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Global Education Agora
 A Case from **Slovenia**



APCEIU

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Asia-Pacific Centre of
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Foreword

The Education for International Understanding (EIU) /Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 49 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Ms. Tina Trdin's case has been added to the series with the series number 54, which includes programmes for global activists, teachers, and staffs.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Ms. Tina Trdin's case is the outcome of the action plans established from her learning while participating as a global activist at Društvo Lojtra.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. I hope that the EIU/GCED Best Practices will continue to serve as a

useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Ms. Tina Trdin for her continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2019.

September 2019



LIM Hyun Mook
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^① highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the five best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony where selected applicants present their cases and receive the Global Citizenship Education Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

④ Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Contributor



Ms. Tina Trdin

Project Coordinator, Association Lojtra

Ms. Tina Trdin is a project coordinator at the Association Lojtra, association for personal and professional development of youth, and a coordinator of educational activities at the Association Humanitas, Centre for Global Learning and Cooperation.

As a trainer and facilitator, she is mainly involved in carrying out trainings and seminars in the fields of global learning, global volunteering, anti-biased education, outdoor learning, community building, and informed active citizenship. Her passion is non-formal, interactive and experiential learning approach, where participants can be fully involved in diverse topics. As a trainer, she worked with EPTO (European Peer Training Organization), National Youth Council, GLEN (Global Learning and Education Network) and many more. She enjoys creating valuable learning environments in various intercultural spaces. She is a part of many local initiatives (community gardening, adhoc street actions on important local issues, setting up a training centre in nature...). She finished her studies of International Relations at the Faculty for Social Sciences in Ljubljana, Slovenia. As a volunteer at a local students club, at the age of 17, she dedicated herself to get involved in various non/formal projects.

Acknowledgement

I would like to thank Association Lojtra, for giving me the opportunity to work actively and be part of the local community through our projects. I give my sincere appreciation to Association Humanitas who helped me develop my skills and broaden my knowledge on Global Citizenship Education. Furthermore, this project was made possible by two invaluable partners, Officine Cittadine and Sensibiliz'Action.

It is a pleasure to work with such dedicated and inspiring people. Thus, I would like to acknowledge the people who contributed to the texts of the manuscripts namely: Guillaume Coquand, Bastien Fillon, Boštjan Gretič, Maria Luisa Rita, David Martinet, Andreja Šmrgut Okrajšek and Jure Urekar, Aljaž Zupan. I also wish to extend special gratitude to Erasmus+, Youth in Action Programme, and its National agency Movit for the financial support. The creation of Global Education Agora led me to experience meeting important people in different organizations who supported me in my aspirations. Working with these organizations such as GLEN, EPTO at the Universities on Youth and Global Citizenship by the North-South Center of the Council of Europe, representing Slovenian global education field as the national platform representative in the CONCORD, Hub 4 working group on GCED and People engagement expanded my knowledge in this field. Most important of all, I would like to thank APCEIU for selecting this project as EIU/GCED Best Practices 2019 and allowing us to learn even more deeply and widen its impact.

Summary

Global education Agora is a project with GCED embedded in its name. It is connecting three spheres of learning into one: Global Citizenship Education, non-formal learning and street education/animation. In practice, it creates the space for global citizenship education actions in the streets, with random passersby, attracting and triggering them with various interactive and experiential activities developed. It allows us to occupy a space with activities and animation to encourage people to get involved. Engaged participants learn and exchange various global issues and are encouraged to become active global citizens. Street animators undergo a specific multipliers week-long training, where they are challenged, where they unlearn, critically address the world situation, gain the tools and become empowered to act as GEAgora multipliers by organizing street actions in their own localities and connecting local with the global.

The project focuses on exchanging and gaining opinions on important topics from citizens along the street. This information can then be used for advocacy, comparing opinions from different localities, further awareness raising and encouraging action. Based on the conversations on the streets, a newsletter with recommendations was created and disseminated to diverse stakeholders.

With the GEAgora approach educators also learn how to bring responsible action out of the classrooms and youth centres and encourage youths to organize awareness raising street actions on their own.

What makes it unique is that they offer something for every taste. On the street, animators establish three “places”: Word Carrier (a place for listening and expressing), Street Exhibition (a place for documentaries) and Street Game (a playful space). This tool enables the citizens to choose among three ways of participation. In its essence the project Global Education Agora offers a new way and perspective on how to encourage active and informed global citizenship action.

