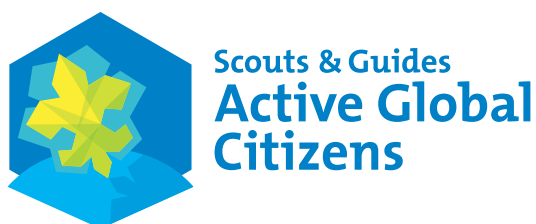


INTERNATIONAL SHARING MEETING – SLOVAKIA

25th – 29th May 2016, Banská Štiavnica

FOLLOW UP MATERIAL



INTRODUCTION

International sharing meeting took place in Banská Štiavnica, on 25th – 29th May 2016. Altogether around 60 Scout global education trainers and project partners participated at the meeting. This document provides information, reflection and other supporting documentation related to the program sessions, as well as further links for more education, inspiration and/or tips for the praxis of Scout DE trainers.

Each session has been contributed by the relevant responsible project partners.





DAY 1: THURSDAY

STARTING SESSION

ACTIVITY “SEAT YOURSELVES COMFORTABLY”

The purpose of this introductory activity was to energize and focus the participants of ISM to the main issue of GE: justice and equality in the World. The aim was to make them aware of the imbalance in the distribution of the world's wealth.

You can find the morning activity on global inequalities in the manual Coffee way too strong, p. 5. Before using it, please find actual numbers of GDP and world population.

DATA FROM 2015	PEOPLE	Population (%)	MONEY	GNI (%)
Europe (with Russia)	10	10,36	28	27,72
Asia (without Russia)	60	60,02	34	34,180
Australia & Oceania	1	0,53	2	2,38
Latin America & Caribbean	8	7,69	8	7,80
Africa	16	15,51	3	2,69
North America	5	4,68	25	25,22
ALL	100	100,00	100	100,00
*Russia	2		3	

Because the activity as each simulation is a big generalization, facilitate the discussion carefully to minimize the reinforcement of stereotypes about countries and people.

Here you can find further materials for global workshops in English: <http://www.nazemi.cz/cs/dokumenty-stitky/english>
In addition, this checklist can help you with successful preparation and implementation of activities.

ACTIVITY “PROFILE OF A SCOUT GE TRAINER”

The purpose of the scout GE trainer profile is to present the defined shared idea across countries what the role scout GE trainer consist of. The aim is to know the profile and which skills are needed for a GE trainer for your development.

The trainer profile defines three different roles of scout GE trainer and link them to specific tools (Global Compass, GE competences) and skills. For skills go to the document of the profile.





Commitment of the scout GE trainers/experts = multiplayer

1. Trainer of scout leaders
 - a. organize workshops for scout leaders (run, prepare workshops and lead them)
 - b. Main tool: GE competences 5+2
2. Mentor – direct cooperation with group through leader, individual level
 - a. Support, consult and evaluate informed and reflective actions
 - b. Global compass
 - c. Consult big events on sustainability and other GE principles
 - d. Manual for informed and reflective actions
 - e. Suggest existing GE manuals
3. Networker – national level
 - a. Connects scout units to experts – persons or NGO on specific topics, connect scout units interested in GE between themselves
 - b. Brings GE into existing scout materials, strategies
 - c. Looks for national opportunities for spreading GE

INTERNATIONAL FORUMS TO REFLECT ON PROJECT WORK

After a plenary welcoming, we became more familiar with our mission for the upcoming days. In order to know where we all are in the project we decided to give some space to sharing in international small groups. In those parallel working groups we discussed two questions 1) *what have been going well so far* and 2) *what were the major challenges of the project*. The aim was to create connection and hear inspiration from others. Thanks to mixed groups all participants could hear highlights and challenges in activities of international partners.



ATELIER SESSION

WORKSHOP “GLOBAL EDUCATION AND VALUES”

The session focused on what shapes our identity and how our identity and experience inform our values. The main message was that as practitioners – Scout Leaders – we should be aware that these values underpin our work with Scouts and Guides. To make it more visual we used the metaphor of “imaginary rucksack” that we carry around all the time in our lives throughout the session.

