

# The SDGs in *weltwärts* – *weltwärts* in the SDGs

A manual for the pedagogical accompaniment  
of *weltwärts* volunteers





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Throughout the manual, this symbol of the index finger  indicates the existence of further information on the corresponding topic. You can find this further information and documents on the ventao website at: [www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/](http://www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/)



### Acknowledgement

Ventao e.V. wants to thank the expert team, Margarita Rodriguez Ornelas, Abendnego Lucky Maisanye and Dr. Malathi Kattampatti Santhanam for their great work under sometimes not so easy circumstances. We also thank the member organisations of Ventao and their partner-organisations for their valuable input and the fruitful and interesting discussions and contributions to this manual. And last but not least, we want to thank the translator team, Muna Wagner, Kerstin Wörner and Margarita Rodriguez Ornelas for their great work.





# Foreword

## The SDGs – what's behind:

In 2000, eight so-called Millennium Development Goals (MDGs) were formulated and agreed upon by the United Nations, the World Bank, the IMF and the OECD. These goals were to be achieved by 2015. However, they related exclusively to so-called „developing countries“ and not to the countries in the Global North. These MDGs were supplemented on 1st January 2016 by 11 further targets and were adopted by the United Nations General Assembly at the World Summit on Sustainable Development in September 2016 with a duration of 15 years, until 2030. Compared to the MDGs, the SDGs now apply to all countries of the world – a great step!

## SUSTAINABLE DEVELOPMENT GOALS



Credit: The United Nations

### The SDGs as a framework in the *weltwärts* program

The Agenda 2030 and the discourses to reach the SDGs can be seen as a good framework for the *weltwärts* program – for the following reasons: the SDGs emphasize a joint responsibility of the Global North and the Global South for a transformation to sustainable development. Therefore, the framework of the SDGs can be well used to promote reflection on one's own role and positioning – which can be seen as one goal in the pedagogical accompaniment of *weltwärts* volunteers. The concepts, which underlie the SDGs can be used to anchor the partnership approach of global responsibility in a reflection of social power relations within a critical discussing of the development discourse. There are many possibilities to work with power-critical approaches in the framework of SDGs and to provide perspectives from the Global South, since at least theoretically the Global North and the Global South have a common goal of achieving the SDGs. By explicitly anchoring the goals in the pedagogical accompaniment, the volunteers' willingness to get involved in their projects can be

promoted and better adapted to their own possibilities for action. Also a deeper discussion of SDGs could lead to the SDGs being carried into the social environment of volunteers and thus contribute to a broader social acceptance of SDGs.

So, in the places where volunteers are deployed, whether in the Global North or in the Global South, there can be made many links to the 17 SDGs, but there is still a gap to the discourse on SDGs in politics and the implementation and anchoring of this discourse in practice – in this case the pedagogical accompaniment of *weltwärts* volunteers. The following gaps had been identified by ventao and its member organisations:

- ➔ The NGOs in countries of the Global North and countries of the Global South often do not connect their work to specific SDGs.
- ➔ In the pedagogical accompaniment of the *weltwärts* volunteers, the SDGs are often not implemented as basic knowledge but often refer to very concrete project contents and are somehow not named explicitly.

- ➔ The materials/methods for the pedagogical accompaniment of the weltwärts volunteers are often not explicitly designed for the voluntary service and often do not fit directly into the seminar work.

So the question is: how can those gaps be closed? To take one little step in this direction Ventao submitted this project-proposal in the year 2018: “the SDG in weltwärts – weltwärts in the SDGs.” The project was funded by BMZ and Landesstelle für Entwicklungszusammenarbeit Berlin (LEZ). The main goals of the project are:

- ➔ A broader anchoring of the topic of SDGs in the work with volunteers through an exchange among practitioners and a reflection on the extent to which SDGs are anchored in one’s own work.
- ➔ An identification of gaps with reference to SDGs in the pedagogical accompaniment of volunteers.
- ➔ A revision and new conception of educational materials on the topic of SDGs, which are explicitly tailored to the pedagogical accompaniment of weltwärts volunteers (both the accompaniment of volunteers from the Global South in the Global North as well as of volunteers from the Global North in the Global South).
- ➔ A sharing and promoting of the new methods among practitioners.

## A manual with methods connecting SDGs and weltwärts

So the idea of this present manual was born: to close the identified gaps, there must be more explicitly designed methods which can be used in the pedagogical accompaniment of weltwärts volunteers. During the project, which had a duration of 13 months, there has been a great exchange among practitioners from the Global North and Global South on how to improve the anchoring of SDGs in the work with weltwärts volunteers during the so called “reflecting and discussing week”

(May 2020). Based on the results of this exchange, the methods in this manual have been developed by a four-person international expert team:

**Margarita Rodriguez Ornelas**, sociologist and political scientist, who writes from a Latin American perspective, specifically from Chiapas as a place of enunciation. Her work shows a critical approach towards SDGs as part of the United Nation a multilateral institution placed in a high position of hierarchy in the world politics. From her point of view, there is no intention to support unquestionably SDGs and the 2030 agenda, but to identify the entangled structures and power relations they were formulated and take place, and finally give the volunteers the chance to define their role in it.

**Abendnego Lucky Maisanye**, a young African man, identifies himself as “black and person of color”. He is located in eMalahleni a small coal mining Town in Highveld region, situated in Mpumalanga Province of South Africa, near the South-East border of South Africa next to Mozambique and Kingdom of Eswatini. He was a former South-North weltwärts volunteers (implementing organisation: “Welthaus Bielefeld”) and works as a school-partnership-program-coordinator in eMalahleni and as an environmental activist.

**Dr. Malathi Kattampatti Santhanam**, describes herself as a middle-Class Indian woman brought up in a value-centric modern joint familial household, in the city of Coimbatore, known as an educational-medical and industrial hub of the country. She is a progressively-thinking sociologist working with women, youth, and children in particular. She is employed by Karl Kübel Foundation for child & family, India ([www.kkfindia.com/](http://www.kkfindia.com/)). In the weltwärts-program she works as a “mentor of mentors” for weltwärts. She sees herself as a change-maker and a development re-researcher through evaluations and policy framing. Three key principles in her life are: Do No Harm; equality in all aspects; practice participatory approach.

**Katrin Konrad** who describes herself as white and cis-woman<sup>1</sup>. She lives in Berlin, Germany and coordinated

<sup>1</sup> Cis is short for cisgender, which refers to when a person’s gender identity corresponds to their sex as assigned at birth. Cisgender is the opposite of transgender (<https://www.dictionary.com/e/gender-sexuality/cis/>)



the Ventao-project “the SDG in weltwärts – weltwärts in the SDGs”. Besides her job for Ventao, Katrin is active in the field of power-critical global/political education with focus on topics like Anti-racist-education and digitalism in a NGO called “f3\_kollektiv” (👉 [www.f3kollektiv.net](http://www.f3kollektiv.net))

During the project-period, the expert team worked together in digital meetings (due to Corona) and discussed a lot of topics. Two workshops in Germany were planned but had to be cancelled because of the Corona-pandemia. The exchange has been very fruitful and built a great connection between the team members beyond the project.

## The SDG in weltwärts – weltwärts in the SDGs – a manual for the pedagogical accompaniment of *weltwärts* volunteers – how to use it?

The manual’s structure is based upon a special grouping of the SDGs (see introduction to Module 1): Biosphere, society, economy and partnerships. Those four modules are completed with Module 1 - an introduction.

### Module 1 – Introduction to the SDGs:

- ➔ consists of one method, which puts a focus on getting to know the SDGs and their developing context, which questions them critically and places them in a context with reference to the weltwärts volunteer service.



### Module 2 – Biosphere:

- ➔ consist of two methods, which focus on the topics of climate change and climate justice in the context of the weltwärts volunteer service.



### Module 3 – society:

- ➔ consists of two methods, which focus on a closer examination of SDG 1, SDG 4 and SDG 5 and their relevance for the weltwärts volunteer service.



### Module 4 – economy:

- ➔ consists of one method which puts a focus on the topic of poverty/wealth and encourages the volunteers to reflect about terms and background of this topic in the context of SDGs.



### Module 5 – partnerships:

- ➔ consists of two methods, which focus on the topic of partnerships in the context of SDGs. The volunteers discuss the understanding of colonialism, decolonization, political positioning and self-awareness about power-relations in agreements on partnership, cooperation, collaboration, advocacy for equality, equity and a juster world.



In this manual, the method descriptions can be found. The materials for the methods are available on the ventao homepage for free download– like this manual as a PDF document too.

👉 [www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/](http://www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/)

The method descriptions include information for the target group, the duration of the method, the group size, the material which is divided in two tables which contain information about the activity, the procedure, the material, the time and some extra information. Additionally, pitfalls and tips for facilitation are named.

The methods are designed to use them during the pedagogical accompaniment of the weltwärts volunteers during different states of the volunteer cycle. Please have a look in the download section at the table that gives an overview about the integration of SDGs in the volunteer program and the pedagogy.

👉 See Table 1: the volunteer cycle under [www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/](http://www.ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/)

Most of the methods can be used in the pedagogical accompaniment of all weltwärts volunteers – that means South-North-volunteers and North-South-volunteers. But in some cases, the methods and the materials, which are needed to carry out the methods need to be adapted (see the tips for facilitation in the description of each method). Some of the methods had been tested online with weltwärts volunteers during the process of creation. We want to thank the volunteers for their valuable feedback.

## The pedagogical concept of the manual

There was not “the one” pedagogical concept, which the expert team took for granted as a base for this manual– we see this as “work in progress”. But some concepts, which are common in the pedagogical accompaniment of volunteers, shaped the discussions. For example, Global Learning, Global Citizenship Education, Education for Sustainable Development (BNE) or Transformative Education. The team also got inspired by important power-critical approaches, which criticise the presented approaches, like Glokale.V. (german association which does great pedagogical work based on a postcolonial perspective) or Vanessa Andreotti, who works as a researcher and activist and

produced great pedagogical material which helps reflecting about stereotypical thinking and about global power structures.

The tools (f.e. world café or the ecological footprint) we were using to create the methods were not our invention, but has been adapted for our use.

### The methods in this manual should be used in a participatory way which means:

- ➔ The focus should be on the volunteers, not on the facilitator.
- ➔ They should include experiences of the volunteers.
- ➔ They should be connected to everyday life of the volunteers.
- ➔ The volunteers should be enabled to choose their own learning focus.

### When using the methods, the facilitator should keep in mind, that ...

- ... methods are not everything: the individual attitude and knowledge of the facilitator is the most important tool in the pedagogical work.
- ... methods should be always be adapted to the volunteer group
- ... educating him:herself about the topics he:she wants to talk about is a basic requirement for the volunteers.
- ... reflecting about power-structures in the role as a facilitator and as a “part of weltwärts” is important.

So, this can be seen as an invitation to stay critical and encouraging at the same time while doing the great and important work of the pedagogical accompaniment of the weltwärts volunteers.

With the manual, the international expert team wants to give an intersectional and power-critical/-sensitive perspective on the SDGs in the weltwärts context.

## And still – this is a work in progress:

During the year 2020, when this manual was written, a global pandemic hit the planet and whirled everything upside down. So the work on this manual is also shaped by these changes: some of the planned activities could not take part as planned: the personal meeting in April with the experts and other practitioners from countries of the Global South and their partners in Germany as well as the training and presentation of the methods in a workshop in October had to be cancelled. Also the planned test workshops had to be cancelled because of CoVid 19. In summary: this manual should be seen as the beginning of a process. The methods and materials must be tested properly and adapted in future projects. So, the expert team would be very happy to receive a feedback on the effectiveness and the usability of the methods from your perspective, the users of this manual. Feel free to write us an e-mail to [info@ventao.org](mailto:info@ventao.org) with your personal experiences and an honest feedback while using the methods of this manual.

Furthermore, the contents and focal points of this manual are shaped by the knowledge and experiences of the international expert team and should therefore be seen as one possible option under many, many options to implement the SDGs in the pedagogical accompaniment of weltwärts volunteers.

### Ressources:

- [www.weltwaerts.de](http://www.weltwaerts.de)
- [www.un.org/sustainabledevelopment/development-agenda/](http://www.un.org/sustainabledevelopment/development-agenda/)
- [www.wikipedia.org/wiki/Millennium\\_Development\\_Goals](http://www.wikipedia.org/wiki/Millennium_Development_Goals)
- [www.glokal.org/wp-content/uploads/2018/03/Glokal-e-V\\_Bildung-fuer-nachhaltige-Ungleichheit\\_Barrierefrei-Illustrationen-26-03-2013-2.pdf](http://www.glokal.org/wp-content/uploads/2018/03/Glokal-e-V_Bildung-fuer-nachhaltige-Ungleichheit_Barrierefrei-Illustrationen-26-03-2013-2.pdf)
- <http://criticalliteracy.freehostia.com/index.php?journal=criticalliteracy&page=article&op=view&path%5B%5D=109&path%5B%5D=84>
- [www.decolonialfutures.net/](http://www.decolonialfutures.net/)
- [www.bridge47.org/global-citizenship](http://www.bridge47.org/global-citizenship)





# MODUL 1

## Introduction to the SDGs

On 25 September 2015, the United Nations agreed on the so-called Agenda 2030, in which 17 goals with a total of 196 sub-goals were formulated to be achieved by 2030. These are political objectives of the United Nations, which are intended to ensure sustainable development at economic, social and ecological level worldwide. The 17 goals are: No Poverty (SDG 1), No Hunger (SDG 2), Good Health and Welfare (SDG 3), Quality Education (SDG 4), Gender Equality (SDG 5), Clean Water and Sanitation (SDG 6), Affordable and Clean Energy (SDG 7), Decent Work and Economic Growth (SDG 8), Industry Innovation and Infrastructure (SDG 9), reduced inequality (SDG 10), sustainable cities and communities (SDG 11), responsible consumption and production (SDG 12), climate action (SDG 13), life below water (SDG 14), life on land (SDG 15), peace, justice and strong institutions (SDG 16) and partnerships for the goals (SDG 17).

These „Sustainable Development Goals“ - SDGs for short - replace the eight Millennium Development Goals (MDGs), which set the framework for a worldwide development policy from the years 2000 to 2015 with

the overarching goal of halving poverty in the world by 2015. The conclusion on the MDGs was in part extremely negative. For instance, there was criticism that some of the goals could only be achieved because data was selectively evaluated or the definition of the goals was very different. Postcolonial criticism was voiced above all on the question at whom the MDGs were addressed to – namely exclusively the so-called „developing countries“.

