

CHAPTER D

METHODOLOGY

METHODOLOGY

Methodology, as a system of principles and rules that precede and analyse praxis, systematically studies the relationship between methods and theory in each science.

A distinction between methodology and methods may help the discussion: Methodology, as the core of epistemology, is the scientific foundation and development of methods, in order to formulate fundamentals for the creation of new specific methods or for the study and analysis of existing ones. A method is a planned procedure that regulates a line of action undertaken to obtain defined objectives in a specific science.

Methodology in education, and especially in global education, is more than a discussion about teaching methods; methodology is an important pillar of education policy. More than how to teach, or how to develop learning activities, methodology includes all the issues of what education is. In this sense the content of any educational activity needs to be directly related to the methods that will be used within the learning group in order to accomplish the objectives of the chosen activity. This basic statement becomes crucial if we accept that each activity in each learning group, in formal and non-formal education, is the application of a wider ideological context. Therefore methodology issues have to be regarded not only in relation to particular learning activities, but as the framework of a continuous learning process related to the main objectives of education and in dynamic interaction with the evaluation process.

And if we agree that any form of education influences human beings' way of thinking, acting and living, we may conclude that any discussion about the role of methodology in education is close to the whole discussion about the role of education in our societies.

FUNDAMENTALS FOR GLOBAL EDUCATION METHODOLOGY

In order to reflect on the fundamentals of global education methodology, we need to go back to the main concepts in the Maastricht Global Education Declaration:

“Global education is education that opens peoples’ eyes and minds to the realities of the globalised world.”

Global education methodology has to be related to the realities of the world. This means, it is first of all based on the reality, contexts and needs of our learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnections between them. This requires first clearing all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (i.e. age, language knowledge, cultural background and physical capacities) and related to learning styles.

The objectives and the different steps of the activity have to be clear and understandable to everyone, in order to make sure that everyone can participate, but also in order to build a common understanding of the realities of the world and how they are interconnected.

Some sample questions may help us to reflect step by step on the learning procedure:

- *Who are the people in this group (educators and learners)?*
- *Where do they come from (cultural background, etc)?*
- *How are their cultural identity/identities perceived in the group and the society they live in?*
- *Why are they here?*
- *How do they feel in this group?*
- *How do they behave towards each other?*
- *How does each one react to the educator's behaviour?*
- *How does the educator feel and react to the learners' behaviour, as individuals and as a group?*

Understanding the learning group is a *sine qua non* condition for all educators, especially when they are dealing with global education issues.

Bearing in mind that no personal or collective cultural identity is static in our globalised world, it is crucial to understand people in the learning group.

Defining the area of knowledge we will deal with, according to the needs of the learning group, is extremely important.

Equally important is how we will deal with and create the appropriate learning atmosphere, build bridges of communication and trust and create an encouraging, safe and pleasant space for *learning from* and *learning with* the others, where everyone feels self-confident and has a sense of belonging.

How do we, as educators, achieve this objective? What procedure do we follow?

The answer is again a question. *Is it possible to understand each different personality and bring his/her part of life into a group, by using **one** method, **one** activity and **one** tool?*

The answer can be **various**, attractive, participative, creative and flexible activities that involve all the learners and respect their wishes, personality, life, cultural background and dignity.

Global education inspires people to bring about a world of greater justice, equity and human rights for all.

Discussing the fundamental concepts of justice, equity and human rights with people requires methods that lead to critical thinking and analysis - research procedures, activities based on investigation, study, exploration and enquiries. At the same time, the content of the learning activity has to be related to

peoples' lives, real situations and human experiences in order to raise the learners' awareness of injustice and inequity. It is also important to recognise and study acts of justice, conditions of equality and respect for human rights in peoples' everyday lives, in order to reflect on the context that permits or creates such values in our societies.

Obviously a real democratic dialogue between all players involved in the learning process is necessary to keep up a continuous process of critical and creative exploration of the world, in order to facilitate the building of a collective knowledge and common understanding of the world we live in. The integration of various relevant components of given systems of values and power and the discussion of the interdependence between peoples' realities are necessary.

A holistic approach seeks to understand direct and indirect relationships between forms of power, violence and injustice at all levels, as well as the values, practices and necessary conditions needed to overcome them. Moving from ignorance and indifference to knowledge and awareness on global issues can be a result of a learning process linking the personal to the collective and the local to the global context. Moving from knowledge and consciousness to action, in order to *bring about a world of greater justice, equity and human rights for all*, can be a result of a learning process that seeks to develop critical empowerment and fosters learners' capacity to participate in a collective decision-making process and actions for transformation at local level in that direction.

It is equally important to connect theoretical knowledge with the social realities of the past and the present, to understand the fundamental principles of the historical process so as to realise how and why humanity has arrived at the complex present situations at local and global level and to develop positive visions of the future.

METHODOLOGICAL APPROACHES IN GLOBAL EDUCATION

Cooperative-based learning

In cooperative learning there is a positive interdependence between participants' efforts to learn. They strive for mutual support so that all group members gain from each other's efforts. There is a positive interdependence among participants' commitment to working together. The method permits learning through interaction, enhances participants' communication skills and strengthens their self-esteem.

Problem-based learning

Problem-based methodologies encourage people to ask and answer questions, making use of natural curiosity about specific events or themes. Participants are invited to reflect on issues that do not have

absolute answers or easy developments and that reflect the complexity of real-world situations. Problem-based learning opens the way for an active, task-oriented and self-controlled approach to the learning process.

Dialogue-based learning

Dialogue creates oral interactions between participants that seeks to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space for developing thoughts, reflections and proposals even if they are opposed or different. Dialogue helps develop communication and listening skills, so it promotes understanding of different issues and points of view. It is one of the most important methods in global education.

CRITERIA FOR CHOOSING AND EVALUATING GLOBAL EDUCATION METHODS			
GLOBAL EDUCATION METHODS HAVE TO BE:		GLOBAL EDUCATION METHODS:	
<ul style="list-style-type: none"> • Interesting • Attractive • Motivating • Challenging • Participative • Collaborative • Realistic but Optimistic • Promising 	<ul style="list-style-type: none"> • Reflective • Targeted to different people • Diverse and variable • Learner-centred • Creative • Interactive • Democratic • Dynamic 	<ul style="list-style-type: none"> • Are based on good resources • Are coherent with GE content • Do not "teach" but educate • Raise awareness • Promote the dialogue • Give the sense of belonging • Bring up everyone's responsibility • Involve people 	<ul style="list-style-type: none"> • Respect the learners • Are based on human values • Develop critical thinking • Link local to global • Stimulate actions • Link the content to the praxis • Are micro/macro based • Promote human-values

IMPORTANT POINTS IN PRACTISING GLOBAL EDUCATION

In formal and non-formal global education the following points are considered important.

Defining and understanding the learning group:

As in all forms of education, considering the situation and the background of the learning group is fundamental; in global education this is crucial. Age, number of participants, social and cultural diversities in connection with the themes chosen, time, materials and space available must be primarily taken into account in designing a global education programme and choosing the appropriate methods. Starting from the learner's contexts and exploring their needs co-operatively is a primary element as well. This is particularly essential in order to design global education programmes when curricula are not prescribed.