At the beginning we asked participants to take part in a value continuum debate to explore how we are all individuals and have our own opinions and perspectives. We used statements from the Compass.



We used the Transformational Communication Toolkit to highlight what participants value personally and what they thought their Scout organisation values. Then we discussed which values are more helpful and which are more harmful in achieving a better world.

Afterwards we explored how Global Education values contribute to this vision of a better world and at its core are a commitment to social justice and equality.

We mentioned and rediscover again three fundamental principles of Scout movement – 1. duty to self (personal values), 2. duty to others (social values) and 3. adherence to spiritual principles (spiritual values).

Participants found workshop particularly useful to think about how their values are related to Scout values. Some of them commented that they weren't sure what came first, "them or the Scouts".

WORKSHOP "GLOBAL COMPASS"

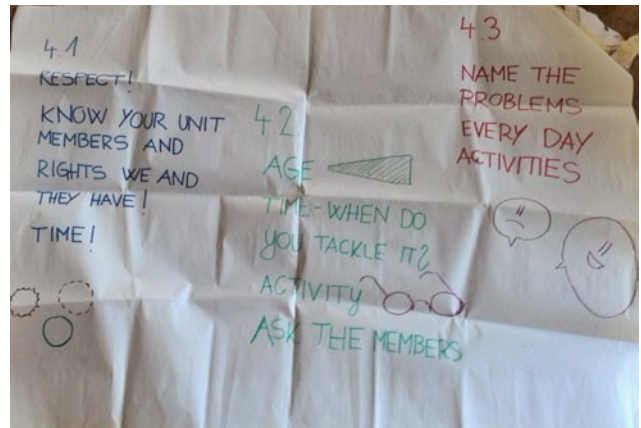
The aim of the workshop on Global Compass was to become more familiar with this self-evaluation tool for scout unit (troops) about global responsibility by getting to know five areas of life of the group which are connected with GE:

- connecting local and global communities,
- programme,
- finance and consumption,
- communication and
- participation.

Through interactive group work and visualisation we

were discovering these five compass areas and their sub-questions. The key inspirations for scout units bring the tips what concretely can the unit do to progress in a chosen field. These tips are offered under each sub-question.

The online version of Global Compass is available at: <http://www.globalnikompas.cz>



WORKSHOP "INTRODUCING GLOBAL COMPETENCIES"

The purpose of this workshop was to gain shared awareness across the national groups of participants of what we understand under GE: 5 + 2 dimensions examples of topics.

Competences give the common understanding of GE in our project. They are the map for your work as the GE trainer, all the production and materials from our project are and shall be linked to competences. Therefore we considered important to have international discussion about trainers' understanding of this competence in order to have common ground which was the main content of WS3. We used the method of drawing because it brings the thinking about abstract issues deeper involving both hemispheres.

The document of Global Citizenship competences consist of three parts. Part I is an overview of 5+2 competences, part II goes to more detailed content of each competence. Specific activities and programs can be linked to concrete knowledge, skills or attitudes of this part. Part III is an explanation of some of the terms.





How do use them:

1. Help to find your goal of a specific activity/workshop: choose the field/competence, choose specific topic from the table (part II) (column of knowledge) or skill – based on this, formulate the goal of your activity you are planning to find or develop.
2. Support the involvement of GE into your national scout educational system: compare with the competences (tables-part II.) what you already have and what is missing?
3. Roadmap for planning of long term GE courses.
4. More: For the further information about how and for what purpose shall the competences be used in the project see the summary of [WC_q10](#).

"I found myself very satisfied with the fact that there is a proposed methodology for GE and that the structure of this methodology was presented in a plain way during ISM. After the ISM, it turned out to be quite easier for me to read and understand GE-guidelines and Compass as supporting material. More specific, the triangle of Knowledge/Skills/Values & Attitudes that really captured my mind, is the common ground with Methodology of Scouting and this made me realize that GE might provide new ideas for activities with Scouts."