This criticism has been incorporated into the development of the SDGs: the SDGs now hold all countries accountable, including those in the Global North. All countries should reach the SDGs at the national level. However, criticism is also voiced about the development process of SDGs: Based on Western assumptions, indigenous knowledge and knowledge of People of Color are not taken into account, and postcolonial continuities and the responsibility of the Global North, as well as the so-called „development paradigm“, are only marginally questioned. Gender is also treated binary. Perspectives of trans-inter and queer people are excluded and thus made invisible. Another point of criticism is directed at SDG 8 - good jobs and economic growth:

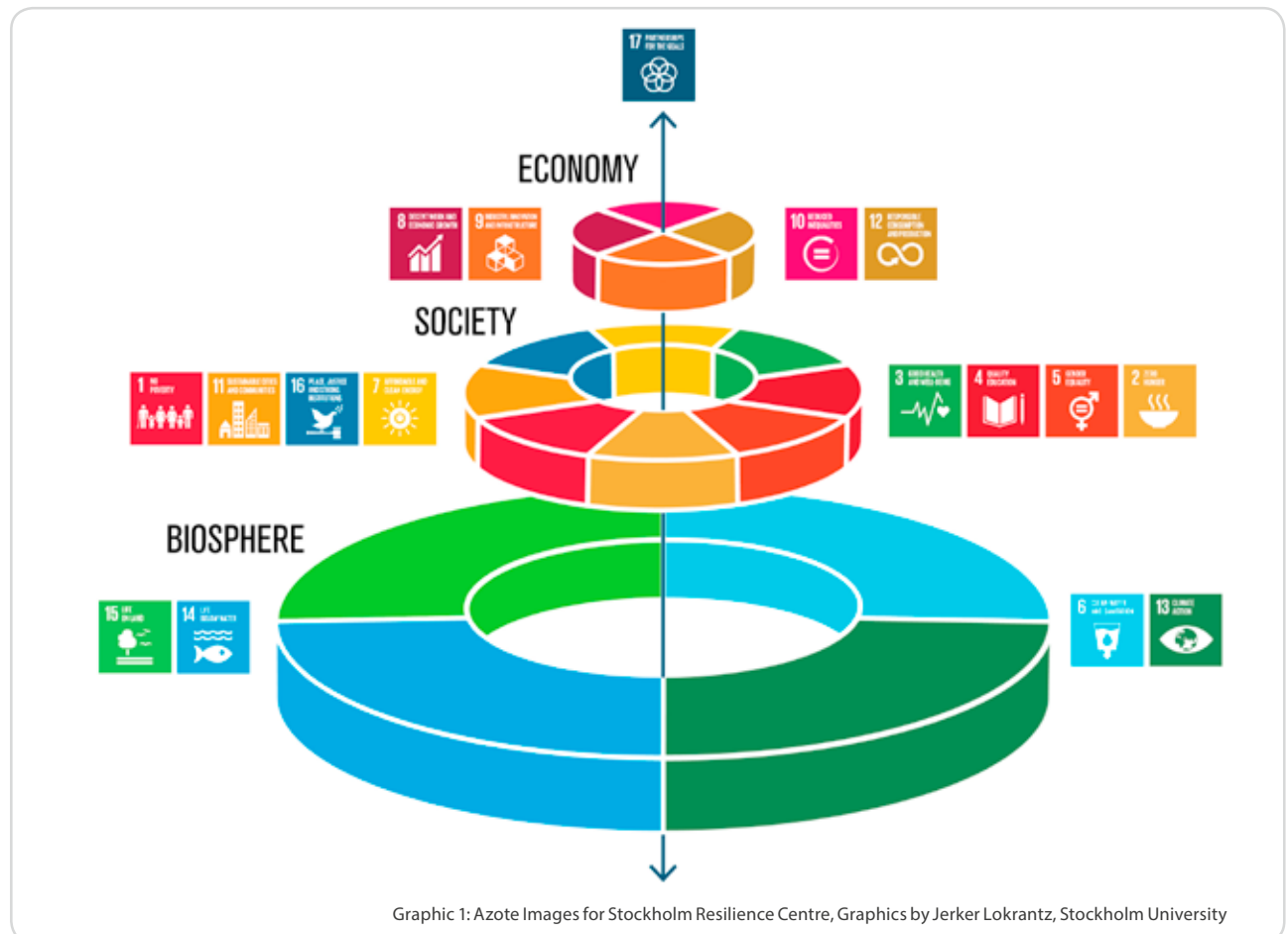
how can climate change be stopped if at the same time the capitalist paradigm of „infinite growth“ is maintained, the critics are asking.

This point of criticism is also reflected in the work of researchers from Sweden, which focuses on the planetary boundaries of our earth in the context of SDG. These planetary boundaries describe the stress limits of our earth and show that the resources of our world are finite and that sustainable economic growth cannot be realistic. These thoughts are visualised in the so-called „cake model“ (see Graphic 1). In order to realise the achievement of SDGs by 2030, the SDGs must be grouped in their importance, according to the inventors Rokström and Sukhdev. In the model, the biodiversity level (SDG 6, 13, 14, 15) forms the basis on which the other levels are built. The level of biodiversity reflects the planetary boundaries. Only if these „basic SDGs“ are achieved will it even be possible to reach the SDGs of the other levels,

the level of society (SDG 1,2,3,4,5,7, 11, 16), the level of the economy (SDG 8, 9, 10,12) and finally the level of partnership (SDG 17).

This manual is based on the structure of the cake model. This Module 1 - Introduction to SDGs (one method) is followed by Module 2 - Biodiversity (two methods), then Module 3 - Society (two methods), Module 4 - Economy (one method). The manual is concluded with Module 5 - Partnerships (two methods).

On the following pages, in Module 1 - Introduction to SDGs, basic information on SDGs is provided to the weltwärts volunteers. The module consists of a method which can be used to prepare for the further methods of this manual, if the volunteers have little or no previous knowledge. It puts the SDGs into a first context with the own weltwärts volunteer service.



# MODUL 1 - Method 1 "SDGs in weltwärts – an introduction"



## MODUL 1 Method 1 "SDGs in weltwärts – an introduction"

By Katrin Konrad

### Brief description

The method gives an introduction to the topic of SDGs in weltwärts context. All 17 SDGs are presented and reflected out of critical perspective. The volunteer discuss in the plenary, if and what weltwärts can contribute to reach the Agenda2030.

### Name of the method

"SDGs in weltwärts – an introduction"

### Time required

60 min

### Target group

North-south volunteers, south-north volunteers, young adults in the age from 16 – 28

### When to use in the voluntary cycle

During preparation seminar, during midterm seminar and during post-assignments seminars (→there, the reflecting questions might have to be modified)

### Group size

6 – 50

### Structure of the room

circle of chairs, wall/place to put on the meta cards and posters of the input

### Material

Flipchart, poster with leading questions, meta cards, marking pens, tape, script for the input (Annex 1)

👉 all annexes can be downloaded at the Ventao homepage (<https://ventao.org/qualitaet-entwckeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

### Numbers of facilitators

1-2

### Complexity

The method can be used as an introduction to the topic. Participant's prior knowledge is not a must. The facilitator should have spent some time in advance to prepare the topic and to gain knowledge about the SDGs. (See tips for reading at the end of this sector.)

### Author's perspective

The author defines herself as white and cis-woman. She lives in Berlin, Germany. She writes out of a "north perspective". The method should be adapted to the situation. Other aspects and perspectives should be added which are important for the region or country the volunteers come from.

### Pedagogical objectives

The method provides information for a basic understanding of the topic of SDGs and points out the connection to weltwärts-volunteers service. The volunteers therefore should understand what the SDGs are, why they are important and discussed and which critical perspectives of SDGs are prevailing. Also, they will reflect about some basic connections of the SDGs to weltwärts and in particular to their



own weltwärts voluntary service. The method tries to give as many different perspectives as possible to the topic of SDGs and therefore also includes perspectives of the Global South and names some global power structures like colonialism or ethnocentrism. The volunteers get encouraged to discuss those different perspectives in the plenary with the help of reflecting questions. The facilitator should keep in mind, that there is a slight danger, that the volunteers see themselves as the only executive for the SDGs" in their volunteer service. This fear and myth should be addressed!

#### Preparation

- ➔ Preparing the input and the SDG posters (Annex 1)
- ➔ Preparing the guiding questions to visualise (e.g. flip charts)

#### Content

The method starts with an exchange in small groups of two or three volunteers. They discuss the questions, which should be presented on a flipchart, that all of the small groups can see them. It should be made clear to the volunteers, as well as the facilitator should remember that the volunteers will not have enough time to discuss this topic in wholesome at one go, and they will be given time to discuss, reflect and question later in the plenary (this will minimize

frustration of the volunteer, if any) After 10 minutes, the volunteers get asked to come back to the plenary and share some of the goals. Those are written on meta cards and put upon a wall. After that, the facilitator starts with the input to explain, what the SDGs are and why they exist. The input should be prepared in advance: write the meta cards, prepare a poster with each SDG, revise the script and the whole input (see Annex 1)

After the first part of the input, the history of the SDGs and each of the 17 goals are presented to the volunteers. The facilitator answers questions on understanding and the volunteers reflect about it in the plenary using reflection questions. Then, the facilitator starts with the second part of the input which focuses on a (postcolonial) critics of the SDGs and their history of emergence. Afterwards, the facilitator again answers questions, if any and the volunteers discuss about the input using reflecting questions. There will be a bigger focus on the question, how weltwärts can contribute reaching the SDGs. Therefore a quote of the german weltwärts homepage is presented and the volunteers discuss it.

The posters of the 17 SDGs should be kept on the wall, so the volunteers always can have a look at them when they continue to work at the topic of SDGs.



# MODUL 1 - Method 1 "SDGs in weltwärts – an Introduction"

## Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Exchange in small groups	Exchange in groups of 2 or 3 volunteers about the guiding questions → writing down the goals on meta cards	→ Flipchart with guiding questions	10 min
2	Plenary	Each small groups share some of their goals and they are put on the wall.	→ Metacards → Shipping tape	5 min
3	Input part I	Presentation of the 17 SDGs and the background of the SDGs	→ Script for the input → Metacards → Posters of the 17 SDGs	10 min
4	Reflection	Reflection via plenary	Questions on reflection	10 min
5	Input part II	Presentation with the focus on a (postcolonial) critic of the SDGs	→ Script for the input → Metacards → Posters of the 17 SDGs	10 min
6	Reflection	Reflection via plenary	→ Questions on reflection → Flipchart with weltwärts quote	15 min

## Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Exchange in small groups	→ Imagine if you could determine what goals should be achieved by 2030 to make the world a fairer place - what goals would you name? → When you think of your weltwärts year, do you believe that the weltwärts voluntary service can contribute to the achievement of your stated goals?
2	Plenary	-
3	Input part I	Ask the volunteers if they have questions on understanding?
4	Reflection	→ Ask the volunteers if they have questions on understanding? → Look at the goals you have written down to make the world a fairer place - do you see any differences to the SDGs? If so, why do you see those differences? → Is there a goal that you feel is important or not important at all? → What do you think about the 17 SDGs? Do you think they contribute to making the world a fairer place? → Why is it too difficult, as an individual, making the world a fairer place? If you, as individual, could contribute to making the world a fairer place, how could you do it? → What goals or perspectives are missing?
5	Input part II	Ask the volunteers if they have questions on understanding?
6	Reflection	Weltwärts quote: „With its program components, weltwärts contributes to development education and the promotion of engagement. It empowers and encourages the young generation to work for a social-ecological transformation in the sense of the 17 goals for sustainable development. 🍌 <a href="https://www.weltwaerts.de/de/ziele-ueber-weltwaerts.html">https://www.weltwaerts.de/de/ziele-ueber-weltwaerts.html</a> → Do you have any questions or comments about the critics of the SDGs? → Do you think the weltwärts-volunteer service can help to reach the SDGs? If yes how? If yes, where do you see limits or pitfalls? → What support would motivate you to contribute to SDGs?

## Modification of the method

The volunteers research on the 17 SDGs on their own in small groups and present the SDGs to the whole group (f.e. one pair each researches and presents two SDGs). Therefore enough information for the SDGs should be provided. To make sure, there is the Global North and Global South perspective, the volunteers could use the fact sheet of "german watch" (👉 [www.germanwatch.org/sites/germanwatch.org/files/SDG%20Sheets%20Englisch.pdf](http://www.germanwatch.org/sites/germanwatch.org/files/SDG%20Sheets%20Englisch.pdf)) or the following website, which provides a special perspective on the SDGs and how they should be reached in Germany (👉 <https://17ziele.de/>)

## Pitfalls and challenges

- ➔ There is a challenge, to avoid that the volunteers see themselves as the persons who are the only executive for carrying out the SDGs – especially in their volunteer service. It should be clear, that there is a personal level, where every volunteer can reflect on how he: she can contribute to reach the Agenda2030, but it should not end in a discussion, where volunteers see themselves as "saviours of the poor". This especially is very important out of a racism-critic and postcolonial perspective and should be in mind when using this method with north-south volunteers.
- ➔ This is important if you use the method in the north-south accompaniment: Avoid a stereotypical presentation of the countries in the Global South as "poor" and need for "development". Try to change perspective and see what should "be developed" in the countries of the Global North.

- ➔ Every group will have silent spectators and active talking persons, so to give chance to everyone.

## Tips for facilitating

- ➔ The facilitator needs to be prepared him: herself in advance. He: she should inform and read about the SDGs and modifies the input for him: herself and also add perspectives, which aren't included in the exemplary input which is provided as a material in this manual.
- ➔ The facilitator should adapt the Input (👉 Annex 1) to the perspectives of his: her country reflect about the "Global North perspective" and the "Global South perspective"
- ➔ The facilitator should be able to explain terms like "development-paradigm" or "critics on infinite growth"
- ➔ The role of the facilitator will be a lecturer of the SDGs and a moderator of the discussion.
- ➔ The facilitator should reflect on the danger to use stereotypical terms, when talking about "others" and should be very sensitive to power structures in general and in the group. See the „further reading" collection on the ventao website.  
👉 <https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>





# MODUL 2

## Biosphere

As explained in the introduction text to Modul 1, the level biosphere in the “cake-model” is the base to achieve the SDGs. That means this global ecological system is integrating all living beings and their relationships, including their interaction with the elements of the lithosphere, geosphere, hydrosphere and atmosphere. Every part of the planet, from the polar ice caps to the equator, features life of some kind. But this awesome system has its limits: the planet boundaries. We, as the human kind have to understand and accept that the resources we are taking from our planet to live our lives as we do right now are ending, which means our world as we know it will also end – and with it we - the human beings.

Climate change and global warming and its impact shows the best, that there is no other way, then to act now. So there must a change in thinking: especially the countries in the Global North, who causes the biggest percentage of carbon emissions and therefore are a main driver to the climate crisis should take their responsibility now. The world is already changing, especially people who are living in countries of the Global South are suffering from the effects of the climate crisis: Floods, drought, forest fires, dying of whole forests – the impacts are awful and people are dying, losing their house or their only properties. So it's time for climate justice, now! Climate change is at once a social and environmental justice issue, an ecological issue, and an issue of economic and political domination. Global power structures should be made visible and those who are responsible for the most damage should be held accountable.

The SDG 6 – clean water and sanitation, SDG 13 – climate action, SDG 14 – life below water and SDG 15 – life on land (the SDGs which are grouped under the biosphere level) can be seen as a beginning to take action towards the climate crisis. But also the achievement of other SDGs like SDG 12, responsible consumption and production can lead towards a reduction of the impacts of the climate crisis.

It is important, that all humans see and reflect about their behaviour, because it has a great impact – so it is also important for weltwärts volunteers to reflect about their behaviour, because it has a great impact – so it is also important for weltwärts volunteers to reflect about their own role and responsibility in the context of the climate crisis. As well the weltwärts-program itself can be analysed critically concerning this topic: In the cycle of the weltwärts program participation, carbon emissions are involved through flights and travelling of the volunteers or visits of friends or relatives. But the program can also be used as an awareness raising platform to volunteers towards this topics.

On the following pages, in Module 2 – biosphere, the volunteers get some basic knowledge about the topics of climate change and climate justice. The two methods

can be used without or just little prior knowledge in the preparation-, mid-term-, or post-assignment-seminars.

Method 1 – “weltwärts and climate change – where are the connections?” encourages the volunteers to discuss the issue of climate change using four different definitions. After this start in small groups, the volunteers learn about the effect of climate change while they are watching the video “wake up freak out”. After that input, the volunteers reflect in small groups about the new information and build a connection to their life and their life as a weltwärts volunteer. This exchange will be completed by an individual work of each volunteer: the calculation of the own carbon footprint and the exchange with the group about it. The facilitator adds some more information and moderates the discussion using reflecting questions.

During Method 2 – “Engagement and commitment on climate action in the weltwärts program” the volunteers get to know the concept of climate justice. They reflect about global power relations during an input of the facilitator and afterwards get to know some social movements and initiative which are active in the field of climate justice all over the world. Two of the presented movements/initiatives are partner organisations in the weltwärts program. The volunteers will be motivated and encouraged to be active in climate action initiative on personal and community level.

