

CENTRE FOR GLOBAL EDUCATION



Moving from Awareness to Action

From Emotion to Motion:

*A Report on a Global Education Training Consultancy
delivered on behalf of the Centre for Global Education*

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1. Introduction

The Centre for Global Education is a development non-governmental organization (NGO) which was established in 1986 to provide education services on global issues to local audiences. Its central remit is to provide learning that will strengthen knowledge and understanding of global issues and how they impact on local communities. Centre for Global Education contributes to this understanding through the provision of training and resources on global issues to a range of local sectors including minority ethnic groups, youth organizations, schools and community groups.

The Centre for Global Education has recently completed delivery of a three year project supported by the Department for International Development (1 September 2008 – 31 August 2011) to enhance development education practice in the minority ethnic sector in the north of Ireland. The central component of the project involved writing a new accredited training course specifically for individuals working in, or in support of, minority ethnic communities. The 'Global Educator' course was successfully accredited under the auspices of the Open College Network (OCN) and a total of 80 'Global Educators' completed the course.

The Centre has continued to collaborate with many of the Global Educators since the completion of the training and, indeed, organised a residential seminar with 16 of those who completed the training to explore the issues and concepts underpinning its content in greater depth. CGE has now received funding from Trócaire, the Irish development agency, to build upon the accredited course to write and pilot activities that could form the basis of a new advanced Global Education training course for minority ethnic organisations. The training will specifically draw participation from 16 of the 80 Global Educators who have achieved accreditation as participants on the Centre's more basic and introductory Global Educator course. The aim of the training is to provide the foundation for a new course and a specific outcome of the project will be a design outline of the course with details of the methodology, activities, content and skills used in the pilot.

The training took part as a residential in Kilcranny House- Coleraine, the 2nd, 3rd and 4th of March 2012. Appendix 6.7 contains the list of participants.

2. Aim of the Training

The overall aim of the training is to mobilise individuals toward action on social justice issues. The new course was developed focusing on activism and advocacy, the training provided participants with skills on how 'to take action to address global injustice and poverty' step by step. The Centre's new publication *The Activists' Handbook* was a key resource to inform participants in the area of activism.

3. Objectives:

- To pilot a new advanced development education training course for educators who work in, or in support of, the minority ethnic sector;
- To design and deliver the course in partnership with Global Educators who have completed the Centre for Global Education's introductory Global Education course

4. Programme of activities and Session Plans

Global Educators from the Centre for Global Education's Making Connections Project were consulted on what topics they consider relevant to be covered in the training.

Three topics mentioned most were: activism, personal development, and how to deal with people's indifference/apathy towards global issues.

The session plans were designed around activism and personal development, with the assumption that a grasp of these two topics could also address the issue of how to deal with indifference.

To prepare for the training, I used the following texts/videos and methodology:

Materials

- Finding Frames: New ways to engage the UK public in Global Poverty (Oxfam)
- The Activist's Handbook. Centre for Global Education
- Ted Talks: Ken Robinson, Derek Sivers and Drew Dudley (see links in the session plan)
- Collective Action through Global Education towards Social Equality. By Alex Steinhart. (Draft – Master's dissertation)

Methodology

- Education Popular – Freire's quotes (see appendix 1)
- Appreciative Inquiry (appendix 2)
- Reflective Practice (attached)

BEFORE THE TRAINING

All participants received an email on how to prepare for the residential. They were asked to remember/think/feel:

- a) How they are currently connected in their life/job to global education and how they would like to be connected/involved/active
- b) Bring their favourite quote
- c) Remember a book that has somehow shaped their way of thinking

SESSION PLAN 1: PERSONAL COMMITMENTS

The Circle of Trust: Creating a safe space for dialogue.
 Most participants knew each other from previous activities.
 This was an opportunity to relate to all our senses and to share our intentions/commitments.

