

# Our Recommendations for Planning and Evaluating Global Learning Resources

1. The wheel must not constantly be reinvented! Before starting to develop a resource, **it is useful to gain an overview of existing resources**. The global learning portal "One World Internet Conference" (only available in German) offers a very good starting point. There, resources are sorted both by topic, as well as by target group. In addition, it is recommended that research should be carried out in the relevant media libraries.
2. Consider in which context – in **school or extracurricular educational work** – the resources should be applied. Usually there are different framework conditions at school than at a youth educational institution or in a seminar context.
3. Consider what **target group** the resources should be aimed at. Methods can also always be adapted to other contexts of course; however for advertising the resources it is helpful to have a clearly identified target group.
4. In order to ensure the quality of a new resource, the quality criteria mentioned above should be adhered to in the conception and editing.
5. It is important to design the exercises as **skills-based** as possible – therefore both the competences of the *orientation framework global development* and the school skills requirements should be considered.
6. In order to ensure the resource's **practical suitability**, the resource must be tested as intensely as possible with the target group. Ideally by persons other than those, who developed the resource, in order to make sure that the didactical guidelines are understandable.
7. The resources should be able to be easily used by **teaching staff**. At the same time, the resource should stand out from other resources and correspond to the **principles of global learning**: the exercises should be fun and the topics made emotionally accessible, and they should support teaching staff to prepare their pupils for exams and presentations.

## Further information and resources available for download

- Berlin: from EPIZ: [www.epiz-berlin.de](http://www.epiz-berlin.de) [www.epiz-berlin.de/?EPIZPublikationen](http://www.epiz-berlin.de/?EPIZPublikationen) and from KATE: [www.kateberlin.de](http://www.kateberlin.de)
- Germany: [www.ewik.de](http://www.ewik.de) (only available in German)
- UK: Think Global - resources for teachers: <http://globaldimension.org.uk/>, Leeds Development Education Centre: [www.leedsdec.org.uk/resources.php](http://www.leedsdec.org.uk/resources.php)
- Upper Austria: from Welthaus Linz [www.dioezese-linz.at/redsyst/index.php?action\\_new=read&Article\\_ID=151107&page\\_new=13400](http://www.dioezese-linz.at/redsyst/index.php?action_new=read&Article_ID=151107&page_new=13400)
- Czech Republic: from the Eucumenical Academy Prague: [www.ekumakad.cz/cz/publikace](http://www.ekumakad.cz/cz/publikace)

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## Project "Awareness for Fairness"

[www.be-fair.eu](http://www.be-fair.eu)

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# Global Learning Resources



# What are good Global Learning Resources?

## Global learning – an exciting didactical challenge

As part of the project, many exciting new resources were developed in all four countries, for use at school.

In Berlin we developed:

- A toolbox "Global Learning – Fair Trade and Human Rights" (target group – pupils aged 11-16),
- A toolbox "Global Learning – Fair Trade and Working Standards" (target group – apprentices),
- A toolbox "Global Learning – City" (target group – pupils aged 11-16),
- The interdisciplinary study guide "Petroleum – a Controversial Energy Source" (target group – pupils aged 14-16),
- A workbook "Happy Holidays" (target group – apprentices in tourism), and
- A comic "GOOD MONEY - invest sustainably" – for bankers and bank clerks.

In order to gain an insight into where new or the further development of resources is required, we analysed existing resources with help from the Pedagogical Workshop Discussion Group and Alliance Sud's quality criteria, as well as the Global Education Guidelines (see additional links).

The first two toolboxes are primarily a collection of existing and established resources, which predominantly meet the quality criteria. Whilst examining the existing resources, it occurred to us that the "Worldtrade System" was rarely analysed and to little attention was paid to the crucial point, why the trade system is unfair. The negative points are regularly merely touched upon, in order to then go into detail on the advantages of fair trade. Criticisms of fair trade on the other hand did not appear in any of the educational resources analysed by us. From our perspective, this is regrettable, because in this way an integral examination of the topic is not possible. For this reason, we have developed two exercises regarding this issue ourselves.

The toolbox "Global Learning - City" was compiled to address the annual theme of the UN Decade of Education for Sustainable Development. Since we came across very few existing exercises, we compiled all completely new resources. Of course, the entire complexity of the "megacity" issue cannot be addressed with the toolbox, but there are suggestions for getting started on the topic and – entirely in the interests of global learning – for engagement with one's own city and its development.

## Interdisciplinary learning

The study guide "Crude Oil – a Controversial Energy Source" was created against a backdrop of increased calls for "Interdisciplinarity in the classroom". Since crude oil is already included as a topic in some subjects (Chemistry, Geography) in curricula, it lends itself to engaging this topic and developing modules for other subjects (English, Maths, Music, Politics). Due to the proximity to the curricula and to interdisciplinarity, the resources are well received by teaching staff. A further reason for the numerous orders is surely the provision of resources free of charge.

The resource includes teaching suggestions for the mentioned subjects, so that a year 11 class can deal with the topic from different perspectives. Extensions for higher classes allow cross-class work, for example in a project week together.

Precisely because we do not have professional experts for the development of crude oil resources for all subjects available, we have closely cooperated with experts and carried out test runs with students from years 10 to 13.

## Additional links

Quality criteria – Pedagogical Workshop Discussion Group:

- [www.eine-welt-unterrichtsmaterialien.de/einewelt/beurteilungskriterien.pdf](http://www.eine-welt-unterrichtsmaterialien.de/einewelt/beurteilungskriterien.pdf)

Quality criteria - Alliance Sud:

- [www.alliancesud.ch/de/lermmidien/downloads/qualitaetskrit\\_bildungsstelle\\_2009.pdf](http://www.alliancesud.ch/de/lermmidien/downloads/qualitaetskrit_bildungsstelle_2009.pdf)

Global Education Guidelines, particularly pg. 46-48

- [www.coe.int/t/dg4/nscentre/GEguideline\\_presentation\\_en.asp](http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp)

A Cross-Curricular Framework in the Context of Education for Sustainable Development. Standing Conference of the Ministers of Education and Cultural Affairs, Bonn 2007. English version

- [www.ewik.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen\\_20f\\_C3\\_BCR\\_20Global\\_es\\_20Lernen\\_20-\\_20englisch.pdf](http://www.ewik.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen_20f_C3_BCR_20Global_es_20Lernen_20-_20englisch.pdf)
- Condensed version:  
[www.ewik.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen\\_20f\\_C3\\_BCR\\_20Global\\_es\\_20Lernen\\_20-\\_20Kurzfassung\\_20englisch.pdf](http://www.ewik.de/coremedia/generator/ewik/de/Downloads/Dokumente/Orientierungsrahmen_20f_C3_BCR_20Global_es_20Lernen_20-_20Kurzfassung_20englisch.pdf)

## A selection of our partners' current resources

LeedsDEC / UK: an exhibition on global learning "Global Advocates" with ten big posters / rollups (target group: pupils aged 11-16)

Welthaus Linz / Austria: Brochures for the four seasons (target group: primary school)