#### Resources:

- ➔ [www.globaljusticeecology.org/climate-justice/](http://www.globaljusticeecology.org/climate-justice/)
- ➔ [www.ourworldindata.org/co2-emissions](http://www.ourworldindata.org/co2-emissions)
- ➔ [https://dtpev.de/storage/app/media/files/de/projekte/2013\\_dtp\\_CO2Fussabdruck\\_Freiwilligendienst\\_Langfassung.pdf](https://dtpev.de/storage/app/media/files/de/projekte/2013_dtp_CO2Fussabdruck_Freiwilligendienst_Langfassung.pdf)
- ➔ [https://sdgs.un.org/#goal\\_section](https://sdgs.un.org/#goal_section)
- ➔ [www.stockholmresilience.org/images/18.36c25848153d54bdba33ec9b/1465905797608/sdgs-food-azote.jpg](http://www.stockholmresilience.org/images/18.36c25848153d54bdba33ec9b/1465905797608/sdgs-food-azote.jpg)

## MODUL 2 - Method 1 “weltwärts and climate change”



### MODUL 2 Method 1 “weltwärts and climate change – where are the connections?”

by Lucky Maisanye

#### Brief description

The presented method is about “Weltwärts volunteers” engagement and individual participation in implementation of SDG’s, as a response to the UN General Secretary call “to mobilize a decade of action to build a sustainable and resilient future. It focuses on building awareness about SDG 12 and 13, since building a sustainable future is reliant on sustainable production and consumption of goods and products we use in our everyday life and also addressing climate change causes to humans, animals and the environment and acting to bring solutions.

#### Name of the method

“weltwärts and climate change – where are the connections?”

#### Time required

2 hours and 30 minutes

#### Target group

South-North and North-South weltwärts volunteers, young adults between the ages from 18 to 28 years.

#### When in the voluntary cycle

To use during preparation seminar, during midterm seminar and during post-assignments seminars ( → there, the reflecting questions might have to be modified)

#### Group size

0 to 40 Volunteers

#### Structure of the room

Different stations with tables and chairs.

#### Material needed

Laptop, projector, speakers, access to the internet, flip charts, marking pens, link to video clip 🍌 all annexes can be downloaded at the Ventao homepage (<https://ventao.org/qualita-et-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

2

#### Complexity

The volunteers doesn’t need any prior knowledge to take part at the method. Although it might be helpful to have an introduction to the SDGs (f.e. while using Method 1 in Modul 1) The facilitator should have spent some time in advance to prepare the topic and to gain knowledge about climate change. ( 🍌 see tips for reading on the Ventao homepage)

#### Author’s perspective

I am considered as a young African man, identified as black and person of color. Located in eMalahleni a small coal mining Town in Highveld region, situated in Mpumalanga Province of South Africa, near the South-East border of South Africa next to Mozambique and Kingdom of Eswatini. Former South-North weltwärts volunteers with Welthaus Bielefeld, schools partnership program coordinator in eMalahleni and an Environmental activist.



### Pedagogical objectives

With this method, we want the weltwärts volunteers to learn what is understood under the process of climate change. They will reflect in different ways about the importance of sustainable consumption and production (SDG 12 and 13) so they should understand, that building a sustainable future is on one hand depended on sustainable consumption and production of goods and products we consume and produce every day and on the other hand depend on global power structure. Climate change is affecting the global environment, our lives and our well-being – also in weltwärts voluntary service. After learning some facts about climate change, the volunteers will reflect on their individual possibilities to make their own living more sustainable – also during their participation in weltwärts. Therefore we will use the tool of the CO2 footprint calculator and will reflect about the CO2-Footprint of weltwärts using an example from Tanzania. Within this method, the volunteers should rise awareness on global power structures in the frame of climate change. There will be a focus on exploitation of mineral resources mainly by multinational industries from the “global north” and how the people living in the “global south” suffer from all the consequences of air and water pollution, land degradation and high unemployment rate while people from the “global north” get the privileges to enjoy the benefits and have access to the mineral resources without feeling the impacts.

### Preparation

- ➔ Print on a A4 page or write on flip charts the quotes concerning the topic of climate change and stick them on four corners of the workshop room (👉 Annex 1)
- ➔ Download the video, which explains climate change. The video is available in different

languages (French, Spanish, English, German...): 👉 <http://wakeupfreakout.org/film/tipping.html>

- ➔ Prepare the flipcharts or print worksheets with all questions on reflection for the group work
- ➔ Print the works sheet “footprint calculator” (👉 Annex 2)
- ➔ Prepare the input on “footprint of the weltwärts year” (👉 Annex 3)
- ➔ Print the checklist for the facilitator (👉 Annex 4)

### Content

The method start with an exchange in between the volunteers about four quotes, what is understood under climate change. Afterwards, they volunteers will watch a video about the causes, impacts and possible solutions to climate on global level (“Wake up Freak out”). After the video, the volunteers will divide in small groups and reflect about what they learned in the video using guiding questions. In the following plenary, the small groups will be asked about their results of the discussions. As a next step, the facilitator asks the volunteers, if they have already reflected about the CO2-emissions of one weltwärts year. There will be an exchange about this topic using reflecting questions and a little input, which shows the CO2 emissions of a weltwärts year using an example from Tanzania.

In the last part of the method, the volunteers will be able to reflect on their individual CO2-footprint to realize the importance of living sustainable lifestyle and contribute to climate action on personal level. There will also be another connection made to their own weltwärts voluntary service.






## MODUL 2 - Method 1 „weltwärts and climate change“

### Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Group exchange: What is understood under "climate change"	→ Put each definition in one corner of the room, ask the volunteers to go to the definition he/she likes the most and talk with the others about it. And volunteers answer the questions below.	👉 Annex 1 (See Link for "Material needed", p.20)	15 min
2	Video	Show the video to the volunteers. Choose the language you'll need. And tell the volunteers to take notes	→ Projector and screen, speakers, notebooks and pens.	12 min
3	Small group work	Divide the group in small groups with 3-4 volunteers. Each group will be given the questions for reflection. The idea is, that all the small groups will have different views and feedback on same questions. The groups should keep their results of the discussion on a flipchart. Not all questions must be answered, they should just encourage to reflect.	→ Flipchart with questions, answering sheets, marking pens, notebooks and pens.	25 min
4	Presentation and discussion	→ The small groups come back to the plenary where they present shortly their discussions and the rest of the group can ask questions. → The facilitator gives a resumen and moderate the discussions	→ Presentation flipcharts	25 min
5	Individual work → calculation of the own ecological footprint	Each volunteers will get a printed ecological footprint calculator to work on individually. The facilitator will explain how the footprints are calculated using the method.	👉 Annex 2 (See Link for "Material needed", p.20)	20 min
6	Plenary discussion about the individual footprint Input and discussion "footprint of the weltwärts year"	The group gathers in the plenary to discuss their individual work on the "ecological footprint calculator". The volunteers doesn't have to share their results of the footprint if they don't want it.  The ideas for reducing the footprint could be gathered on meta cards.  Information about the data the different global footprints should be shared  After the reflection about the individual footprint the volunteers will reflect about the footprint of their own weltwärts year	→ Meta cards  👉 Annex 3 (See Link for "Material needed", p.20)	40 min
7	Feedback and resume	The facilitator takes a look at the checklist and reviews if the volunteers discussed the different level	👉 Annex 4 (See Link for "Material needed", p.20)	10 min

### Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Group exchange: What is understood under "climate change"	GUIDING QUESTIONS → Why did you choose this definition? → What do you like about and what you don't like? → Which part or focus do you think is missing from the definition? → What does your voluntary year has to do with climate change?

NR	ACTIVITY	INFORMATION
2	Video	Link to the video:  <a href="http://wakeupfreakout.org/film/tipping.html">http://wakeupfreakout.org/film/tipping.html</a>
3	Small group work	<p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> <li>→ What is the main point that you kept in mind after watching the video?</li> <li>→ Who is to blame for the causes of climate change, global north countries, global south countries or nature and why?</li> <li>→ Who should act in addressing climate change, governments, corporate industries, community members or individuals? How should they act?</li> <li>→ Do you think governments and corporate industries are doing enough to bring solutions to climate change?</li> <li>→ Should the global north countries give financial assistance to the global south to adapt and mitigate climate change, and why if yes or no?</li> <li>→ Does capitalism and neo liberalism policies contribute on inaction to address climate change on global level?</li> <li>→ Do you see other global power structures affecting climate change negatively?</li> <li>→ Do you see a connection to SDG 12 and SDG 13?</li> <li>→ What do you think is your own role as an individual concerning climate change? Do you feel able to change something as an individual? If yes, how?</li> </ul>
4	Presentation and discussion	<ul style="list-style-type: none"> <li>→ The facilitator should keep in mind, that he: she boards the presentation, if there are great misunderstandings of the volunteers how climate change takes place. After the presentations, the facilitator gives a resume and takes a further look at the last question of the possibilities to act as an individual → connection to the next step "CO2 footprint"</li> </ul>
5	Individual work → calculation of the own ecological footprint	<p>Link to the ecological footprint calculator:  <a href="https://www.footprintcalculator.org/">https://www.footprintcalculator.org/</a></p> <ul style="list-style-type: none"> <li>→ The facilitator should offer assistance to the volunteers who needs help in calculating their footprint</li> </ul>
6	Plenary discussion about the individual footprint Input and discussion "footprint of the weltwärts year"	<p>The facilitator should mention, that the footprint calculator only presents a few aspects in reducing CO2 on an individual level. See the critical discussion of the measurement tool here:  <a href="https://en.wikipedia.org/wiki/Ecological_footprint#Reviews_and_critiques">https://en.wikipedia.org/wiki/Ecological_footprint#Reviews_and_critiques</a></p> <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> <li>→ How do you feel now after you calculated your footprint?</li> <li>→ What did you learn?</li> <li>→ Would you like to reduce your own footprint?</li> <li>→ If yes, what ideas do you have for reducing your footprint? (Eating less meat, buying organic food, reducing plane travels, reducing electricity...)</li> <li>→ Do you think it matters in which part of the world you are living concerning the result of your footprint?</li> <li>→ If yes, what do you think affects the individual footprint? → global power structures (like the economic system of the world, colonialism, discrimination, privileges...) should be mentioned</li> <li>→ Show data of the difference between the footprints in countries of the Global South and Global North (f.e.  <a href="https://data.footprintnetwork.org/#/">https://data.footprintnetwork.org/#/</a>)</li> </ul> <p>GUIDING QUESTIONS "FOOTPRINT OF THE WELTWÄRTS YEAR"</p> <ul style="list-style-type: none"> <li>→ Do you have an idea how high your emissions would be during your weltwärts year?</li> <li>→ share the input "your footprint of the weltwärts year"</li> <li>→ What do you think about the example of Tansania? Do you see similarities to your own weltwärts year?</li> <li>→ How do you feel about it? (the facilitator should make sure, that it is not about blaming the volunteers but about reflecting)</li> <li>→ Do you have ideas how your emissions in your weltwärts year could be reduced? (f.e. reducing flights, using CO2-Emission compensation (f.e.  <a href="https://www.atmosfair.de/en/">https://www.atmosfair.de/en/</a>), supporting local farmers and buying ecological food ...)</li> </ul>



## MODUL 2 - Method 1 „weltwärts and climate change“

NR	ACTIVITY	INFORMATION
7	Feedback and resume	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"><li>→ What is your understanding about climate change?</li><li>→ Which role individuals can play to bring about solutions to climate change?</li><li>→ What role should governments and corporate industries play?</li><li>→ How can you define responsible consumption and production?</li><li>→ Who should play most part in addressing climate change?</li><li>→ What is your understanding about ecological footprint?</li><li>→ Where do you see the need to reduce your footprint?</li><li>→ When is it necessary to reduce owns footprint?</li></ul>

### Pitfalls and challenges

- The facilitator should keep in mind, that there could happen some group dynamics during the process of the method (f.e. Paternalism, Ideology, Preconception, Sectarianism, Intolerance, Partiality)
- As there are some longer discussions in the plenary, make sure, that all of the volunteers who want to share their views are able to do so. All the volunteers should be given the same space!
- Talking about global power structures like the impacts of colonization in the “global south countries” or privileges could trigger the volunteers in their own role. Be sensitive about discrimination in the group and reflect about privileges and guilt as a more privileged person
- Always adapt the methods to the needs of the group and set different focus. The method might be adapted for South-North volunteer accompaniment as well for North-south volunteer accompaniment

### Tips for facilitating

- What information / knowledge should the facilitator have: Global warming and climate change causes, impacts and solutions, environmental conservation, organic products and good, understanding of colonialism and capitalism its role and impacts today in the “global south countries” and how it shaped the “global north countries”, be familiar with topics related to ecology.
- Role of the facilitator: the facilitator should be prepared about the topics, which are focused in the method, he: she should be sensitive with group dynamics and moderate the discussions. He: she should make sure, that the aims of the method are reached and keep an eye on the timing
- Sensitive way to communicate: the facilitator should reflect about the own descriptions and words he: she uses during the workshop. He: she should be aware, that the knowledge level in the group could vary and always make sure, that all of the volunteers can follow. He: she should be very cautious and sensitive when talking about topics related to privileges and racism and always observe volunteers whom might be offended or not feeling well talking about the topics.

#### References:

- ➔ Teaching Sustainable Development Goals  
ESD Experts.NET  
👉 [www.esd-expert.net/article/publication-of-the-manual-teaching-the-sustainable-development-goals.html](http://www.esd-expert.net/article/publication-of-the-manual-teaching-the-sustainable-development-goals.html)
- ➔ Link to video about Climate Change causes, impacts and possible solutions  
👉 <http://wakeupfreakout.org/film/tipping.html>
- ➔ Link to the ecological footprint calculator  
👉 <http://cdn.worldslargestlesson.global-goals.org/2016/06/Understanding-Sustainable-Living.pdf>
- ➔ On the link volunteers can have a first look and get understanding what footprint is and measure their own footprint online before workshops, during participation in the Weltwärts Program and even after on their own.  
👉 <https://www.footprintcalculator.org/>



## MODUL 2 - Method 2 “Engagement and commitment on climate ...”



### MODUL 2 Method 2 “Engagement and commitment on climate action in the weltwärts program”

by Lucky Maisanye

#### Brief description

The method can be used as way of engaging weltwärts volunteers to commit to climate action and the fulfilling of the SDG 13. The method shows examples of weltwärts organizations and social movements which are working in the field of climate justice. The volunteers are supported to understand the concept of climate justice and raise awareness to this topic in the weltwärts context.

#### Name of the method

“Engagement and commitment on climate action in the weltwärts program.”

#### Time required

1 hour and 50 minutes

#### Target group

South-North and North-South weltwärts volunteers, young adults in the age between 18-35 years.

#### When in the voluntary cycle

To use during preparation seminar, during midterm seminar and during post-assignments seminars ( → there, the reflecting questions might have to be modified)

#### Group size

6-30 volunteers

#### Structure of the room

Large room with enough space with chairs and tables (tables unnecessary though could be

used when volunteers take notes), possibility to do group work

#### Material needed

Laptop, projector, speakers and access to the internet, flip charts, A4 pages and marking pens. 🖱️ all annexes can be downloaded at the Ventao homepage (<https://ventao.org/qualita-et-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

One or two

#### Complexity

This method could be used for getting deeper into the topic of climate change and climate justice in the weltwärts context. It can be used in connection with Method 1 in Modul 2 to discuss and reflect about concrete climate action.

#### Author’s perspective

I am considered as a young African man, identified as black and person of color. Located in eMalahleni a small coal mining Town in Highveld region, situated in Mpumalanga Province of South Africa, near the South-East border of South Africa next to Mozambique and Kingdom of Eswatini. Former South-North weltwärts volunteers with Welthaus Bielefeld, schools partnership program coordinator in eMalahleni and an Environmental activist.