ACTIVITY	INSTRUCTIONS	MATERIALS
Welcome 30 minutes	<p>Facilitator welcomes participants to step into the circle of trust. Facilitator explains the concept of a circle as a divine shape. The circle symbolizes infinity and eternity because the curves never end. The circle has no beginning or end.</p> <p>The importance of connecting body and mind to have a holistic and meaningful learning.</p>	Rope for the circle, flowers, music, images on the floor.
Intentions – Commitments (1 hour)	<p>As they all knew each other from previous activities, the presentations are around commitments. Individual, pair work and then share in plenary.</p> <p>Question: What are you committed to that made you choose to participate in this residential?</p>	Flip Chart with question and paper, scissors, glue, magazine cuts for them to write, draw or make a collage.
Individual and collective journey (45 minutes)	<p>Facilitator explains the purpose of the residential: Personal development and to move beyond awareness...</p> <p>That we will have a collective but also a personal journey.</p> <p>We are all responsible for our own learning experience and share what we want to share.</p> <p>Participants share their favourite quotes and why they like them.</p>	Put quotes around the room

This session addresses how our values shape our behaviour and where these values come from.

The first module (Making Connections training) addressed values in Development Education. Workbook 1 posed questions on values. Participants were asked to explore and reflect on what values shaped their “lenses” (in reference to perceptions). Most participants struggle with this question, as it requires going into a deeper level of personal development.

ACTIVITY	INTRUCTIONS	MATERIALS
Introduction to the topic - 15 minutes.	Facilitator asks participants their first thoughts about values. Participants write them on Post-its Facilitator asks for examples	Post-its Markers Flip Chart
Working on our personal Timeline - what are our values? Where do they come from? 3 hours	Individual exercise Guided instructions: <ul style="list-style-type: none"> - Divide your number of years in at least 3 but no more 5 parts - For each part identify relevant (positive and negative): People Events Places Messages <p>Create a new grouping – if needed and put a title – what was happening at that time of your life? What were the positive and negative anchors? What were the key messages that were shaping your values?</p> <p>Give people time to look at their timeline.</p> <p>Share in plenary – not details of timeline, but what we have learned from it.</p>	A4 page Markers Water Soft music
What do values have to do with Global Education? 3 hours	Ask the question in plenary and put ideas on flip chart. Facilitator presents the document “Finding Frames”: For each key	Handout (executive summary) Finding Frames: New ways to engage

	<p>message, participants look for examples in their personal lives and in what they have observed.</p> <p>Key messages:</p> <ul style="list-style-type: none"> • There is a problem in terms of the UK public's levels of engagement with global poverty. • What can be learned from values (the guiding principles that individuals use to judge situations and determine their courses of action)? • What can we learn from frames (the chunks of factual and procedural knowledge in the mind with which we understand situations, ideas and discourses in everyday life)? • Values and frames offer ways of looking at the problem of public engagement with global poverty and identifying possible solutions. • Values are powerful guiding principles that are foundational to humans' motivational systems. Empirical research shows that they correlate strongly with patterns of behaviour. • People who have stronger 'self-transcendent' values tend to engage in more pro-social behaviours and sustain that engagement over time • Concern around mind manipulation...there is no such thing as values-neutral communications, campaigns or policy. Every message and activity activates and strengthens values. • Need for informal networks and safe spaces for dialogue – the need to act now. 	<p>the UK public in Global Poverty.</p>
<p>Wrap up</p>	<p>Finish the session asking participants to share the book title/content of the book that has shaped somehow their way of</p>	

	thinking.	
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SESSION PLAN 3: ACTIVISM

The Making Connections Training mainly focused on awareness raising and understanding global education. Training and nurturing participants for activism was implicit but not clearly designed in the training modules. Alex S in his Master's thesis dissertation (draft) explores in detail the implications of this aspect.

This session attempts to provide Global Educators with skills, knowledge and some competences to bridge their awareness about global issues with their role as activists to address global issues.

ACTIVITY	INSTRUCTIONS	MATERIALS
Introduction to why activism is important.	<p>Facilitator has the following written up on a flipchart:</p> <p>Research has shown that in the UK, people aged 14 to 20 are "<i>relatively informed but broadly disengaged</i>" on issues of global poverty, and have inherited a sense of 'development fatigue' from the media and their parents.</p> <p>There is an urgent need for action if we are to break the cycle of disengagement that is already showing signs of engulfing the next generation.</p> <p>Give participants time to read and then collect initial thoughts about what is their understanding of ACTION.</p> <p>Introduce the idea of MOTION (action) and EMOTION (put the energy in action)</p>	<p>Flip Chart</p> <p>Markers</p>
EMOTION and CREATIVITY	<p>Present the video made by Ken Robinson on Creativity</p> <p>Plenary</p>	<p>Ted Talk – Video. www.ted.com/talks/ken_robinson_says_schools_kill_creativity</p>
Personal Audit	Guide participants with the following	Paper

