

# **Advanced Training for Trainers in Europe**

**TRAINING QUALITY PRODUCT**

## **LEARNING TOWARDS GLOBAL CITIZENSHIP**

*a challenge in European Youth Training*

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# LEARNING TOWARDS GLOBAL CITIZENSHIP

## *a challenge in European Youth Training*

### INTRO

This so-called "training quality product" (TQP) is developed in the frame of a European training course that adopts "European Citizenship" as its umbrella theme. Being so, why then the option for "global citizenship" as the structuring pillar of this work?

The topic of this TQP was chosen, triggered by a significant number of experiences in the international youth work and in the field of global education, development education and north-south interdependence. Through my involvement as youth leader and trainer in a variety of global fora and international training activities the idea of global citizenship gains clarity and a deep sense, whereas the one of "European Citizenship" appears to me more and more a kind of a euro-centric obsession and a limiting approach when seeking a sustainable global development.

Surprisingly enough, it seemed to me that in what European Youth Training is concerned the global dimension was being, if not neglected, at least fairly underestimated.

The aim of this TQP is therefore and simply, at this stage, to open one more window of possibilities in conceptualising, designing and implementing non-formal education activities, for and with young people, at European level – questioning our role as *European Citizens and Citizens of the World*.

This TQP is strongly inspired by the Practice 1 experience in the frame of the ATTE course. This project – whose title was *European Citizens of the World: a training course on European citizenship and global education* – looked for the synthesis between the debate on European Citizenship and the challenges posed by a more and more globalised and interdependent world. To my view, it was a very enriching and fruitful experience. It proved that, from an educational and pedagogical perspective such an exercise is not an utopia and it stimulated me in choosing the topic for this TQP.

At the beginning, the TQP project was very much ambitious. With time and a number of constraining circumstances it was downsized and adapted to more reasonable goals given the time and resources (my own competences included...) available.

The way can I see it now, it is (or it can be) the first step of a wider exercise. For the moment it is no more than a couple of thoughts put in written regarding the challenge called "global citizenship" and a couple of proposals for training tool that have been tested with significant success in the past. It represents – even if at a micro scale – an attempt to combine theory and practice. Much was left aside – little research was made, many other pedagogical tools were not even referred. Maybe at a later stage. The seed is there for transformation...

## SECTION I – TOWARDS GLOBAL CITIZENSHIP

### The world we live in

At the time this text is being written, the UNDP (United Nations Programme for Development) publishes its 2003 Report on Human Development. Although well known it's never too much to remind them again, the figures:

- More than 1.200.000.000 human beings (each one of five) live with **less than one-dollar** a day;
- More than 100.000.000 school-age children in the developing world are not enrolled in **primary school**;
- Every year, more than 10.000.000 children (30.000 a day) die of **diseases** that could be prevented;
- At the end of 1999, 34.300.000 persons – men, women and children – were living with **HIV/AIDS**, and 18.800.000 had already died from the disease;
- 2.400.000.000 people (nearly half of the world population) live without proper **sanitary conditions** – half of these don't have access to **safe drinking water**;
- In the second half of the 20<sup>th</sup> century, 46 elected governments were forcibly overturned by **authoritarian** rule;
- The **degradation** of the **soil** affects more than 2.000.000.000 hectare.

Figures are just figures and statistics are just statistics, we may say. And yet, they always impress us by the image of injustice, of unbalance, of drama and despair existing in the world we all live in.

One might not be ready to describe and characterise the world we live in (especially not in a few lines). However, what nobody can ignore or neglect is the development trend of the world as we know it today: if it continues developing this way the gap between richer and poorer will be bigger, there will always be human beings living under the poverty line – meaning with no access to basic goods or services like food, water, shelter, health care and education – human rights will be kept disrespected and violated in many regions of the globe, the environment will become more and more degraded.

In other words, the world model of development we all know or implicitly assume is not good enough. It failed and it continues failing. It reproduces the injustices and the threats we all want to eradicate. Therefore, we all need to re-think, re-invent, re-construct alternative models of development that embrace the whole human family, the whole planet and not only our backyard.

## The European Construction and the World

Although we always navigate in a serious ambiguity when referring to Europe, it became more and more current talking about the so-called **European Construction**. The enlargement of the European Union, the revision of treaties and covenants, the *European Constitution*, the external policy of security and defence are, between others, significant milestones in such a "construction".

And yet, most of us would hardly explain what we mean by *European Construction*. Are we constructing Europe?... Is Europe constructing something?... Is there something we are building to which we decided to call Europe?... Or is it something else and we just called it *European Construction* because there was nothing else better to call it?...

It seems in fact that **we are less and less able to say, to explain, what we are building in Europe**. Most probably the majority of Europeans would easily answer to the question by saying something like: "we are building the EU", or "we are building a fairer social model", or "we are building a military power alternative to the US", or "we are building just a privileged and powerful economical space", or even "we are building a space free of borders"... etc...

This all might in fact correspond to reality. To the daily living reality of each citizen in Europe, to the reality we can perceive without any imaginary vision or framing ideology. But it can also correspond to the one of the newspapers and televisions, of the mediatic and demagogic political speeches, of the institutions and of the money market...

The point is that our perception of what we understand by *European Construction* is very often NOT a result of a critical analysis of a complex and dynamic reality – set in a moment of History and in a specific context of the human development – but rather the effect of a massive campaign of messages intentionally launched by political leaders.

**In reality, nobody can see yet the horizon of such a construction; nobody in Europe can see yet what the ultimate end of his/her contribution in building such a project is.** And in my opinion, the way such a challenge is being introduced to us, Europeans, is not yet enough to transform human beings into the core workforce of a project...

If this is in itself worrying, from another perspective it can represent an **opportunity**: precisely because we are in a process, precisely because we don't know yet the horizon of our action, precisely because we are navigating in ambiguity when it comes to European identity,... Precisely because of all of this, there is room to introduce new elements to the discussion, new approach and angles of development, new ideas into the pool. More, it might also say that it is not too late for each of us to take an active part in this process, to become actor in this play.

Therefore, in the frame of the so-called *European Construction*, there is still room for the question: **“what do we, altogether, want to construct?”**

In a context of growing globalisation and interdependence, any move towards a meaningful and oriented social-political-economical construction can NOT be detached from the development of the world as a whole itself.

This means that this opportunity offered to Europeans is in fact doubled: at the same time we re-invent models of development in/for Europe itself, we largely contribute to re-think the development of the world as a whole.

Sitting Europe in front of the rest of the world is thus, more than a possible angle of exploring the notion of *European Construction*, a responsibility towards the whole human development. In other words, the real challenge lays on reformulating the question above into: **“which Europe do we, altogether, want to construct within the world we live in”?**

A **value-based concept of Europe** has been for many years – and is still – an inspiration for many those committed with a certain European construction. Looking back to this long process of development, we can risk identifying three main keys, **three lenses**, responding to those values, and based on which a certain European construction carried on:

- a) The development of adequate mechanisms of **democratic citizenship** – centred on the individual as the main actor of its own development and of the integrated development of the community;
- b) The permanent search for an enlarged **culture of human rights** – not only regarding the civil and political rights, but also economic, social and cultural rights and the ones corresponding to the so-called third generation of rights;
- c) The promotion of an **ethics of global responsibility and solidarity** – attentive to the sustainable development of our planet, to the integrity of its human and natural heritage.

In Europe, if we can say long and firm steps have been taken forward regarding the first two keys, we all can agree that there is still a long distance to trace concerning the last one<sup>1</sup>.

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<sup>1</sup> This is also true in what European youth training is concerned: if extensive and deep efforts have been made in developing comprehensive educational tools to promote democratic citizenship and a culture of human rights, very little (or very marginal) ones have been taken for the promotion of global ethics, global consciousness or, if we want, global citizenship. This is the challenge this paper wants to address directly.

## Towards Global Citizenship

What is citizenship? – this is what we usually call the *one-million question*. Many have dedicated studies, experiences and researches to this issue. Many have proposed foundations and definitions to this word, idea or concept. Over the years, a variety of approaches, concepts, historical keys or scientific results have been proposed in order to help understanding what means “citizenship” or what we mean by citizenship.

So far, we can only say we know enough to reflect about it, to understand its complexity and ambiguity. Many have taken advantage of this rich complexity; others have misused it profiting from its ambiguity.

As for this work, we will dare an approach to citizenship, a conceptual framework that is not necessarily similar or different from others we might know already; it is not a hypothesis and not even a non-tested hypothesis; it does not derive directly from any other theory and it does not claim to be complementary to anything else – it is simply a proposal based on reflections, experiences and intuitions that allow us developing a certain educational strategy that has proven some positive results.

The proposal is to understand **citizenship** as associated to the capacity of each and single individual to actively participate in the building process of the community (s)he lives in.

Included in this conceptual framework are various dimensions of understanding citizenship: from the personal-collective dialectics to the legal-cultural dilemma. We will not dissect all these involved dimensions here. We will just extract some key aspects that might help us understanding better the following lines in this paper. According to this proposal, citizenship...

- ... is not a static position – it is **dynamic**: it does not refer to the belonging of a community at a certain moment or to taking part in an isolated decision in time – it refers to the involvement in an on-going and ever-going process;
- ... is not (just) a given status – it refers to “**active participation**”, to motion, to initiative, to engagement, to a fundamental part of an engine that moves; it can not exist passively;
- ... refers to “**building**” – meaning oriented, with a goal or at least with a temporary objective / task – it is not a simple acknowledgment of existence out of context;
- ... is primarily intrinsic to the individual, it refers to his/her **relationship** with the community (s)he lives in – nobody is a citizen on his/her own;
- ... refers “**living**” – understanding living in the widest scope of understating – human being, being alive!

In this conception, the sense of “**community**” is open to understanding and understanding of the citizen him/herself – ... *the community I (feel I) live in*. This – the sense of community – is the basis to explore the notion of **global citizenship**. It is the dimension this paper wants to address directly.

The *place I live in* or the *community I feel part of* are usually important dimensions of our own identity. Or, in other words, they are important elements of what our perception of our own identity is.