**Olga Galanopoulou,
Scout GE trainer from Greece**

EVENING CAMPFIRE





DAY 2: FRIDAY

MORNING SESSION

The morning session was focused on introduction to the global education themes, primarily the decent work issue. To observe the decent work is one of the main principles relevant to the most of Sustainable Development Goals (SDGs); SDG number 8 – Decent Work and Economic Growth – in particular. Moreover, the methodology of the session was interlinked with Global Citizen/Scout Competencies – critical and creative thinking, realizing the importance of sustainable way of living, and standing up for social justice and equity.

Structure:

The 4 hours workshop on global learning was composed of 45 minutes keynote introductory speech on global learning, Sustainable Development Goals and particularly decent work with regards to labour rights as well as sustainable consumerism.

The next and the main part was an interactive game “Actors of Change” and a closing plenary to get feedback and exchange views.

Process:

As the audience was quite diverse in terms of nationalities, age of participants and also their previous experiences with global learning, the keynote speech has approached the topic in a self-reflective way with practical examples. The attempt was to create a bit more hunger for more information about topics and issues regarding sustainable development and decent work. Judging by the feedback during the keynote speech, the audience has questioned their consumer choices before and many were interested in where their everyday products come from – be it food, garments, fuel or smart phones.

Building on the links between theory and practice, “Actors of Change” turned out to be a very thought-provoking activity, when mixed nationalities teams had to use 90 minutes for brainstorming and creation of (1) either a fair and sustainable product or (2) a campaign – all based on stories from different production sectors around the world.

Results:

The outcome was very inspiring, original and at times even funny. Teams used social media as well as design and IT tools to react to the pressing problems of labor rights or safe working/living environment. Some of the most original ideas could well be practiced in reality, moving beyond fiction. All teams have suc-





cessfully understood given assignments and stories of people from far away countries, and they managed to identify key issues and solutions in production sectors like garment industry, oil extraction, (fair trade) coffee agriculture, leather and shoe industry or slavery in fishing sector. They seemed to very well grasp how fair and sustainable products should be made, sold and marketed, what are the features they should definitely have, but also how to create a catchy campaign in order to get the global public to support labour rights and environmental protection in the faraway countries and the regions of the world. At the same time, the audience remained critical of the “Actors of Change” and added some interesting opinions about the activity, which may be used to make the activity even more effective and more understandable.



A part of the session was a film Promised Land about the problem of displaced persons due to expanding the mining in Mozambique – relation of SDG 8 to SDG 11 (Sustainable Cities and Communities) – and to conflict resolution and cooperation as another Scout competence.

AFTERNOON SESSION

FIELD TRIP TO THE MINE

In the afternoon we have changed sitting in the rooms or limited spaces with an active discovery, which is close to Scouts’ character. Walking field trip to the Natural Mining Museum outside Banská Štiavnica has three fold purpose:

1. To realize that a call for decent work was and still is a very urgent and serious issue;
2. To learn how the process of the development of mining industry, science, and societal movement have changed or not changed the lives of the miners and local community, plus to give an option to Scouts asking questions on labour rights, working conditions, etc. in the past and present the experts in the museum;
3. Last but not least to see the surroundings of Banská Štiavnica, UNESCO heritage site, do some networking between themselves, and get some refreshing exercise.

The field trip including the visit to underground mine lasted approximately 4 hours; some of participants agreed to walk further to see the example of “tajch”, unique construction of a water reservoirs system for the mining industry processes starting in 15th – 16th centuries.





The overall aim of the field visit as well as the morning session was to help to recognise that people, places, economies, and environment are interconnected and these interdependencies have impact on relationships locally, but also globally, and have been shaped by the history and will shape the future.