Relevant discussions and baseline questionnaires are the most usual methods for identifying these needs and base the themes and the actions of the educational programme on them.

Choosing the appropriate learning environment:

A learner-centred environment is based on the principles of democratic, participative, cooperative and experiential learning. In such an interactive environment, critical thinking, democratic dialogue and a holistic view are valued and encouraged throughout the whole educational process.

THE GLOBAL EDUCATION LEARNING ENVIRONMENT NEEDS TO BE:	THE GLOBAL EDUCATION LEARNING ENVIRONMENT:
<ul style="list-style-type: none"> • Democratic and dialogical • Participative • Caring and warmly supportive • Pleasant and hopeful • Stimulating and inspiring 	<ul style="list-style-type: none"> • Creates self-confidence • Supports mutual understanding and trust • Stimulates learning from each other • Can be a micro-cosmos of the world

The conceptual aspect:

The main concepts related to the global issues we are dealing with have to be adequately addressed. These concepts will form a good concrete background on which interactive learning will be based.

Developing critical thinking:

Critical thinking is developed through the different steps and levels of learning. Firstly, learners need to recognise the realities in order to be aware of the global society and develop values regarding the right of every single person to a life of dignity. Then, they need to understand them through analysis and synthesis. Translating situations in their own reality and daily lives is essential for understanding.

Analysing the situation by breaking it down into parts paves the way for questions about what and why instead of answers, dialogue based on arguments and openness towards difference. Synthesising by putting together different parts of the world puzzle is an important step towards understanding the political, social, economic and cultural dimensions of any situation and the interdependence of different people's realities and developing a sense of responsibility.

Applying information and knowledge to new situations opens perspectives for a better world through active participation. Evaluating knowledge on explicit criteria, related to the result of analysis and synthesis, develops attitudes and skills for a citizen with a critical mind.

Stimulating curiosity:

Stimulating curiosity is a very important presupposition for developing critical thinking. This can be mainly done through searching for the right questions rather than the right answers, which might not exist in an uncertain world of complex issues.

Stimulating creativity:

Stimulating creativity is also a very important presupposition for developing perspectives and possibilities for a peaceful, sustainable world.

The micro-macro approach:

Main forms:

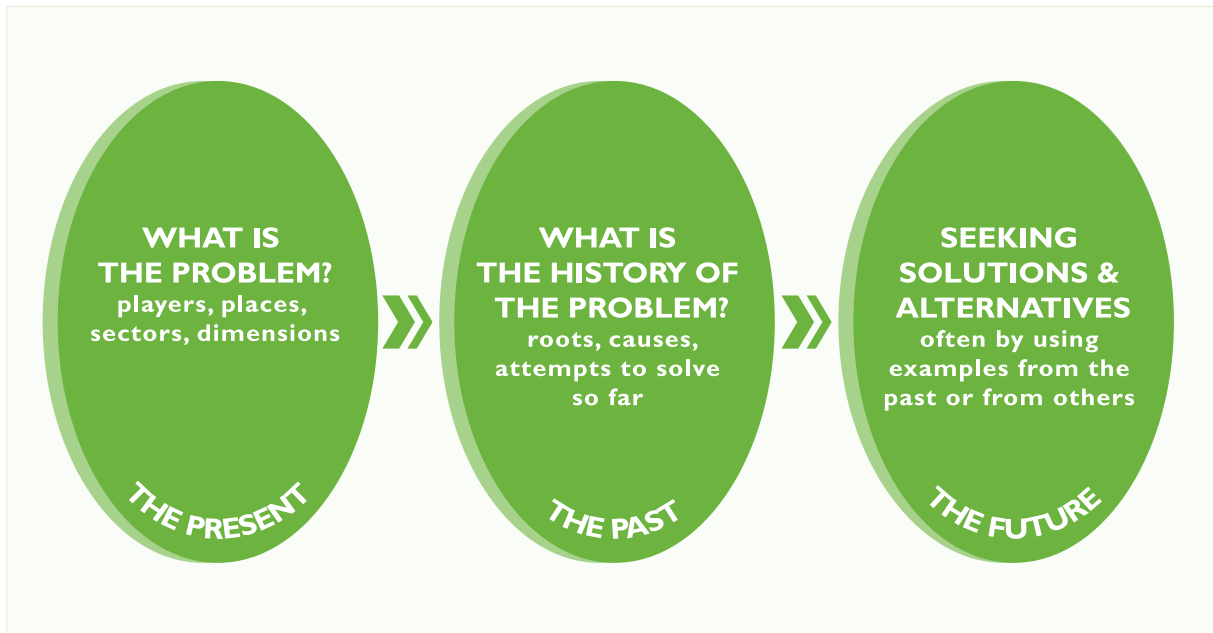
- *From local to global*, e.g. from pollution or poverty in our area we are led to the global dimension of these problems and back to the local level (glocalisation).
- *From personal to collective*, e.g. from personal stories and experiences presented by the participants in a multicultural global education programme, we are led to confront the migration problem on a collective basis.
- *From emotional to rational*, e.g. from the emotions raised on an individual level after the above migration stories, we are led to explore the general aspects of the migration problem.

Interdisciplinary approach:

Global issues can be developed through any subject of the curricula, formal or non-formal. Connecting specific to general knowledge and linking different data coming from various sciences permits a multi-perspective approach, which is needed to perceive knowledge as a united system and so to understand yourself and others in a complex, interdependent world, where the realities of our lives can be complementary but also contradictory. Moving from a culture of individualism to a culture of partnership presupposes the transformation of the personal criteria of the only truth to collective criteria of multiple realities.

The three time dimensions:

Dealing with all three dimensions is very important in approaching a global issue. For instance, initially we are naturally focused on how a problem appears at present. However, we also need to see its past and explore possibilities for the future.



Historicity of knowledge:

Moreover, it is important to recognise the historicity and the limits of the individual and social processes, the different stages of development of phenomena, the genesis and deterioration, the limits and the possible exhaustion and destruction of any system (ecological, social, economical, political) to achieve a reasonable comprehension of situations.

Dealing with controversy:

Global issues are expected to be controversial. Therefore, in dealing with such issues, controversy should not be avoided but confronted in a balanced way, aiming at a synthesis of views. This synthesis is not, of course, always possible. For example, issues connected with religion can be very controversial; and conclusions are not, perhaps, possible in a democratic debate. However, such a debate has a merit in itself. The issue of respecting diverse cultures will necessarily be discussed in the above example. And everyone in the group will realise that we live in a rapidly changing world in which we have to rethink existing beliefs, values and attitudes.

Confronting the issues of national or cultural identity:

These issues are usually connected with migration, xenophobia, stereotypes and human rights and can therefore be very controversial and have to be treated very delicately. Although global education means

resistance to the status quo, it should never be considered a threat but always a positive challenge that can enrich and broaden national and cultural identity.