As many other elements of our identity these ones are also dynamic and given different levels of importance according to different moments in life or to different living contexts. For example, if I was born and raised in Portugal for all my life and go live temporarily abroad I might tend to say “I am Portuguese” as this being the most important element of my identity. The same would probably NOT happen right before I left Portugal.<sup>2</sup>

Therefore, the sense of “the community I live in / belong to” is multi-shaped, dynamic and vulnerable.

The concept of **global citizenship** relates to this understanding: ***the globe is my community!***

This opens a wide range of possibilities in developing my own citizenship: if I understand that the world (the whole human family) as my community, I develop my citizenship by developing my capacity to actively participate in the building-process of the world I live in.

## **Educational Challenges**

What does it mean then to ***educate for global citizenship?*** – this would be another million-question! Educating for citizenship is a notion that (again) implies complexity and ambiguity, that can assume different approaches and angles of analysis depending on the political, cultural, social or organisational context we are immersed in. In any case, to my understanding, educating for citizenship is surely not (or at least not only) “educating good citizens”...

To a certain extent, and deriving from the understanding of citizenship explained above, to educate for citizenship means primarily to educate for oneself. In other words, to educate for discovering one’s own potentials and limitations – one’s own place – in the building process of the community (s)he lives in.

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<sup>2</sup> The very well known “Onion of Identity” is a good tool to illustrate this dynamism.



At this stage, it doesn't matter which the "community" is. It should simply be the community (s)he feels part of.

The challenge in learning towards global citizenship is precisely to learn (realise) that the community I live in (I belong to) is / can be in fact the whole world and my neighbours the whole human family.<sup>3</sup>

Deriving from this, two main axes of a learning strategy can be identified:

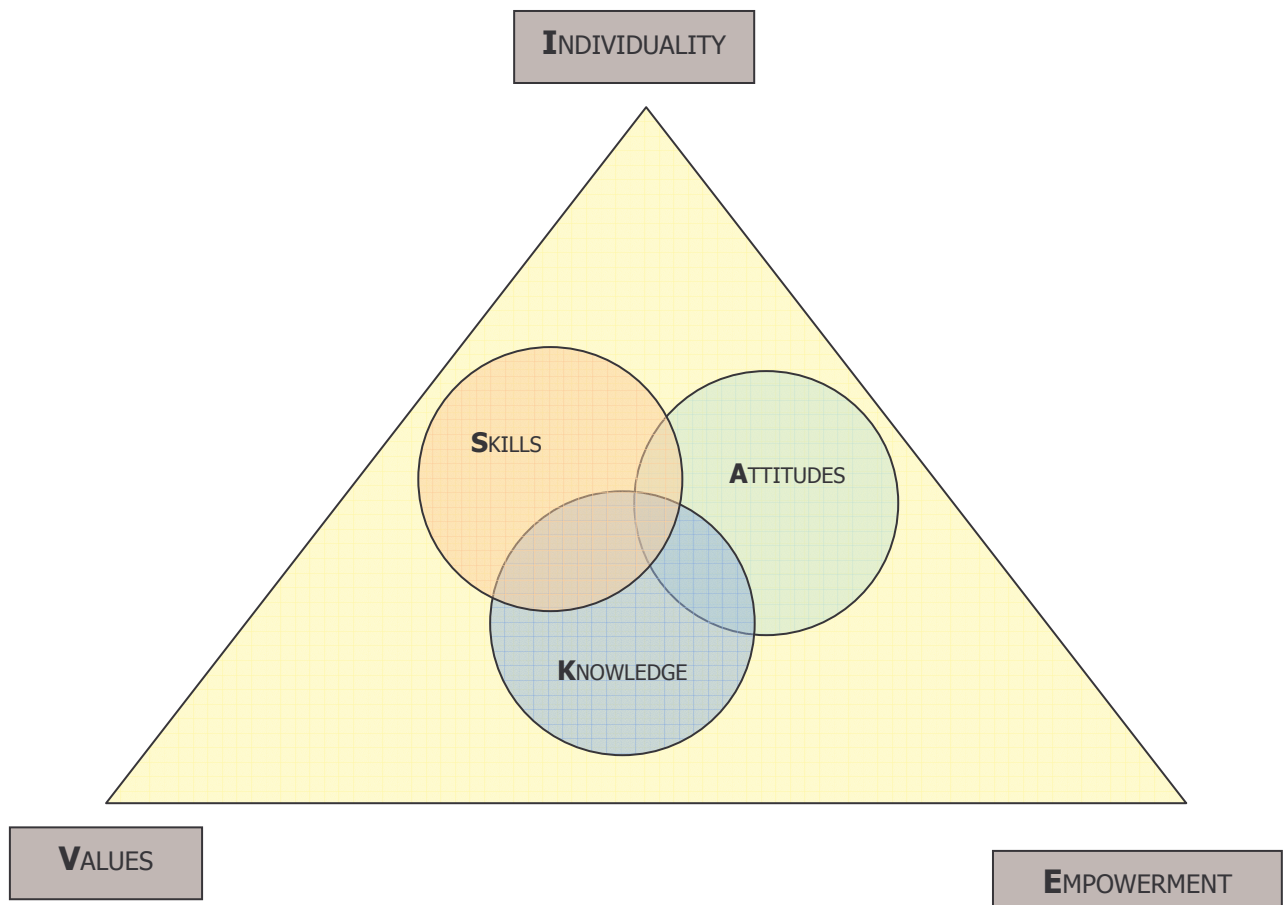
- the discovery of myself as part of a world living community, my specific potentials and limitations as an actor of the building process of such community;
- the discovery of the community – the world – itself: its features, its history, its inhabitants (my neighbours), its facts and figures, its institutions and flows, etc...

This reveals a very ambitious and complex learning strategy – it should combine the development of certain knowledge with the development of specific attitudes and skills.

What would be the result of adapting the following scheme on development of competencies (developed from the classic knowledge-skills-attitudes) to a learning strategy towards global citizenship?

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<sup>3</sup> It is in this sense that "educating for European Citizenship" can appear as a very reductive exercise, euro-centric and empty of meaning...



Reading this scheme we will encounter, within others, the following elements:

### **Knowledge**

In the frame of learning towards global citizenship, the knowledge acquired would most naturally correspond to the knowledge about the world (the community) – its main features, its decision making processes, different models of development and trends, ruling institutions and global movements, etc. But knowledge might also refer to knowing about myself – knowing about me in relation to others, knowing about differences and similarities, knowing about the way me and my neighbours tend to develop and behave...

### **Skills**

Developing skills in a context of global citizenship learning might mean to develop intercultural communication capacities, the ability to relate to international institutions or global movements, the capacity to make the permanent synthesis between the local and the global, etc.

### **Attitudes**

Probably the most challenging dimensions of all: “developing attitudes” means in this context and first of all developing readiness for change. It means adopting a different attitude regarding the others, those that are usually far

from my backyard; means developing a sense of care for the Planet Earth in all its dimensions (nature, environment, demography and distribution of resources,...); means being able to de-centre oneself towards the other corner of the world, towards the unknown and the different; means especially to develop a sense of responsibility for the world heritage through generations.

The **integrated development of these three dimensions** represents in itself a complex but nevertheless meaningful learning challenge – it implies dealing with intelligence and emotions, with know-how and ignorance. It implies accepting ambiguity, limitation and incompleteness. It implies dealing with frustration.

Therefore, it is very important that the development of these dimensions is framed within three other important aspects:

1. This is a **value-based** exercise – “fascists also have a concept of what is a “good citizen” and educate for it (quote from T-KIT on European Citizenship). This exercise defines an aim with clear values behind: the promotion of an **ethics of global responsibility and solidarity** – attentive to the sustainable development of our planet, to the integrity of its human and natural heritage.
2. Such a learning process should always respect the **individuality** of each learner: there is no such thing as a good-global-citizen: there are over 6 billions citizens, with 6 billions different forms of constructing the world they all live in. The challenge is for each single individual to be aware of it.
3. In its essence this is supposed to be an **empowering** experience, towards change – at an individual and collective (global) level. One should be able to learn that (s)he **is** part of the building process, that (s)he **is** capable to interfere in such a process and that (s)he **has** a responsibility to do so. There is no point in educating for global citizenship if not to promote consequent changes in the way the world is being developed towards a fairer, more sustainable and in solidarity one.

In resume, we can say that in what regards the development of a structured and oriented learning strategy for global citizenship, we should ensure the integrated development of these six elements.

As we know it nowadays, the formal education system has more and more difficulties to deal with such challenges in an articulated and consistent manner. The complex nature and the dispersion of those six elements require comprehensive educational methodologies – combining a variety of working methods – that enable de-fragmenting them, making the synthesis between the collective and the personal, between the logical and the emotional, between the transmission of knowledge and the empowerment element.

In a context of non-formal education such a learning process might seem more feasible and meaningful in a way. It is centred on participants' needs and background experiences, it is non-compulsory, non-hierarchical, it comprehends a variety of complementary working methods, etc.

## **Possible Training Tools**

In the next section of this paper, we will try to look at three concrete proposals for dealing with learning towards global citizenship in a context of non-formal education. On their own, these three tools represent nearly nothing! They gain sense as they are integrated in a comprehensive pedagogical process. In this paper, as proposed, they function as a kind of hints for what can be further developed in this field. These are examples taken out of the "ECW" experience (Mollina, October 2003).

### **1. QUIZ: through the labyrinth of global citizenship**

Assumedly, it is NOT a comprehensive response to the challenges mentioned before, it is rather and simply a concrete possible method to approach the "knowledge" dimension (in the development of competencies scheme presented above), with a taste of emphasis put under the "empowerment" corner. The quiz is the most elaborated and complex tool out these three, but as well the most tested and powerful one. It explores a variety of issues that are important pieces of knowledge and awareness when it comes to take active part in the global development of our planet.

### **2. The Disappearance Game**

It is much simpler than the quiz and it tries to explore the "knowledge" and the "attitudes" dimensions, with emphasis put on the emotional element as a stimulus for learning and change. It raises awareness for the interdependence in the world we live in and brings it down to our own close reality – a fundamental step to feel the belonging to a wider community.