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Global Education Agora

1. Introduction and Background

1.1 Background of the project

Geiger is a strategic partnership project funded by the Erasmus+ Youth in Action programme. The programme starts from 1 February 2017 to 31 January 2019. It aims to develop innovative non-formal methods with a global dimension that can be applied on the streets. It is a story with no end. All the partners continue integrating, developing and inspiring their target groups through street actions, which combine non-formal, global and street learning. Since organized activities in closed spaces often don't attract a lot of people willing to talk about global issues and take responsibility. Well planned street actions present an alternative, where trainers can animate and trigger several passers-by and involve them in further activities. The project was recognized as one of the twenty most innovative global education projects of 2018 by GENE-Global education network Europe. And extremely honored that the project was selected as the EIU/GCED Best Practices 2019 by APCEIU. GCED is an integral part of the project, enabling target groups to familiarize themselves with interconnectedness of the world through participation in street actions, exchange opinions, and transformative action to change the world for the better. GCED is already in the name of the project-^①**Global Education** Agora, emphasizing the importance and necessity of it for adequately addressing the global issues the world is facing.

The project is implemented by Association Lojtra (the coordinator), Humanitas - Centre for Global Learning and Cooperation, Officine Cittadine and Sensibiliz' Action. It facilitates change of behavior and raises awareness on several topics, including the Sustainable Development Goals. More precisely, it is offering new, upgraded methods addressing migration, agriculture and environment.

^① Within the Global education Agora project, when we use the term Global education in its meaning and practice it is the same as Global citizenship education (GCED). In its essence it corresponds with the values, attitudes and skills which GCED stands for.

The participating organizations at a Glance

Association Lojtra

Imagine a relaxed space where one can express his/her thoughts, values, beliefs. A space where dreams, idealistic ideas, laughter, tears and human touch are present and nurtured. A space where you can just try things out and see what happens. Finally, a space where the freedom described is limited with full responsibility for one's actions. Association Lojtra offers a simple frame to bring this to life. Its engine is the team, which has been creating this kind of space for the last four years. The fuel for its actions is their passion to learn, experience and co-create the world around us. To LIVE in fairer, better informed, better educated, healthier, more emphatic and supportive human communities with more respectful attitudes towards nature around us. The GEAgora project took them on a journey where they have rethought and reconsidered some approaches they are using to communicate and address target groups in their local community. Merging different approaches affected how they are doing certain interventions. The idea to use public spaces to encourage debates and raise awareness about relevant topics for the local community is opening a completely new area of possibilities. However, they are here and there is a need to start taking real measures! Non-formal learning is the general concept of their work. It also ensures that they are concrete, setting objectives for their actions in advance and continually evaluate their results. All together, they are bringing a new approach that is adding value and making their projects more efficient.

A few concrete examples how GEAgora changed Lojtra's ways of doing things:

- The festival of the community was once a place where they were presenting themselves with a nicely decorated stand. Today they still have a stand, but also play interactive global education games with children, youth and random passersby.
- The community orchard was once a place where they were growing fruit trees. Today it is a place where they are still growing trees, but also organizing environmental street debates at the same time. They are also involved in a new project #CareFor (funded by European solidarity Corps) through which they organize street debates, coordinate a community garden and organize educational activities in nature.
- A market was once a space where they walked by and met people. Today it is a place where they are organize debates and gather opinions and awareness on their chosen topics. The ability to listen plays an important role on the agenda.

- Educational workshops for young people were once a limited space of improving project management and soft skills. Today they have enriched them with global dimension and paying more attention to participants to debate about the chosen topics and engage proactively afterwards in the local community. GEAgora was a project. It was a learning journey and an experience. Its legacy lives on!

Humanitas Centre for Global Learning and Cooperation

For Slovene reality, Humanitas is a medium size non-governmental and non-profit organization. Its principal aims are to offer assistance to less privileged groups at home and around the world, to represent and assert their interests and to promote respect and acceptance. Their mission is to raise awareness about global challenges such as poverty, over-consumption, the gap between economically differently developed countries and, through global education and awareness raising, to encourage social inclusion and responsibility. Humanitas carries out various activities, which are thematically and methodologically related to the concept of GCED. The organization runs a Global Education Resource Center with a specialized library offering diverse materials related to global education. It also offers workshops and seminars for different target groups, mainly schoolchildren, students and teachers. They also organize conferences, round table discussions, interactive exhibitions and public screenings of socially engaged films. An important part is the production of promotional and educational materials (interactive games, manuals).

Global education Agora offers a unique opportunity to focus more on learning on street event. They are incorporating the approach on proactive workshops for schools, which encourage engagement of pupils in the local community after the workshop. In addition to that, they are planning several large scale street actions in their upcoming projects, also due to the fact that the new DEAR calls focused on street actions and they now have the expertise (thanks to the GEAgora project) to organize these kind of events. In addition, they believe many of their methods which were developed with partners, can also be used freely, when adapted, in the classroom or at a youth center and they will continue with their promotion. The approach is presented at Club of global education teachers and the GEAgora newsletter is available in their library House of Worlds. GEAgora has become an integral part of their work with GCED.