Introducing the element of change:

Constant change and, hence, uncertainty and instability are the reality in our world. Global education should prepare its learners to face this reality and adapt in a positive, constructive way. This means seeking ways of achieving a kind of good balance between stability and change. For this purpose a more holistic approach is needed which links the different dimensions of being (physical, intellectual, emotional and spiritual) with the different dimensions of the environment (natural, social, cultural, economic and political).

Inspiring Optimism and Enjoyment:

Global education is optimistic and brings hope. There are many modern “prophets” who, Cassandra style, seem to prophesy the end of the world. How do we deal with pessimism? One positive way is to emphasise faith in human nature. Go back in history even two or three generations and see the progress that has been made, for example, in social security or the spread of education, in order to open positive perspectives. Global education has, also, to be enjoyable – an element related to its optimism. Humour also helps in creating a happy atmosphere. Use active, enjoyable methods that can have a drastic effect on developing global skills and values and lead to action.

Building on personal experiences or simulations:

Personal experiences or simulations are forms of experiential learning. Pedagogical theories say that “people learn most powerfully through their own experience, in situations that involve cognition, emotion and action”. Global education simulation activities may provoke strong emotions that are not easy to deal with. That’s why the educator has to be prepared to deal with strong emotions and needs to know and understand each person in the group. Emotional activities have to be used very carefully, in a specific time schedule, either as starting points or as part of a whole programme. Otherwise, too many emotions may distance the group work from reason and reflection. Methods allowing for both experience and reflection and balancing cognitive, emotional and action level are the most efficient for learning in global education.

Stimulating active involvement:

Stimulating active involvement is very important for a change of values and attitudes. Activities may be designed by learners, for a group of learners and for the local community, based upon an assessment of their realities and needs. Participants may try to propose solutions or even undertake collective action to promote transformation in their environment, at a micro level (classroom, school, community, village, etc), e.g. linking formal education with non governmental organisations (NGOs). Through these processes, learners can recognise how participation and the ability to respond to authentic needs improve quality of life in the community and will hopefully lead to a lifelong ethic or service and civic engagement.

Networking among peoples:

While practising global education, creating links with other countries, cultures and societies is very important. These links mean visible, concrete solidarity of groups working together. They can, for example, assist people in developed regions to appreciate village versus town life and people in less developed countries to understand that not all people in developed countries were born with a silver spoon in their mouths. On the other hand, migrants from various countries exist everywhere. By involving them in the education process we bring in different voices, thereby actively showing our interdependence and the need for solidarity.

Using multiple resources:

Educators practising global education should use a wide variety of resources, according to the realities of the learning environment (where, when, who, what, and also content and context of the programme). Very often objective difficulties eliminate the possibility of choosing resources. Global educators have to be flexible and adapt their activities to existing resources and the activity. What is important in global education is not the tool, but how you use it.

Using the media:

Getting information from the media (press, TV, internet) is part of our everyday lives. Global education through the media is both a means and a goal - a means because of the huge quantity and diversity of information coming from various complementary sources and a goal because learning about the world through mass media sources is the best way to develop media awareness, which is absolutely necessary for global citizens today.

Understanding the media is a goal for global education: Media education is directly related to global education, as it fosters critical thinking through a critical approach to a specific source of information (objective or subjective, ideologically and cultured oriented), through decoding the signs and symbols of any transmitted information (wording, images, sounds, etc) and through the analysis, the differentiation and the comparison of what is an event and a real situation and what is an opinion and a comment. Media education supports global education, because it is related to different subjects within formal and non-formal programmes. A *sine qua non* condition for using the media in any subject in education is to distinguish information from knowledge.

Using the media as a resource in global education: Using information from the media in a learning process can be extremely interesting at micro level - knowing about the micro-cosmos surrounding the learning group, understanding how the local community reacts to the realities of the world and analysing how people living around us perceive information about the global context. It is also a challenging source of information at macro level to understand the interdependence of the world we live in. In global education an educator using the media may encourage learners to become aware of global problems, to be a critical audience for any form of given information, to deconstruct stereotypes, to develop a culture of understanding and to be active citizens.

Learners using the media in a global education learning process can be active researchers of information and collaborative participants in a process towards discovering knowledge.

Using the media as a means to act as global citizens: Using the media is a challenging way not only of getting, but also of spreading information from the group to the local or global community, if the group goes on from the learning activity to action in the real life or in cyber space. The media can be used to raise people's awareness and to give visibility to individuals or collective actions of common interest (e.g. actions of solidarity or cooperation for the well-being of the community, protests against violations, multicultural events, activities for the sustainability).

Dynamic process:

Global education activities follow a process of continual preparation, action and reflection. All participants of this type of education will conduct needs assessments, develop proposals, create action plans and reflect on and share the results of their action with their peer group. Internal evaluation is an important pillar of the whole process, based on reflection and linked to the objectives of the activity. Evaluation results can be the starting point for re-designing an activity or a project, for new perspectives and plans. Global education is not a static, repetitive procedure, but a continuous and dynamic process of reflection and action, that is to say praxis.

METHODS FOR PRACTISING GLOBAL EDUCATION

Global education, with its wide spectrum of issues and dynamic aspirations, indeed offers many opportunities for various methods to be used when practising it – from, so to say, more “classical” to more “innovative” ones. What educators need to remember is that a method is a learning approach, directly related to the objectives and in coherent, dynamic interaction with the content of every issue and activity. Moreover what matters more is not the acquisition of knowledge itself, but the process by which learners learn how to learn.

The important thing in global education is that, in any case, we use the methodological proposals presented above. Thus, a learner-centred environment generally excludes the very “classical” method of a lengthy lecture directed at passive learners, even if modern technology is used during this lecture. Similarly, worksheets cannot be very effective if they are based on long, dry scientific texts followed by numerous “academic” questions demanding an individual answer. On the other hand, stories (narrated or given in the form of comic strips) or cartoons, both accompanied by some inspiring questions, can better motivate learners to search for answers in groups and discuss aspects of global issues in a participative, cooperative, experiential and, above all, democratic learning environment.

On this basis anything interactive is welcome: icebreakers and energisers, simulation activities and games, role playing, brainstorming, problem-solving exercises, debates, group discussions, panel or round table discussions, pair group exercises, exchange of experiences, research and presentations, study visits, participative arts, case studies, art activities including music and/or dance and activities based on stories and tales or visual arts / iconography (photos, movies, collages, comics, drawings, etc.). There are numerous methods of this kind and trained educators know them. A great number of printed and on-line materials exist today, provided by European and international organisations, describing concrete examples and ideas for such methods⁷.

In all of them the main message must be one, that the place where global education is practised should metaphorically resemble a hive in which all bees have a role to play around a common purpose, the only difference being that the educator is not an autocratic kind of queen!

It is understood that in the case of non-formal education, related to youth groups or more mature adults, care should be taken for the educator to resemble a kind of a conductor in an orchestra in which he/she and the players democratically decide the details of their programme, as well as each one's individual and collective roles in order to achieve a final harmonious symphony!