### **3. The Compass Rose**

This exercise points directly at the "attitudes" and "values" dimensions of the scheme above. It plays with pictures and images in order to acknowledge the complexity and inter-relation of phenomena and situations around the world, especially seeking to break stereotypes and simplistic conceptions of the reality out of our "backyard. It looks for the development of a sense of care, solidarity and responsibility towards the rest of the world – a precondition for a conscious and active global citizenship.

## SECTION II - TRAINING TOOLS

### 1. QUIZ: THROUGH THE LABYRINTH OF GLOBAL CITIZENSHIP

*An alternative pedagogical tool*

#### A. WHY A QUIZ?...

A **quiz** – many would say – is no more than an entertainment strategy, based on competition and on the valuing of the *self* against the importance of the *other*. “I want to win and to prove everybody my knowledge is higher than yours, that I’m better than you!” – this could easily be the thinking of any player as any quiz starts.

Approached from this perspective, one could quickly be tempted to assess a quiz as the last possible pedagogical tool, especially in the non-formal education context. And yet, a quiz can also prove being something totally different, an excellent learning tool and an empowering participatory experience.

The target element of this working method is the “**knowledge**” one. It is NOT about what we feel or how capable we are to deal with certain tools, it is rather an exercise for receiving, digesting and internalising information.

Learning towards global citizenship also means – as explained in the previous section – learning about the world (its main features and actors) and about our role in transforming it at a global level. The QUIZ questions are conceived to play with these issues, to raise awareness, to transmit information and know-how, to discover possibilities for action, to think critically and identify keys of transformation.

This quiz, as it is conceived, was tested in different moments, with different participants, in different kinds of activities and on different topics. It evolved from one experience to another. Actually, the actual proposal lays on the same basis but integrates already a number of inducted adjustments, external comments, suggestions, proposals, etc...

The previous experiences showed that working out the knowledge dimension has very strong impacts on the “**empowerment**” purpose of the learning strategy. This idea can be translated into the following sentences:

- “... because I know others have done it, I feel I can also do it!”
- “... now that I know how it works, I’ll manage it!”
- “... I wasn’t aware of it at such a scale... I have to do something about it...”

This is the basis for such a quiz.

## B. THE QUIZ AT A GLANCE

Participants are divided into **teams** (the number of teams and the number of participants per team depends on the total number of participants). Each team has a name (and a motto...).

There is a QUIZ **presenter** who leads the process. Can be a trainer or a facilitator.

There are 4 rounds of **questions** with 4-5 questions each round (shown in power point or overhead). Each round addresses one theme and each question explores one item under that theme.

There is a **jury**, composed of 2-3 people preferably from outside the process. The jury will collect the answers of the team after each round, correct them and make the results public after each round.

There is an **assistant** taking note of the results in a table visible to everybody. (S)he indicates the lump-sums after each round.

There is a **"table" of guests** – three to six – who will announce the correct answers and comment on them after each round. They should be clearly recognised by the participants as credible experts on the matter.

Some **music** and adequate **"décor"** is recommendable. There is nothing else needed to start the quiz; just lots of enthusiasm and willingness to win. Therefore, there should be a winner and... a **PRIZE** !!!...

## C. THE QUIZ STEP-BY-STEP

(a ready-to-use guide for trainers / facilitators)

In the following lines we will try to guide you through the main features of this quiz, so that you can understand its main features and get some important tips on how to implement it successfully.

### a) Playing in Teams

Participants should be divided into teams. It is important to note that this is NOT an individual exercise – the aim (the pedagogical aim) is not **to answer** correctly to the questions, but **to look for** the correct answer. The confrontation within a team is very important. As it goes on, it becomes a very powerful mechanism for inclusive participation – it often happens that the most shy, inhibited and reserved person turns to be the leading person as (s)he feels (s)he knows the right answer to the question.

This also allows sharing on participants' backgrounds and experiences. Quite often, when proposing in the team an answer to the question, participants refer to a concrete project, to the work in their organisation, to the attendance of a meeting or the participation in an event, to contemporary issues in their countries, etc.

Therefore, it is important to balance the composition of the teams: not so big that risks certain participants not to contribute and not so small so diversity and representativeness are not present. It is also important to seek for regional, organisational and gender balance in the teams, amongst others.<sup>4</sup>

Each team should find a name (for example, "The Pretenders" or "The Aliens") and a sort of a "motto" (for example, "we are the champions"). This enhances the team-building process and a "competition" spirit around the room. The choice of the name and motto for the team should be free. However, if you find it might help linking the contents of the quiz with the contents of the activity, you can encourage the teams to find names and mottos related to the main theme of the activity or to previous discussion topics.

Tips for the trainer / facilitator:

- Distribute the teams in the room so that there are sitting separate from each other. If possible, arrange one table for each team.
- At each team's table, put a standing-paper for them to write down the team's name. Like this, everybody looking at that table (including the presenter) will identify the team.
- Give each team as many blank sheets as the number of rounds of questions. If possible, give each round a different colour sheet. Leave at the table at least one pen to write down the answers.
- If possible, provide a couple of drinks and snacks for each table.

## **b) The QUIZ presenter – leading the process**

Every *quiz* that deserves being called a *quiz* has to have a ***show-man*** or a ***show-woman***! The presenter is the person leading the whole process, from introducing and reading the questions, to announcing the winner, passing through motivating the teams, creating the ground for excitement or suspense...

In *this* quiz, the presenter should be one of the trainers (or facilitators). It is important that (s)he is aware of the learning process participants are undergoing so that emphasis can be put on certain questions over others. Being

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<sup>4</sup> Another option is to let it to the participants to form the teams. Quite often, the most diverse and multicultural teams are those with better scores. This can be assessed at a later stage.

a member of the trainers' team, this presenter can occasionally give the floor to participants (team's members) encouraging this way the participation of those usually more reserved in the group.

I am the quiz **presenter**. What should I do?

- Dress yourself up in a *show-biz* style. Make sure the ambience in the room is adequate to a quiz session. Improvise a sort of a microphone.
- Introduce the quiz in a *TV Show* style (lights, music, cameras,... action!); welcome the audience and introduce the teams, the jury, the guests, the assistants, etc...
- Ask each team to choose their team-name and motto. Ask them to write it down in the standing-paper at the table and make sure the team's name is written in the board with the results' table.
- Explain the rules of the quiz and the role of each "actor" (jury, guests, etc.).
- Before starting the first round of questions (and from time-to-time between rounds, for example) encourage teams saying (shouting) out loud their "motto". Do provoke anxiety and excitement!
- Move to the first round of questions. Making use of visual support (preferably power-point or overhead projection), read the questions one by one, and allow some time between questions (1-2 minutes) for the teams to write down their answers. Music is welcomed as participants discuss what to answer.
- After the round of questions, collect the sheets with the answers and give them to the jury. Make this understandable to the participants.
- As the jury checks the answers, re-visit the questions of the respective round, one-by-one, and give the floor to the guests to announce the correct answer and to comment on the question (please, see following chapter).
- At the end of this process, give the floor to the jury to announce the results of this round. Make sure the results are written in a table board, visible to everybody. Again, take the opportunity to analyse the ranking and to encourage competition (in a healthy way).
- Move to the following round and like this consecutively.
- At a certain stage, announce what the prize for the winner is (you might decide having three different prizes for the three first in the final score).
- At the end of the quiz, announce the winner(s), congratulate them and thank all the "actors" in the quiz – the participants, the jury, the guests, the assistants, etc.

### **c) The jury – rating the teams, granting the rules**

The jury is naturally an important element of this quiz. At the end, it is up to the jury to announce the final results and to declare the winner. It is as well up to the jury to make sure rules are being applied and to solve any eventual problems regarding the "correctness" of the answers or any kind of ambiguity.

For this quiz – as for most of quizzes all over the world – the jury should be composed of people external to the process (not stakeholders of the activity or project), with recognised knowledge and credibility. In this line the organisers / trainers can make use of any external guests or experts often invited to the activities. As much as possible, the jury should be gender balanced.



Nevertheless, take note: although the jury transmits this image of deep knowledge and credibility, their task in the quiz is very simple – they are given the correct answers to each question by the organisers and they simply have to check the teams' answers, apply the rules and announce the results. Therefore, it is not necessary to undergo an extensive preparation with the jury on the nature of questions and the right answers...

Tips for the facilitator / trainer:

Explain the jury that:

- As the jury checks participants' answers, the table of guests goes again through the questions and the correct answers;
- As a general rule, to each question corresponds one point. For each round, teams will have as many points as the correct answers;
- For questions requesting two or more answers (for example: "please, indicate the three countries that...") one point can be given to each correct sub-answer, meaning in this case that this question of the round correspond to a total of three points;
- In case of ambiguity, the jury decides what to do, in consultation with the trainer / presenter;
- The jury and the presenter might decide doubling the points for a certain question or round at a certain stage – this might allow balancing the ranking by encouraging teams with a lower score.

#### **d) The Guests' Table – the pedagogical input**

The role of this set of people is extraordinarily important. They are the ones responding directly to the pedagogical principle according to which "the importance of the quiz is not defining the winner or identifying the right questions, but what we can learn from it". In other words, the quiz shouldn't serve to identify *who knows more of what*, but rather to allow inputs transmitting relevant information / knowledge on relevant issues for the learning process of the participants.

After each round, while the jury corrects the teams' answers, the "guests' table" is given the floor to revisit the questions and to announce publicly which the right answers were (going through the questions one-by-one). As for each question they should be able not only to announce the right answer, but to comment on the question itself – its importance and relevance in what regard the theme of the activity, for example – or on the alternative possible answers. They should be able to make use of the questions to introduce specific topics or to pass qualified information. As for certain questions, it might be useful to announce correct answer only after the explanation / comments – this will keep participants attention to each single word of the guest. All of this has to be clearly explained to the guests in advance.

The "Guests' Table" maybe composed of members of the trainers' team, project leaders, leaders of partner organisations, external experts or guests to the activity, etc... Bear in mind that these are the people to bring in the "political" dimension of each question, its relevance for the work of the organisation, a specific approach to the world development, etc.

