

Our Recommendations for Community Global Learning

1. Learn to pay attention to networks, strengthen these, extend them, and mutually support each other. It is useful to get involved with various needs and other perspectives.
2. Use opportunities and blend in with what already exists: take advantage of the framework conditions and needs of the cooperation partners and bring in the North-South aspect into existing activities. Use organic supermarkets and offer your support to extend their offers. Be it a coffee adventure trail at a street festival, a Fair Breakfast for economists with an exciting speaker, or be it an activity as part of a sleepover in the church for the younger generation.
3. Choose lively topics close to home and then create the opportunity, to actively connect freetime and education. Draw on the need for fun and relaxation with creative methods. Learning will happen all the same.
4. Listen to the children, and seize on their questions and interests, again and again. Listen to parents and educators; enter a joint learning process with cooperation partners and users. Speak to families and groups. A mix of school and extra-curricular activities gives interested children the opportunity of absorption. Parallel work with children and adults contributes to sustainability.
5. Check your pictures when you speak about "distant countries". Bias reinforces false images – there are urban and rich areas everywhere. Check your topics. Instead of one-dimensional "help", focus on the search for "sustainable development", reducing discrimination and increasing social justice – in this way engaged groups learn from each other worldwide.
6. Continuity, flexibility and competence, ensuring a high quality of events. Good experiences will be retold. Engage yourself in networks and create synergies through cooperations in the borough. Develop activities suitable to the situation. Integrate long-term activities in partner planning, adjust to their needs. Use personal contacts. Synergies developed at schools, e.g. through parallel work with parents, teachers and new ideas for activity days at weekends with families.
7. Strengthen local actors as needed through consultations and trainings, for example in professional and methodical competence and in project development competence (assuring sustainability). Include competent experts in the activity days, support the acquisition of funds.
8. Offer opportunities to get involved: strengthen local alliances for sustainable economies – e.g. cooperations between townspeople and farmers. Build up other consumer structures. Critically question your own consumption. Contact campaigns such as www.saubere-kleidung.de or www.atomausstieg-selber-machen.de.
9. Look at fair trade and North-South cooperation from a human rights perspective: "... these people are handled fairly, so that they can worthily live from their work" and from a charity perspective "...we help these people everytime we buy fair trade products". Avoid exoticising descriptions. Use fair trade to speak about unfair prices and normal market processes.

Further information

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- Prague / CZ: www.ekumakad.cz/

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Community Global Learning



Curious People of All Ages!

Global learning issues can be communicated and conveyed lively and outside of school too – our experiences with events on afternoons, at weekends or during the holidays – for the whole family as well as specifically for children – speak for themselves. With interactive activities at a lot of events - such as our "coffee adventure trail" - we have built up momentum for lively learning. Our activities prompt children, young people and families to reflect on world affairs and personal everyday life. Contentwise, the traces of the "one world" in our everyday life together are often more important than the (often 'exoticizing') view of alleged "foreign" countries. The need for change in the Global North and South becomes apparant.



All about coffee at the MyFestival Mariannenplatz with the St Thomas church community

Every year on May 1st, people experience coffee's long journey from the coffee farm to coffee roasting and grinding in Germany.



„All About Coffee!“ – the activity day for fair trade enjoys the rush.

Many children and entire

families take on the role of small farmers in a coffee producing country of their choice – our team, made up

Instead of a one dimensional "help" or charity, we focus on looking for "sustainable development" by breaking down discrimination and building up social justice - and here the dedicated groups learn from each other worldwide.

In this context, we open up diverse opportunities with lively topics which are close to home, to actively connect freetime and education. In this process, creative methods tie in with the need of fun and relaxation. We present you with three example topics in this leaflet, on which we have carried out many successful neighbourhood activity days with cooperation partners in the borough and finally we present you with the advantageous framework conditions.

of the pedagogical expert Annette Kübler, other adults as well as experienced children, competently supervises them in this process.

After sorting the raw coffee beans and lugging the heavy coffee sacks to the middlemen, the small "farmers" try to achieve a fair price for their coffee – a price, which enables them to feed their families with their work. Yet there only receive a few cents. At the latest when they buy the coffee beans at the next station "in Germany" for a far higher price does it become clear: the salary the farmers received before was not in the least fair. Experiencing exploitation causes a dynamic response. Mergers occur and fair prices are called for. It is a good opportunity to talk about production conditions of our consumer products, just prices and fair trade. The roasting coffee beans then take care of a delicious smell. Whilst the coffee beans cool down, there's a quiz on coffee farming to solve – more information about the coffee farmers' living and working conditions and world trade. After grinding the coffee beans, the families taste their self-produced coffee or take it home.

My t-shirt's journey – a creative workshop at Joliba e.V.

- What do I know about my clothes?
- Our t-shirts are made of cotton – where was this farmed?
- Cotton needs water to grow – how many litres of water does a t-shirt hold?
- Who weaves the material, who sews it, where is it dyed?

Our t-shirts have seen more of the world than us!



At the stations, there is a lot to discover: our favourite pieces of clothing are the starting point.

In our role as journalists, we interview each other and hear a lot of exciting stories. Once around the global, production stages are assigned to the countries on cards: from cotton production in Kazakhstan to dying t-shirts in t-shirt city in India to the second-hand clothing market in Ghana. Here we hear stories from people, who are behind the production of a t-shirt. A quiz enables a better understanding of water shortage on cotton farms. In the "bathtub quiz" we guess how much hidden water (virtual water) is in in other products and foods. A film summarizes the knowledge and provides information about organic and fair production. In the creative workshop, we then produce colourful pieces of jewellery from old t-shirts.

What experiences did we gain?

With the neighbourhood activity days, we – together with children, young people and adults - were able to gain valuable learning experiences, which challenge and enrich the individuals more, as a formal knowledge acquisition. Global learning enables allround learning, taking into account thinking and feeling, how we judge and how we act. It means questioning apparant certainties. It includes a change in perspective and empathy with others, with their needs and interests. We therefore continue to have our global learning offers ready, and gladly receive comments, ideas, criticism and suggestions on cooperation and expansion.

Who can do the same and how?

Those active in a community or neighbourhood can take up topics which move them, look for like-minded people and get some experienced experts involved. An old wise nursery rhyme tells the truth: "One is none, two is more than one, not until we are three, do the others join in ..." It is important to begin with that which is important to you and what is within your power. That can then attract wider circles.

Clever construction – solar: Everything revolves around the strength of the sun – with the children's farm at Mauerplatz

- Introduction to renewable energies
- Dealing with rubbish creatively
- Building your own electric circuit

Do we really need nuclear power? After the nuclear accident in Fukushima we increasingly combined recycling arts and crafts with solar technology in our offers on global learning. Families like to use these activities as an opportunity to talk about renewable energies. Here, young and old "engineers" who like to experiment make things together with the support of an educator and an electrician. Solar cells and solar motors can get egg cartons, toilet paper rolls and other rubbish moving. Solar bikes, helicopters and boots are created – children create creative toys from old junk, reflect their rubbish production and learn how to deal with solar technology.