EDUCATORS, LEARNERS AND EDUCATIONAL AUTHORITIES FACE NEW METHODS

Because educators act not only as members of the education system, but as individuals and members of a continuously changing society, innovative methods often appear in education as a result of a bottom-up procedure. Being an educator dealing with global education certainly requires you to develop your own methods, according to your knowledge, skills, training, personality, self-confidence, ideas and motivation. As a result of self-evaluation connected to a critical approach towards the conventional methods used in education, or as a simple human need for development and improvement, many educators search for new methods corresponding to the challenges of our days. Sometimes learners also demand new and innovative methods and are critical of the traditional ones. But very often, at least in formal education, educators looking and asking for new methods through a training programme coming from educational authorities in fact demand only new tools. And very often the authorities offer new tools or equipment and consider that the use of such tools will change the methodology and then influence the lessons' "efficiency", without reflecting on the coherence between tools, methods, aims and content (what, why, how). That is why clarifying the role and the importance of innovative methods, with or without new tools and equipment, is another challenge for global education.

⁷ See North-South Centre website: www.nscentre.org, education link

RECOMMENDED PRACTICES

a) The project method

Working around a common global theme, or aspects of it, is a very creative task for learners in the formal and non-formal sector. The work can include certain elements, like informative texts, poems or prose, photographs, drawings, graphics, comic strips, cartoons, extracts from newspapers or magazines, collages, a class newspaper, music, role playing and even the production of audiovisuals or of a CD-ROM. Even if the project is carried out individually, it must have a collective dimension including a final presentation, discussion and evaluation by the class. However, it is better if it is the result of team work where the participants can contribute some or all of the above elements according to their interests and talents. Field work is also welcome, starting, where possible, from local situations. The final result can be an exhibition of the whole project in the place where it was created or on a local community level⁸.

A great opportunity for such projects is offered by the Global Education Week – the annual event initiated and coordinated by the North-South Centre of the Council of Europe.

b) The world-links method

This method can give real substance to the previous one. As generally stated above, bringing the global reality into the classroom (or any other learning space) for active cooperation is of vital importance in global education programmes, in the formal and non-formal sector.

It can be done in many ways:

- *bringing people from other countries to the educational process or even visiting other countries where a group visit is possible;*
- *creating links and networks with people from different parts of the world through mail or e-mail correspondence;*
- *welcoming visitors from different cultures, e.g. migrants living in your country, into the staffroom and classrooms of schools or the venue of the informal global education (GE) programme;*
- *organising multicultural events, feasts, exhibitions or other activities in schools or public places and involving people of different cultures in such activities, including different styles of food, music, dance and, perhaps, drama;*
- *bringing learners to areas where needy people live, so that they experience the situation and, if possible, cooperate with them in confronting local problems;*
- *involving learners in activities aimed at helping needy people or volunteer work initiated by non-governmental organisations, particularly in formal education;*
- *organising meetings of teachers, students and parents for learning sessions about multicultural themes.*

⁸ See North-South Centre website: www.nscentre.org, education link

c) International school partnerships

This practice completes the previous one. There are hundreds of bilateral links between southern and northern and eastern and western schools. Several international school-linking organisations are in the process of establishing triangles and (eventually) networks of school links, which provide websites, ideas, written experiences and reports. In most European countries there are national agencies or non-governmental organisations that provide support for schools that are interested in international school-partnerships. Especially north-south school partnerships offer many possibilities for global education.

From our point of view these partnerships permit:

- *a better understanding of global interdependency through direct contacts between students and teachers in the partner countries and schools*
- *an overcoming of mutual stereotypes and prejudices*
- *an increase in students' and teachers' motivation*
- *a new teaching and learning culture e.g. by subject-connecting/overlapping teaching*
- *further development of important key-competences for all involved, e.g. modern communication technologies, project management, foreign-language skills, international communication between students and teachers*

From the methodological point of view, north-south school partnerships offer many possibilities for concrete classroom activities:

- *exchanging letters (handwritten, emails)*
- *designing and using interactive websites (including discussion forums and chat rooms)*
- *exchanging the results of project work with partner schools*
- *inviting an expert from the country of your partner school, who lives in your village or town to the classroom to get more information about partner countries*
- *planning mutual visits between the partner schools*

d) Debate competitions

Debate competitions are a very attractive method through which learners in formal or non-formal education can be made aware of contemporary global education issues. They can be organised on a group, school, local, national or international level, according to funds available.

Aims of the competition:

- *To develop speech and argumentation skills based on critical thinking*
- *To sensitise students on contemporary issues and lead them to raise questions through exploration of these issues*

- *To cultivate a critical mind*
- *To be critical receivers of messages and develop critical resistance to manipulation*

Evaluation Criteria:

- *Content (persuasion, arguments, speech level)*
- *General presence (voice, posture, gestures, expression)*
- *Time (keep to the time limits).*

General comment: the most important element in this kind of competitions is not winning but participating. Participants have to understand that the merit is in the stimulating journey itself, not in the destination. Through this journey they gain experience and knowledge which upgrade them as enlightened global citizens.

e) Participative arts

Participative arts (PA) have the role of an interface where facilitators (artists and/or other persons having specific background) and non-artists interact using rules and instruments specifically for the performance. This collective educational experience leads participants to another kind of self-improvement by promoting principles creating a common, secure space of physical and mental comfort. In this space, educators (trainers, teachers, psychologists, artists) and learners will work together in a partnership based on respect and equality. This kind of artistic-formative activity comes as an answer to group needs, previously identified and established before through specific procedures. Relating to the educational goal, in participative arts, the process is as important as the final result (performance, happening, graffiti, social theatre, etc.).

PA methods will dissolve any inhibitions and replace them with satisfaction about affirming possibilities/ personality and personal achievements.

Theatre–forum, as PA is a method in different contexts and for diverse problems that confront different groups, with different interests, coming from different socio-professional categories.

Trainers use PA as an efficient way to stimulate activism/involvement at social, political and educational levels. The method is based on the language of theatre and on aesthetic space in order to stimulate the interactivity of all participants. They become spectators and actors (spect-actors), united in exploring, analysing and reconsidering most of the problems of the group to which they belong.

To begin with, we show a scene containing a problem (model) which will show action as a stimulant and make spect-actors respond and try to find solutions or possible alternatives by replacing the main character and/or other characters, therefore bringing new developments to the action. The model scene/problem must contain at least one unacceptable approach (violence, discrimination, non-participation, etc), which will be changed and replaced by a normal approach by the participants.

The forum proves to be useful in analysing the situation, even if the possible solutions are not developed to the end. Yet positive approaches are already a satisfying result. In any case, the debate, forum and the process itself are more important than the proposed solution because the simple confrontation of ideas and the exchange of reasons and arguments stimulate and train the participants for action in real life. The forum simulation will be a valid solution for real life.

f) Community learning

This technique involves community service and reflection on that service. It nurtures social responsibility and commitment towards closer reality. Community learning can also be used to apply knowledge and skills to specific issues or to learn how to transfer specific situations. It is related to the idea of practical actions linked to the process of building knowledge. Contents are learnt not only from a theoretical approach but also from a plus value coming from a new component – field work and practices that deepen the concepts learnt in the theory by strong notions experienced in the reality.