Actually, more than the "jury", these people are really expected to hold certain knowledge on the issues raised by the questions. In any case, the next chapter should help dissecting the questions and respective answers. This can also be given to the guests in advance.

#### **e) An assistant... is never just an assistant...**

An assistant is needed to take note of the announced results and to calculate the lump sums after each round. The assistant can also help in collecting papers, playing music while participants are answering the questions, making sure that the ambience in the room is kept, etc.

In other words, the most important role of the assistant is to set the presenter free of a number of technical details so that (s)he can concentrate on the quiz as a (learning) process and a group dynamic.

Obviously, one can be as creative as (s)he wants at this level. An assistant can be much more than a simple assistant...

#### **D. A POSSIBLE SET OF QUESTIONS**

In the **appendix section** a number possible concrete questions are proposed. They are organised in thematic rounds.

As explained before, it is NOT recommendable to make use of too many rounds (too many questions) in one session of the quiz – it would make it too long and boring. If you decide to use the proposals there below, select around 3-4 rounds of questions with no more than 5 questions each – according to what you find more relevant to your training context.

Do not hesitate adapting the questions under each round – changing or deleting proposed questions or adding new ones. Remember that the most important are not the questions themselves, but what they enhance as a learning tool.

Most of questions proposed are designed for a group of participants that already hold certain knowledge on global / international issues. It is important to make sure that the level is not too high that might discourage people to continue and therefore not enabling any learning process – do set a "bar" for people on what they should know about.

For a “beginner-type” group of participants, you might need to formulate more tangible **questions** like:

- a) What does UN stands for?
- b) Please write down what the following acronyms stand for:
  - a. UNICEF
  - b. UNESCO
  - c. UNDP
  - d. UNFPA
  - e. UNHCR
- c) How many habitants are there in the Planet Earth?
  - a. ... from 5.000.000 to 7.500.000...
  - b. ... from 500.000.000 to 750.000.000
  - c. ... from 1.000.000.000 to 1.500.000.000
  - d. ... from 5.000.000.000 to 7.500.000.000
  - e. ... from 10.000.000.000 to 15.000.000.000
- d) Which is the most populated continent in the world?
- e) Which of the following is NOT a country?
  - a. Burkina Faso
  - b. Suriname
  - c. Mongolia
  - d. Laos
  - e. Addis Abbeba
- f) Etc.

You can also **play with figures** like:

*Please, try to match the left column (type of expenses) with the right column (total expenses in billions of dollars):*

<b>Expenses on:</b>	<b>(billions of dollars)</b>		
a. Ice-creams in Europe			
b. Cigarettes in Europe			
c. Alcoholic drinks in Europe	<b>6</b>		<b>400</b>
d. Drugs all over the world			
e. Perfumes in the USA	<b>12</b>		<b>13</b>
f. World heath and food basic needs			
g. Food for animals in Europe and USA	<b>35</b>		<b>105</b>
h. World watering infrastructures			
i. Education for the world population	<b>780</b>	<b>11</b>	<b>50</b>
j. Military resources in the world			
k. Japanese enterprises’ entertainment	<b>17</b>		<b>9</b>

*(correct answer)*

<b>Expenses on:</b>	(billions of USD)
a. Education for the world population.....	<b>6</b>
b. World watering infrastructures.....	<b>9</b>
c. Ice-creams in Europe.....	<b>11</b>
d. Perfumes in Europe and USA.....	<b>12</b>
e. World health and food basic needs.....	<b>13</b>
f. Food for animals in Europe and USA.....	<b>17</b>
g. Japanese enterprises' entertainment.....	<b>35</b>
h. Cigarettes in Europe.....	<b>50</b>
i. Alcoholic drinks in Europe.....	<b>105</b>
j. Drugs all over the world.....	<b>400</b>
k. Military resources in the world.....	<b>780</b>

These are just some examples of alternative questions and type of questions that can be adapted to a group of participants with a lower level of knowledge on global issues, the world and the world institutions.

This might be particularly important if the QUIZ is played with a group of participants with a very local-grounded experience. In this case, usually, the understanding of the world is very generic, very attached to the media information and images and quite often very stereotyped. Is therefore recommendable to play with questions that use this basic knowledge in order to challenges such images and conceptions of the world.

It is also important that some questions allow the participants to see themselves immediately as part of a wider community – it might be interesting to use questions involving their own country or village in relation to other parts of the world or global processes<sup>5</sup> - for example relating to international events that took place in their village, addressing international processes in which their country is directly involved, mentioning especial relationships that the country or the region establishes with other countries / parts of the world, etc...

In any case, the more you know the group of participants, the easier it is to choose the right questions – those that promote learning, that set the participants as part of a wider community and that empower them to take active participation at a global level – always bearing in mind that the important thing is not to know the right answer, but the process towards it (the reflection, the discussion in the team, the search for further explanations, etc.).

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<sup>5</sup> The round of questions proposed in the appendix part tend to use "Europe" as the community of belonging. In many cases this is in itself already too ambitious...

## E. QUIZ FOLLOW-UP

As said many times before, the QUIZ – as any other game or training exercise - is not an end in itself. In order to make it part of a comprehensive learning strategy, it is required to define a proper debriefing of this experience.

Above all, the trainers / facilitators should make sure that the QUIZ didn't serve to judge or assess participants' knowledge on these issue nor to discriminate the "intelligent" or the "experienced" ones from the others. In fact, contradictorily, the winning team might even be the one that learned the less during the process – and the QUIZ should be about a learning experience!...

Simple **questions** can be addressed to the participants after the game<sup>6</sup>:

1. Which rounds were the most difficult to you? Why?
2. Which questions were the easiest and which questions were the most difficult to you to answer? Why?
3. Was the capacity to answer correctly to the questions linked to your own experience? In which way?
4. Did you discover many things with this Quiz? What?
5. What was the most important thing you learned regarding "you and the world you live in"?
6. Were there any particular questions in the Quiz that showed that you are responsible for or that you can change the world you live in? Which? Why?
7. After the Quiz, are there issues that you'd like to deepen your knowledge on?
8. Etc.

The type of questions strongly depend on the learning process the trainers have defined, the training context, the topic of the activity, etc. Therefore, they should be defined accordingly. Bear in mind that the de-briefing should motivate and empower.

Complementary information like reference documents regarding the questions or the rounds, reference bibliography, webography, handouts, etc are usually very welcomed by participants after the Quiz. It is moreover a very good moment to introduce such documents as their attention is very much put on these issues and they are particularly thirsty for further information.

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<sup>6</sup> You may allow questions and reaction between the rounds – it might avoid frustration and enhance participation at that stage.

## 2. THE DISAPPEARANCE GAME<sup>7</sup>

### THE GAME AT A GLANCE

Europe is not a planet on its own. Europe exists in the context of the world. As European citizens we benefit from being a part of the world and European citizens have a responsibility towards the rest of the world.

Sometimes, such relationships and flows are not clear any longer. We live enclosed in our own milieu and we see the rest of the world as something distant and disconnected, with no links to our daily life.

The “disappearance game” is a very simple exercise that seeks putting in evidence the interdependence existing in the world we live in.

The **specific objectives** of this exercise are therefore:

- to raise awareness about the interdependence linking everybody in the world we live in;
- to understand how Europe is linked to the rest of the world and in what different forms this link / interdependence can be manifested (trade, finance, economics, politics, environment, culture, ...);
- to understand how Europeans benefit from being a part of the world and how future wellbeing of Europe is closely connected with the future wellbeing of the rest of the world;
- to realise that Europeans have a responsibility towards the rest of the world;

Very briefly, the game consists in identifying a number of items that we like and then questioning their existence if the rest of the world wouldn't exist...

### THE GAME STEP-BY-STEP

#### MY FAVORITE THINGS... (20 minutes)

Each participant is given several pieces of paper. All participants are asked to draw on the piece of paper:

- a) what we **most treasure** that we already have  
(objects like cars and stereos, persons, contacts, etc.)
- b) what food products / objects we **most like** or have on a daily basis  
(coffee, tea, fruits, cereals,... footballs, etc.)

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<sup>7</sup> Adapted from “ECW – a training course on European citizenship and global education”, (Mollina – Spain, October 2002)

- c) what we **most want** or dream of  
(holidays in the Caribbean, a car, a decent job,... )

After drawing these items, participants are asked to display (stick) them in the wall or on a table, visible to everybody.

... **DISAPPEARING...** (30 minutes)

Participants are then asked the following question:

**Question: If Europe would be on its own, without the rest of the world, what – which of the items drawn in those pieces of paper – would disappear?** (... from what we already have... from the food products / objects we use daily... from what we want or dream of...)

Participants are then asked to remove from the wall or from the table those papers whose items would disappear. Everybody is invited to observe the papers left.

Right after, another question – the same question – is put, but regarding all the items existing in the room (tables, chairs, TV, hi-fi, carpets,... even clothing on our bodies!)? – **which items would disappear if the rest of the world wouldn't exist?**

#### **DEBRIEFING**

Although rather simple, this short exercise puts in clear evidence the interdependence in the world in a context of globalisation in way that is close to the participants' reality. In a more developed way, it transmits the message that future destiny is a joint one: Europe cannot survive if our neighbours in rest of the world are in conflict or live in poverty.

The debriefing questions should be formulated around these ideas. Some examples could be:

- Was it easy for you to see your favourite things disappear? What was more difficult to you? Why?
- What would have be left if the rest of the world wouldn't exist? Would that be enough for us to live? Which would be the impact in our welfare?
- In reality, what can "make our favourite things disappear"? In other words, what can make the rest of the world disappear? Can my actions and options in Europe make "the rest of the world disappear"? Which? Why?

- Are there other kinds of things (besides those we have identified so far) that keep me linked with the rest of the world? Which? Are they important? Why?
- What is my responsibility in a world that is so much interdependent? Are there things I can do in my daily life to make sure that this interdependence remains / becomes healthy and sustainable?