and Reflection on Action.	<p>questions – personal work.</p> <ul style="list-style-type: none"> • What are the things they like to do and do effortlessly? • When do I feel really connected to myself and to what I am doing? Think about such a moment. • How do I feel in such a moment? • How are people responding to me in such a moment? • With whom can I share these moments? • Who else would love to take part in the actions that I really like? • In which area would you really like to engage? You should feel really comfortable and powerful. • How can you bring your own gifts, talents and passions as a Global Educator? 	Markers
Everyday Leadership	<p>Using the video by Drew Dudley, introduce how we all have a potential to transform lives.</p> <p>Plenary</p>	<p>Ted Talk video www.ted.com/talks/drew_dudley_everyday_leadership</p>
The Activist's Handbook.	<p>Write up on a flip chart: "From concern and curiosity to Action" Distribute the book and in small groups ask them to read a case study and explore what the concern is that sets the ACTION. What is the EMOTION that sets the MOTION for these activists?</p> <p>Presentation</p>	
How to start a movement and the importance of followers.	<p>Present the video by Derek Sivers.</p> <p>There is a need not only for leaders, but also for followers. The FIRST FOLLOWER is who TRANSFERS a random action in a possible movement.</p> <p>Plenary</p>	<p>Ted Talk www.ted.com/talks/derek_sivers_how_to_start_a_movement</p>

SESSION PLAN 4: TAKING ACTION...

ACTIVITY	INTRUCTIONS	MATERIALS
Taking Action template	<p>Facilitator provides the 80-20 template</p> <p>Individual time to fill it and then in groups of 3 to share the ideas and ask questions to have more clarity about what the action/commitment is.</p>	80-20 template - handout
Interdependence between our actions/commitments.	<p>Each participant writes on a piece of paper what it is that they are passionate about, what is their commitment, what they stand for, what the action is that they want to pursue.</p> <p>We all stand in a circle.</p> <p>Using a piece of string we explore the interdependence of these actions.</p> <p>Later we put the paper with the ideas up on the sticky wall.</p>	<p>Sticky wall</p> <p>PaperString</p>

SESSION 5: COLLECTIVE ACTION

The purpose of this activity is to make the participants aware of the strength of collaboration and collective action.

To make participants aware that working in a collective action takes more than a good will and heart. It is work, requires planning, designated roles, communication, etc.

Experiential learning.

ACTIVITY	INSTRUCTIONS	MATERIALS
Introduction	<p>Facilitator tells the participants that we are all going to have a celebration.</p> <p>Get them enthusiastic about the idea.</p> <p>Explain that they will have to design the party and make it happen.</p> <p>Leave them with the task to organise themselves.</p>	<p>Materials for cooking – access to kitchen</p> <p>Materials for decoration</p> <p>Paper, markers</p>
	<p>Participants divided into 3 groups: Cooking, Decoration and Entertainment.</p> <p>Facilitator observes the dynamic in each group</p> <p>Celebration</p>	Take photographs
Learning how to give and receive feedback	<p>After the celebration, facilitator explains that part of the learning was DOING but the next part is a REFLECTIVE PRACTICE on our actions.</p> <p>Facilitator gives basic instructions about giving and receiving feedback and asks each person to reflect on his/her practice organizing for the celebration.</p> <p>Share thoughts with other members of their group</p>	<p>Flip Chart</p> <p>Markers</p>

	and also provide feedback to each other. Put in flip chart key learning.	
WRAP UP	Use the story – Stone soup to finish the session.	Story

5. Recommendations

- 5.1 Global Educators are very willing to continue this kind of training. They acknowledge its value for their personal development and as global citizens. The Centre for Global Education should continue the link with Global Educators using social networks and sending the monthly newsletter, but also creating the space for at least 3 meetings a month.
- 5.2 During these meetings, the Centre for Global Education could facilitate the generation of ideas to put in action as a group.
- 5.3 If the Centre offers more “Making Connections” training, it is highly recommended that it invest a good amount of time on the topic of values. Values is a crucial topic to understand behaviours and how each person perceives the world.
- 5.4 Activism should be a central topic in any Global Education Training. I strongly recommend developing and delivering activism as a transversal topic through the training.
- 5.5 It is recommended that training explain activism using experiential learning and also learn from local and global case studies.