#### Pedagogical objectives

In this method, the volunteers get encouraged



to learn about the topic of climate justice. They will understand, what climate justice means and how one can take possibilities to act. They understand, that climate action is expected and required from everyone living in this planet earth and we are all directly and indirectly affected and impacted by the catastrophic of global warming and climate change. The volunteers will reflect about global power structures and learn, that climate justice is the realization that countries who did not contributed much to the causes of climate change are the ones who suffer the most from the impacts of climate change and are struggling to adapt to the devastating changes caused by global warming. They also will therefore reflect about the role of the countries in the "Global North" and their task to mitigate and adapt to the impacts of climate change and global warming. On the base of the work of different weltwärts organizations and other social movements, the volunteers will raise awareness of the importance to take part in climate justice initiatives and movements within their communities or during their participation in the weltwärts program and after. The volunteers should understand the importance of climate action and the role of addressing catastrophic climate disaster on personal and community level, as building sustainable future is mainly dependent on that.

### Preparation

- ➔ Print the pictures about climate justice and cut them to distribute them in the room (👉 Annex 1)
- ➔ Write the questions on reflection and discussion on flipcharts (see procedure)
- ➔ Prepare the Input/Presentation "what do we understand under climate justice" (👉 Annex 2)
- ➔ Prepare/Print the information sheets about the weltwärts organizations/social move-

ments working on topics related to climate justice and action (👉 Annex 3)

- ➔ Facilitator checklist (👉 Annex 4)

### Content

The method starts with an exchange between the volunteers based on different pictures, which are somehow connected to climate justice. The volunteers will pick one of the pictures and meet in small groups to reflect about the picture based on different questions which are shared by the facilitator on a flipchart. After their exchange, they meet again in the big group and the facilitator is sharing the topic of the method: climate justice in the context of weltwärts. To give a base on information, the facilitator gives a short input/presentation about what is understood under climate justice and the connection to weltwärts. After clearing the questions, the volunteers get to know some weltwärts organizations and other social movements which are active in the climate justice movements. They will pick one initiative and will gather information about them in small groups, discuss about them and share their results on flipcharts. After the group work, the flipcharts will be presented to the whole group in an exhibition. The volunteers can ask questions to the small groups. After the exhibition, the volunteers gather in the plenary and the facilitator discusses with the some final questions, where the connection of weltwärts to the climate justice movements is made.

## MODUL 2 - Method 2 “Engagement and commitment on climate ...”

### Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Exchange over pictures	Distribute all the pictures in the room and the volunteers will walk through the room, look at the picture and pick one, they find has something to do with climate justice from their point of view	Pictures	5 min
2	Group exchange	The volunteers find each other in groups of 3 and start talking about their picture. There are guiding questions which should be presented to the volunteers on a flipchart.	→ Flipchart with guiding questions	15 min
3	Input on “Climate justice” and group reflection	After the personal exchange, the volunteers get the first information about the topic of this workshop: climate justice. The facilitator gives a short input about what is understood under climate justice and connects the topic to the weltwärts program. After or during the input, questions of the volunteers should be cleared and after the input there should be a short session on reflection  Additionally he: she can show this video: 👉 <a href="https://www.youtube.com/watch?v=YJ8PqAeF-Ek&amp;feature=emb_logo">https://www.youtube.com/watch?v=YJ8PqAeF-Ek&amp;feature=emb_logo</a>	→ Laptop, projector, notebooks and pens	25 min
4	Stationary method	After the input the volunteers get to know some organizations and social movements, which are active in the climate justice movements. Therefore the facilitator prepares 5 stations. Each station is connected to one organization or social movement and is equipped with information material for the volunteers. The stations are shortly presented by the facilitator and each volunteer decides which station he: she finds most interesting. He: she then goes to the station and starts reading the information and discusses with the other volunteers, that are at this station. The small groups at the stations inform themselves about the work of the organizations and social movements by the information sheet and the homepages of the organizations/social movements and summarize the information on a flipchart. To help them summarizing the main points, they get some leading questions to each station.	→ Flipcharts → Laptops/Smartphones → Information about the 5 organizations/social movements	30 min
5	Exhibition and final reflection	After the group work, the volunteers put their flipcharts at the wall and the whole group takes a look at the different organizations/social movements and can ask questions to the small groups. After the exhibition, the group gathers in the plenary and the facilitator reflects with the group about the method	→ Flipcharts → Tape	30 min
6	Checklist	The facilitator takes a look at the checklist and reviews if the volunteers discussed the different level	→ Facilitator checklist	5 Min

## Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Exchange over pictures	<p>👉 See Annex 2 for the pictures (Link for "Material needed", p.26)</p> <p>➔ The facilitator can also play music while the volunteers are moving through the room.</p>
2	Group exchange	<p>GUIDING QUESTIONS:</p> <p>➔ What does the picture show?</p> <p>➔ What do you think is the story behind the picture?</p> <p>➔ What do you like about the picture you chose?</p> <p>➔ Is the picture related to your daily life and if yes, how?</p> <p>➔ Would you like to add something in the picture, if you could do that?</p> <p>➔ Is there any connection you find in the picture to your weltwärts voluntary service?</p>
3	Input on "Climate justice" and group reflection	<p>👉 See Annex 2 for the Input/Presentation (Link for "Material needed", p.26)</p> <p>REFLECTING QUESTIONS:</p> <p>➔ Do you have questions?</p> <p>➔ In your words: What does climate justice mean?</p> <p>➔ Who is negatively affected by climate change and why? (Is the link between climate justice and gender, inequalities, human rights, capitalism and colonization realized by the volunteers?)</p> <p>➔ Do you see a connection to climate justice in your everyday life?</p> <p>➔ Do you see a connection in your own voluntary work to the topic of climate action? If yes can you share your experiences?</p> <p>➔ Do you think, that action is necessary towards climate justice? If yes, what kind of action do you like the most?</p>
4	Stationary method	<p>👉 See Annex 3 for the information of the stations (Link for "Material needed", p.26)</p>
5	Exhibition and final reflection	<p>👉 For the checklist see Annex 3 (Link for "Material needed", p.26)</p>
6	Checklist	<p>The facilitator takes a look at the checklist and reviews if the volunteers discussed the different level</p>

## Pitfalls and challenges

- ➔ The facilitator should keep in mind, that there could happen some group dynamics during the process of the method (f.e. Paternalism, Ideology, Preconception, Sectarianism, Intolerance, Partiality)
- ➔ Role of the facilitator: the facilitator should be prepared about the topics, which are focused in the method, he/she should be sensitive with group dynamics and moderate the discussions. He/she should make sure, that the aims of the method are reached and keep an eye on the timing
- ➔ Talking about countries of the "Global South" as potential victims of climate change can lead to stereotypical thinking: The people of the different countries could be seen as "poor", "simple" etc. Therefore it is very important, that the facilitator reflects about that topic in advance and has the ability to make stereotypes a topic with the group and reflect the power structures.
- ➔ Climate change and climate justice are multi-dimensional topics with a lot of complexity. Make sure, the facilitator should make sure, that multiple perspectives are given and avoid a limited or narrow



## MODUL 2 - Method 2 "Engagement and commitment on climate ..."

outlook, especially focused on a local area, because of not have been exposed to how other countries suffer the most from the impacts of climate change and that it needs global partnerships and collaboration to address the impacts of climate change. Narrowness considered as resulting from lack of exposure to cultural or intellectual activity.

- Preparation, mid-term and returnee seminars are organized differently and different contexts are used during the workshops. Always adapt the methods to the needs of the group and set different focus. The method might be adapted for South-North volunteer accompaniment as well for North-south volunteer accompaniment

### Tips for facilitating

- What information/knowledge should the facilitator have? Causes and impacts of climate change globally; Climate justice movements and climate actions happening internationally; Role of global capitalist system contribution to inaction in addressing climate change; ability and knowledge to reflect about global power structures and privileges
- Role of the facilitator: the facilitator should be prepared about the topics, which are focused in the method, he: she should be sensitive with group dynamics and moderate the discussions. He: she should make sure, that the aims of the method are reached and keep an eye on the timing
- Sensitive way to communicate: the facilitator should reflect about the own descriptions and words he: she uses during the workshop. He: she should be aware, that the knowledge level in the group could vary and always make sure, that all of the volunteers can follow. He: she should be very cautious and sensitive when talking about topics related to privileges and racism and always observe volunteers whom might be offended or not feeling well talking about the topics.





## **MODUL 3**

### **Society**



**W**eltwärts is now turning into a 'youth movement for sustainable development as a way of living'. One of the six principles of sustainable development are to form a sustainable society. Any society which is organised to exist for a long-term, depends upon an individual's responsibilities to govern the biosphere, in fulfilling his/her duties to foster ethical-economic growth, and on one's own ability to weave a network with various partners with a commitment and accountability. A sustainable lifestyle is that which guarantees the ideology of 'live with nature, without leaving anyone behind'. A society requires, natural or human-made tools and methods, to enhance conscience of the individuals and lay a sustainable pathway for the future.

Weltwärts provides diverse societies to the young population to unlearn, learn, reflect, and internalise different living standards to explore through various developmental goals. This global program is designed with the principles of Education for Sustainable Development (ESD) and interlinked with all the vital purposes of humankind that are necessary to establish a sustainable society. Various dimensions of wellbeing such as no-poverty, sustainable cities and communities, peace and justice, affordable and clean energy, good health and well-being, quality education, gender equality, and zero hunger (SDGs: 1,11,16,7,3,4,5,2, respectively) are coined as goals of the society. The targets and indicators of these societal goals are assumed to contribute to the overall efficiency, effectiveness, and coherence of the 2030 agenda. In sum and substance, SDG-mentoring is assumed to motivate a young heart to feel and take steps to adept to change and to advocate a 'sustainable lifestyle'.

To accelerate change over the levels of partnership, economy, and biosphere, people matter. Rights, equities, and opportunities are packaged into SDGs under the goals of poverty, gender, and education. This module focuses on these 3 goals in general (method-1) and to expand cross-learning, dimensions of environment, health and partnership are also used (method-2).

### **SDG - 1 aims to end poverty in all its forms everywhere.**

The action of living and serving in different societies will enable a volunteer to experience diverse cultural-economic-political forms of poverty. The outcomes are:

- ➔ realise the need to focus on the substantial coverage of the most vulnerable in the society
- ➔ learn to conceptualise and localise the meaning and continuum of 'rich-poor' or 'wellbeing-illbeing'

### **SDG - 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

Learning by doing, a key enabler, shall motivate all the individuals and global players to remain accountable and own the pathways of development. The outcomes are:

- ➔ design one's own life goal by integrating cognitive, socio-emotional, and behavioural objectives and plan an action
- ➔ Gain an exposure on localising the goals and address all forms of inequalities, in specific the gender.

### **SDG - 5 aims to achieve gender equality and empower all women and girls**

- ➔ Gender is no more binary. Societies gripped with mundane gender ideology, need to relook equivalence in any form of development. The outcomes are:
- ➔ Experience and explore gender in terms of pride, prejudice, and stereotypic behaviours in the given socio-political milieu.
- ➔ Evaluate violence and discrimination against women and children in terms of right to develop.

The competence resonated under ESD is the sustainable universal cross-cutting variable. The global community has adopted ESD to bring change while the indicator

## MODUL 3 - Society

4.7 of SDG-4 addresses ESD and its related approaches - global citizenship education - responsible for Global Action Plan on ESD (source: UNESCO (2014a)).

Target 4.7, ensure that “all learners acquire knowledge and skills and sustainable lifestyles: human rights, gender equality, promotion of culture and peace, and non-violence, global citizenship, appreciate cultural diversity, weigh cultural contribution to sustainable development”. This substantiates the importance of education in societal development as well how it cuts across all dimensions of development. One can ascertain here how one’s lifestyle is shaped out of learning process and as such how this single indicator of one goal is interrelated and correlated with any given target, indicators and objectives of the goals representing all the other levels.

However, it will be wiser to take a stand that the right to live (poverty), right to anti-discrimination (gender), and right to explore and innovate (education); in composite will lay the foundation to transform the people’s outlook and performances. This never stops here but eventually add value to mitigate the issues revolving around climate change, biodiversity, co-existence, and the ones to appear in the future. The learning objectives across the 17 goals through ESD (cognitive, socio emotional, behavioural) will be an ultimate self-governing tool of an individual to monitor and practice the principles of equity, inclusiveness and opportunity to live, develop and contribute with indigenous talents and skills.

Curating pedagogies on the foundation of ‘head, heart and hands’ approach will help to minimise the broad goals to the conceptualisation of a volunteer. “Why, What, and How” of a sustainable future through Weltwärts volunteer program, with the principle “of the youth, by the youth and for the youth” is the focus of this curation.

Coaching and mentoring will always be crucial in Weltwärts and remain special while transferring the knowledge of SDGs (refer integration of tools, goals and weltwärts) in changing times. An appropriate method shall be one that is able to bring the broad goals at

the eye-level of the volunteer. The mantra shall be ‘no volunteer is left behind’ in the process of learning and engaging (refer ladder of participation). These two methods provide scope “to lead, do together and follow-up” during the weltwärts program.

### The methods in this Modul are:

- **World Café:** A facilitative process, enabling and guiding! The volunteers go deep with guided and self-generated reflective questions on various thematic areas as well develop action points for oneself.
- **Lap Book:** A self-prepared creative personal notebook/diary for oneself to record observations, learning, and draw action plans in one’s own creative ideas to contribute for sustenance and set life goals.

### The learning goals are:

- A better understanding of interactions, inter-relationships, and interdependencies of various goals of a society
- Scope to explore and diagnose sustainable issues from one’s own level of competence and design actions within one’s own capacity
- Become motivated, experimenter and innovative in the process of ideation; engage individually or collectively, set standards and benchmark in achieving the global goals
- To become an SDG ambassador in one’s own ‘topic of interest’ with their own ‘circle of influence’

#### Sources:

- <http://tcg.uis.unesco.org/data-resources/>
- <https://sdgresources.relx.com/reports/blueprint-business-leadership-sdg-4>
- <http://tcg.uis.unesco.org/target-4-7-global-citizenship/>
- <https://unesdoc.unesco.org/ark:/48223/pf0000246300>
- <https://www.youthpower.org/youth-drg-toolkit-3-models-roger-hart-ladder>
- <https://apa.sdg4education2030.org/resources/metadata-global-and-thematic-indicators-follow-and-review-sdg-4-and-education-2030>
- <http://sdghelpdesk.unescap.org/e-library/quick-guide-education-indicators-sdg-4>
- <https://www.sdg4education2030.org/education-sustainable-development-goals-learning-objectives-unesco-2017>
- <https://sdgresources.relx.com/events/circular-economy-sustainable-society>
- <https://www.weltwaerts.de/en/home.html>
- <https://www.un.org/sustainabledevelopment/poverty/>
- <https://www.un.org/sustainabledevelopment/gender-equality/>



## MODUL 3 - Method 1 "Weltwärts-café on SDGs"



### MODUL 3 - Method 1 "Weltwärts-café on SDGs"

by Malathi Kattampatti Santhanam , KKF, India  
(with the help of Dr. Kirsten Sames & Mrs. Monika Gerz, KKS, Germany)

#### Brief Description

World Café is an exploratory technique curated to engage in a participatory, with informality and lively interactions on specific themes in small groups. It is more of a focused dialogue over a theme (for e.g. poverty, gender, education) with multiple ideas, questions, and perspectives. It can be upscaled or minimised according to the goals, purposes, roles, and positions of the participants (for e.g. youth volunteer, mentor, NGO staff, partners of ventao, etc.). As a step wise process, a volunteer listen, reflects, introspects, and go deeper with some thoughts to act.