Community learning is an excellent practice in global education learning, providing information and developing skills for training in “real situations” of daily life and society.

g) Learning to live together by⁹

Experiential practices

It involves the following characteristics:

- *learners follow their own curiosity and interest*
- *they learn through direct experience (learning by doing)*
- *the educator is more a learning facilitator or mediator than the only source of knowledge*
- *there is no formal evaluation of learning*
- *the learners reflect on their learning afterwards*

Collaborative practices

This is social and interactive learning where group processes prevail over individual learning. From this perspective, GE site activities have encouraged the development of skills such as:

- *setting a mutual goal*
- *teamwork*
- *assigning roles to each group member*
- *establishing shared responsibility*
- *arranging division of labour*

⁹ Delors, J. Apprendre - *Un trésor est caché dedans*, Paris, Ed. Odile Jacob, 1996

- *setting up shared resources*
- *creating a capacity to learn from and with each other.*

Intercultural practices

Many GE sites encourage this form of learning, which is based on two principles:

- *cultural relativism, according to which there is no hierarchy of cultures (one culture cannot be applied to judge the activities of another culture)*
- *reciprocity, in other words the interaction and cross-information of cultures in the context of our multicultural societies.*

Starting from these two basic principles, intercultural learning developed by GE sites is meant to achieve the following goals:

- *overcoming ethnocentrism*
- *acquiring the ability to empathise with other cultures*
- *developing a means of cooperation across cultural boundaries and in a multicultural environment*
- *acquiring the ability to communicate across cultural boundaries, e.g. through bilingualism*
- *shaping of a new collective identity that transcends individual cultural differences*

Action practices

This is a goal-oriented process organised as a rule in the form of a project with precise outcomes. To carry out the project trainers/teachers have to:

- *formulate learning goals explicitly*
- *help learners to choose their own learning strategies*
- *motivate learners in such a way as to make them take responsibility for their own learning*
- *develop a concrete project that can be carried out entirely by learners*
- *encourage a gradual increase of learners' independence*
- *let learners understand their own action through reflection (learning by reflective practice)*

Contextual practices

This presupposes the constant integration of an individuals' learning in the system of cultural and civic references of the group, community or society he/she belongs to or identifies with. To stimulate this meaningful learning, the players involved in projects have focused on:

- *helping learners to get an overall picture of learning goals and strategies*
- *encouraging learners and clarifying the values and identities they assume*

- *using learners' prior experience and knowledge*
- *encouraging learners to expand, test and apply new experiences in their daily lives*
- *letting learners draw their own conclusions*
- *fostering a global vision of society*

h) Sports

Sports can promote equality, participation and inclusion and enhance the social values and goals of individuals such as hard work, fair play, character development and team work. Participation in sports has been shown to create an increased commitment to the community, improved interpersonal relationships and a greater tendency to assume leadership roles. Because sports also promote social cohesion and mutual understanding and respect, they can also be used to communicate messages of understanding in diversity and to help find non-violent means when facing difficult situations¹⁰.

Global education also has to enrol sports activities as a major resource based on the interest and enthusiasm they create in children and youth and the possibilities this interest opens for creating open spaces for dialogue, research and study in between groups of diverse cultural, religious and ethnic backgrounds characteristic of the globalised world¹¹.

CRITERIA FOR PLANNING AND EVALUATING GLOBAL EDUCATION ACTIONS

As mentioned before, in global education a great variety of methods and materials are used and a wide range of educational settings and actions are possible.

For the planning, implementation and evaluation of actions, based on global education methodology, the following list of questions may provide some guidance:

I. Clarification of goals

- *What kind of message would I like to give to my audience / target group at the end of the action?*
- *What are the goals (in number of participants and strategy) for the action?*
- *The process of organising a global education action is often more important than the outcome!*

¹⁰ More on sports as a method at: www.toolkitsportdevelopment.org

¹¹ More on practices in: Birzea, César - *Education for democratic citizenship: a lifelong learning perspective*, Council for Cultural Co-Operation (CDCC). Council of Europe, Strasbourg, June 2000

2. Involvement of partners and stakeholders

- *Who (colleagues, experts, organisations) could be a partner in organising a global education action?*
- *Is it possible to involve people from different social and cultural contexts (e.g. communities, religious groups)?*
- *How and in what form could all the partners be involved in the planning and implementation of the global education action?*
- *What role should the different partners play? Do they have the capacity to do their tasks?*
- *How is the cooperation process organised? Is there an atmosphere of respect and participatory cooperation?*
- *Is it certain that all partners can identify with the process and the outcome?*

3. Format of actions

- *Is there an appropriate relationship between the content and the type / format of the action?*
- *Does the type / format of the action make active involvement of participants possible?*
- *Are the location and environment during the global education action adequate?*

4. Logistics

- **Timing:** *Is the global education action planned well in advance? Has the date (weekday, related to other events the same day) of the action been adequately chosen?*
- **Budget:** *Is external funding or fundraising necessary (e.g. for room hire, fees)? The budget issue should be clarified between all the partners.*
- **Human resources:** *Is there sufficient support from people for the action?*

5. Public Relation and Media

- *What kind of promotion (e.g. flyers, posters, radio or TV spot) is planned for the global education action?*
- *Is it possible to involve local, regional or national media in promotion?*

6. Sustainability

- *What kind of documentation (for the participants) is planned?*
- *Is any kind of follow up activity expected?*

7. Evaluation

- *What kind of evaluation of the action is planned?*
- *Is evaluation of the teamwork planned?*

CRITERIA FOR SELECTING AND EVALUATING RESOURCES

As mentioned before, there is no one method for all target groups. In the same way, not all resources can be used in all learning groups; and a resource cannot be used in the same way with a different group or under different conditions. These have to be in our minds whenever we want to choose resources for use in a specific lesson or activity.

However, some criteria for the selection of useful resources for global education can be recommended to all global education practitioners in formal and non-formal sectors. Similar criteria can be used to evaluate resources, in relation to global education aims and according to the impact on the learning group. Of course, as educators, we must not expect to find resources with all the characteristics mentioned below because otherwise we will never decide to test or apply them.

1. Using a resource with a learning group

Choose your resources according to your learning group. This means according:

- To the learners' **age group** - not too simple, not too complicated, not too childish, not too serious.
- To the learners' **language level** - if they do not understand the instructions of a resource, they cannot participate. If the instructions are too simple, they will feel that you do not consider them clever enough or old enough to use the resource.
- To the **abilities** of all learners, especially in mixed-ability groups. It is not useful to try a resource, if one is not sure that learners can do it.
- To the group's **culture diversity** - not too oriented to a specific culture, especially if the group is multi-cultured, as learners may not understand or may misunderstand the content.
- To the group's **interests** - a resource which is very interesting to the educator or trainer may be boring for the learners.