EVENING

GUIDED TOUR TO THE CALVARY

The night walk brought us to the Calvary of Banská Štiavnica which serves as an example of the dedicated work of local Scouts done for the public good. The tour guided by Martin Macharik, Scout and the chairman of the calvary fund, provided us with the insight into the process of the calvary restoration, initial but also present challenges. The restoration of Calvary demonstrates how the active citizenship, enthusiasm and volunteering of Scouts can make the difference and preserve the neglected work of arts. More information can be found at <http://www.en.kalvaria.org/>

In the context of global education, the story of Calvary nicely illustrates several GE competences – most of all competence no 7 – Responding as active global citizens. Also other competences can be explored on the spot with the real-life example e.g. despite tensions, the protestant owner of the Scharfenberg (the Calvary hill) dedicated the land to Jesuits in order to build the Calvary (competences no. 4 Respecting diversity and identity and no.5 Conflict resolution and cooperation). The story of the unknown soldier's grave from 1 WW which was wrongly adjudged to soviet soldier in order to gain some point for local politicians can serve as starting point to explore competence no. 6. Critical and creative thinking and the question of power relations.



"It was a pleasure to participate in ISM. It was interesting to discuss the actions the organisations from partner countries have carried out and extract some ideas for our future work. It surprised me how well the event connected with the environment it took part in (the story about scout house, the mining industry, the Calvary story) – I've learnt we don't have to look for stories from other continents to talk about GE. Opportunities are around us, and we can bring out the GE topics by carrying out informed good deeds locally."

Eva Rataj, Scout GE trainer from Slovenia

DAY 3: SATURDAY

PRACTICAL SESSION

WORKSHOP “INFORMED ACTIONS”

The aim of the workshop was to discover what GIRA (“Global informed and reflective actions”) means in practice. Scouts do a lot of actions but which of them are GIRA? How do we understand “informed” and “reflective”? How can we improve our ideas for the action?



Remember a moment in your life when you did something globally important and meaningful. Share it in the groups of four.	Self-research
Which of these actions would you call informed action? Choose one.	Sharing in small groups
Presentation of chosen informed action and explanation why a particular action is “informed”. Facilitators share their understanding of “informed actions”.	Sharing in a big group + posters
Come up with a global action that you would like to do in the future. Put it on the axis (Environmental x Social, Global x Local)	Individual work & work in pairs, post-it on the poster
Check-list based on GIRA guidelines + reflection	Individual work & work in pairs

WORKSHOP “REFUGEES”

The workshop consisted of several interactive activities:

Activity 1 “Tangled”

Aim: To know each other and become aware of the interconnectedness of a ‘human system’. Description: A cotton cloth will be thrown from one participant to the other of his choice, every participant tells his name and his role in the project or Scouts. Each one holds on to the thread so that we create a spider web.

Activity 2 “Daira daira” (Da’ira, a circular talisman)

Aim: Understanding each other, games and activities as a tool of communication and international language. Description: Group gets split in two, in 5 minutes time they should explain and play a game with the other group using no common language, taking them to the situation of trying to play with refugee children coming from different parts of the world.



Activity 3 “Brainstorming relay race”