Sensibiliz'Action

With the project Global Education Agora, the French association Sensibiliz'Action decided from the very beginning to focus its work on a specific area: the city of Orléans. To link global issues and especially burning challenges of food sovereignty, the team of Sensibiliz'Action involved some members of the association "Sur le Chemin Dépayant" (On the path of a farmer), who, after one year of meeting with farmer organizations all around South America, were willing to share their experience and promote good practices discovered during their journey. Their sensitization project started with a strong focus on the Global South. But they soon realized, that for the people of Orléans, local contexts were more effective and front of mobilization. Sensibiliz'Action and Sur le Chemin Dépayant with its "Urban Shared Garden" initiated the process of creating a cooperative supermarket to offer concrete alternative areas to the citizens of Orléans, together with street activities of global education. Two members of the Coopérette participated at the GEAgora training and after the experience developed several street activities of global education. The GEAgora project enables the group to go and meet "ordinary citizens" instead of being stuck in an activist circle. During the street activities, with the GEAgora methods, the animators were in touch with people and able to sensitize them on global challenges such as organic farming, international trade and fair trade etc. They were also able to stimulate participation of these citizens and include them in the participative process of the supermarket. As global education aims to foster sustainable behaviour, local and accessible alternative, the participants were therefore not only sensitized, but also became part of the solidarity process. For Sensibiliz'Action, which is a small association, it was important that the process of the project benefited other civil society organizations involved in the promotion and construction of a better world. Thanks to this very open approach, they managed to bring their message into the daily life of their local community in a very pro-active, concrete and accessible way.

Officine Cittadine

Global Education Agora has been a good opportunity to be inspired, share methods, learn new activities and improve others. It has also been a long process that allowed Officine Cittadine, to know other contexts, strengths, links with European organizations and local associations. They could actually spread the practices and devices developed during the project to the local community. This ongoing direct and indirect exchange made all the organizations, international as well as local, benefit from the project and grow their competences and knowledge. Diritti a Sud (Rights in the south) has been very interested in the practices of the project from the very beginning, mainly because of the activities related to migration. Diritti a Sud was born from precarious Italian workers' and seasonal African workers to fight the migrant exploitation in agriculture. They produce a fair trade tomato sauce called Sfruttazero, while also providing cultural and legal mediation and organization of intercultural activities. They asked Officine Cittadine to use and adapt some practices of the GEAgora to sensitize local people and create spaces for exchange. Cooperation between Officine Cittadine and Diritti a Sud enabled us to adapt and use the activities of GEAgora at the local level and fight against a big local problem - the exploitation and marginalization of African workers. Moreover, thanks to street activities, Diritti a Sud was able to strengthen its relation with a variety of people and not only a small number of activists. Global education shows us how different themes are linked one to another. This link enabled Officine Cittadine to set a base for cooperation with a big, local network, which combines organic agriculture producers from the South of Puglia, La rette dell'agricoltura naturale Salentina. They worked on the streets with different activities. Officine Cittadine is used to working mainly at local level, but thanks to this long term European project they were able to bring their work on a higher level by sharing, exchanging, experimenting and adapting activities and methods developed by each organization during the training. They managed to link global issues to local projects of solidarity and consequently created something their local partners could benefit from.

2. Description of the Programme

2.1 Goals and Objectives

The main objective of the project was to combine the fields of non-formal and Global Citizenship Education with street animation/education in order to develop methods, which will attract young people (passersby) on the streets and engage them in conversations and activities, which encourage active global citizenship.

Specific objectives:

- Explore the approaches which participating organizations use, and combine them in order to practice GCED on the streets
- Train 20 international Global Education Street Facilitators
- Organize 6 international meetings (2 job shadowings, 1 training, 1 multiplier event, 2 meetings) and 6 local street actions
- Involve at least 100 volunteers in local street action activities
- Reach 10.000 passersby and encourage 300 people to further engage in organizations activities
- Record the activities and publish methods on geagora.eu website
- Tell the story of the project in form of a newsletter, available in 4 languages
- Collect opinions on the street and prepare recommendations on diverse global topics for decision makers

All the objectives were reached and surpassed. Partners have organized more than 30 activities in the project time line and directly animated more than 2000 young people.

2.2 Global Citizenship Education

“Before you finish eating breakfast in the morning, you’ve depended on more than half the world.” -Martin Luther King

“Only after the last tree has been cut down, only after the last river has been poisoned, only after the last fish has been caught, only then will you find that money cannot be eaten.” - Cree Prophecy

“But learning to unlearn and to learn from others – to question long held beliefs and open oneself to different forms of knowledge is never easy.” -Konai Helu Thaman

A good way to sum up what global citizenship education represents is to combine the essence of the abovementioned quotations. Firstly, if people are globally aware and

sensitive, eventually they will realize that we are all interconnected, dependent on each other, that the world is not composed of non-related entities, but everything is part of an interconnected web. Here are some obvious examples - Where does your food come from, your cacao, your coffee, your oranges? What about your clothes or your mobile phone? What are the living conditions of workers who produce these things? What are we really supporting when buying a certain thing? Global Citizenship Education means involving a global dimension into everything we know - how does this and that relate to everything around us?