2. Format

If the resource is a pack or tool, big or small, one piece or many pieces, we should check if it is:

- easily packed
- easily transported by hand or in luggage
- easily opened, set-up, ready for use
- easily used in the space provided for the purpose
- easily applicable in the time frame of the activity

If the resource is in electronic format, we should check if:

- *there is available equipment (computers, internet connection, etc) in the learning environment*
- *the format is compatible with the unit available for the activity*
- *the resource can be quickly and easily installed*
- *data are easily accessible to everybody*

3. Format and content

A good resource:

- *is flexible for use in different situations*
- *can be adapted to different situations*
- *can be easily modified, if needed*
- *can be easily translated, if needed, into another language*

4. Content

A global education resource:

- *raises issues for discussion on global education themes*
- *provokes questions on stereotypical points of view*
- *gives realistic but positive perspectives*
- *includes others' perspectives*
- *improves the learning environment*

5. Objectives and expectations

A good resource during the activity:

- *challenges both the educator and the learner group to use it*
- *helps educators to achieve their objectives in a more interesting, stimulating way*
- *helps learners to meet the objectives and gain knowledge*
- *corresponds to educators' and learners' expectations, but may surprise in a pleasant way*
- *stimulates creativity*
- *is appropriate to the content and the context of the activity*

A good resource after the activity:

- *gives an appetite for learning more*
- *opens prospects for new activities*

- *inspires the use of another global education resource*
- *helps to develop a critical view (positive or negative) on other resources*
- *helps to build criteria for selecting resources*
- *enables learners and educators to reflect and improve their learning methodology*

6. Impact

A good resource is enjoyable if:

- *it may be funny or serious*
- *it may contain simple or complicated ideas*
- *it may make us laugh or cry*
- *but it surely provokes critical reflection*

7. How to use it

A good global education resource:

- *provokes participation*
- *can be used by everyone*
- *is presented in a way that respects the user*
- *awakens users' creativity*
- *seeks interactivity*
- *shows you how to take care of it*

8. Before choosing a resource

- *If possible, ask the opinion of other educators who have used it. But do not forget that the use of the same resource is never the same, because it depends on different learning conditions and unanticipated factors*
- *Try it first in small groups to test that it works. It is less inconvenient to change your plans in a smaller than in a bigger group, if something goes wrong*
- *Put yourself in the learner's position and think if you would like to learn from this resource*
- *Calculate the cost of the resource and the budget needed for your whole project*

9. After using a resource

- *think if it helped you achieve your objectives*
- *reflect on the questions raised*
- *measure the impact on your learning group*
- *find the added value of your activity, in terms of global education issues.*

CRITERIA FOR CURRICULUM DESIGN FOR FORMAL AND NON-FORMAL SETTINGS

What maybe needs to be clarified and agreed upon is that designing the curriculum for global education does not mean the incorporation of a new specific discipline in an existing or new curriculum. Firstly, this is because global education cannot be limited to one discipline, especially if the whole curriculum follows other directions in terms of educational objectives. Secondly, global education cannot be restricted to the isolated will of one educator, coordinator or decision maker, especially if all the others feel they are not concerned. And, finally, global education is essentially a *cross-curricular perspective*, which promotes the incorporation of global issues in any education programme and enables educators to approach such issues through any subject.

Criteria for global education curriculum design could be set on two axes, (a) criteria on the content of the curriculum itself and (b) criteria on the procedure followed when designing the curriculum. It is, of course, necessary for both axes to be in accordance with the aims of global education.

Criteria on the content of a GE curriculum

The content of a curriculum includes not only cognitive and ethic, but also methodological issues, as described before. That means first of all that global education perspectives must run through all aspects of the learning procedure, i.e. learning environment, methods, activities, textbooks and other resources. A number of questions may help us to define what distinguishes the global education perspective in the curriculum, in order to design the content and then evaluate the effectiveness of global education curricula with the same criteria:

- Does the curriculum foster international understanding and develop a sense of global responsibility?
- Is the curriculum mostly ethnocentric, national or European oriented or is it multi-culture oriented and characterised by a global vision and understanding of the world?
- Does it give emphasis to the investigation of the causes of conflict and violence and the conditions of peace in individuals, institutions and societies, through a three-time dimension perspective?
- Is it based on recognition of the historicity and interconnection of both the phenomena and knowledge of the phenomena?
- Are there links between particular issues of each science/subject and general knowledge, with a global and historical perspective that fosters fundamental human values?

NEVER FORGET THAT A RESOURCE IS JUST A RESOURCE. THE BENEFITS OF A RESOURCE DEPEND ON:

- How you use it
- How long you use it
- How often you use it in within the same group
- How it is received by your group
- What you achieve after you have used it

- Are there possibilities of links between the various subjects making it possible to investigate within a holistic approach the interdependence between the causes and consequences of poverty and increasing social gaps, conflict and violence, human repression and social exclusion, migration and xenophobia, unilateral development and ecological disaster, at local and global level?
- Is it based on fundamental knowledge and human values, while investigating communalities and diversities between different perspectives?
- Does it take into consideration the different cultural backgrounds of the learners and educators, in a positive and constructive way of building on existing knowledge coming from different sites of our global world?
- Does it help learners to develop social literacy skills for dealing constructively with worldwide problems on a variety of scales and levels from the personal to the global?
- Is theory clearly connected to praxis, opening prospects for learners to act as responsible global citizens?
- Does it incorporate participatory strategies and macro/micro perspectives in present world problems as a way of interaction, as a great development axis for working projects, as elements for discussion and analysis among learners, preparing them to be active members of society looking for solutions in solidarity?
- Does it include strict guidelines for teaching methods, selecting resources, good practices or is it favourable to a large variety of resources and methods, while proposing a great spectrum of examples of good practices and resources?
- Do various subject areas offer a range of learning opportunities for a future dimension, including open-minded enquiry on issues related to building a more secure, just, peaceful and sustainable world society?
- Is there a flexible framework allowing the exercise of various methods and the use of multiple resources? Does it give possibilities for interaction and learning from each other?
- Are there possibilities for working towards a “unity of learning” between the formal and non-formal curriculum?
- Is there enough space and liberty for extracurricular activities, compatible with the aims of the curriculum?
- Does it give particular importance to the development of lifelong learning skills which will strengthen the people’s aptitude to participate in synergies acting for social and sustainable development?
- In each part of the curriculum, is the knowledge of the only truth given, or is it possible for the learning group to discover knowledge through a dialectic approach based on research, doubts and questions?
- Does it investigate the progressive, dynamic development of knowledge at global level? Moreover, does it foster the evolutionary process of humanity towards solutions of common problems through partnership and solidarity?

Criteria on the procedure followed when designing a GE curriculum

Global education methodology issues are expected to be reflected in the procedure when designing a global education curriculum. The following questions may help us to identify these issues in the curriculum design process and set criteria for this process:

1. Is the whole process participatory, cooperative, inclusive, democratic and dialogical? Are all players in education invited to get involved in the decision process? Especially:

Are the educators actively involved?

Are they considered not just as the multipliers or executors of a pre-decided programme, but as partners in the decision-making process?

Is it obvious that the educators need to take the responsibility of participating in the process of curriculum design, as equal interlocutors with other relevant players in educational policy?

Are the learners actively involved?

If global education aims to create responsible global citizenship through active participation, isn't it necessary for learners to be considered as partners in the decision-making process on curriculum design in both formal and non-formal education?

Are different culture and social groups equally represented?