#### Name of the method

"Weltwärts-café on SDGs"

#### Time required

90 minutes to 2.5 hours maximum

#### Target group

Ideal for any homogenous entities with a common agenda (e.g. sending organisations, host organisations, internal/external mentors, south north volunteers, north south volunteers)

#### When to use in the voluntary cycle

during preparation seminar, during midterm seminar and during post-assignments seminars

#### Group size

12 to 100 participants - subject to the purpose and space

#### Structures of the room

Provide four corners to sit and chat in a comfortable way. This can be with table and chairs / volunteers if like to squat also fine. Physical distance between the groups (to minimise disturbance) is a must. If possible, the method could be conducted in different rooms, to avoid distraction of the groups. Check the time and motion of the facilitator to reach the table host, especially if spread out, to support.

#### Material needed

- ➔ Working stationery: Big brown sheets, flip charts, marker pens, meta-cards/cut sheets, pair of scissors, crayons, sketch pens, pencils, glue, shipping tape, etc., guidelines (Annex 1-4) reflecting questions (👉 Annex 5 - 7)
- ➔ Equipment: give the choice to the volunteer to choose their technical appliances with what they have like smart phones, laptops, iPad etc. Additionally, a beamer to present on plenary for all groups (only optional).
- ➔ Creative items subject to theme and feasibility, to simulate creativity and a connect in the SDG dimension and the weltwärts volunteer (it can be pictures of a woman in an advert; display of fair trade products; children related items like uniforms, school bag, lunch box...)
- ➔ Display provisions: Visual boards: white/black boards, display/pushpin boards/ta-



bles/flip chart boards for visualisation and presentation.

- ➔ Fun provisions: Remember that a Café is informal with lighter moments across the table in a cafeteria. Keep some snacks, chocolates, tea/coffee to walk around & bite and chat
- ➔ Common visuals: Posters of 17 goals will set a good ambience. Any posters on respective themes of discussions (for e.g. SDG-5 Gender) will set a good base.

👉 all annexes can be downloaded at the ventao homepage (<https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

One facilitator can manage a size of 12 to 20 volunteers (a provision of 3-4 table with 4-5 volunteers in a group). Additional support to supervise is suggested, proportionate to group size (20+) and tables (4+).

#### Complexity

Weltwärts-SDG- café can host any level of discussion from a simple understanding to complex strategic thinking. It is ideal to ensure with the volunteer's basic knowledge on SDGs and a walk through with the visuals on SDGs will be useful. A short discussion, using Module 1 – Method 1 of this manual, will be helpful for volunteers to capture basic points on the SDGs

#### Author's perspective

Middle-Class Indian woman brought up in a value-centric modern joint familial household, in a city of Coimbatore, known as an educational- medical and industrial hub of the country. Forward-thinking Sociologist working with women, youth, and children, in particular. An employee of Karl Kübel Foundation for child & family, India. A mentor of mentors for weltwärts,

a change-maker and a development researcher through evaluations and policy framing. Three key principles in life: Do No Harm; equality in all aspects and practice participatory approach.

#### Pedagogical objectives

With this method, we want the weltwärts volunteers to be enabled to think, feel, and act for social problems in a different social context (this goes well with Head, Heart and Hands approach). The volunteers will get a value-add on their weltwärts mission and address some parts of SDGs at a micro level, to begin with. They will get a practical training on what, why, how on respective thematic challenges SDGs demand multipronged approach and discussions. The volunteers will bring in more inter-sectoral discussions and innovative ideas to address challenges. For e.g. a discussion on gender will be viewed by different volunteers from different perspectives - education, policy, justice, rights - subject to their orientation and exposure. The discussions on the cross-cutting issues will help to upscale the discussions towards power and partnership, the key to attain SDGs in 2030. The above will also enhance the scope of weltwärts and build partnerships for SDGs

#### Preparation

- ➔ Set the tables/stationery
- ➔ Prepare the visuals, add a welcome note, add fun provisions
- ➔ Print the Café Guidelines (👉 Annex 1)
- ➔ Print the host guidelines (👉 Annex 2)
- ➔ Check/Print the feedback tool (👉 Annex 3)
- ➔ Check/Print the facilitator guide (👉 Annex 4)
- ➔ Prepare and print the reflecting questions for the stationery (👉 see Annex 5 – 7 for examples)

## MODUL 3- Method 1 “Weltwärts-café on SDGs”

### Content

At the beginning of the method, the facilitator welcomes the volunteers and introduce the cafe process to them. After the introduction, the facilitator explains the SDG themes and dimensions chosen for discussion. Topics attached to the SDGs could be: SDG-5/Gender: dimensions: stereotype, poverty, policies (👉 See Annex 5), SDG-1/Poverty – policy, gender, attitude (see Annex 6) or SDG-4/education –quality, equity, values (👉 see Annex 7). After the topics are presented, the facilitator helps the volunteers to form teams and occupy cafe tables (ensure a balanced team in all forms) and gives a brief overview of the process with roles. (👉 See Annex 4).

The volunteers settle down with their table mates in the cafe hall and the facilitator reaffirms the cafe guidelines (👉 Annex 1), table host guidelines (👉 Annex 2) and explains how to use the guidelines on reflective questions (👉 Annex 5-7). As a next step, the volunteers buzz and select a table host and fix a timekeeper and set the pace to dialogue for the first discussion round.

In the first round, the table hosts begin with the reflective questions (👉 Annex 5 – 7) collect impressions and facilitate discussions. The volunteer share or write down their views on the big sheet laid on the table/floor/flipchart boards. When the time is up, the table-hosts thank the

guests for sharing. The guests get prepared to move out of the table. The table-host writes down the key points to share with the next round of guests. This procedure continues in various rounds (depending on the number of groups).

After all rounds of discussions, the volunteers reach their maiden table-host and share their key impressions. To create a wholesome effect the facilitator invites table wise to share their key points to the whole group. Allow the table group to decide what, how and who to present; also encourage creative presentation ideas (like holding the doodled-chart, oral presentation, role play, power-point, etc.). The facilitator clarifies if any facts are misquoted and volunteers add on left over points if any. The facilitator takes note of the key points and document for future accompaniment, mentoring and/or ideas. At the end, the facilitator extend thanks to the teams and collects feedback of the method (Annex 3)

### Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Introduction	<p>Begin with an energiser or a game or a fun based activity related to the theme of discussion and the technique (for e.g. passing the ball and ask them to list out one likes and/or dislikes in a café!)</p> <p>GUIDING QUESTIONS</p> <p>→ Why is the SDG discourse important for the weltwärts voluntary service?</p>	<p>→ SDG related posters with logos.</p> <p>→ Simple games items like a ball.</p>	15 min

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
2	Explaining of the procedure	<ul style="list-style-type: none"> <li>→ Explain the process of how café conversation will be held (run through of the steps short).</li> <li>→ Explain the responsibilities and different roles (facilitator, table-host, timekeeper, and reporter) 🗨️ Share and explain the Café Guidelines (Annex 1) and host Guidelines (Annex 2)</li> <li>→ group the volunteers in a group of 3 to 4 (subject to big group size)</li> <li>→ Introduce the topics (e.g. gender, poverty, and education) of your facilitation. Ask for choice, ensure groups are balanced in size.</li> <li>→ Let each group choose a facilitator, a host, timekeeper, reporter etc.</li> </ul>	<ul style="list-style-type: none"> <li>→ Annex 1</li> <li>→ Annex 2</li> <li>→ (for additional discussion one can use the reflective questions given under lap book (health, partnership, economy))</li> </ul>	20 min
3	1st round of discussion	<b>1ST ROUND</b> Ask the groups to start their discussions using the reflecting questions, the facilitator shared with them. Remind /instruct the table host to use suitable stationery to begin writing, so that the next group can review before they start.	→ Annex 1,2, 5,6,7	30 min
4	2nd round of discussion	<b>2ND ROUND</b> See if the timekeeper of the table is alert and give a time alert 5 minutes before.  The table host stays back, and the members move to the next table. The table hosts welcome new members, introduces the topic and brief one or two key points discussed so far – also the members see the writings on the paper and the discussion continues	→ Annex 1,2, 5,6,7	25 min
5	3rd round to x round of discussion	<b>3RD ROUND – X ROUND</b> The above process continues subject to number of tables and the timings go diminishing as the topic is well consumed		10 min per round
6	Last round	<b>LAST ROUND</b> After all the rounds members move to their original groups and discuss with the host and gather information to present 2 points to the plenary	🗨️ Annex 4	15 min
7	Presentation and plenary	<b>PRESENTATION</b> Each group presents their discussion results (5 minutes). After the presentation, the facilitator concludes, thanks and preserve documents for future planning.	<ul style="list-style-type: none"> <li>→ Flipcharts</li> <li>→ Big sheets</li> </ul>	25 min
8	Feedback and concluding	Ask the volunteers to give a feedback at the method. (try out annex 3 or feel free to use one's own indigenous feedback tools)	→ Annex 3	10 min

### Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Introduction	<p>WHAT BASIC INFORMATION TO BE PROVIDED TO THE VOLUNTEER?</p> <ul style="list-style-type: none"> <li>→ Level of orientation on SDG by a volunteer and exposure to café themes of discussions</li> <li>→ Explain the process of world café: time, process, participatory and its spontaneity</li> <li>→ Build confidence that there are no right or wrong answer, or no observation is invalid</li> <li>→ Freedom for a volunteer to jointly plan their style of discussions and presentations.</li> <li>→ Inform that there will be time to record personal observation in due course</li> <li>→ The café has certain norms to abide like time, table manners, discussion etiquettes</li> </ul>
2	Explaining of the procedure	<ul style="list-style-type: none"> <li>→ Facilitate volunteers to join the groups.</li> <li>→ As an observer watch out what and how the process is beginning.</li> <li>→ Ensure the groups are energised to begin with and are into the tasks</li> <li>→ The groups can further be narrowed down by sex, age, occupation depending on the goal to be attained. (e.g. grouped by sex to discuss gender; by age/subject interests to discuss technology)</li> </ul>
3	1st round of discussion	First round can be for 30 minutes as it takes time to initiate and come to the core discussion with their own illustrations
4	2nd round of discussion	<p>WHAT HAPPENS DURING SUCCESSIVE ROUNDS OF DISCUSSIONS?</p> <ul style="list-style-type: none"> <li>→ the volunteers move to the next table (clockwise or as the facilitator decides)</li> <li>→ If someone wishes to stay back on the table (for comfort, language, thematic interests) the facilitator and the table host together can decide based on the nature of request.</li> <li>→ The table-host receives the new group and initiate discussions by displaying/ summarising the key discussion points of the first round</li> <li>→ The table host follow the same rules, procedures, and guiding questions to facilitate discussions.</li> <li>→ The new group absorbs what is written down or shared by the table-host, clarify their doubts, add sub-questions and begin to share that had happened during the first round</li> </ul>
5	3rd round to x round of discussion	<p>Same as above.</p> <ul style="list-style-type: none"> <li>→ If groups are big and motivated to discuss, the facilitator can give tasks on cross cutting by highlighting the topics like partnership, economy, health etc.)</li> <li>→ If the facilitator finds some interesting question in the previous two rounds can just introduce it.</li> </ul>
6	Last round	<ul style="list-style-type: none"> <li>→ Remind the group to ensure all have shared their views and questions can also be documented.</li> <li>→ Also inform that not to be stressed if all the questions on the checklists are not attended to.</li> </ul>
7	Presentation and plenary	<p>Length is depending on the the number of groups</p> <p>FACILITATION TIPS ON THE PRESENTATION:</p> <ul style="list-style-type: none"> <li>→ inform in advance this is not a research summary and allow to share that comes in mind</li> <li>→ inform the principle of “KISS-MI” (keep it short, sweet, make it interesting) for plenum</li> <li>→ inform visualisation will enable one to capture many untold messages of the table</li> <li>→ Inform the audience not to argue on the presentation and it is individual group’s impressions.</li> <li>→ As a facilitator highlight the key points from each table to boost volunteers’ motivation</li> <li>→ Collect the discussion points for future reference</li> <li>→ Follow up with the other key stakeholders to mobilise support</li> <li>→ Wherever possible share the results of different groups to get an exposure.</li> </ul>
8	Feedback and concluding	Optional: to sustain the effect of this workshop, one can plan to supply the template given in the second module of this chapter (lapbook annex 6 on reflection sheet) to follow up at various stages.





## Pitfalls and challenges

### During the Café chat:

- Discussions may go diverse and end up in over-board and tiring for volunteers
- Group dynamics might lead to arguments and conflicts
- The not so active and silent spectators may be side-lined by the over-confident ones
- Some discussions may be triggering to remind past bitter experiences too. For e.g. bullying in the group
- visualizing power structures can cause a feeling of insecurity
- we cannot generalise all weltwärts (south north/ north south) volunteers so have in mind the hierarchies

### Post Café chat:

- motivated volunteers may require support and coaching
- mentors may have to spend additional time to handhold volunteers
- Volunteers going back with high motivation if unable to initiate action due to structural constraints, may turn demotivated.

Facilitators can also be prepared with some micro projects to enable volunteers to participants

## Tips for the facilitating

### During the method

- the facilitator shall observe the volunteer's participation, interest, contribution at each table
- the facilitator shall watch out that the table is inclusive in all forms (gender, experience, perspectives)
- the facilitator can also help the table host in case of need of support (navigate discussions)
- the table hosts/peers motivate one another to share their learnings, impressions, and interests to explore together
- the facilitator shall reaffirm that exploring different perspectives from different tables is a sort of self-learning process
- the facilitator emphasizes the importance of observation and reasoning, as it will help volunteers to go deep into SDGs
- the facilitator can also highlight how SDG is not unidirectional and require a multi-stake approach with diverse perspectives
- the facilitator reaffirms, listening and reasoning as the key for learning process in the weltwärts café on SDGs
- the facilitator shall ensure that the teams are motivated to dialogue, share and place questions among themselves
- the facilitator through table-hosts can encourage sharing of anecdotes, fears, examples from one's own personal experience (but ward them of time and not to go deeper into 'story-telling')

## MODUL 3- Method 1 “Weltwärts-café on SDGs”

### About World Café technique per se:

- The philosophy is voluntary, informality and to enthuse a carefree dialogue as like in a café
- Not to overload the topic and make it academic and serious one
- There is no right or wrong in a café discussion – it is one's own perspectives/observation.
- The outcome can be in the form of stories, incidences, and anecdotes
- The purpose is to sensitise issues and not to shame and fame any one
- The scale of discussion will be mostly linear to the phase of weltwärts program stage (orientation /mid-term/returnee)

### About the volunteer group per se:

- Know their interest to participate in such topic/ thematic dialogues
- Know their amount of exposure to the SDGs and thematic areas chosen for discussion including topic sensitivity (race, gender)
- frame the questions according to the volunteer's exposure and education level
- know the volunteers in terms of homogeneity and heterogeneity (represent same/ different sending organisations)
- know the interest level of volunteers, familiarity with themes of discussions. Be prepared with options

### About how inclusive is the process?

Ensure that there is a mix of auditory, visual, and activity-oriented learning opportunities so that all can participate. For e.g. providing a podcast (auditory learner), small video links (for visual learner) and provision of game board, puzzle, stationery for one to learn by doing (activity based).

### How can we address the topic of power structures?

- Facilitator should always focus on space for discussion on power structure. (see sample questions in the box on theme Gender)

**While preparing questions for reflections focus on both outcome and output level questions suiting different levels of discussions and participation.**

- Framing of questions will enforce discussions from all spheres and give better platform to discuss. This can be inclusive of
- government policies and schemes.
- national data and publication.
- monitoring systems, stakeholders, and partners
- political debate on violence against women and girl child,
- women in media, advocacy, lobbying, campaign.
- legal provisions and cultural dimensions on sensitive topics
- deep rooted practices such as infanticide, genital mutilation, early marriage etc.