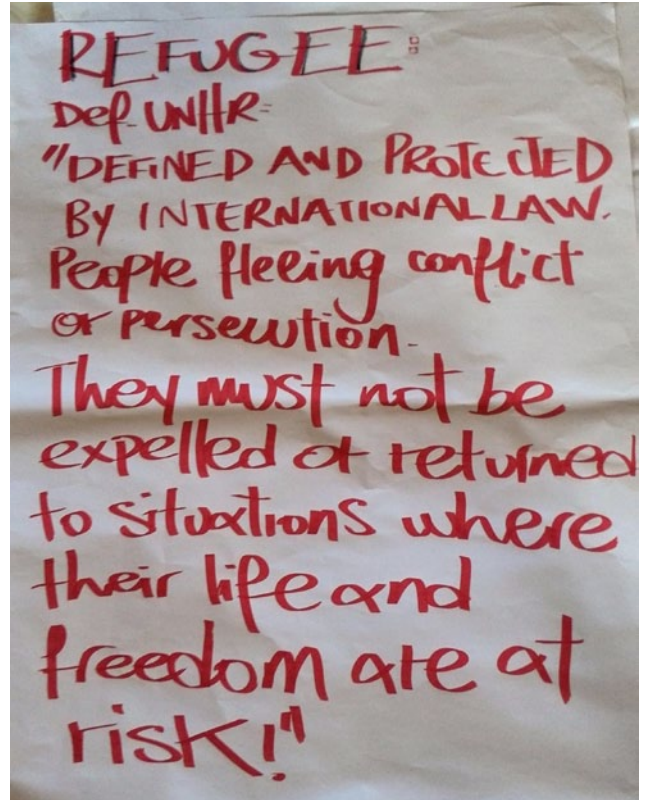
Aim: Discussion about Asylum rights and terminology, working with terms. Description: Group gets split in two. They have 5 minutes to Brainstorm the definition of the term “Refugee” and the other team the term “immigrant”. After the thinking time the race begins, each team has one pen and run one after the other to the whiteboard and write a word until their whole team has written one word each person. We then sum up the results and compare it with the U.N Definition of these terms.

Activity 4 “Take a step forward”

Aim: We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include: Social inequality being often a source of discrimination and exclusion Empathy and its limits. Description: Compass http://www.eycb.co.e.int/compass/en/pdf/2_38.pdf

Activity 5 “Step out of your problem – Refugee edition”

Aim: Emotional intelligence and empathy, presentation of an ideal situation. Description: Each participant takes a little time to write down on a large paper his biggest fears or concerns regarding the refugee challenge Europe is facing. Then they put it in a circle and step on it. Once they are on their problem they explain it in a circular way. They are then asked to perform a small jump to the right and to step on the problem next to them.. They are now asked to say how this problem could be solved. After everybody said a solution to the problem they perform another jump to the right and then say how it feels like now that the problem is solved.



AFTERNOON PROGRAMME

WORLD CAFÉ

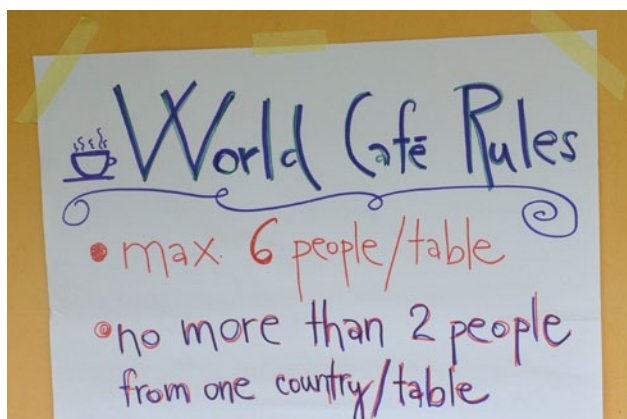
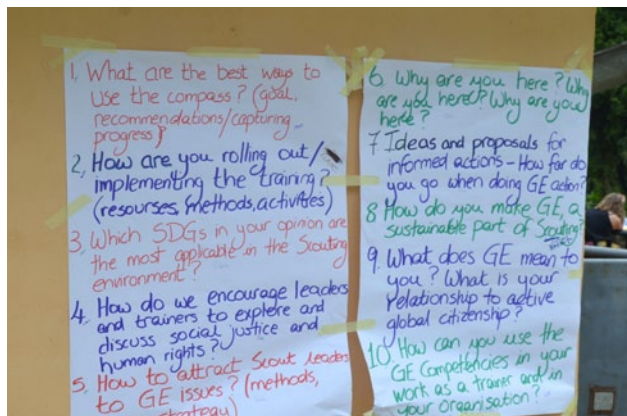
The aim of the World Café was to connect the previous programme to the practice of GE trainers. Ten issues were selected from those chosen by the national meetings and discussion hosts were identified for each topic. Participants chose which topic they would like to discuss first, after 20 minutes participants changed to another topic of their choice and this was repeated three times, the host stayed at the table to progress the discussion through the groups.