The West and the Rest

Secondly, people live in a so-called fast culture in the West. Due to historical developments, the West enslaved and colonized majority of the world in the past (and one might argue it continues to do so, but under a different pretence) and even today unfairly enjoys the position, in which all that is said or promoted by the West is 'the best'. However, the reality is the unsustainable economic development in which the world is caught up and is promoted as 'the best way', is damaging the environment, speeding up climate change, forcing people to leave their countries, becoming environmental refugees and so on. GCED is here to prevent the Cree prophecy from fulfilling itself and work towards a more sustainable and responsible attitude and for taking care of all the Earth's inhabitants.

Outdated Formal Educational System

Thirdly, formal educational system is old and does not keep up with the realities of today's globalized world. It was established during the industrial revolution - with the main aim to educate pupils into hard-working, non-critical, obeying robots. Exported around the world, it is still dominating and as a consequence often destroying and devaluing local knowledge, traditions and belief systems. GCED invites us to unlearn and learn from others. To find knowledge not only in books, but in nature and people. It moves away from only the rational level and invites us to learn and feel with our head, our heart and finally with our hands - to do something to change the unfair systems in which we live in. As such, it is very much connected to non-formal education because it methodologically promotes experiential and participatory learning.

Far from the Mind, Closer to the Heart

Human beings function in four spheres - rational, physical, emotional and spiritual. Giving such great importance to the rational as the western society does

from Descartes, inhibits other three spheres and thus hinders the real potential of an individual and communities. Values such as competition, consumerism and individualism became too important compromising the well-being of the people.

Learning about the World

GCED facilitates learning and unlearning about the world, its interconnectedness and invites us to stand and act together for a more just and equal world. As Vanessa Andreotti said, “We are at the end all part of the problem and of the solution. So let’s not just stay in the problem, let’s find solutions instead!”

Project Global Education Agora incorporates the understanding of the global citizenship education approach as described in all the activities.

Street education

Participants of our street education activities are often asking us why are we working on the streets and our answer is always the same: to meet you. After several educational events/ activities (debate, conference, movie etc) on citizenship and solidarity, partners noticed that it was always the same type of participants attending the events (relatives and friends from other associations), who were already aware and “convinced”. They noticed that we were becoming fewer and fewer. Their objective was to stimulate the participation of the citizens, so they decided not to wait for them in our “activist space”, but to go where the citizens are. And where can we easily find people?

Diversity and Plurality on the Streets

In order to meet the people, geographically speaking, it means to move and occupy the street, but in psychological sense it means to move to some common grounds with the citizens. In this sense, the public space (not only the street) should be seen as a common space, one that belongs to all of us. The educational work on the streets allows us to come in contact, interact with and get closer to a mixed group of people. On the streets we are meeting the social, cultural, political, generational diversity of our society. The street allows us to touch a public far from the classical space of participation - workers, minorities, youth and other marginalized groups. A large part of the population is out of the democratic life and street education opens up an alternative space of participation for them.

The Agora Function and to Question the World

The public space has a physical dimension, but also a philosophical one. It is the space where ideas and debates about society emerge - what we call the public opinion. Street education restores the ancestral social and political function of public spaces - AGORA. To re-appropriate the street is an efficient way of fighting individualism, to promote intercultural exchanges and to contribute to new social links. The street can become not only a place for movement (privatized more and more), but a place for meeting, sharing and a place where citizens can meet each other and discuss about how the world functions.

Different Tools for Different People

In order to create such spaces on the street, associations developed some innovative methodology of citizens' participation, based on social interaction in public space. Working on the street, we can find and reach a large panel of citizens reflecting the diversity of our society (heterogeneous group) and our approach includes these diversities. Different tools for different ways were developed to interact with different people and to be accessible to the situation.

Our Street Devices

We experimented with a tool composed of three "places": Word Carrier (a place for listening and expressing), Street Exhibition (a place for documentaries) and Street Game (a playful space). This tool enables the citizens to choose among three ways of participating. Word Carrier is for the people who are tired of hearing certain ideas and want to share their feelings and ideas about a certain subject; the Exhibition is intended for the people who do not want to speak, but like to discover things (and understand what is it all about); finally, those people, who are allergic to all kinds of messages, will be more attracted to the games. Thanks to our project, the street education methodology and philosophy are adopted to the Global Education thematic in order to bring global issues closer to the citizens.

Non-formal learning

We have an answer to people who ask why are we passionate about non-formal learning, the reason is because it has a great potential in connecting people.

What Types of Education do we Know? After spending many years in the formal educational system, people usually develop pleasant and unpleasant beliefs connected with learning. The important thing is to be aware of the fact that the educational system has a big influence on our perception of learning. Secondly is realization that people can also learn things outside the school. We are all learning through our parents, talking with friends, surfing on the internet and engaging on different courses/programs. In general, there are three different types of education/learning: formal education understood as a system, non-formal learning and in-formal learning which is a process.