### 3. COMPASS ROSE<sup>8</sup>

#### THE COMPASS ROSE AT A GLANCE

The “Compass Rose” is a compass whose cardinal points are replaced by human development dimensions, aiming at analysing and deepening issues related to the questions of development from the local reality towards a more global reflection.

It takes into account the complexity of some of the elements that compose the human reality: environment, culture, economics, political organisation, and the interdependence between these.

This development compass is accompanied by a list of support questions in order to facilitate the observation, the questioning and the analysis of the images and the texts from different angles. This way, we are more capable to understand the complexity of the world and its interdependencies, avoiding too quick simplifications.

This exercise has therefore as main **objectives**:

- to understand the world as a complex fabric of dimensions and relations and break with stereotypes, images and ideas constructed in simplistic terms;
- to discover the link between local realities and the interdependent development of the world;
- to stimulate and ethics of global solidarity and responsibility towards global citizenship.

This exercise **targets** a wide variety of groups – from very locally grounded to very globally experienced ones. It works better with a group of **20-25 people** and 3 or three facilitators to accompany the smaller groups. It can take **from 1h30 to 6 hours** (depending on the number of issues explored and the depth of the analysis). One working room, flip-chart paper (to draw the compass rose), markers and pictures are the minimum required **material**.

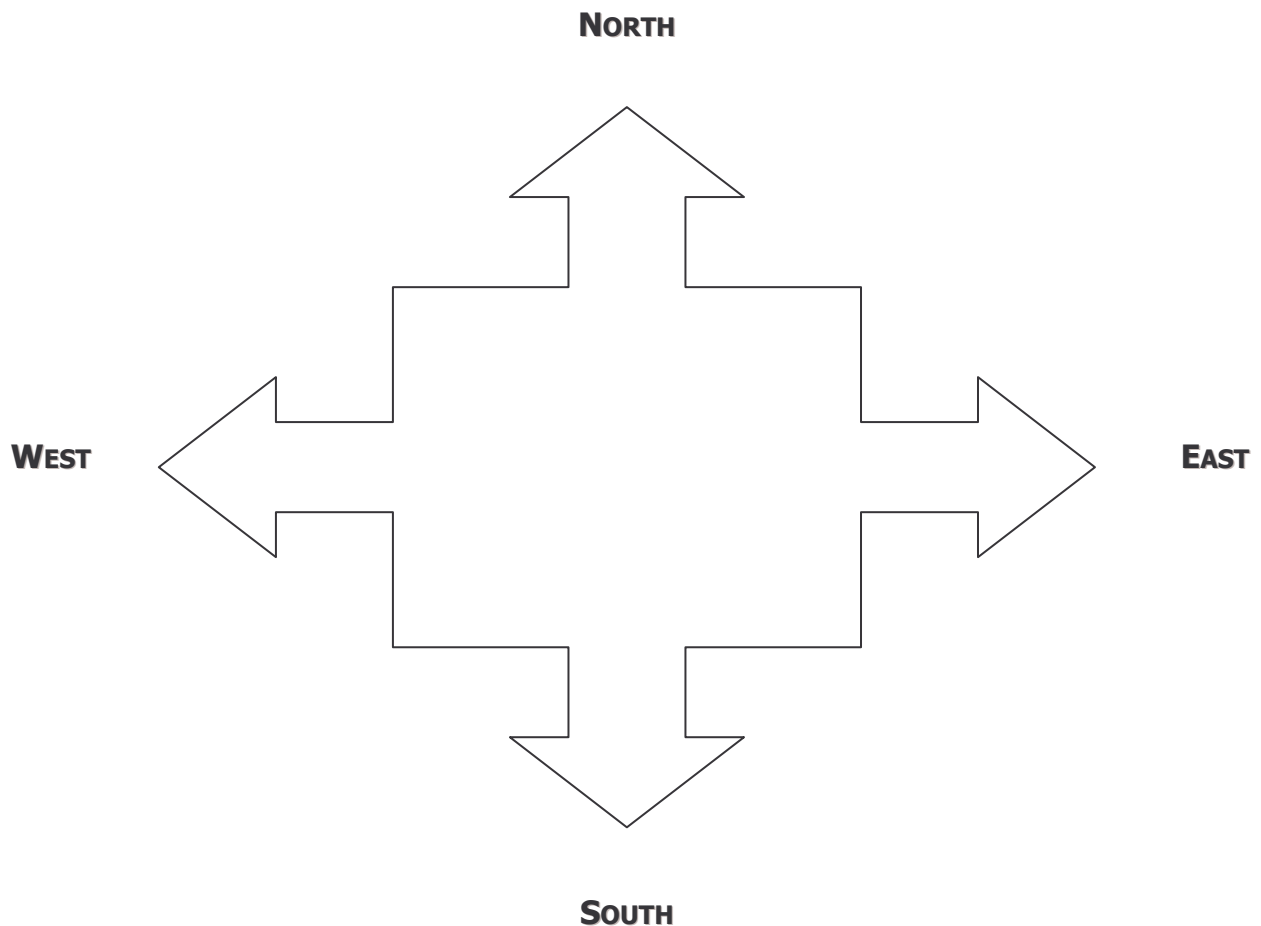
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<sup>8</sup> adapted from “ECW – a training course on European citizenship and global education”, (Mollina – Spain, October 2003).

## THE COMPASS ROSE STEP-BY-STEP

### Introduction (15min)

The facilitator introduces the *compass rose* scheme in a overhead, a *data show* or distributing copies:



The facilitator explains how its works:

- first, we replace the cardinal points by dimensions of the human reality and the world development: economics, politics, nature, culture, society, welfare, environment, etc...
- then, we introduce in the middle part of the compass rose a selected picture and we analyse that image from the four angles of the *compass rose*.

### Defining the "Cardinal Points" (20min)

Participants are invited to make a brainstorming on what the 4 cardinal points can represent. For example: **S**ociety, **S**ystem of Governance, **W**elfare, **W**ealth, **N**ature, **E**nvironment, **E**conomics, **E**ducation, **S**cience, ... etc.

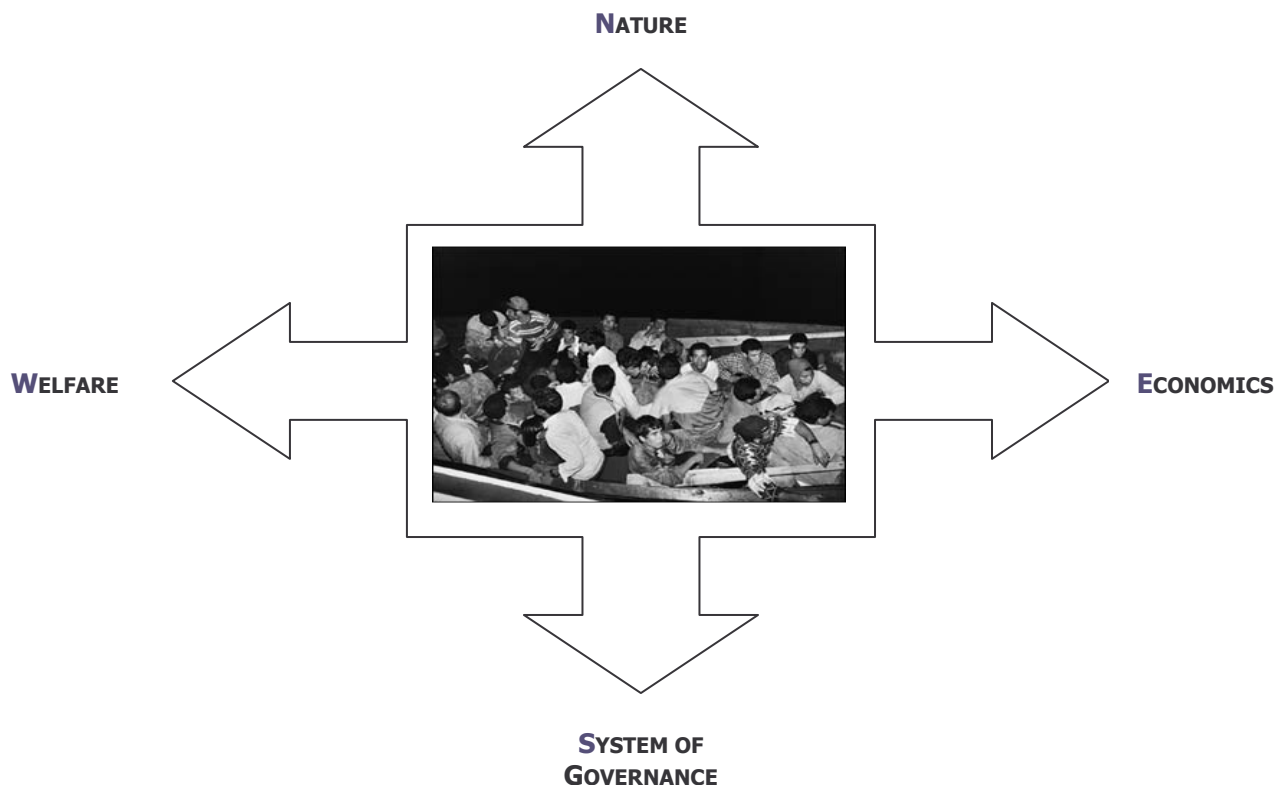
In the same logic, participants are encouraged to dissect (in a deeper brainstorming form) what each of these dimensions might refer to. For example:

- *System of Governance*: participation, democracy, voting rights, political parties, unions, civil society, nation, unions, torture and oppression, etc...
- *Environment*: pollution, architectural policy, relation with the nature, exploration of the soils, mechanisms of production, waste, etc...
- *Economics*: trade, labour market, distribution of wealth, unemployment, salaries, etc...

All these elements should be written in a flip chart or a transparency and be visible to everybody. At the end, participants should be able to define the 4 cardinal points that are more significant for the group.

### Trying the *Compass Rose* (30min)

Using the 4 selected cardinal points, the group will make a first try in analysing an image. The facilitator selects a picture and places it in the centre of the *compass rose*. For example<sup>9</sup>:



<sup>9</sup> This picture is taken from the gallery of Sebastião Salgado ([www.terra.com.br/sebastiaosalgado](http://www.terra.com.br/sebastiaosalgado)).