Topics:

- 1) What are the best ways to use Compass?
- 2) How are you rolling out the training?
- 3) Which of the SDGs in your opinion are the most applicable in the Scouting environment?
- 4) How do we encourage leaders and trainers to explore and discuss social justice and human rights?
- 5) How to attract Scout leaders to GE Issues?
- 6) Why are you here? Why are you here? Why are you here?
- 7) Ideas and proposals for Informed Actions – How far do you go when doing GE action?
- 8) How do you make GE a sustainable part of Scouting?
- 9) What does GE mean to you? What is your relationship to active global citizenship?
- 10) How can you use the GE Competencies in your work as a trainer and in your organisation?

All discussion topics led to a significant amount of discussion and many good ideas and possible remedies were identified, although some tables were busier than others. The discussions and resolutions were recorded on flipcharts and the three key points were shared with all in a plenary session. Some key points learnt in this session include that every Scout Organisation works in a different environment but there are some activities which can be replicated or slightly adapted between associations; participants felt that Compass would best be used by group and section leaders following effective training; importantly it was established that Global Education is nothing new to Scouts, GE is a gift for Leaders but they would benefit from some 'tips of the trade'. Maybe the most encouragingly GE Trainers are engaged in the project because they are passionate about building a better world.



“International Sharing Meeting was an occasion to see, how people from different countries understand the meaning of Global Education, and – what is the most important – what they CAN do and what they ARE actually doing on this matter. I realized that in contemporary world everything is interdependent and nothing is ever black or white – and I have to have open eyes for it. Actions and ideas, which everybody was presenting and we created during the ISM opened my mind has broadened my horizons and encouraged me to look outwards.”

Izabela Wójcik, Scout GE trainer from Poland



Final evaluation

This was delivered in 3 key stages – time to individually reflect on what participants had gained from the meeting, what national teams had gained from the meeting and an overall evaluation of how the meeting was organised and facilitated.

It was designed to give people the space to reflect in private – they sent themselves postcards with 3 main points they will take away – and to have space to share their learning.

We ended the evaluation with a game where we blew up balloons and wrote messages to each other. This was an energetic and fun way to end the meeting.



Our 3 big ideas we will take from the meeting

Scotland

Disseminate what we have learnt and reassure our organisation that the project will have a positive and sustainable impact
Organise a training for trainers weekend
Include the Compass and self-reflection session in workshops

Poland

The Game with the Chairs (Population GDP)
The importance of 'self' – mindfulness
Small but concrete steps

Greece

Sustainable – tips and camp
Refugee issues¹
Implementing Global Compass

Slovenia

Disseminate GE importance through wider pool of trainers
To focus on 1 or 2 GE competencies – specialize!
Advocacy – infographics about GE. Who cares? And so what?

Slovakia

Scouting = Global (different point of view)
Availability of resources – in depth
Presentation form is important

Czech

Improve GE workshop (intro to GE) using of map of values + combine activity (experience) with reflection of the method used

Active learning methods – connecting thinking and moving
session workshop on refugees
Create a community of Scout Leaders in the project in our country

¹ Author's note: Partners in Czech Republic prepared methodology for scout leaders how to deal with controversial issues on the example of migration. [Here you can find the English translation of the content and description of activities.](#) In case, you are interested in using something in your language, approach NaZemi and we will find the ways how to translated. The Czech web is: <http://lidevpohybu.eu/>



FINAL REMARKS

Thanks to photographers Marián Puntó Suvák, Martin Vlasáč Kasala and other random volunteers who made a great memories of the event. All pictures together the video are available [online here](#).

Thanks goes also to the ISM volunteers Jarka, Judy and Terka.



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And finally thanks to everyone involved in the event – thanks to you it was an unforgettable experience!



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