Characteristics of non-formal learning

- Learning objectives are known in advance.
- Learning objectives are based on the needs of the target group.
- It is often done in non-conventional environment (nature, hostels, youth centres, etc).
- It is often based on experiential learning.
- It uses diverse methodology.
- It uses a group of learners as a source of information.
- It understands learning process as two-dimensional.
- The relations in the learning process tend to be non-hierarchical.
- It aims to empower participants.
- It is delivering knowledge and skills, but also questioning attitude, values and beliefs.

There are stories created on those characteristics, which make an impact and often change lives.

It is the belief that learning can also be fun, the belief that everybody holds an endless potential, the belief that there is a need to take better care of ourselves and others. All these beliefs power our actions and non-formal learning offers a perfect setting to that!

3. Activities in Detail

3.1 Methodological Approach

The training combined the know-how of all four participating organizations - Lojtra is working with young people for several years now and has multiple experiences in organizing week long trainings and youth exchanges for young people and youth workers in order to build their capacities with the help of the non-formal learning approach. Humanitas is using Global Citizenship Education as a means to facilitate change in people's minds, hearts and hands in formal as well as non-formal settings; working with teachers, other NGOs, ministries. Officine Cittadine and Sensibiliz'Action have the know-how on how to animate the streets, how to prepare a street action, engage passersby in activities and support them with reflection through discussion and interaction. The job shadowing activities enabled us to combine our approaches into Global Education Agora approach and prepare the training.

The group stayed together, lived and learned together for one week, in a small hostel, close to Lecce. The morning of the first day of the training aimed at building the team, getting to know each other, setting common guidelines of behavior and getting to know the programme. The methods used were different games, which connected the group (using our bodies, instant responses etc., not merely intellect).

In the afternoon, the group discussed the topic of GCED with the help of a game called Let's go fishing, which enabled participants to experience scarcity of resources on the planet with a simulation. Participants explored the notion of competition vs. cooperation.

The second day was GCED day, participants tried out many global education activities to experience and reflect the situation of the world and recognize the need to address global issues and facilitate change on the streets. The global citizenship education approach supported the group in:

- Exploring connections between personal stories and global issues
- Discovering topics connected to globalization
- Challenging inequality and poverty
- Discussing power relations and their historical background
- Identifying misinformation and stereotypes
- Encouraging doubt

- Developing critical thinking
- Opening spaces for learning from each other

This day focused on GCED, although the approach was intertwined throughout the whole programme since the training aimed at empowering participants to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

The third, fourth and fifth day aimed at getting to know how to work in a public space. Participants tried out several approaches and activities developed by Officine Cittadine and Sensibiliz'Action, which were adapted within the Global Education Agora project in order to involve wider global dimension. Participants were divided into groups according to interest and started preparing the activities for the street action. On the fifth day, participants tried out the activities within the smaller training group carried out in Global Education Agora activities on the streets of Lecce.

The sixth day was dedicated to the evaluation and reflection on the street activity in the morning. Participants discussed what they have learned, how did they feel in their roles as global education street animators and how could they improve their approaches. The afternoon session was comprised of a Proaction Café, the method aimed at thinking and planning on how to transfer lessons learned from the training into the daily practice.

Part of the methodology, which involves staying together at one place in a diverse group, for one week, is also supporting the community spirit - communication in unity. The group is guided in solving any kind of conflicts, which might come along and address all the processes which are happening, with the help of daily reflections and transfer of those onto other realities. Several methods were used to ask about their feelings and expectations to create a space for reflection and learning. The training was a success; all the participants organized street actions in their local environments and in diverse spaces (even school yards, in front of youth centres, among others). The training can be adapted to any kind of environment and can be multiplied in order to train new GEAgora multipliers. The training, together with the digital platform [geagora.eu](https://www.geagora.eu) are the most important results of the project.

Video of the training: <https://www.youtube.com/watch?v=wSw0wLUcyuc>

3.2 Target Groups

People interested in Global Citizenship Education, non-formal learning and street education/animation with a strong motivation and some previous experience in youth work. Participants came from diverse backgrounds (teachers, youth workers, volunteers, activists, people with a refugee experience).

3.3 Potential of Transferring the Training Format

Global Education Agora Training for multipliers is a learning model, which can be disseminated as a capacity -building training module in other environments with various educators and volunteers. It equips participants with global competences, enables understanding of the world as one connected whole, where we are all part of the problems and potentially part of the solutions if we act as informed active citizens. Concretely, it supports the teachers, youth workers, volunteers, young people in bringing the important topics out of the closed spaces. The street presents often an overlooked space with huge potential for activation of young people, who get motivation to fight for their planet and global community!

The training is a very good example of attaining the SDG goal 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Since it offers a space where participants can explore and discover the state of the world, its complexities and its interconnectedness and act on it through educational engagement on the streets. Therefore. it is following the main principles of GCED.