If global education aims to develop respect towards cultural and social-economic differences and educate people to learn to live with others, how can we include in the curriculum the real aspects and issues of our globalised world, if not by involving representatives of different groups in the decision-making process? Contributions from different points of view coming from people with different cultures and social backgrounds are fundamental for a multi-perspective view, especially in our multi-cultural, fragmented societies.

2. Do the following sentences characterise the people involved in the curriculum design?

- *critical towards information, stereotypes and conventional resources*
- *non-dogmatic and open-minded*
- *capable of dialogue and respect for different opinions*
- *skilled in analysing global realities and recent social data*
- *gifted with values and attitudes of global citizens*
- *disposed to evaluate existing resources and search for new ones*
- *responsible for undertaking such a task*
- *inspired by and committed to global education challenges*

3. Is the curriculum design process coherent with global education aims? Are the curricula for different disciplines or subjects designed independently from the whole programme or within a global education framework? Are there different interdisciplinary and also subject committees working in closed cooperation with each other? Is it evident that links between various subjects can be drawn only within synergies between people qualified in different sciences and from different levels of education, able to work in a collaborative, interactive and holistic approach?
4. Is the curriculum design process relevant to the global education learning environment? Is it reflective and stimulating, interactive, creative and promising? Moreover, is it based on investigation, analysis and synthesis?
5. Does the curriculum design process include evaluation criteria and methods based on the philosophy and aims of global education? Have criteria been defined (a) for initiative, formative and final evaluation (b) for internal and external evaluation and for self-evaluation?
6. Does the curriculum design process in the formal or non-formal sector incorporate a training programme for educators?
7. Are there any criteria for evaluating the curriculum design process itself?
8. Is there a mechanism for a following-up process, providing a framework for continuous, sustainable updates of the curricula, based on evaluation of the learning process and in coherence with global education aims and methodology?

EVALUATION

Evaluation is a necessary process in global education, which empowers practitioners by raising their awareness of the effectiveness of the global education programme they are involved in. Evaluation is not an end itself. It has to be a continuous, never-ending reflection/action process, related to global education methodology and goals, enabling people to continuously learn, improve the quality of their methods and strengthen global education in their environment.

The evaluation process can be implemented in different ways, on some or all aspects of global education activities or projects, responding to multiple functions and a large, variable spectrum of needs.

What is the subject of the evaluation process?

All aspects of global education may be evaluated - learning methodology, resources, tools, learning environment, curriculum issues, educators' competences, learners' knowledge, type of actions, planning,

communication strategy, people's involvement, impact on local realities, etc. What is important in the end is to recognise within our learning group tendencies or signs of a shift from the culture of individualism to a culture of partnership based on dialogue and cooperation, as described in the relevant chapter.

People often ask what makes a global education evaluation process different from any other evaluation process on education. It is not necessary to look for the answer outside the borders of the contemporary pedagogical and evaluation theories. The answer can be found in the coherence between global education aims, objectives and methodology and the “why, what for and how” a global education evaluation process is taking place.

A. WHY DO WE NEED EVALUATION IN GLOBAL EDUCATION?

Is evaluation really necessary for practitioners in global education?

Developing an evaluation culture within all people involved is a challenge for global education. Obviously, the evaluation process needs to be in accordance with global education issues. Global education enables people to develop skills of critical thinking and analysing, of research and multi-perspective approach on common problems, to deal with contradictions and stereotypes. It helps people to develop values and attitudes of self-knowledge and vision, of dialogue and cooperation, of open-mindedness and responsibility towards our common world. It encourages people to develop a global vision and a positive approach on how to make the world we all live in better. Parallel to that, developing an evaluation culture means that both educators and learners become able to cooperate for self and group improvement through a critical, multi-perspective approach to their work. Because evaluation involves a self-assessment dimension, not only learners but also educators need to be encouraged to improve their own skills and competences to play their role as responsible, diligent educators in our globalised world. And because evaluation demands a complex, multi-prismatic and non-linear approach, people involved in an evaluation process become more aware of the complexity of factors related to education and of the need to interconnect different elements, in order to understand and improve the world we live in.

How do practitioners often feel about evaluation?

Even though people recognise the need for evaluation, many practitioners do not like getting involved in an evaluation process and sometimes resist the process or ignore evaluation results. Because evaluation is often conceived as a control of their own work, and sometimes even related to that, they are afraid that it may call into question their professional competences and even threaten their work. And this is because evaluation is often perceived as an external, time-consuming, sometimes difficult, boring and not-inspiring bureaucratic procedure. Educators complain that they spend more time reporting than acting. That is why evaluation cannot be a “forced” process coming from an “up-down” decision. On the contrary, the global education evaluation process needs to be decided and designed through a “bottom-up” procedure,

where practitioners discover the need to get involved in the evaluation process, because they realise that evaluation is a part of their methodology that enables them to make their work better in a systematic way and be aware of all the factors influencing its efficiency.

What is the purpose of an evaluation process?

The purpose of evaluation is related to the strategy, the methods and the aims of our activities. Global education practitioners need to evaluate their work in order:

- *to be more aware and reflect on their methodology or strategy*
- *to check the appropriateness of the project to the learning group*
- *to understand the impact of the resources they apply in the learning process*
- *to measure the effectiveness of their methods*
- *to measure changes in skills and knowledge*
- *to measure changes in attitudes and behaviours*
- *to analyse and synthesise the relationship between aims and methods*
- *to get feedback and improve future activities*
- *to reconsider and then try to solve a problem in a cooperative way*
- *to re-think their practices and make necessary changes*
- *to feel valued and be more inspired for further actions*

At an institutional level, more than the previous requirements, evaluation results can be extremely useful for:

- *measuring the effectiveness of a process in relation to its aims and objectives*
- *measuring changes in skills and knowledge in relation to methods and resources*
- *measuring changes in attitudes on people's behaviour in relation to methods and resources*
- *achieving recognition and visibility for a project*
- *collecting good practices*
- *enhancing the experience from one project to other*
- *conducting a comparative analysis of different methods used in a project*
- *building a common understanding of the project*
- *analysing the results in relation to past experiences*
- *sharing the results with different groups of people concerned (i.e. partners) to maximise the potential of experiences*
- *fund-raising purposes*

- *comparing similar activities in other countries which are closed to similar situations*
- *enhancing the demand for policy changes at local, regional or national level*
- *strengthening institutional work in terms of quantity and quality*
- *inspiring more and better action and networking*
- *increasing the capacity for development via qualitative criteria*

B. WHAT KIND OF EVALUATION IS APPROPRIATE TO OUR WORK?

There are different evaluation procedures and also different evaluation methods according to the people involved, the time schedule, the tools used, objectives and especially the context of our educational project. Different tools are used to evaluate different kinds of processes. It is not the same to evaluate a learning process and learning outcomes or the impact of a project as to evaluate a strategic plan for a project or organisational performance and management.

However, all evaluation procedures in general take into consideration the following distinctions between:

Self-evaluation, internal and external evaluation

An important distinction is made between self-evaluation and internal evaluation for group work and also between internal and external evaluation.

Self-evaluation

Self-evaluation is absolutely necessary to review and improve our own methods. It demands skills of self-knowledge and self-criticism. It is based on the natural will for self-development and life-long learning. When people conduct a self-evaluation, they have a sense of engagement and responsibility towards the whole of their work.