### Does the method have to be adapted to other frames and circumstances?

In general, the method is straight forward and universal. The structure and process of the method is the same all over and only the purpose and questions need to be scaled up according to the level of group members. The topics/themes though chosen in a participatory way sometimes may not be an interest of a few volunteer, due to lack of exposure in the place of assignment/lack of interest (for e.g. SDG 5 gender). To face such challenges, the facilitator shall have 'plan A' or 'plan B' to mitigate them (for e.g. be prepared for multiple themes: SDG 4 Education, SDG 1 Poverty). Also, being prepared with additional thematic areas is however helpful for a

facilitator to link with other goals (partnership, health, economy – as listed under lap book method under module 2); engage and match with thematic interest of the volunteers matching with their places of assignment, as and where required. However, the facilitator should know that enabling the volunteer to understand the importance of SDGs in weltwärts program is the key challenge and expected output of this process.

#### Let us take SDG 5 - Gender as an example

##### OUTCOME LEVEL QUESTIONS

- ➔ What are the government provisions to protect women and children?
- ➔ What are the roles and powers of the duty bearers?
- ➔ How does the socio-political structure to protect women and girl child?
- ➔ What political correctness is required to ensure gender sensitivity?
- ➔ Why this region has more gender abuse?

##### OUTPUT LEVEL QUESTIONS

- ➔ Why women and child shelter homes are run by NGOs?
- ➔ Have I felt a similar situation of women and girl children in my home country?
- ➔ How will I react to similar circumstances in my home country?
- ➔ How is the pay structure for women and men for the same job?
- ➔ What are the hiccups for women to enter politics?
- ➔ What level of political education is needed to improve the situation?

#### References:

- ➔ <http://www.theworldcafe.com/>
- ➔ <http://www.theworldcafe.com/wp-content/uploads/2015/07/onlinehosting.pdf>
- ➔ <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>
- ➔ <http://www.click4it.org/images/a/a5/World.pdf>



## MODUL 3 - Method 2 “Weltwärts SDG-Lap book”



### MODUL 3 Method 2 “Weltwärts SDG-Lap book”

by Malathi Kattampatti Santhanam , KKF, India  
(with the help of Dr. Kirsten Sames & Mrs. Monika Gerz, KKS, Germany)

#### Brief Description

Lap book, also named as folder book is a user-friendly source of reference created for oneself. This learning by doing method involves all forms of fun based creative work like cutting, pasting, folding, drawing, writing, creating puzzle, games and designing a sort of one's own diary. This method helps a volunteer to research and record observations and answers to one's own questions across the stages of weltwärts program. Through this a volunteer will own a theme of interest (e.g. what and how of sustainable consumption?) and improve their interest to explore further.

#### Name of method

“Weltwärts SDG-Lap book”

#### Time required

1, 5 hours

#### Target group

Most recommended for volunteers as it is ‘activity-based learning’ method. Weltwärts volunteers can benefit more as development is the common focus like SDGs.

#### When to use in the voluntary cycle

During preparation seminar, during midterm seminar and during post-assignments seminars

#### Group size

Can be adopted for volunteers as an individual, tandem and team of four or five.

#### Structures of the room

Preferably a hall, providing a minimal space and ensuring working table distance between volunteers to spread out the craft items and work creatively is appreciated. A space to lay working stationery, reference materials should be planned.

#### Material needed

- ➔ Basic stationary: meta-card, glue-stick, colour papers, stapler, a pair of scissors, file folders, chart papers, thread, creative stickers of choice, shipping tape
- ➔ Value Add Materials: Magazines, newspapers, flyer, photos – whatever used/unused available material related to the topic/ theme (cut and use the content related to SDGs in the old magazines that are not in use), background reading material on SDG themes and place them on a separate table as references with instructions (see Annex 1 for resources)

👉 all annexes can be downloaded at the ventao homepage (<https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

One facilitator can manage a size of 15 to 18 volunteers while the number exceeds 15+ it is recommended to have a co-resource/assistant. This will ease to engage, coach, counsel volunteers in an effective form.



### Complexity

This method is tested, validated, utilised, and recommended for school and weltwärts project to introduce SDGs. No prior knowledge is needed, but the will to be creative and exhibit patience. For the volunteers who does not like crafting and painting, it might not be the right method. It can be used for the north-south and south-north volunteer accompaniment.

### Author's perspective

Middle-Class Indian woman brought up in a value-centric modern joint familial household, in a city of Coimbatore, known as an educational- medical and industrial hub of the country. Forward-thinking Sociologist working with women, youth, and children, in particular. An employee of Karl Kübel Foundation for child & family, India. A mentor of mentors for weltwärts, a change-maker and a development researcher through evaluations and policy framing. Three key principles in life: Do No Harm; equality in all aspects and practice participatory approach.

### Pedagogical objectives

The combination of the method "lapbook", SDG and weltwärts is both novel and an interesting tool. This is an inclusive, flexible, and equitable method helping a volunteer to dive deep through why, what, and how of SDGs with objectivity. The scope widens, as a volunteer participate in the social development processes, which means, he\*she develop one's own competencies, build capacities and qualities of different stratum of population across the scales of society. This cuts across the entire value chain of weltwärts program.

Every stake can take a pie out of this learning book. A volunteer can choose and adopt themes of their interest (water, pollution, energy, education, food security). A mentor can assess the interest, emotions, motives, and drives

of a volunteer. The places of assignment can experiment and gather impressions through a project of the volunteer. As a process, it fosters inter-disciplinary learning (for e.g. the interest on agriculture, brings in the skills of science, culture, and nature) and upscale discussions at different levels.

Volunteers lap book on a common topic can bring in:

- ➔ Sanctions for a foreign youth in terms of culture, norms, and prescriptions (privacy, dressing, food, public life, behaviour protocols, acquaintanceship, sharing public space, taking photographs without permission, etc).
- ➔ Can harvest a community's perception on concepts such as developed-underdeveloped, rich-poor, fair-dark through variety of presentations (stories, body mapping, drawings, paintings, laughable anecdotes, events on this topic).
- ➔ Creatively design a lap book in accordance with the theme and dimensions (insert pocket to fill with the puzzles, worksheets, scenario, audio interviews, SDG puzzle, global map, etc.)

### Preparation

- ➔ Prepare 17 tables/Spots with more detailed information on every single SDGs. See 📌 Annex 1 for inspiration
- ➔ Add Laptops/Tablets/Smartphones to the tables, so that the volunteers can also browse in the internet to get information (only if possible)
- ➔ Arrange in a common place: stationery like paper, scissor, glue, pens; magazines, photos.
- ➔ See 📌 Annex 2 for folding options for the lapbook

## MODUL 3 - Method 2 “Weltwärts SDG-Lap book”

- ➔ Prepare reflecting questions on each SDG to give it to the volunteers for further working (👉 see Annex 4 for examples)

### Content

This method is learning about SDGs out of a creative perspective. The volunteers will craft their own “lapbook” with a focus on specific SDG and accompanies them during their weltwärts year. It is ideal to introduce this method at the initial stages of the volunteer program. This will enable a volunteer to understand SDGs, widen the scope of weltwärts and practice during the

journey of volunteering. The following procedure explains the creation process of the lapbook. At the preparatory seminar, the volunteer gets a first introduction to the SDGs (f.e. see Modul 1 – Method 1). After that, they will know about the lapbook and will choose one SDG to focus on. During the method, the volunteers will learn by themselves or in teams about their SDG and apply what you have learned in a creative way – their lapbook. After the crafting phase, the session will be closed with a short plenary discussion and the volunteers get further instructions.

## Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Introduction	Welcome the volunteers and introduce them to the topic of the workshop.	→ SDG posters	5 min
2	Choosing the SDG	After the introduction, invite every volunteer to select one SDG. The volunteers go to the different tables/ spots and chose their special SDG topic with the materials displayed.	→ Paper → Smartphones/ Laptop/Tablets	10 min
3	Self-learning about the SDGs	Give the volunteers the time to read the table materials or browse the internet for more information on the chosen special SDG. Remind them to take notes. For support, please use the guiding questions.  After the self-learning phase, show the volunteers the place where the stationery like chart papers, scissors, glue, pens; magazines, photos are kept, and explain the next steps.	→ Flipchart with guiding questions → Provisions of computer to browse; note pad and pen to write	20 min
4	Creation of the lapbook	Every volunteer gets a chart and creates his/her lap-book for his/her chosen SDG.  If there are more than 17 volunteers, there might be more than one lapbook. Either they do it in teamwork or they work individually and brings out a variety of lap books for a few SDGs.	→ laptop, beamer, audio- video provisions, → chart and craft stationary to cut, paste and design.	30 min
5	Exhibition	When everyone is ready invite the volunteers for an exhibition of all the lapbooks. The volunteers move around, read, and get the opportunity to ask or discuss.	👉 Annex 3	10 min
6	Final plenary discussion	The group gathers in the plenary to reflect about their work. You can use the reflecting questions to moderate the discussion.	→ Flipchart board and pen (to free-list the learning and key points)	15 min
7	Concluding the session	→ Reiterate the value of SDGs + weltwärts program + SDG and conclude. → Share the reflecting questions on each SDGs with the volunteers	→ Questions for reflection (👉 see Annex 4)	5 min

### Follow up steps to sustain the above efforts: (optional /suggestive)

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
8	Mid-term seminar	Build in this aspect of SDG in Weltwärts as one of the agenda in the subsequent seminars like that of midterm ones.	→ Workshop stationery. → Refer ideas for learning through lap book (👉 Annex 5)	75 min
9	Reflection seminar (returnee)	While planning reflection seminar for the returnees, also try to collect information on volunteers' SDG experience through the above format or through display of completed lapbook.	→ Refer 👉 Annex 6	75 min

### Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Introduction	Before initiating with this Workshop, an introduction to the topic of SDGs in the context of weltwärts is assumed to have been given. See e.g. Module 1 – Method 1 in this manual
2	Choosing the SDG	→ to the facilitator - be prepared for additional tables if number of participants are more/ plan teamwork if the numbers are more
3	Self-learning about the SDGs	<p>As volunteers are new to the topic of SDGs and development work, facilitator can generate some basic questions already to initiate discussions. This will motivate one to participate, explore and attempt to start how of recording information in the lap book.</p> <p>SAMPLE GUIDING QUESTIONS: (To facilitator: choose any three to trigger the discussions)</p> <ul style="list-style-type: none"> <li>→ What is this SDG about?</li> <li>→ Why SDGs are important?</li> <li>→ How as an individual do you connect with this SDG?</li> <li>→ How weltwärts and SDGs are connected?</li> <li>→ What could be a volunteer's take away from SDG discussions?</li> <li>→ What is volunteer's desire and dream in life?</li> <li>→ What a volunteer wish to explore in this SDG?</li> <li>→ Why NGO should connect with SDGs?</li> <li>→ What can a volunteer contribute to SDGs?</li> <li>→ What are the questions to be explored?</li> </ul>
4	Creation of the lapbook	<p>Link to the lapbook explanation video: <a href="https://www.youtube.com/watch?v=zFVJ2OBMICM1">www.youtube.com/watch?v=zFVJ2OBMICM1</a></p> <p>You can demonstrate/showcase different types of folding (flip flap, accordion, mini book, subjects, flapper (👉 See Annex 2) and recognise if new folding types or methods are brought out by volunteers. Ensure all necessary stationery are available or alternate is provided. A volunteer who has interest and has experienced in school can also be invited to make a demo. Also remind how there can be pockets, folders, extensions can be created.</p> <p>To the facilitator: Ideally inform here in advance that the size of the lap book can be A-4 folder size and will be easy to carry with them during their weltwärts journey.</p>
5	Exhibition	<ul style="list-style-type: none"> <li>→ Ensure that everyone attempts to do their best and are motivated to share with the larger group.</li> <li>→ Wherever required help one to make their own lapbook with their own ideas.</li> <li>→ Encourage peer learning, sharing of ideas and supporting mutually.</li> <li>→ Inform that it is not to compare and compete but to complement the learning process.</li> <li>→ If there are more volunteers, to adjust your timings an option of clustering presentations can be considered. Teachers, partnership and economy so that the dimensions are focused.</li> </ul>





NR	ACTIVITY	INFORMATION
6	Final plenary discussion	<ul style="list-style-type: none"> <li>→ As a facilitator try to pick out the uniqueness of the volunteers and the creative task to complement their ideas.</li> <li>→ Use techniques (graphite board activity; free listing; open discussion) as per your choice to gather volunteers' experience on making of lap books.</li> <li>→ Reiterate the importance of SDGs in weltwärts and explore volunteer's views.</li> <li>→ Always remember the ladder of participation to measure volunteer's interest to design plenary discussions.</li> </ul> <p>This can be done at different phases: (since this is the first workshop after selection you can stop here with simple orientation on SDGs and making of lap book). Plan according to your volunteer program to take to the next level. Don't overdo at one time.</p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ What surprised you the most when you learnt about "your" SDG.</li> <li>→ How joyful was it to make your own lap book?</li> <li>→ How do you plan to form and use the lap book in your weltwärts journey?</li> <li>→ How interested were you when you had a look at the other lapbooks?</li> <li>→ Do you think the topic of SDGs is important for your weltwärts year? If yes, why?</li> <li>→ How useful a portable lapbook would be?</li> </ul>
7	Concluding the session	<ul style="list-style-type: none"> <li>→ You can conclude the above discussions and highlight the importance of the SDGs and the utility of the lapbook in recording the learnings.</li> <li>→ Distribute the sample reflective questions on SDGs and inform how one can use the lap book to record their impressions gained during their live and learn journey.</li> </ul>

#### Follow up steps to sustain the above efforts: (optional /suggestive)

NR	ACTIVITY	INFORMATION
8	Mid-term seminar	<ul style="list-style-type: none"> <li>→ Ensure that all carry their lap books or if interested to create one again (either in hard or soft version)</li> <li>→ In this phase more time to connect the volunteer tasks, places of assignment and the respective SDGs will be wise.</li> <li>→ As a value addition, discussions on other themes, dimensions and cross cutting factors can be promoted and for the same other chapters of this module can also be used.</li> <li>→ Give an idea how volunteers can share their lapbook with tandem, community and organisation for learning and sharing</li> </ul>
9	Reflection seminar (returnee)	Circulate a template to transfer the learning through weltwärts journey and to consolidate their learning and draw action plans during the last fortnight of the returning phase.

## Pitfalls and challenges

→ Watch out the interest level - all individuals are not the same in their enthusiasm as this is introduced in the orientation phase. Their excitements and learning goals will keep on changing and one need to monitor them. (it is left to the sending organisation/facilitator/mento's decision as when to introduce these topics)

→ People who are not interested in craft, drawing etc. due to various factors like skillsets, patience, time, interest, method per se, will not be able to participate effectively. These may both distract others as well as pressurise a facilitator to handle things differently (for e.g. use of technology like computer, photography, video, may be substituted)

## MODUL 3- Method 2 “Weltwärts SDG-Lap book”

- There needs to be a follow up as they may not use this technique per se but will acquire the learning while engaged in tasks such as making field visits to collect case histories, making video films etc.
- Sometimes their learning interests may be out of the context which the host (places of assignment) may not be able to support and this disappointment will end up in not performing anything with the lap book.
- Some nature of projects may not be conducive for the volunteers to gather information. Say for e.g. while there are more office work/desk work like engaged in fund raising, product marketing through internet, the opportunity to study the social fabric may be less and so different handholding may be needed to encourage such individuals to use the lapbook to record learning from their work experiences.

Ensure that the fun, creativity, and learning is not lost as sometimes discussions on SDGs may turn out to be more academic.