3.4 Relevance of GE Agora to GCED

Global Citizenship Education is a necessary aspect that interweaves through all the project activities that have been organized within the Global Education Agora project. The GCED approach is also embedded in the name of the project, since it is seen as a compulsory part of any kind of education in today's interconnected, interdependent and globalized world.

The reference points are the Target 4.7. of sustainable development goals and the various documents which highlight the importance of GCED and the need for expanding the notion of education beyond mere attainment of cognitive skills (gaining

information, knowledge), but the need to also work on emotional, behavioral and spiritual levels. The multipliers, who later on organized GEAgora street actions, have undergone training where they were part of a transformative learning process. They were encouraged to reflect on their own position in the world and focus on their responsibility to become part of the solutions (realizing that they already are part of the problem). It offered them exploration and adaptation of tools, which they then applied in the streets and encouraged reflection on the state of the world and responsible action with passersby. They increased their empathy, awareness and explored important questions of today's society, which are all connected to the importance of GCED such as:

How are we part of the injustices that is going on in the world?

How is our development causing poverty somewhere else in the world?

How do we benefit from exploitation?

Why do we see ourselves as separate from the earth and from each other? How does this influence our behavior?

How do we foster a sense of belonging with the existing differences we are facing? We encouraged the notion that becoming global citizens and act on behalf of all humanity, means to re-question many practices, many perspectives we hold and be prepared to unlearn. It means shaking the status quo and getting prepared to change our lifestyles and rethink the way we perceive the world. Fragmented vs. connected, dualistic vs. intertwined, materialistic vs. solidarity and community built, objective vs. subjective. GCED means looking back into the history and its developments, which started the unequal power relations and injustices that are still polluting the world. Only by realizing how we are complicit in this harm and how we are still part of the systems, we can become active global citizens and allies to those who face discrimination and injustices on daily basis.

Through actions on the street, passersby became involved in three different ways and each approach facilitated GCED:

A place for listening and expressing - The Word carrier tool is for passersby to share their feelings and ideas around a certain subject. The frame of sharing is enabled by a question visible on the big board, for example: What do you do in your everyday life to preserve our planet? Trained multipliers engage in conversations with passersby and dig deeper, by asking sub-questions and provoke the position. The first answer

by a passerby is never the last answer. Engaging in meaningful and transformative conversation on the street is a skill which has to be attained by the multiplier through training and additional inquiry enables meaningful answers and raising awareness with the passerby. Engaging the passersby follows the GCED approach - encourages one's own responsibility in the topics discuss, awareness of possible impact and the need for change. The answers which the multipliers collect are a result of a long exchange on the street, sometimes taking place for more than an hour. Sometimes the passerby will just be interested in reading the answers which are already on the boards and that is also ok.

The second place, which is created on the street is a place for documentaries: the Street Exhibition, intended for the people who just want some food for thought and do not want to speak. Each exhibition has GCED embedded in its creation. For example, an exhibition on migration facts and misconceptions, encouraged citizens to think about the misinformation we have about migration and encourages readers to be more empathic towards people with migrant and refugee backgrounds. Based on the data, migrations are something which occurred throughout history on many occasions.

The third place is the game - the game brings the global issue closer to the citizen by involving them in an experiential and interactive way. The multiplier facilitates the game and by asking questions and debriefing the situation, encourages passersby to examine the roots and causes of events and identify possible solutions, which is an important component of GCED.

Each GEAgora street action, with its three spaces for diverse learners, enables critical reflection of an issue we are all part of, connects the local with the global, enables a multi-perspective approach on the covered topic and encourages action. The most important part of it are the trained multipliers, who hold the learning space on the street. Equipped with GCED knowledge, skills, attitudes and values they are able to transfer the GCED perspective to the passersby.

3.5 Presentation of Selected Street Methods

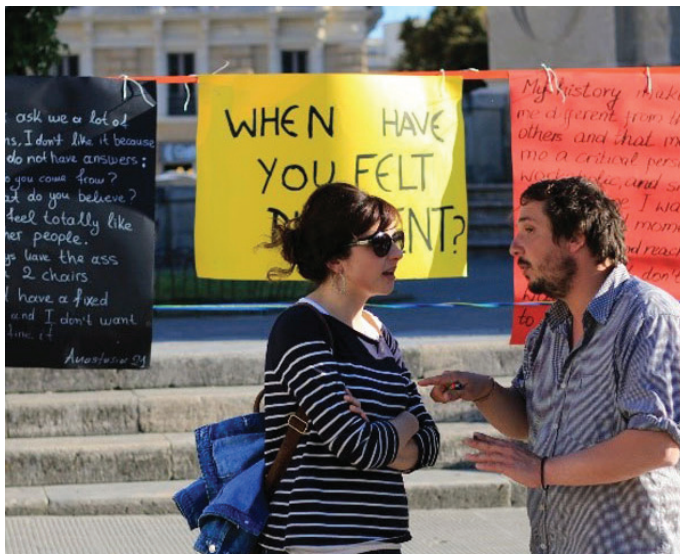
3.5.1 Word Carrier-Street Debate



▲ Find a public space where you feel well.



