

Our Recommendations for Global Education and Information Days

1. Encourage people and groups, who are working on current and socio-critical topics, who use participative methods, to question themselves critically, to share experiences and communicate well and to participate.
2. Clarify the mutual expectations, tasks and obligations for successful implementation of the event and preferably record these in writing.
3. Carry out preparation and follow-up meetings with as many participants as possible, to discuss aims and procedures, clear up problems and bring in new ideas.
4. Make all important information available in a way that is easily accessible at all times (e.g. on platforms such as Wuala or Dropbox).
5. Workshops to develop activities are hugely helpful to inform yourself of values and adapted educational methods. A written record and personal discussions of "criteria of good educational work" and the joint reflection, whether these can also be implemented, guarantees the good quality of the learning activities.
6. Set an annual theme for each year, for which the applicable learning activities are explicitly developed. In doing so, you guarantee the attraction for returning schools and provide current connections and methods corresponding to the group.
7. Evaluate the individual components and activities with help from questioning the target group (e.g. questionnaires) to ensure the quality and obtain suggestions for change.
8. Make networks of teachers above all aware of the event and give people who are interested the opportunity to receive more detailed information (e.g. by signing up to an email-distribution list).

Further information

Berlin:

- www.kate-berlin.de/benbi,
- www.kate-berlin.de/benbiFotos.html

Other federal states:

- www.brebit.org
- www.sebit.info
- <http://saebit.de>
- www.eine-welt-mv.de
- www.thebit.ewnt.de

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The Global Education and Information Days



Project "Awareness for Fairness"

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Global Learning in a Different Way: Global Education & Information Days

Each year, the so-called global education and information days (Entwicklungspolitische Bildungs- und Informationstage - BITs) take place in Germany. In 1993, the THEBIT started in Thuringia; benbi has been involved since 2000; and in 2010 the SAEBIT finally completed the line up of the East German Federal states. However, there are also comparable events in West Germany in part, too – such as the EPOBITs in Saarland. Groups from other Federal states – e.g. from Lower Saxony – have already visited the benbi, in order

to implement something similar in their own Federal state. Non-governmental organisations in larger cities or regions can discover the concept of BITs for themselves and find similar or completely new ways to let the broadness of global learning become visible in their region. The aim of all BITs together is to create development policy awareness and motivate people to trade critically. Global learning methods often come into play in the process. Exactly how this is then implemented is solved very differently in each region.

The Berlin example "benbi"

The Berlin Development Policy Education Programme – benbi for short – is primarily aimed at schools and development policy groups. Every year learning activities on a specific annual topic are developed by the participating non-governmental organisations and independent consultants and offered for a total of five days at the beginning of November. School classes from year 3 upwards and vocational schools as well as student teachers and volunteers doing their Voluntary Ecological Year then sign up for a specific day.

On Monday and Tuesday, years 7 to 10 come for example, on Wednesday and Thursday years 3 to 6 and on Friday then a group from year 11 upwards. The whole programme is accompanied by an interactive stage programme, a podium discussion and an exhibition. Teachers are offered their own workshop on global learning topics, materials and methods.

KATE e.V. organises the structure of the entire event. This ranges from training on development of the learning activities, to concretely conceptualizing individual components, such as researching and choosing films, financing and submitting application, as well as advertising, supporting the schools, individual consultation and evaluating all activities.



The diversity of global learning in one day

The diversity of global learning activities and topics becomes visible for schools in just one project day. Schools and teachers reflect on their possibilities for exerting influence and their dealing with regards to global structures and inequalities. Consequently, more and more schools book individual workshops after the campaign week too and use the films and resources for

their lessons, so that the social dimension of global issues is anchored further into everyday school education. The school administration in Berlin supports taking up global issues and methods, and has created room for interdisciplinary global learning in the current curricula. As a result, more and more schools are developing such a profile.

Between drizzle and snowstorms

On a grey drizzly cold November morning, year 8 from a Berlin school are finding their way to FEZ. Today, they're going to benbi! At the entrance they are welcomed by one of the volunteers, who explains the school registration to them and shows them the way to the cloakroom and then to the stage. Once they have arrived, the sports hall fills up with up to 400 students and it finally gets going: the group Theatersport enters the stage and juggles with concepts on the topic "city worlds": improvisational theatre appearances 'translate' the concepts of gated community and megacities into words and pictures, in response to the key words shouted by the audience.



That was just the beginning, however, because now the class is dividing itself among the 20 NGO workshop stands, in order to be able to bring together the different impressions in the class afterwards. At his stand, Manuel is going on a journey together with six students from different schools. Through varied interactive methods, various questions are discussed in Manuel's small group: What experience of migration do we have? How many times have we already moved house, where have we spent longer times of our life? How was it for us to change our place of living? What positive or hard experiences did we have in the process? Each of the pupils contributed a very different story; and finally the speaker tells of her experience of migration and socio-political background in Bolivia. Games and materials lead to concrete discussions and considerations, such as what a contribution to a socially just world can look like. Karin considers in the meantime at the neighbouring stand, how her dream city would look and what has always bothered her about Berlin. She talks about her

needs and ideas with the other pupils; and at the end they all create a city of the future together. In the process, they consider how their wishes could be considered more by city planners in the future. After the hour is up, the class meets again at the stage and walks over to the cinema forum, chatting about the experiences. Here they all watch a short film about the megacity Sao Paulo. In the film, several people give an impression of their everyday life – with a very different living environment in the American metropole. In the subsequent phase of reflection, the class asks about who actually decides who can and should live where and which ways of movement are to whom and to whom not. Then Manuel, Karin and their teacher – like all others – fill out a questionnaire, which wants to know what they have learnt today, and what they would change, if they go to benbi again next year. After three intensive hours, which were very different from their everyday school life, the children put their thick coats and jackets on again, and head home through the snow storm.