### Tips for the facilitating

#### The tool is simple in the sense

- there is no right or wrong in a perspective; and remain personal to practice
- volunteers may know this method in school and can apply the ideas with SDGs
- enhances creative and craft skills suiting to one's own level of interest and motive
- is a portable reference handbook or diary of a user

#### The process may turn out complex while

- volunteers with difficulties in drawing and crafting may be disinterested (to plan alternate tools)
- planning and differences may arise if a common book is shared by tandems -under common project
- creativity, patience, and time are at test
- challenge to balance the focus on SDGs and weltwärts during the process

- A facilitator should be aware of the usefulness of lapbook (used as an exhibit to explain a particular theme; for peer sharing and education; as a personal reflective tool across the stages of volunteering service for future life goals) to motivate a volunteer.
- Visualising and presentation of different lap books will be attractive as well as instigating curiosity to explore and experiment.
- A volunteer due to limited exposure on development issues need time to reflect about SDGs.
- Keep a tab over the learning objectives premised on the three competencies: cognitive, behaviour and socio-emotional domains of ESD

- ➔ Encourage a volunteer to: create, think and act out of box, solve problems and communicate with others, face challenges with peers, reskill and upskill themselves, attempt variety of learning methods, and react in a socially competent manner.
- ➔ Assess and match the special needs, interests, and strengths of volunteers on a specific theme and promote individual initiatives.
- ➔ Ensure financial provision to buy localised stationery in volunteers' place of work or stay (no matter the lower the cost)
- ➔ Be prepared for a volunteer's disinterest in the lapbook method and to suggest alternatives (may be use the method through computer instead of chart papers) ➔ If someone is not able to craft and creative work allow them to follow a dairy or notebook with their own way and ensure that the learning happens and is presented.
- ➔ Give a demo- and generate dialogue on the scope of the method.
- ➔ Show the process milestone from the start to the end and what one can gain by the end as a learning point
- ➔ Facilitate sharing and learning of each one's creative lap books and inform everyone to pick the uniqueness of others – so as to motivate one another.
- ➔ Encourage volunteers to do this with community, organisation staff so that there is skill transfer as well as learning opportunity with variety of people.
- ➔ Initiate innovative discussions on how this can also have audio-visual aids incorporated in the pockets for quick reference (e.g. information stored in flash sticks) and IT skills can also be used here. (For e.g. converting the lapbook into images and making it as a motion presentation)
- ➔ Preserving the paperwork and carrying it back safely to demonstrate in the series of seminars in

weltwärts cycle is something more appreciated. But not all will be able to follow these guidelines. Also suggest taking a photo shoot on this lapbook – may be every month with their additions and enlighten them how it can be archived to monitor their own progress.



#### Resources:

- ➔ <https://homeschoolhelperonline.com/lapbook/>
- ➔ <https://ikm.mk/ojs/index.php/KIJ/article/view/194>



# MODUL 4

## Economy

**T**his module deals with one aspect of the topic „economy“ and connects the topic of SDGs with the weltwärts voluntary service.

Economics is a very complex subject! In the context of the SDGs it can certainly be discussed controversially. On the one hand, SDG 8 - decent Work and Economic Growth makes a clear reference to the idea of infinite growth, which is shaped by capitalism. On the other hand, SDG 10 focuses on reducing global inequalities and SDG 13 - Climate Protection and Adaptation – wants to stop climate change. How can this be done together?



The capitalist idea of infinite growth stands in contrast to the real planetary boundaries, which are also reflected in the SDGs at the biosphere level. At the same time, the global capitalist world system per se includes the preservation of inequalities since (historically grown) power relations play a major role: the gap between rich and poor is growing wider. The pandemic is causing a global economic and financial crisis. The poverty rate in Germany is currently higher than it has been since 1990. From a global perspective, the effects of the pandemic are even more devastating. The challenges that faces a solidary world community are big!

Despite their controversial nature, the SDGs can be read as a start to counteract these global inequalities. But it is not enough to stop at this beginning: the fight against global injustice must be fought together in solidarity. This means that we should all take a critical look at the topic of „economy“ despite its complexity. This also applies to weltwärts volunteers. Through their experiences during their voluntary service in countries of the Global North or the Global South, they are often confronted with the realities of people who live either in poverty or wealth and whose realities are far removed from the own experiences of the weltwärts volunteers. This confrontation can lead to uncertainty among the volunteers, as this is a very personal issue. Own experiences, socialisation, privileges and the individual entanglement of power relations play a major role.

## Method of this module

In this module we will use a method to address a small aspect of the topic of economics - namely a critical questioning of the concept of poverty in the context of weltwärts voluntary service. SDG 1 - no poverty, works largely with a very limited understanding of poverty, namely with the statistical indicator of absolute poverty. This one-sided view focuses on the statistically poorer countries, which are often located in the Global South and promotes a stereotypical perception of the people living in these regions. In Method 1 - "poverty unveiled", volunteers explore the possible meaning of poverty and wealth. Many regions that are considered

as "poor" have an infinitely rich culture and biodiversity - other cultures that are perceived as rich are characterised by a social coldness among themselves. At the same time, however, it is also a reality that global power relations and historical events such as colonialism have led to global inequalities between countries of the Global North and countries of the Global South. The method encourages the volunteers to question the complex concepts, to take a change of perspective and to reflect on this field of tension in the context of their own weltwärts voluntary service.

To this end, the method uses various pedagogical approaches. The volunteers get into the subject by carrying out a "google picture search" on the concepts of poverty and wealth in small groups. Afterwards they discuss the results in small groups by means of guiding questions and put them into a first context with their own voluntary service. The results of these discussions are completed with an input from the facilitator. One part of the input is a thematically appropriate comic strip which the volunteers read and discuss in small groups. The method is concluded with a discussion in the plenary.

### Resources:

- ➔ [https://rp-online.de/panorama/deutschland/armut-in-deutschland-so-hoch-wie-nie-zuvor-seit-1990\\_aid-54728101](https://rp-online.de/panorama/deutschland/armut-in-deutschland-so-hoch-wie-nie-zuvor-seit-1990_aid-54728101)
- ➔ <https://www.sdgfund.org/goal-1-no-poverty>
- ➔ Dübgen, Franziska: Respect the Poor'? Postkoloniale Perspektiven auf Armut", in: PERIPHERIE. Zeitschrift für Politik und Ökonomie in der Dritten Welt, H. 120 (2010), S. 452-477.
- ➔ <https://www.bertelsmann-stiftung.de/en/topics/latest-news/2019/june/long-in-words-but-short-on-action-un-sustainability-goals-are-threatened-to-fail>

## MODUL 4 - Method 1 "Poverty unveiled"



### MODUL 4 Method 1 "Poverty unveiled"

by Katrin Konrad

#### Brief Description

The method deals with different perspectives on the term of "poverty" and "wealth". Using different approaches (Inputs, pictures, comic), the volunteers reflect about the perception of "poverty" and "wealth" and discuss the connection to their own weltwärts year.

#### Name of the method

"Poverty unveiled"

#### Time required

120 min

#### Target group

north-south volunteers, south-north volunteers, young adults in the age from 16 – 25.

#### When to use in the voluntary cycle

during post-assignments seminars or mid-term seminar. When used during preparation seminar the reflecting questions should be modified.

#### Group size

6 – 30

#### Structures of the room

circle of chairs, wall/place to put on the Meta cards, possibility to project a presentation.

#### Material needed

- Meta cards, marking pens, tape, web-enabled Smartphones/Tablets, Laptop, Beamer, Presentation (👉 Annex 1), Script (👉 Annex 2), Comic (👉 Annex 3)

👉 all annexes can be downloaded at the ventao homepage (<https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

1-2

#### Complexity

the method can be used as an introduction to the topic. Prior knowledge of the participants isn't needed. The facilitator should have spent some time in advance to prepare the topic and to gain knowledge about the topic of poverty and should have a power-critical approach.

#### Author's perspective

The author defines herself as white and cis-woman. She lives in Berlin, Germany. The method should definitely be adapted to the situation. If the method is used for preparing south-north volunteers other aspects and perspectives should be added which are important for the region or country the volunteers come from.

#### Pedagogical objectives

The method reflects the perception of "poverty" and "wealth" out of a power-critical approach. The volunteers will be encouraged to unveil their idea of what they understand under "poverty" and "wealth". SDG 1 (reducing of poverty) and the SDGs in general will be reflected critical and the volunteers will have time to discuss their opinions in small groups or in the plenary. During some self-reflection phases the volunteers

think about their individual situation in general and during their weltwärts year. At the end, the volunteers are asked to unveil “poverty” and find ways to prevent a reproduction of racist, sexist or classist stereotypes while talking about “poverty”. The method is trying to see beyond the concept of poverty and the causes of it, done this, volunteers can unveil poverty and see the most urgent action, reduce injustice, inequality and stereotypes

### Preparation

- ➔ Preparing the guiding questions for the “google search”
- ➔ Preparing the inputs  
(👉 Annex 1 and Annex 2)
- ➔ Printing the comic for the small group work  
(👉 Annex 3)

### Content

The method starts with a collection of adjectives, which the volunteers connect with the terms “poverty” and “wealth”. The adjectives are recorded on meta cards and put on the wall without a further discussion until the end of the workshop. After that, the volunteers gather in small groups from 2-3 volunteers and get to asked to use their smartphone/laptops/tablets and google the term “poverty” and the term “wealth” on “google picture search”. If the volunteers doesn’t have a smartphone, make sure,

that there are enough possibilities to go online. As a next step, they will reflect what they see in the group using guiding questions. After 15 minutes, they gather again in the plenary and get the possibility to share their main points of the discussion with the whole group. In the next step, the volunteers will listen to input I, which is held and prepared by the facilitator (using Annex 1 and Annex 2). In this input, the volunteer will learn about what is understood in mainstream under “poverty” and “wealth” and how “poverty” is measured. The volunteers can ask questions on understanding and after the first input, there is a short phase on self-reflection with the help of guiding questions. After this part, the volunteers get asked to find themselves in small groups with 3-4 volunteers. Each group will get a copy of the comic “End extreme wealth” from Liv Strömquist. They will take a look at the comic in the group and then discuss it afterwards with the help of guiding questions. The next part of the workshops contains another short input which is prepared by the facilitator (using Annex 1 and Annex 2) which shares the idea of re-defining poverty and why it is important. This part also ends with a short phase of self-reflection. At the end, the volunteers gather in the plenary and discuss a possible redefining of poverty as well in the context of their own weltwärts voluntary service.



## MODUL 4 - Method 1 "Poverty unveiled"

### Procedure of the method

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1	Plenary discussion 1	The volunteers are asked to write down three words/adjectives which they connect with the word "Poverty". There is no "right or wrong", the volunteers should just write down, what pops up in their mind. The meta cards are collected on the wall after each volunteer shortly presented them to the group.	→ Meta cards	10 min
2	Google search Exchange in small groups	The volunteers find themselves in small groups and get the task to use their smartphones or available laptops/tablets and google the word "poverty" and the word "wealth" and then switch to "google picture search". They take a look at the pictures and discuss/reflect in the group with the help of the guiding questions.	→ Flipchart with guiding questions → Smartphones/Laptop/ Tablets → Internet connection	15 min
3	Plenary discussion 2	The whole group gathers again and gets the possibility to share their reflections with the whole group		5 min
4	Input I and reflection	INPUT I: WHAT IS UNDERSTOOD UNDER POVERTY?  Share Input I with the group. After Input I, there is a short time for self-reflection (10 min). The question on self-reflection are carried out in individual work. Ask the volunteers to take notes if they want to.	👉 Annex 1: Presentation Input I and II  👉 Annex 2: Skript for the Input I and II	20 min
5	Small Group Discussion	COMIC: "END EXTREME WEALTH" FROM LIV STRÖMQUIST  The volunteers find themselves in small groups from 3-4 volunteers. They will get a copy of the Comic "End extreme wealth" and take a look at it. After they reflect on it using the guiding questions	👉 Annex 1: Presentation Input I and II  👉 Annex 2: Skript for the Input I and II	20 min
6	Input II	INPUT II: CRITICISM OF THE CONCEPT OF POVERTY  Share the input with the group. After Input I, there is a short time for self-reflection (10 min). The question on self-reflection are carried out in individual work. Ask the volunteers to take notes if they want to.	👉 Annex 1: Presentation Input I and II  👉 Annex 2: Skript for the Input I and II	15 min
7	Reflection and discussion	The volunteers discuss the inputs and the comics in the plenary and build a connection to their weltwärts year.  The group can write new adjectives on meta cards and put them at the wall and therefor replace the old adjectives		20 min



## Extra information for the procedure

NR	ACTIVITY	INFORMATION
1	Plenary discussion 1	<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> <li>→ Write down three words/adjectives, which you connect with the word "Poverty"</li> <li>→ Write down three words/adjectives, which you connect with the word "wealth"</li> </ul>
2	Google search Exchange in small groups	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Describe the pictures on poverty, you found – what do you see?</li> <li>→ Describe the pictures on wealth, you found – what do you see?</li> <li>→ How do you feel, when you look at the pictures on poverty?</li> <li>→ How do you feel, when you look at the pictures on wealth?</li> <li>→ When you look at the meta cards, which are hanging on the wall, do you see similarities to the pictures?</li> <li>→ Do you think the pictures shows, how poverty and wealth "really" looks like?</li> <li>→ Does the topic of poverty/wealth occupy you in the context of your weltwärts voluntary service? If so, in what way?</li> </ul>
3	Plenary discussion 2	<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> <li>→ Do you want to share one or two aspects with the group, which you have discussed?</li> </ul>
4	Input I and reflection	<p>QUESTIONS ON SELF-REFLECTION:</p> <ul style="list-style-type: none"> <li>→ Do you agree with the definition of „poor“?</li> <li>→ Who do you think is „poor“?</li> <li>→ Is your country, where you live in considered as poor?</li> <li>→ Have you ever felt poor?</li> </ul>
5	Small Group Discussion	<p>Link:  <a href="https://www.filmsforaction.org/articles/swedish-band-the-knife-nail-central-flaw-of-the-uns-sustainable-development-goals/?fbclid=IwAR1e5oTDVZTK2W_DvgDAQ9IYnCOWdk5PNfrLsV2IBBPG_7JL0cxzRPd5UKI">www.filmsforaction.org/articles/swedish-band-the-knife-nail-central-flaw-of-the-uns-sustainable-development-goals/?fbclid=IwAR1e5oTDVZTK2W_DvgDAQ9IYnCOWdk5PNfrLsV2IBBPG_7JL0cxzRPd5UKI</a></p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Did you like the Comic? If yes, what exactly? If no, what didn't you like?</li> <li>→ Did the comic irritated you? If yes, what exactly irritated you?</li> <li>→ Do you think that the comic reflects how people think in the world about wealth and poverty?</li> <li>→ Do you think it is important to change the perspective when talking about poverty and wealth? If yes, why?</li> <li>→ Why do you think is so much inequality in the world?</li> <li>→ Do you think the SDGs and the Agenda 2030 will reduce poverty?</li> <li>→ Do you SDG 1 should be one of the goals?</li> </ul>
6	Input II	<p>QUESTION ON SELF-REFLECTION:</p> <ul style="list-style-type: none"> <li>→ Do you see a connection of the topic of "poverty" and "wealth" to your own weltwärts year?</li> <li>→ Have you encountered stereotypical images of poverty and wealth during your weltwärts year?</li> <li>→ Have you been considered "poor" or "wealthy" during your weltwärts year? If yes, how did it feel?</li> </ul>
7	Reflection and discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ When you look at the meta cards, you wrote at the beginning of the session, what do you notice?</li> <li>→ Would you wrote other aspects? If yes, which ones, for example?</li> <li>→ Do you think poverty should be redefined? Why? Why not?</li> <li>→ Do you have other ideas to re-define poverty?</li> <li>→ Do you think it is important to reflect about poverty and wealth in the context of weltwärts? If yes, why?</li> <li>→ Did situations happened during your weltwärts year, where a redefining of poverty and wealth could have been helpful?</li> </ul>

## MODUL 4 - Method 1 "Poverty unveiled"

### Pitfalls and challenges

- The reflection about topics like "poverty" or "wealth" can trigger volunteers who made bad experiences f.e. when they had been considered as "poor". Therefore, the facilitator should be very sensitive with the group. The question on self-reflection are therefore carried out in individual work
- There is the challenge to find the right words, to avoid a stereotypical presentation of the countries in the Global South as "poor" and in need for "development". If you use examples to explain some contents, always make sure, that they are marked as reproductions of power-structures
- If there are some very talkative and active volunteers in the group who likes to discuss a lot and on the other hand some volunteers who doesn't participate actively at all, it could be helpful to use other approaches to discuss the reflecting questions.