▲ Choose a question about our society that is accessible to everyone.



▲ The exchanges start between people and the facilitators.



▲ The facilitators summarize the discussions and write down the answers.



▲ Write the answer in big letters on the board.



▲ Hang the boards on the wall of opinions.



▲ *Keep the exchange going until planned.*
(photos were taken on street actions performed in Lecce and Orleans)

3.5.2 Twisterra



▲ *Twisterra activity in Lecce, 2017*

AIMS

- To create a link between natural resources, industrial products, geographical areas and the companies that control those chains;
- To discuss about the resources of monopolizing of resources;
- To introduce the concept of sustainable economic chains.

THE GAME SET

The game set of Twisterra should be on the floor. It's 1.80 m wide and 1.30 m long. It's composed of lines with 6 circles for each line, 24 circles in total. Each line corresponds to a category: natural resource, industrial product, geographic area and company. Each category has a color: green, yellow, blue and red.

GAME PURPOSE

You have to place your hands and feet on the sets of the game in order to recreate the exploitation of the chain from the natural resources to the company that uses it, passing through the industrial product and geographic area where the resources are extracted. This game can be played by 1 to 4 people at the same time.

- Cacao <https://makechocolatefair.org>
- Cacao <https://www.independent.co.uk/news/world/americas/nestle-is-being-sued-for-allegedly-using-child-slaves-on-cocoa-farms-a6806646.html>
- Soya <https://theecologist.org/2012/may/01/dark-side-soya-how-one-super-crop-lost-its-way>
- Palm oil <https://www.onegreenplanet.org/animalsandnature/top-10-facts-you-need-to-know>
- Coffee <http://theconversation.com/the-dark-side-of-coffee-an-unequal-social-and-environmental-exchange-46838>
- Coffee <https://foodispower.org/coffee/>

Video instructions: <https://geagora.eu/2018/12/24/twisterra/>

3.5.3 Apple game

(animation designed by Gwanaelle Grezel and Jerome Guilet, Hemispheres)

The principle:

Which apple comes from the supermarket? Which one is organic? Which one was bought at the market? Firstly, one must guess the origin of the apple by examining its appearance and then tasting it. The objective is to appreciate the difference (taste, difference) between the different kinds offered.

Point of the game: Understanding the development of apple production and the challenges linked to this production. The game can be proposed and animated in partnership with a local producer.

Themes tackled: The consumption and quality of our diet, the standardization of tastes and means of production, intensive agriculture and use of pesticides, the profit margins of large scale distribution, countryside agriculture and links between north and south, organic farming and its development.

Objective: It is more than a game since it also provokes debate. Tasting different types of apples is not a pretext for creating an exchange between participants and animators regarding the quality of our diet and means of producing food products.

At different stages of the game, participants question each other one by one about the taste, (What kind of apples do we eat? What kind of apples we like?) means of consumption (Do we have to eat organic apples or not? Consuming local

products or not? And at what price?), the quality of products (How are the apples produced?), preserving the environment and using pesticides in agriculture, the methods used by large scale distribution and their influence on local producers.

Video instructions: <https://geagora.eu/2018/12/24/apple-game/>

3.6 Recap of all the activities and the Number of People Involved

The project was structured based on different activities.

It started with a kick off meeting. Then 6-day job shadowing activities were organized in France and Slovenia. In order to get to know the activities of the partners in practice. Afterwards, the preparation of the multipliers training started which took place in September 2017. With the newly trained multipliers, more than local events (street actions) were organized which further developed the innovative methods, finalized the platform geagora.eu, created instructional videos and presented the outputs on the multipliers event in Ljubljana, involving more than 100 visitors (mainly teachers, youth workers, NGO representatives, ministries representatives). The project was also listed as one of the twenty most innovative global education projects in Europe in 2018 by GENE.

The multipliers training programme lasted for seven days and enabled participants to reflect on various global issues, acquire knowledge on complex realities, various perspectives, interdependence of the world, feel the issues and develop motivation to take actions with the help of the GEAgora approach (organizing events which are street based, with a more global approach at education in their local realities). In this sense, the training also vastly followed the principles of GCED.

The GEAgora project lasted for two years, from 1 February 2017 to 31 January 2019 and took place mainly in three countries (Slovenia, Italy, France).

The international multipliers training within the project lasted for seven days and took place in Lecce, Italy.

The key elements consisted of 30 street actions, a new approach called GEAgora (combining Global Citizenship Education (GCED), non-formal learning and street animation/education) and a new training module that equips educators with knowledge, skills and attitudes on how to animate in the streets and involve a global dimension in all their actions. The project gave visibility to a forgotten

space - the street, where people meet, discuss and can be engaged in meaningful conversations and activities, which support them in becoming active global citizens.

