeologists all exhibit this intelligence, as do students who can name and describe the features of every make of car around them.

In "Are there additional intelligences?" Gardner examined two more candidate intelligences, naturalist (included above) and spiritual. He rejected spiritual because it does not meet the eight criteria above. He is still amassing evidence for other suggested intelligences. For example, existential intelligence — manifest in somebody who is concerned with fundamental questions of existence—does not, as yet, seem to meet all criteria. If decisions about intelligences are to be taken seriously, Gardner believes, they must depend upon examination of the available data. Source:

Source: <http://www.pz.harvard.edu/PIs/HG.htm>

The concept of Multiple Intelligences is questioned by some people, for example Professor John White at the Institute of Education University of London:  
[www.ttrb.ac.uk/viewArticle2.aspx?contentId=12738](http://www.ttrb.ac.uk/viewArticle2.aspx?contentId=12738)  
[www.ioe.ac.uk/schools/mst/ltu/phil/howardgardner\\_171104.pdf](http://www.ioe.ac.uk/schools/mst/ltu/phil/howardgardner_171104.pdf)

Daniel Goleman and others have developed the concept of emotional intelligence, which combine intra-personal and inter-personal intelligences.

## Unit 3

### Learning in action

This unit is undeveloped and very sketchy

#### AIMS

To share and develop ways of learning through experience and action, including:

- Reflection on personal experience
- Case studies
- Story
- Games and simulation

### Activity 1.

#### **Simulation Games**

Simulation games engage and challenge by bringing global issues to life.

They:

- Are excellent for making complex issues easy to understand.
- Make the learning process relevant, practical, interactive, motivating and fun.
- Offer solutions for taking action against poverty, injustice and inequality.
- Easy to use by specialists and non specialists.
- Stimulate empathy with other people's experiences.
- Encourage discussion, debate and active participation.
- Improve social skills, problem solving, forecasting and group communication.

Simulation games use role play and decision making to explore real life issues, making the learning process relevant, practical, interactive, motivating and fun. They encourage empathy with other people's experiences and offer solutions for taking action against poverty, injustice and inequality.

Simulation games available to buy are listed below.

## **Go Bananas or the Banana Game or Banana Split**

Published by OXFAM

This game is designed to provide basic information about how bananas are grown in St Vincent in the Caribbean and transported to be sold in Britain. It offers a detailed example of the way in which foods are grown overseas, pass through many workers hands and go through many stages and processes before they reach the supermarket shelf or market stall. It aims to convey a sequence of events from planting to eating. The resource consists of photos and an instruction booklet of activities, although aimed at schools they can be used with youth groups and adults.

The activities cover a range of conceptual levels. They provide examples of how the photos can be used with a variety of age groups. The pack does not provide all the material necessary for topic work on bananas or Food, which would need to be built around the participants first hand experience. Broader issues relating to trade and banana production are well covered by other development education materials, associated with this theme.

This pack is one of a series of units published by OXFAM which introduce an international perspective to education on food. Other titles are; *World in Supermarket Bag*, *Sowing and Harvesting*, *Why are People Hungry?* and *Food for Thought*.

## **The Chocolate Trade Game (similar to the banana game)**

This is Christian Aid's most popular simulation activity which explores the impact of international trade and the benefits of fair trade for cocoa farmers in Ghana.

Playing time is 60 minutes

Number of players 15-30

Age 9+

Price £3.50

Christian Aid

## **The Paper Bag Game**

This game simulates life of children in the shanty towns of Calcutta who make paper bags to sell to shop keepers in order to help their parents to make a living. The children tear up old exercise books or use newspapers to make the bags, which they then sell to the shopkeepers or street vendors.

Playing time is 45 minutes,

Number of players 10 to 35.

Age of players 9+

Price of the game £3.99

## **The Trading Game**

This role play involves groups of participants producing goods to sell on the international market. Each group is in the role of a different country some rich some poor. Each group is given resources subject to their GNP and thus they go into production. There is a UN observer who is also the representative of the World Bank that determines prices for the manufactured goods. There is also quality control that determines the quality of the goods available for the open market. The participants gain an understanding of international trade and see how trading systems increase the gap between rich and poor countries.

The playing time is 45-60 minutes including debrief

Number of players can be from 15-30.

Price of the game £3.50

Christian Aid.

## **Trade Rules**

This game is successful in showing global inequalities. It provokes a range of insightful observations.

The game explores the systems, institutions and national agendas that drive international trade. The participants can experience how the World Trade Organisation and international trade rules affect people in poorer countries.

Playing time: approx. 90 Minutes

Number of players 14-30

Age 16+

Price £4.99

Christian Aid.

## **Looking Behind the Logo**

This game looks at the global supply chain in the sportswear industry. It answers the question 'How does the global supply chain work, and why is the system so unfair to the workers on the factory floor?' Looking behind the logo focuses on the sportswear industry, but the problems it explores are common to many other industries.