Participants are then invited to describe what they see in this picture<sup>10</sup>. The facilitator might then formulate some questions regarding the reality they see in the picture according to the four axes of their *compass rose*. For example:

**Nature:** What are the impacts of migrations in regard to the environment in the milieu of origin and destination? How does it affect the population in the rural and the urban areas? Are the effects in the exploration of the soils and the consumption of natural goods? Etc.

**Economics:** Does economics have anything to do with migrations? What? Who benefits with migrations? Which impact do migrations have in the economy of the countries of origin and destination? How could economic development prevent people from migrating? Etc.

**System of Governance:** Are the systems of governance related with the migration phenomena nowadays? How? How is democracy affected by migrations? Do governments have a direct responsibility over migrations? What rights are granted to migrations (especially in the new hosting countries)? Etc.

**Welfare:** Which living conditions are more often those of migrants? What was their life like before migrating and what do they look for in the new places? What do migrations put in danger regarding families, living communities, future generations,...? Etc.

The questions should generate debate. The main ideas raised are taken note in a flip-chart – they resume in a way the analysis on this reality done with a global perspective.

This part of the exercise will serve as a model for the rest of the session in smaller working groups.

**NOTE:** the choice of the pictures is, from a pedagogical perspective, extremely important – they will strongly orient the reflection and the questioning of the group; they will by themselves raise awareness for a number of (quite often) new issue and they will determine somehow the learning process participants are engaging in.

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<sup>10</sup> In this case, the 27 Moroccan men pictured are arrested by a patrol boat when they were trying to cross the Strait of Gibraltar to reach Spain; but they are lucky: their boat's engine had failed and they would have drifted into the Atlantic Ocean. Strait of Gibraltar, 1997.

### **Working in Small Groups** (60min)

Participants are divided in smaller groups of 4-5. They are given flip-chart paper, markers and one or two pictures per group. They are then asked to analyse the reality that is exposed in the picture according to the four different angles of their *compass rose* (just as done before in the big group).

One person takes notes of the main ideas discussed. The facilitator / trainer might accompany the group helping to formulate new questions, establishing links between the *cardinal points*, systematising some of the conclusions, etc.

### **Sharing and Conclusions** (30min)

One-by-one the groups share with the others their picture and the main questions and conclusions of their group. Between presentations participants can raise extra questions or comments. At the end, with the help of the facilitator, the group should come to some general conclusions regarding the different realities analysed, their interdependence and, especially, regarding their role (of the participants) in transforming them.

At this stage of the exercise, it is already possible to explore the concept of global awareness and global citizenship in the sense that it plays with each individual's responsibility towards the rest of the world, acknowledging its complexity and interdependence.

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**APPENDIX 1**



## POSSIBLE QUESTIONS FOR THE QUIZ

### ROUND 1 – Global Movements

**Q.1:** Playing with acronyms: please write down what the following stands for:

- a) ATTAC
- b) WOSM
- c) MSF
- d) WYD
- e) CNN

Not all of the following movements / organisations are commonly understood as global movements, and yet in a way or another they strongly influence the global agenda...

**ATTAC** – *Association pour la taxation des Transactions et Aide aux Citoyens* is a global movement concerned with the trading flows and its impacts on the welfare of people, especially the poorest. The movement was created at an international meeting in Paris, on December 11-12, 1998 as an "international movement for democratic control of financial markets and their institutions". It forms a network, with neither "hierarchical" structures nor a geographical "centre". Pluralist, it is enriched by the variety of its components and makes the common action easier without limiting it in any way, nor dictating their freedom of contribution. It aims to reinforce, to link and to coordinate, at an international level, the contribution of all of its partners who see themselves as fitting within the structure of its platform. In the same way, it wishes to reinforce its cooperation with all the other networks whose objectives converge with its own. (<http://attac.org>)

**WOSM** – *World Organisation of Scout Movement* is one of the biggest youth NGOs in the world, gathering more than 28 million members, youth and adults, boys and girls, in 216 countries and territories. Youth organisations are often forgotten as global movements and yet, they also contribute to setting the global agenda. ([www.scout.org](http://www.scout.org))

**MSF** – *Médecins Sans Frontières* is representative of the new trend if global movements: organised task forces that intervene in a specific arena, for a limited period of time, usually in the frame of solidarity or humanitarian projects. MSF is an international humanitarian aid organisation that provides emergency medical assistance to populations in danger in more than 80 countries. In countries where health structures are insufficient or even non-existent, MSF collaborates with authorities such as the Ministry of Health to provide assistance. MSF works in rehabilitation of hospitals and dispensaries, vaccination programmes and water and sanitation projects. MSF also works in remote health care centres, slum areas and provides training of local personnel. All this is done with the objective of rebuilding health structures to acceptable levels. The MSF received the Peace Nobel Prize in 1999. ([www.msf.org](http://www.msf.org))

**WYD** – *World Youth Day* is an international event for young people from every continent and nation to gather with Pope John Paul II every second year in a different location around the world. In 2002 the WYD gathered in Toronto and in 2005 it will gather in Köln. ([www.worldyouthday.org](http://www.worldyouthday.org))

**CNN** – *Cable News Network* is probably the most known television channel all over the world. It is hard to consider it a global movement, and yet it has a tremendous power in setting the global agenda. A new form of organisation? ([www.cnn.com](http://www.cnn.com))

**Q.2:** *Porto Alegre*, a little town in the south of Brazil, became famous for hosting the first editions of the...

- a) World Youth Festival
- b) World Youth Forum
- c) *World Social Forum***
- d) World Economic Forum
- e) Youth Social Forum

The World Social Forum is an open meeting place where groups and movements of civil society opposed to neo-liberalism and a world dominated by capital or by any form of imperialism, but engaged in building a planetary society centred on the human person, come together to pursue their thinking, to debate ideas democratically, for formulate proposals, share their experiences freely and network for effective action (*see the **Charter of Principles***). The WSF proposed to debate alternative means to building a globalization in solidarity, which respects universal human rights and those of all men and women of all nations and the environment, and is grounded in democratic international systems and institutions at the service of social justice, equality and the sovereignty of peoples.

The two first editions of the *World Social Forum* were held in Porto Alegre, Brazil, on the same dates as the World Economic Forum was meeting in Davos. By proposing to strengthen an international coalition of the widest range of social movements and organizations, on the principle of respect for differences, autonomy of ideas and forms of endeavour, the WSF ceased to be a single locus of convergence for the struggle against neo-liberal globalization and sought to become a world process.

In pursuit of these aims, in addition to the annual World Social Forum meeting in Porto Alegre, **Regional and Thematic Social Forums** are organizing. These events are designed to explore specific issues considered priorities in the present world situation by the **WSF International Council** – the WSF policy decision-making body. All the Forums must always adhere to the WSF Charter of Principles.

The WSF in 2004 will take place in Mumbai (India), from the 16<sup>th</sup> to the 24<sup>th</sup> of January.

[www.forumsocialmundial.org.br](http://www.forumsocialmundial.org.br) - [www.portoalegre2003.org](http://www.portoalegre2003.org)

**Q.3:** *Dignity International* is an initiative of the Council of Europe and aims at...

- a) ... promoting economic social and cultural rights**
- b) ... promoting dignified jobs for all
- c) ... promoting the decriminalisation of abortion
- d) ... protecting pursued individuals at the International Penal Court
- e) ... none of the above

Dignity International – “all human rights for all” concept came from the [Council of Europe's](#) "Globalisation without Poverty" Campaign 1998-2000. [The Global Forum for Poverty Eradication](#) on the theme of "Poverty: A Violation of Human Rights", organised in the framework of the Campaign in October 1999, recommended, inter alia, that an international network be set up to promote the indivisibility of human rights, including social, economic and cultural rights, and that the implementation be coordinated by the [North-South Centre](#) as part of the follow-up to the Campaign.

From 2000-2002, a series of **activities and projects** were organised in the context of the "Dignity International" initiative of the North-South Centre including a high-level human rights seminar at the second World Social Forum and most recently in November 2002 the first Global Training Course on Economic, Social and Cultural Rights which drew over 500 applications from 109 countries of the world.

The establishment of an NGO as "Dignity International" in the Netherlands means that as from January 2003 "Dignity International" is developed by this independent NGO outside the framework of the North-South Centre.

In pursuit of this vision, Dignity International's mission is to work with the poor and marginalized communities around the world on education and training (capacity building for human rights) programmes focussed on economic, social and cultural rights in the context of its work to promote and defend all human rights for all.

[www.dignityinternational.org](http://www.dignityinternational.org)

**Q.4:** The *Grameen Bank* is...

- a) A branch of the World Bank exclusively dedicated to funding poverty eradication projects in South Asia
- b) An international financial institution applying the Tobin-q taxation for financial transactions
- c) A bank providing credit to the poorest in rural Bangladesh**
- d) A co-operative bank, managed by NGO's, supporting projects on international co-operation and sustainable development
- e) None of the above

The Grameen Bank provides credit to the poorest of the poor in rural Bangladesh, without any collateral. At GB, credit is a cost effective weapon to fight poverty and it serves as a catalyst in the over all development of socio-economic conditions of the poor who have been kept outside the banking orbit on the ground that they are poor and hence not bankable.

Professor Muhammad Yunus, the founder of "Grameen Bank" and its Managing Director, reasoned that if financial resources can be made available to the poor people on terms and conditions that are appropriate and reasonable, "these millions of small people with their millions of small pursuits can add up to create the biggest development wonder."

In September, 2002, it has 2.4 million borrowers, 95 percent of whom are women. With 1,175 branches, GB provides services in 41,000 villages, covering more than 60 percent of the total villages in Bangladesh.

Grameen Bank's positive impact on its poor and formerly poor borrowers has been documented in many independent studies carried out by external agencies including the World Bank, the International Food Research Policy Institute (IFPRI) and the Bangladesh Institute of Development Studies (BIDS).