As for the key elements of the one week training for multipliers - see the video: <https://www.youtube.com/watch?v=wSw0wLUcyuc>

Concrete outputs:

- 6 international meetings
- 4 associations from 3 countries: France, Italy, Slovenia
- 20 international « Global Education Street Facilitators » trained by the GEAgora team
- 100 volunteers involved in the local actions
- 3 Global Education devices created for the street (on Ecology, Food-Agriculture and Migration)
- 3 Word Carriers, 4 street games and 3 interactive exhibitions created by the GEAgora creative team
- 38 local GEAgora events organized on the streets
- 10.000 passers-by sensitized by the GEAgora actions
- more than 2,000 animated people (direct participation and interaction) 300 people engaged in activities after street actions
- more than 30 events organized for followers of the street actions and the platform

Training for GEAgora Multipliers

The main question on the training was: How to raise awareness on global issues among people who are not everyday users of youth centres, NGOs, who do not attend organized activities? Easy, we go to the streets and perform street education! Training offered tools for youth workers, trainers and volunteers who were interested in promoting global and non-formal education on the streets. Participants learned about global and street education approaches. After the training, they organized street actions in their countries and reported about the effects and impacts.

The main topics which participants have explored through education on the streets were: agriculture, migration and climate change.

After the training, participants:

- Had the know-how on how to organize, carry out and evaluate a street action with a global/non-formal education approach
- Organized two street actions in their country of origin in cooperation with sending organization
- Understood what global education and street education consist of and identified the differences of applying the GE methods in schools, NGOs or on the street.

4. Conclusion

4.1 Evaluation and critical reflections

The project Global Education Agora is an innovative approach which effectively addresses apathy, connected to a lack of active citizenship of today's society. It goes where the people are - on the street. The evolution of the project surpassed its initial plans. The involved organizations are continuing to use and develop the approach. More and more organizations are coming on board and are already preparing a project to continue the work and develop more mechanisms for street animation. The project was also externally peer reviewed within the application for the GENE award. The three main conclusions derived from the evaluators:

- The outside of the box approach with a surprise effect - going where the citizens are, not staying within the limits of focused events
- The multiplier effect - trained participants and the digital platform, enabling dissemination of the approach
- How to fully measure impact of the activities?*

* In the follow-up projects all partners want to focus more on measurement of the impact of all involved participants (not merely those who become further engaged in organizations activities).

The project has GCED approach in its name- Global Education Agora, and therefore raises the importance of all the principles GCED stands for, especially the need for the critical analysis of the world, promotion of solidarity values and informed action.

4.2 Impact of GEAgora Project

Direct impact was measured with passersby, who further engaged in the project. All the organizations involved them within their programmes that enabled them further

engagement. The involvement of different associations and their participants in the activities are explained in the beginning under each organization's description. The impact is also explained in the project newsletter: https://geagora.eu/wp-content/uploads/2019/03/Newsletter-GeAgora-EN_02.pdf.

Generally all the participants who became more involved after initial contact on the street (300 participants), enhanced their GCED competences such as:

- Critical thinking
- Developing capacity to understand and face complexities in the world and do something about it
- Improved empathy and understanding towards interconnectedness of all beings and the world
- Increased responsibility on global issues and increased motivation towards active citizenship

4.3 Towards a global network of organizations interested in Global education Agora- addressing global topics where citizens are- on the streets

Global Education Agora team are currently establishing a network of organizations interested and/or engaged in performing street education connected to global issues in public spaces. At the moment, the network consists of more than 12 organizations from 10 different European countries. We are trying to receive additional funds to kick start the network and are open to include interested organizations from around the world.

All partner organizations and other organizations like schools whose volunteers or staff have been trained in the GEAgora approach are using it widely in their own localities. We offer them methodological support and advice.

Suggestions for transferring this approach to diverse environments

Get in contact with our team! The GEAgora approach is applicable to any kind of locality. Streets are where people pass, meet, and with a bit of adaptation, they can become conducive learning environments for passersby. Our project partnership needed some time to get to know each other within the partnership and see how our efforts and know-how can be combined. But now it's here, and participating in a one week multipliers training is enough for organizations, activists, teachers, and volunteers to start practicing GEAgora in their own local environments.

■ References

References Project online platform: www.geagora.eu

Videos of the methods:

https://www.youtube.com/watch?v=WLqJ_KFpayk (Twisterra)

<https://www.youtube.com/watch?v=r0CMS701IUc&t=11s> (Apple game)

<https://www.youtube.com/watch?v=TjDnZ40Thd4&t=8s> (Word carrier)

Training of GEAgora multipliers video: <https://www.youtube.com/watch?v=wSw0wLUcyuc>

Global education Agora newsletter: https://geagora.eu/wp-content/uploads/2019/03/Newsletter-GeAgora-EN_02.pdf

Global Education Agora in GENE GE innovation award brochure: https://gene.eu/wp-content/uploads/GENE_GE-Innovation_Award-Brochure-2018.pdf (page 30)

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