Self-evaluation is never enough for an evaluation process but it is necessary for practitioners in order to be aware of their own work. It is a starting point in the process of evaluation - re-thinking our own commitments and performance related to a specific activity. Furthermore, we need to remember that a practitioner acts within a context, in interconnection with other factors related to his work. So self-evaluation has its own limitations and is more dynamic when combined with other forms of evaluation, measuring other elements of the learning process.

Self-evaluation concerns not only practitioners but also learners. While the learning process is under way, learners analyse their personal development in terms of awareness on global issues. Global education, as learning that transforms, enables learners to be aware of their own thoughts, feelings and actions and also understand their level of social responsibility and commitment towards the challenges of our globalised world.

Internal evaluation

Internal evaluation can help teamwork within the learning or working group and supports institutional networking and development. It demands trust and confidence, continuous cooperation and encouragement between people in the group. The obstacles are often people's resistance, competition within the group, lack of time or unwillingness. That is why clear, objective indicators need to be set up by the team and also why participatory methods during the entire process are more convenient. People must get involved in the internal evaluation process with the feeling that the whole process belongs to them, so they become reflective practitioners.

Learners, as members of the global education learning group, have an important role to play in the internal evaluation process. They need to participate on an equal basis giving their own point of view on the learning process, according to their expectations and needs.

The external evaluation

The external evaluation is more objective and has to be based on widely accepted norms and standards. Sometimes external evaluation frightens people, because weaknesses of their work cannot be hidden. In that case, people should be encouraged to understand that evaluation is undertaken with the only purpose of improving and not criticising the work done. If the evaluator is seen not only as "a critical friend" with methodological competences in global education, but also as somebody that, due to his or her role, needs to keep the necessary professional distance and to coordinate the different processes, the external evaluation will provide the team with the necessary inputs to improve its work.

In both internal and external evaluation, the subject of the evaluation, methods, criteria and indicators, as well as consequences must be clearly explained to the team and accepted by its team. It is extremely important for the external evaluator to hold consultation meetings with the group before setting up the indicators, so s/he can take the realities of the team into consideration. Last but not least, the evaluation process must respect self-autonomy and personal views and lives.

A combination of internal and external evaluation can be very fruitful for a comparative analysis of the results, according to criteria, indicators and methods. Interaction between both forms of evaluation is highly beneficial and increases the validity of the process.

Initial, formative and final evaluation

Another distinction is made between initial, formative and final evaluation. Conduct an initial evaluation before starting your project, to get information needed to identify problems, measure knowledge and skills, understand values and attitudes and set your strategy.

Use the formative evaluation in the early stages of your project or activity to support its implementation and development and then during your project or activity to identify problems and explore solutions and adapt and improve your programme according to the results of the evaluation process.

Use the final evaluation after your project or activity has been completed to measure the effectiveness and reflect on and improve your methodology for the future.

If possible use both processes for continuous follow-up of your work. In that case, you must bear in mind that the results of each process are related to the time schedule and feedback from the formative evaluation of your work. If there is interaction between the formative evaluation and your work, the results of the final evaluation are encouraging and promising.

A post-evaluation process can be very useful in measuring the efficiency of the evaluation process itself in relation to our work.

Qualitative and quantitative evaluation

An important distinction is made between qualitative and quantitative evaluation. Even though quantitative is easier than qualitative evaluation, both are necessary to ensure quality in a systematic way. That is why when we implement a global education methodology, we need to assess evidence of both a quantitative and qualitative nature. Moreover, quantitative often gives us indicators of qualitative evaluation. For example the numbers of participants in a project or activity, the number or frequency of actions, events, press releases, publications, used materials etc are indicators for quantitative evaluation. However, these measurements may give us indicators for qualitative evaluation, if for example we use criteria concerning the origin of the collected data on people's interest or criteria concerning the reason for these numbers within the social context or within the learning group related to the impact or our project. This kind of combination between quantitative data and qualitative criteria may lead us to a more comprehensive analysis of the value and the effectiveness of a project. More than that, qualitative evaluation is necessary for the formative evaluation process, in order to continuously improve our education process, while quantitative evaluation is often used in the final evaluation to collect measurable data.

C. HOW TO CONDUCT THE EVALUATION?

As already said, there are different evaluation methods, related to 'why', 'when', 'to whom' and 'how' the process is applied. Nevertheless, the evaluation process presents common characteristics regarding the necessary steps to follow:

Identifying the subject

Firstly we need to identify what we want to evaluate and what it is possible to evaluate. Bearing in mind that it is easier to assess changes in knowledge and skills than long-term changes in values and attitudes, the 'subject' of the evaluation has to be specific and measurable, within the context of our work. Values and attitudes are not easily measurable, so we may define topics for evaluation in relation to them (i.e. changes in specific behaviour). More than that, we can evaluate some of the issues of our activity or project related to our aims and objectives, and not necessarily the whole programme. Therefore, in public policies and long-term programmes, in the evaluation of

the whole it is often necessary to analyse the impact of global education within a specific context, and then reflect on education policy and improve the whole programme within a holistic approach.

Defining criteria and indicators

Criteria and indicators have to be decided before selecting the evaluation method. It is also necessary to distinguish between criteria and indicators. A criterion is set up by questioning ourselves about the issues of our subject in relation to the quality of our work, when an indicator is set up by answering the question 'how do we measure this criterion?'. For example, a criterion on the impact of a simulation activity is the degree of reflection provoked, which has to be related to our aims. The relevant indicator may be the number of questions asked by the participants or the number of participants who reacted by questioning or by expressing themselves.

Selecting method and collecting data

There are different methods of evaluation related to a global education methodology. Choose what is appropriate to your work within a wide spectrum of methods, preferably participatory. Peer reviews, pilot evaluation, case studies, context analysis, S.W.O.T. analysis, impact assessment may give you the framework. Then apply to your evaluation process interviews, consultations, team visits, participatory activities, discussion workshops, debates and observations followed by discussion group work. Ask your learning group to answer questionnaires, write learning diaries, organise a portfolio, prepare individual or group reports or other documents, collect data or make an evaluation photo or a poster. When evaluating a global education project or activity, it is essential to use evaluation methods in accordance with the learning methods. Participatory activities, like a 'World café' or 'moving in space to express our opinion', or round-table discussions are particularly encouraged.

Interpreting and analysing information

The next step after collecting data is the interpretation and analysis of the information within the areas of performance we have chosen to focus on and in relation to our criteria and aims. When analysing the information coming from an evaluation process, it is important to distinguish between the aims of the evaluation and the aims of the project or activity evaluated. It is also important to try to understand the unseen and unsaid in the information coming from people involved, also in relation to the learning environment and our methods.

Communicating the results

A participative process means that all people concerned should learn the results of the evaluation process, discuss them and cooperate for the next step.

Developing strategies for improvement

As already mentioned, evaluation is not an end in itself. The result of the evaluation should be used to reflect on our methodology, generate new perspectives and new objectives and develop strategies for the improvement of our work.