**Microcredit** is the extension of small loans to entrepreneurs too poor to qualify for traditional bank loans. It has proven an effective and popular measure in the ongoing struggle against poverty, enabling those without access to lending institutions to borrow at bank rates, and start small business. But with the current explosion of interest on microcredit issues, several

developmental objectives have come to be associated with it, besides those of only "micro" and "credit". Of particular importance is that of savings - as an end in itself, and as a guarantee for loans.

Microcredit has been used as an 'inducer' in many other community development activities, used as an entry point in a community organizing programme or as an ingredient in a larger education/training exercise.

<http://www.grameen-info.org/bank/hist.html>

**Q.5:** "No more drinking stupid, drink with commitment, drink..."

- a) ... **Mecca-Cola**
- b) ... Fanta
- c) ... Gadea
- d) ... Coca-Cola
- e) ... Water

This is one more of the examples of small (meaningful) initiatives that quickly become global movements. Following the example of business activities started by charitable associations - « the charity-business » - the promoters considered the idea of launching a new concept, namely that of putting the economy to work in the interest of ideology.

« Moslem and Arab Capital » being mainly in the form imposed by the most fierce materialistic capitalism, and often illegal and born of corruption, refuses, for fear of bringing ruin upon itself, to support the actions engaged. Because of this, militant people who are experiencing financial difficulties have no other alternative than to create profit-making activities to enable them to achieve their objectives, even though they did not start out as either traders or capitalists.

One of the perversions of capitalism lies in the generation within oneself of the most brutal and the most inhumane part of oneself.

The spirit which governed the creation of Mecca-Cola was to create a profit-making business which would help to relieve human suffering where action is still possible.

#### **10 % paid to Palestinian Childhood**

These sums will be sent to Palestinian associations based outside Palestine or in Palestine, who have an unblemished reputation. The essential condition is the total independence of the association seeking aid, and its exclusive commitment to work in the humanitarian field. The foundation will give priority to requests for aid which are linked to skill education, the welfare of children and elderly people, and also to the preservation of the heritage and history.

#### **10 % paid to Local Charities**

These grants will be awarded, for example, for Europe, to European associations who work towards peace in the world and especially for peace in the conflict between Palestinians and fascist Zionist apartheid. Aid will also be given to humanitarian associations who strive to relieve human suffering throughout the world. The ten per cent put back into Europe comes from the European profit from Mecca-Cola Beverages France. As for the national income from countries where Mecca-Cola is distributed, ten per cent will be paid to local associations in each country concerned.

[www.mecca-cola.com/en](http://www.mecca-cola.com/en)

**Q.6:** Fair Trade is...

- a) ... an International Fair on Trade organised by the 10 largest Multinationals
- b) ... a permanent Forum for Exchange of the International Judicial Systems
- c) ... an awareness raising Campaign on Women Slavery
- d) ... a campaign attached to the implementation of the €
- e) ... *something completely different!***

For Fair Trade Organizations, the choice is simple: whether trade is good for producers and consumers depends entirely on how the goods are made and how they are sold.

Fair Trade brings the benefits of trade into the hands of communities that need it most. It sets new social and environmental standards for international companies and demonstrates that trade can indeed be a vehicle for sustainable development.

Today, a growing movement of workers, environmentalists, consumers, farmers and social movements worldwide is calling for a different framework for trade. They want a global trading system that promotes workers' rights, protects the environment and sustains the ability of local producers to meet community needs. Together, as consumers, they can make a huge difference by demanding significant changes in the ways goods are produced, and vote with their dollars for a more just and environmentally sound trading system.

#### **Membership Criteria**

Fair Trade means an equitable and fair partnership between marketers in North America and producers in Asia, Africa, Latin America, and other parts of the world. A fair trade partnership works to provide low-income artisans and farmers with a living wage for their work. Fair Trade Federation (FTF) criteria are: (1) paying a fair wage in the local context, (2) offering employees opportunities for advancement, (3) providing equal employment opportunities for all people, (4) engaging in environmentally sustainable practices, (5) being open to public accountability, (6) building long-term trade relationships, (7) providing healthy and safe working conditions within the local context, (8) providing financial and technical assistance to producers whenever possible. ([www.fairtradefederation.com](http://www.fairtradefederation.com))

## ROUND 2 – International Processes & Institutions

**Q.1:** How many countries make part of the “United Nations”?

- a) 120
- b) 165
- c) 175
- d) 191**
- e) 203

The United Nations System is absolutely *incontournable* in the international arena. It is so far the widest and the most developed intergovernmental organisation ever created. The United Nations is central to global efforts to solve problems that challenge humanity. Cooperating in this effort are more than 30 affiliated organizations, known together as the UN system.

In September 2000, the members of the UN - including 147 Heads of State and government - met in New York to set the international agenda for the beginning of the new century. The resulting Millennium Declaration sets out measurable goals to be attained in seven key areas: peace, security and disarmament; development and poverty eradication; protecting our common environment; human rights, democracy and good governance; protecting the vulnerable; meeting the special needs of Africa; and strengthening the United Nations.

[www.un.org](http://www.un.org)

[www.un.org/youth](http://www.un.org/youth)

**Q.2:** In the frame of the United Nations General Assembly, the so-called *developed countries* agreed to allocate a percentage of their GNP to co-operation with the so-called *developing countries*. This percentage is of:

- a) 17%
- b) 7%
- c) 1,7%
- d) 0,7%**
- e) 0,07%

More than the figure itself, this commitment assumed by the richer countries of the world represents a strategic tool to demand from governments and international institutions a serious engagement towards development co-operation. Not all NGO leaders and activists are aware of such a “political weapon”.

**Q.3:** The *Barcelona Process* is associated to a co-operation process between the EU and another region in the world. It is know as...

- a) ... the Euro-Africa process
- b) ... the Euro-Med process**
- c) ... the Euro-Latin America process
- d) ... the Euro-Asia process
- e) ... the transatlantic co-operation process

After 20 years of increasingly intensive bilateral trade and development cooperation between the European Union, the 15 Member States and its 12 Mediterranean Partners, the Conference of EU and Mediterranean Foreign Ministers in Barcelona (27-28 November 1995) marked the start into a new "partnership" phase of the relationship including bilateral and multilateral or regional cooperation (hence called **Barcelona Process** or, in general, Euro-Mediterranean Partnership).

The 12 Mediterranean Partners, situated in the Southern and Eastern Mediterranean are Morocco, Algeria, Tunisia (Maghreb); Egypt, Israel, Jordan, the Palestinian Authority, Lebanon, Syria (Mashrek); Turkey, Cyprus and Malta; Libya currently has observer status at certain meetings.

#### **Key objectives**

The Barcelona Declaration adopted at the Barcelona Conference expresses the 27 partners' intention to **(1)** establish a common Euro-Mediterranean area of peace and stability based on fundamental principles including respect for human rights and democracy (political and security partnership), **(2)** create an area of shared prosperity through the progressive establishment of a free-trade area between the EU and its Partners and among the Mediterranean Partners themselves, accompanied by substantial EU financial support for economic transition in the Partners and for the social and economic consequences of this reform process (economic and financial partnership), and **(3)** develop human resources, promote understanding between cultures and rapprochement of the peoples in the Euro-Mediterranean region as well as to develop free and flourishing civil societies (social, cultural and human partnership).

([http://europa.eu.int/comm/external\\_relations/euromed/index.htm](http://europa.eu.int/comm/external_relations/euromed/index.htm))

#### **Youth**

The Barcelona Process in 1995 stressed that *"youth exchanges should be the means to prepare future generations for a closer cooperation between the Euro-Mediterranean partners. A Euro-Mediterranean youth exchange cooperation programme should therefore be established based on experience acquired in Europe and taking account of the partners' needs"*.

The Euro-Med Youth programme is one of the regional programmes set up in the third chapter of the Barcelona Process entitled « *partnership in social, cultural and human affairs* ». This third chapter of the declaration proposes a permanent dialogue between young people from the 27 Euro-Mediterranean partners. This will help to foster mutual understanding among the people of the region, to integrate young people into social and professional life, and to contribute to the process of democratisation of the civil society.

The Euro-Med Youth Programme foresees funding for youth projects in the Mediterranean area ([http://europa.eu.int/comm/youth/priorities/euromed\\_en.html](http://europa.eu.int/comm/youth/priorities/euromed_en.html)).

In addition, a training strategy for Euro-Mediterranean partners has been developed by the French YOUTH National Agency ([www.salto-youth.net](http://www.salto-youth.net)).

**Q.5:** Which of the following countries has NOT signed the International Convention for the Rights of the Children?

- a) Norway
- b) USA**
- c) Afganistan
- d) China
- e) Sierra Leone

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child.

The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. Two Optional Protocols, on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography, were adopted to strengthen the provisions of the Convention in these areas. They entered into force, respectively on 12 February and 18 January 2002.

<http://www.unicef.org/crc/crc.htm>

**Q.6:** Which of these is not a UN Millennium Development Goals (MDG) as stated in the Millennium Declaration?

- a) Eradicate extreme poverty and hunger
- b) Achieve universal primary education
- c) Promote gender equality and empower women
- d) Reduce child mortality
- e) Promote democratic citizenship**
- f) Improve maternal health
- g) Combat HIV/AIDS, malaria and other diseases
- h) Ensure environmental sustainability
- i) Develop a global partnership for development

<http://www.un.org/millenniumgoals/>



### ROUND 3 – Global Youth Work

**Q.1:** The World Youth Programme of Action for the year 2000 and beyond was adopted...

- a) ... by the World Youth Forum
- b) ... by the General Assembly of the United Nations**
- c) ... by the World Youth festival
- d) ... by 1<sup>st</sup> World Conference of Ministers responsible for Youth
- e) ... it was never adopted

It was adopted by the General Assembly of the United Nations in (1995). It is so far one of the most important documents on youth at a global level. Other documents, like the Braga Youth Action Plan or the Dakar Youth Empowerment Strategy, never reached the UN General Assembly.