Playing time: 60-75 minutes

Number of players 15-30 Age 13+

Price £4.95

OXFAM

## **The Coffee Chain Game**

Coffee companies make huge profits, while the farmers who grow the coffee beans make barely enough to live on. The Coffee Chain Game is a role play activity which helps participants explore why the money made from coffee is so unevenly distributed.

Playing time: approx 30 minutes

Number of players 10-20

Age 14+

Price £4.50

OXFAM

## **Market Trading**

The aim of the European Single Market is to make member countries richer. Can this be achieved without making other countries, poorer? Some people think that growing prosperity will benefit all; others fear that one group, Europe, will gain only at the expense of others. The changes being introduced by the EU continue to cast Third World countries in the traditional role of providers of raw materials for an increasingly profitable Europe which generate real wealth. Market trading gives some idea of the complex issues involved and allows players to suggest how problems might be solved.

Playing time 80 minutes

Age 14+

Number of players 15-30

Price

Christian Aid

## **Trading Trainers**

The aim of the game is to help the players understand how it is possible to be poor even if you work hard for a living. The game is set in an imaginary Latin American shanty town, where small family businesses are making training shoes to sell to the local market. Their aim is to make ends meet. However the country itself is in economic crisis and inflation is rocketing. How will they survive?

Playing time: 1 hour and a half.

Age 13+

Number of players 16-40

CAFOD Christian Aid.

## **The Debt Game**

The game deals with international debt and the difficulties of getting out of debt.

The three charities, Christian Aid, Oxfam and CAFOD have excellent education departments as well outreach opportunities for communities. It is worth looking at their websites for the events, lobbies, campaigns they organise around many global issues.

[www.cafod.org.uk](http://www.cafod.org.uk)

[www.christian-aid.org/learn](http://www.christian-aid.org/learn)

[www.oxfam.org.uk](http://www.oxfam.org.uk)

## Unit 4

### Using the web as a tool for learning and advocacy

This unit is incomplete and very sketchy

#### A definition of web-literacy

The internet is a powerful for gathering information, finding out who is doing what about issues in different parts of the world and connecting with them. Simply visiting a website registers as an action.

My definition of “being literate” on the web is: “ people connecting ideas, information and action to create the world they want” . Being literate on the web is not just about finding information, but creating connections in the world which increase your understanding and ability to act effectively.

The Internet offers access to vast amounts of information and opinion. The key to using the web is being clear what you want to find out. However, being too focused can exclude different possibilities.

Four ways of using the web as a resource for learning:

- 1) For your own background research on a topic, to prepare for or follow-up training sessions;
- 2) For participants to follow-up specific topics or questions arising from your session;
- 3) For participants to prepare a topic for a future session.
- 4) For groups of participants to work on a project or topic.

The volume of information is so overwhelming, and much of it irrelevant, that it is difficult to find what you want. This makes it essential to:

- Formulate key questions about the subject: what do they want to know and why?
- Gain an overview and conceptual understanding of the subject.
- Identify the most useful websites for your subject, as a starting point.

How sound is the data?

Because it is relatively easy to publish on the web, it is important to evaluate any site you use:

- How accurate is the information?
  - Do a search to double check with a source that is independent of the one you are looking at
- Who runs the site?
- How reliable or reputable are they?
- What is their agenda? What are their values and aims?
- Are there links to other credible sites?
- When was the content last updated?

Types of sites can be identified by their suffix:

- .org or org.uk are non-profit organisations.
- .co.uk or .com are usually companies.
- .coop are cooperatives
- .ac or .ac.uk are academic institutions
- .int are international organisations, like the UN
- .eu (for the EU),
- .gov are government sites

Critical use of the web can develop skills for active citizenship, such as:

- Media literacy
- Asking questions
- Assessing different viewpoints
- Making informed decisions
- Detecting bias, opinion and stereotyping
- Making links between our own lives and those of others
- Understanding the contribution of different cultures, values and belief systems.

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## Post-session activities

The following activities and e-discussions may be used after sessions to help participants get the most out of each session.

### Module 1

#### Unit 1: Getting started

Ask people to keep a diary or blog of their learning on the course, and to share their reflections of each session online.

#### Unit 2: Designing a learning programme

Prepare a short description of your target group(s)

Find out what their learning needs/objectives are and summarise them in a short report

Describe learning outcomes for a course or activity in global citizenship for this group

Discuss activities you could use with them

Discuss how you will know whether the course or activity is successful (ie how will you evaluate it).

## Preparation activities

### Module 2: Global issues

Ask participants to briefly say what they see as the most important global issues facing the world today, and why?

Participants can also be encouraged to work together on an overview of the issue and learning materials available using the “Global Issues Learning Advocacy Framework”

*Final section: building a bibliography and resource list – is not available*