[www.un.org/youth](http://www.un.org/youth)

**Q.2:** In which session of the *World Youth Forum of the United Nations System* was the UN Secretary General present?

- a) At the second one, in Vienna (Austria), 1996
- b) At the third one, in Braga (Portugal), 1998**
- c) At the fourth one, in Dakar (Senegal), 2001
- d) The Secretary General was never present at any WYF
- e) At all of them

The important element of this question is not to know at which session was the SG present, but to know that there were already four sessions of the World Youth Forum and that the SG followed at least one of them.

The World Youth Forum was a unique space for youth representatives from all over the world to come together with the UN System (UN bodies and agencies) and discuss on the global agenda for youth.

The third session of the WYF, which gathered around 600 participants, produced a document called *Braga Youth Action Plan* ([www.un.org/youth](http://www.un.org/youth)). The last session of the WYF, which gathered around 400 participants, produced the *Dakar Youth Empowerment Strategy* ([www.un.org/youth](http://www.un.org/youth)). These documents are important contributions to set young people and youth work in the agenda of international institutions and governments.

The World Youth Forum is now "extinguished". Other forms of consultations and representations are replacing it.

**Q.3:** The first global meeting of the World Bank with youth organisations on its Youth and Children Strategy took place in ...

- a) ... **Paris (2003)**
- b) ... Hong Kong (2002)
- c) ... Panama (2001)
- d) ... New York (2000)
- e) ... the World Bank doesn't have a "strategy for youth"

The World Bank is one of the international institutions spend millions of dollars every year with aid to the least developing countries. With this money they support projects in the areas of (...). However, lots of criticism has been raised towards the world bank: (1) the real impact of the money in the life of people is very little, (2) most of money is spent in bureaucratic work and self-feeding of the organisation's structures, (3) it suffers from a strong paternalistic approach.

The world bank has recently invested in a strategy on youth and children. Although at an early stage and surrounded by criticism, it is something to be followed in what the global agenda on youth is concerned.

**Q.4:** In order to pressure Governments in the implementation of 0,7 NGP Aid for developing countries, the Spanish and Portuguese youth councils and the European Youth Forum created...

- a) ... the Foundation on Youth and Development
- b) ... the 0,7 project for 2007
- c) ... **the 1% Solidarity Fund**
- d) ... the MDG's
- e) ... the JCPLP – Youth Platform of Portuguese Speaking Countries

The 1% percent Solidarity fund has been part of the strategy of some youth organisations involved in Global cooperation to pressure government to live up to their commitments of devoting 0,7 of the National Gross Product to the Developing World. This strategy started in 96 and the fund has been used to support the work of the respective partner organisations in the south. [www.youthforum.org](http://www.youthforum.org)

**Q.5:** The Theme of the Joint programme of the 4<sup>th</sup> University on Youth and Development (2003) was...

- a) Youth and Sustainable development
- b) Racism and Xenophobia
- c) Youth and the UN System
- d) Intercultural Dialogue
- e) **Youth Building a Peaceful World**

Since the first edition of the University on Youth and Development in 2000, the partners of the University have chosen to have a thematic angle to build the joint. In 2003 the theme was Youth and Sustainable Development, following the international agenda and wanting to translate into youth action the commitments of the UN Summit of Johannesburg on Sustainable development. For the fourth edition of the University the theme is "Youth Building a peaceful world " ... for obvious reasons!!!

[www.nscentre.org](http://www.nscentre.org)

#### **ROUND 4 – Other Global Issues**

**Q.1:** "... poverty represents in itself multiple violations of human rights". Who said this?

- a) Aye Aye Win – co-ordinator of the *Dignity International*, a global project for poverty eradication through the promotion of economic, social and cultural rights
- b) Mary Robinson – former UN High Commissioner for Human Rights**
- c) Muhammad Yunus – founder of the *Grameen Bank*, known as "the bank of the poor", working exclusively with micro-credits
- d) Xanana Gusmão – president of the most recent recognised country in the UN, Timor
- e) George W. Bush – president of the USA

This question, more than recognising one or another person, aims at raising awareness for the considerable number of people that, in different areas and through different types of work, contributed and still contribute to develop global consciousness.

Some of them can be provocative. They might not represent the kind of global awareness we'd like to promote. However, they exist and they play an important role. How should we interact with them?

Finally, assessing such personalities in a critical way, might allow us thinking on what makes someone a "global citizen"? Who do we want to see awarded with the Nobel Prize? Which role did I play in choosing the secretary general of the UN? Which criteria would I have used?

**Q.2:** At the World Conference on Human Rights held in Vienna (Austria) in June 1993, a number of countries reiterated the universality, indivisibility and interdependence of human rights, and reaffirmed their commitment to the Universal Declaration of Human Rights. How many, exactly?

- a) 15
- b) 41
- c) 78
- d) 143
- e) 171**

These countries adopted the Vienna Declaration and Programme of Action, which provides the new "framework of planning, dialogue and cooperation", to enable a holistic approach to promoting human rights and involving actors at the local, national and international levels

Some 50 years have elapsed since the Universal Declaration of Human Rights was adopted by the United Nations on 10 December 1948. The Declaration was one of the first major achievements of the United Nations, and after 50 years remains a powerful instrument which continues to exert an enormous effect on people's lives all over the world. This was the first time in history that a document considered to have universal value was adopted by an international organization. It was also the first time that human rights and fundamental freedoms were set forth in such detail. There was broad-based international support for the Declaration when it was adopted.

[www.unhcr.ch](http://www.unhcr.ch)

**Q.3:** Which of these institutions defined as its main aim *the international co-operation for the preservation and transmission of human values*?

- a) UNESCO
- b) WB – World Bank
- c) IMF – International Monetary Fund
- d) WTO – World Trade Organisation
- e) None of the above**

None of these. This fact should raise multiple questions for those engaged in promoting values like human rights and democratic citizenship. In which arena are these issues concerted? In which stage can the global agenda for values reproduction be set? Who controls and monitors this process at an international level? Is there a commission for ethics and humanity?...

"UNESCO" is a trap in this question. UNESCO does aim at preserving certain values like the cultural heritage and scientific knowledge. However, that is still a very restricted approach to the "values" issue.

**Q.4:** The "global march" is the short version of a global campaign associated to...

- f) ... protecting the Amazon
- g) ... eradicating weapons of massive destruction
- h) ... fighting child labour**
- i) ... cancelling the external debt of the developing countries
- j) ... promoting HIV awareness

**Global March Against Child Labour** is a movement borne out of hope and the need felt by thousands of people across the globe - the desire to set children free from servitude. The Global March movement began with a worldwide march when thousands of people marched together to jointly put forth the message against child labour. The march, which started on January 17, 1998, touched every corner of the globe, built immense awareness and led to high level of participation from the masses. This march finally culminated at the ILO Conference in Geneva. The voice of the marchers was heard and reflected in the draft of the [ILO Convention against the worst forms of child labour](#).

The following year, the Convention was unanimously adopted at the ILO Conference in Geneva. The movement is soon going to publish a worldwide report on the [worst forms of child labour](#), which shall state the situation a year from the time the Convention was adopted unanimously. Global March movement is involved in assessing and lobbying for the ratification and implementation of the Convention. The dedicated [partners](#) of the Global March movement form an effective network around the world. Acting as vigilant observers and lobbying with governments in their region, they form the backbone of the movement. **The Global March International Secretariat** is located in New Delhi, India.

The Global March movement has now begun a crusade to make education available for all. The [Global Campaign for Education](#) is a worldwide movement aimed at providing education for all, at the earliest. Global March has joined hands with partner associations like Education International, Oxfam International and ActionAid. The campaign soon received impetus with more partners joining in the cause. The new partners are World Vision, Social Alert, World Confederation of Teachers, Save the Children Fund UK and Public Services International (PSI). ([www.globalmarch.org](http://www.globalmarch.org))

- Q.4:** Which of the following organisations serves a higher number of people all over the world?
- f) UNICEF
  - g) UNFPA
  - h) UNDP
  - i) UNEP
  - j) Microsoft**

Strangely or not, we suppose the correct answer is Microsoft. However, we don't know it for sure. It is calculated that millions of people all over the world make use of Microsoft services and products. A concrete figure, in itself, would represent no more than a figure or a unique case study in an economics university. However, when compared to other intergovernmental institutions it might raise different kinds of questions...

When talking about *international institutions* we often focus our attention to governmental structures. This becomes obvious when trying to influence the global agenda, when NGOs want to campaign or lobby for a certain issue, in general when solutions are sought to face problems at a global level. We often forget the immense power organisations like Microsoft have next to people – the way they can influence and manipulate people's thinking, will and attitudes.

This analysis also raises the issue of democratic participation at a global level. In reality, which of these organisations is more democratically elected by the people?

- Q.5:** One European state, not member of the Council of Europe or of the European Union, has proved in the past years being one of the most powerful institutions setting the global agenda. Which?

*(please, write down the answer)*

The Vatican.

The Churches or Religious Authorities in general are often forgotten as some of the most powerful organisations mobilising millions of people all over the world.

Some of them are organised and recognised as states (like the Catholic Church for example) and / or are represented in a wide variety of international platforms and attend a multiple variety of global events.

They are not often considered as significant international institutions, but they do act like so.

([www.vatican.va](http://www.vatican.va))

**Q.6:** Who won the Nobel Peace Prize in 1991?

- a) Nelson Mandela and Frederik Klerk
- b) Aung San Suu Kyi**
- c) Yasser Arafat and Shimon Peres
- d) Michail Gorbatchev
- e) Ronald Reagan and Margaret Thatcher

The Nobel Prize has become in the past years a reference spot in several areas of knowledge, science and development at a global level. The Prize is definitely not just a recognition of the person(s) awarded, but is also a reference of concern in matters that affect the world human development. The temptation of politicising the Nobel Prize is big. The critical appreciation of such a prize is a challenge for all of us...

[www.nobel.no](http://www.nobel.no)

**NOTE:** the grey boxes represent the pedagogical component of each question of the quiz. They can be given to the "Guests' Table" as a support tool. More than the questions themselves, the pedagogical input attached is of extreme importance. When further questions are developed, it is strongly recommended that similar "grey boxes" are also developed in order to make sure that there is a clear pedagogical input attached.