### Tips for facilitating

- The facilitator needs to be prepared him:herself in advance. He:she should inform and read about the topic of "poverty" and "wealth" and modifies the input for him:herself and also add perspectives, which aren't included in the exemplary input which is provided as a material in this manual.
- The facilitator should be able to explain terms like "development-paradigm" or "critics on capitalist neoliberal system"
- The facilitator should reflect about the danger to use stereotypical terms, when talking about "others" and should be very sensitive to power structures in general and in the group. See the literature section in this manual for sources to reflect on it.

#### Resources:

- <https://www.bpb.de/nachschlagen/zahlen-und-fakten/globalisierung/52680/armut>
- <https://de.wikipedia.org/wiki/Armut>
- <https://www.un.org/sustainabledevelopment/poverty/>
- [https://www.iz3w.org/zeitschrift/ausgaben/336\\_Armut/vermessung](https://www.iz3w.org/zeitschrift/ausgaben/336_Armut/vermessung)
- Liv Strömquist: End extreme wealth", [https://www.filmsforaction.org/articles/swedish-band-the-knife-nail-central-flaw-of-the-uns-sustainable-development-goals/?fbclid=IwAR3D6ZEAGxurzSXKyQgYBU-mGpweqneyBX23PHNKV25h\\_BeztJ9nc\\_I09o8](https://www.filmsforaction.org/articles/swedish-band-the-knife-nail-central-flaw-of-the-uns-sustainable-development-goals/?fbclid=IwAR3D6ZEAGxurzSXKyQgYBU-mGpweqneyBX23PHNKV25h_BeztJ9nc_I09o8)





# **MODUL 5**

## **Partnerships**



## SDG 17 - Partnership and weltwärts

Goal 17 of the Sustainable Development Goals is called “Strengthen the means of implementation and revitalize the global partnership for sustainable development”. It proposes among other targets: strengthen of domestic resource mobilization; encourage official development assistance commitments particularly in developing countries, attaining long-term debt sustainability; enhance investment promotion regimes; access to science; environmentally sound technologies; capacity-building mechanisms; a fairer trading system; macroeconomic stability; policy coherence for sustainable development; global partnership for sustainable development, particularly in developing countries; and encourage and promote effective public, public-private and civil society partnerships (1.)

The reflection of the methods concerning SDG 17 from the post-colonial and decolonial perspective, under my perspective, consists on the acknowledgement of the impact of colonization and coloniality as factors that determinate the current global relations, not only in the Global South and Global North, but also among them. In this sense, it's important to highlight first, that the United Nation through SDGs entails to know what countries should do be sustainably developed, especially those “developing” and “less developed” countries. The word strengthen implies a certain imposition to implement the goals, or a certain coercion if they don't want to. Also, the word revitalize implies that somehow the previous partnership efforts haven't succeeded or ended up dead, and that is why they have to be revived. The questions that raise are: what did kill, damage or destroy the previous partnership? Were those efforts even partnerships? Why it needs to be revitalized? Under this perspective looks like a curtain to hide colonial past and neocolonial policies.

It is important to know dominant narratives and other narratives to understand the current global situation, the status quo: the persistent perception of underdevelopment, less civilized or non-modern realities. It is important to reflect about powers structures in the pedagogical accompaniment of weltwärts volunteers,



because youth tends to drive change, change the world. Sometimes it is difficult to believe that changes can be made in Global Structures, especially when many power relationships are at stake. This is the chance for weltwärts volunteers to reflect about why partnerships reach nowadays ambiguous point, to get to know why it needs to be revitalized and what errors from the past shouldn't be repeated.

This can be done on a personal level, at their immediate community, at the place where they currently live or in a specific volunteer stage (preparation, execution, or return). It is an opportunity to impulse thoughts, discourses and actions where changes are possible. Those changes can be hints of connectedness, mutuality and decolonial political solidarity by exercising their political rights in their closest and most modifiable political atmosphere: themselves and their immediate communities first, to be able later to influence higher structures.

### The methods in Module 5 are:

1. “Travelling through times - Global Power Structures then and now”, and method 2. “Reflecting on partner-

## MODUL 5 - Partnerships

ship and SDG's 2030 agenda". First, weltweit volunteers will be able to recognize how power structures have changed from time to time. Second, they'll focus on the understanding of coloniality, decolonization, political positioning and self-awareness about power relations in agreements on partnership, cooperation, collaboration, "Zusammenarbeit auf Augenhöhe", advocating for equality, equity and a juster world. The learning goals are:

- ➔ Realize how some global politics/policies are reflecting the dominant pattern of significant economic interests, power groups of certain nations in the Global North and the dependency of the rest of the countries in the Global South, by learning concepts like: first, second and third world; under-develop, developing and developed countries; and claiming basic knowledge on geo-political concepts and a long-term historical contextualization, like Global North, Global South, Global Inequality and Global Justice
- ➔ Understand how volunteers keep reproducing power relation as conquistadors/conquered, how racialized white people act over racialized lighter white skin, black and POCs, by learning and differentiate between: paternalism, assistencialism, patronizing indigenous people/groups, the "saviourism"/"helper/"developer" syndrome, being in "the good" side of the fight. As well as claiming themes of agency, political participation, structural change through connectivity, mutuality and decolonial political solidarity.



## MODUL 5 - Method 1 “Travelling through times - Global Power Structures ...”



### MODUL 5 Method 1 “Travelling through times - Global Power Structures then and now”

by Margarita Rodriguez Ornelas

#### Brief Description

This method has three moments. First, weltwärts volunteers will “travel through time” to get to know a dominant version of history and other hidden narratives. After, they will reflect on global politics through certain denominations that mold still today power structures and power relations between the Global North and the Global South. Finally, they will be able to recognize the context of the formulation of SDGs and 2030 agenda and consider their role on it as volunteers.

#### Name of the method

“Travelling through times - Global Power Structures then and now”

#### Time required

2 sessions // 1st session: 1 hour 20 minutes, 2nd session: 1 hour 20 minutes

#### Target group

South-North volunteers, young adults in the age from 18 to 29. This method can also be used with North-South volunteers but it needs modifications. The facilitator needs to reflect about dominant narratives and choose another place of enunciation to tell other versions of it, in order to show other perspectives. This will depend entirely on the facilitator(s), on her:his knowledge of her:his histories, those that synthesize and simplify it, and others that complex them, seeing actors, conflicts, tensions, entanglements, resistances, dissent, etc.

#### When to use in the voluntary cycle

during preparation seminar, during midterm seminar and during post-assignments seminars

#### Group size

5 - 30 participants

#### Structure of the room

Comfortable chairs, a white wall for the projection of the images

#### Material needed

Laptop, images, projector, timelines, flip chart, marking pens, paper for notes, 📌 Annex 1 – 7

📌 all annexes can be downloaded at the ventao homepage (<https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

two (if possible)

#### Complexity

The method can be used as an introduction to the topic. Some previous knowledge is needed, as school experience, especially about history and geography class in middle or high school. If they have more studies the better, it is an opportunity to reflect on what they have learned.

#### Author’s perspective

This method is conceived from a Latin American perspective. Specifically from Chiapas as a place of enunciation. It takes a critic position towards SDGs as part of the United Nation a multilateral



institution placed in a high position of hierarchy in the world politics. There is no intention to support unquestionably SDGs and the 2030 agenda, but to identify the entangled structures and power relations whitening they were formulated and take place, and finally give the volunteers the chance to define their role in it.

### Pedagogical objectives

While carrying out the method, volunteers will realize that there are two different ways of seeing and understanding history: one is about linear events, especially in the last three centuries, where history focuses on European events, its constitution as a world power and the domination of different parts of the world, recently sharing leadership with the U.S. The other is a history, where people can see the coexistence of different social groups, with other social, cultural and political expressions, with their own particularities in the constitution of that same history.

The volunteers will recognize the obsession by the UN and its most „developed, modern, civilized countries“ that constitute it for classifying and assessing other regions and people of the world, making look different, the Others. This is a chance to get to know vindication terms like Global North and Global South, seeing Global Inequalities and advocate for Global Justice. They will realize how people, and areas of the Global South have being seen disdainful in the recent view of history, and they will understand the perspective's imposition of lacking of something, being not good enough, or just being too different to be an equal, always under their parameters. SDGs and the Agenda 2030 are part of that. They will discuss in small groups their role in this plan and Global Agenda, as volunteers but also, as members of a certain social group, having a certain tone of skin-color, nationality, being members of a local community, as citizens, migrants, or as a person with unearned

privileges or limited rights (depending on the person), and interacting in a world where some people have too many privileges, at the expense of the rights of the others.

The aim of the method is, to give the volunteers a broader understanding about the recent dominant history, which is very different from the ancient multi-centred world. Global power relations are addressed and reflected in this method by learning and differentiating among the following concepts: Modern and pre-modern civilizations; civilized and uncivilized people; industrialized and non-industrialized countries; first- second- and third world; under-develop (less developed), developing and developed countries; Global North and Global South; and UN Multilateralism (UNICEF, UNESCO, WHO, World Bank, IMF, etc.) The connection with SDGs is made, while the volunteers reflect about their positioning towards SDG and the nowadays 2030 agenda.

### Preparation

- ➔ Print timeline: Both timelines should be big enough to be visible
  - ➔ Timeline 1: Events in history  
(👉 Annex 1)
  - ➔ Timeline 2: Events in amount of years  
(👉 Annex 2)
- ➔ Download the collection of images and organize them on a presentation format before starting the sessions
  - ➔ Presentation 1: the dominant narrative of human history and civilizations  
(👉 Annex 3)
  - ➔ Presentation 2: Representative pictures of invisibilized history and currently existence of hidden social groups, in this case southern part of Mexico: Chiapas and its diversity  
(👉 Annex 4)

## MODUL 5 - Method 1 "Travelling through times - Global Power Structures ..."

- Print the text "geo-political concepts" for the volunteers (👉 Annex 5)
- Sending the glossary, bibliography and some other resources via email previously to help the volunteers to understand some concepts (👉 Annex 6). They can also take two or three notes about the main ideas in easy words. Let them know that the facilitator is open for questions or doubts before the sessions.
- Prepare the flip charts for the "still discussion"
- Print the facilitator checklist (👉 Annex 7)

### Content

The volunteers are taken to a "journey in time" to get a clearer view of the official legitimized history of our origins, a clear view on the construction of power structures and power relations in the recent history, after World War II (WW II), including the Millennium Goals and the SDG 2030 agenda, which contains a very eurocentric/dominant point of view. To go from "now" to the beginning of human history, there are two paths: One official path (👉 Annex 1 and 3) and a detour (👉 Annex 2 and 4).

At the official path (👉 Annex 1 and 3) before WW II to the past, the stops are: Conformation of the Nation State System, Industrial Revolution, French Revolution, the Imperial Germanic Roman Empire, the Roman Empire, Greece, ancient first civilizations, antique history, migrant social groups from Africa, African origin of Homo sapiens and Homo erectus, Africa cradle of humanity, origin of the planet, galaxy, and universe. Classical global history, from Latin America, holds that world history is in the image and likeness of the evolutionary and perfectionism of European civilization and then under U.S. domination of the entire region. It should not be assumed that this is the dominant perspective of all regions of the world.

In the other path, the detour (👉 Annex 2 and 4) before WW II to the past, the stops leads the volunteer through a journey out of a different perspective, in this case the past of the population of Chiapas: review of the colonial period, the "conquest", pre-Hispanic Latin American Cultures, the pre-Hispanic cultures in Mexico, pre-Hispanic cultures in Chiapas, nowadays social groups and descendant of those pre-hispanic cultures, black slaves and other migrant groups. It is hoped that the volunteers in preparation know more about their own regions, stories that are invisible or not so often told.

Both perspective share the global history, specially the 70 recent years after WW II where the global structures consolidated and unequal power relations took place clearer globally.

So the procedure contains four steps

- First step: the facilitator puts timeline 1 (👉 Annex 1) on the wall and uses Presentation I (👉 Annex 3) to explain the different historical stations.
- Second step: the facilitator puts Timeline 2 (👉 Annex 2) under Timeline 1 (👉 Annex 1) and guides them to a new perspective on history via Presentation II (👉 Annex 4). The aim is to visualize that the official or dominant history only shows the events as something that happened, compared to the number of years those historical events lasted and the social, political, cultural repercussions of those events on people, nature, culture, languages, etc. (in this case, Chiapas, Mexico)
- Third step: After time travel, volunteers meet in small groups to discuss different geopolitical concepts, explaining different perspectives on the dominant historical narrative. The groups are: Group 1 - Modern and pre-modern civilizations

/ civilized and uncivilized peoples, Group 2 - Industrialized and non-industrialized countries, Group 3 - First, second and third world countries, Group 4 - Underdeveloped (less developed), developing and developed countries, Group 5 - Global North and Global South (current political claim). Therefore, they use annex 5 as background information

- ➔ Fourth step: after the group work, the volunteers present their results and discuss it in the plenary and connect the concepts to the Agenda 2030 and reflect about their own positioning in it.

#### Discussion and reflection:

- ➔ In the final reflection, the volunteers will get to know the hierarchical geopolitical terminology used in the Global North and many times also in the Global South, which is used to control, submissive and inferiorize the Global South and magnify the Global North. They will discuss the terms and find vindictive terms which are Global North, Global South, Global Inequality and Global Justice to overcome this domination. They will understand, that the denomi-

nation of the parts of the world, concerning its level of political ideology, development, modernization, or poverty has been done from a high place in the power hierarchy. It is unbelievable that multilateral institutions call, nowadays, different parts of the world like: less develop, developing or developed countries; non-modern or not enough modern/industrialized countries.

- ➔ As you can find in the introduction chapter, the SDGs and the 2030 Agenda are formulated recently in the context of these inferiorizing denominations. There is no intention to deny problems in certain regions and countries, it is not the moment to discuss that yet (see Module 5 - method 2). This is a chance to recognize diversity, and celebrate it. It is also fine, when there is no "final, or a general conclusion" on what to think or what to do, strings can remain loose and also questions opened. This is the chance to design, imagine, re-think other views to handle power structures and power relations nowadays.



## MODUL 5 - Method 1 “Travelling through times - Global Power Structures ...”

### Procedure of the method

#### SESSION 1

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1.1	Welcome and introduction	<ul style="list-style-type: none"> <li>→ Welcome everyone, breaking the ice activity, explaining the dynamics.</li> <li>→ Indications: We will construct/verify two timelines, one based on events (timeline 1) and the other based on those events' duration in years and its repercussions (timeline 2).</li> <li>→ We will use pictures to remember those events. In the second part, there will be working groups to reflect about the timelines, with suggested questions to discuss</li> </ul>	<ul style="list-style-type: none"> <li>→ SDG related posters with logos.</li> <li>→ Simple games items like a ball.</li> </ul>	10 min
1.2	Timeline 1 and Presentation 3 - the dominant narrative of human history and civilizations	<ul style="list-style-type: none"> <li>→ The facilitator puts timeline 1 (👉 Annex 1) on the wall and uses presentation I (👉 Annex 3) to explain the different historical stations to the volunteers while showing them the pictures in the presentation.</li> <li>→ The focus is on the dominant narrative of human history and civilizations.</li> <li>→ The volunteers always can ask questions</li> </ul>	<ul style="list-style-type: none"> <li>👉 Annex 1</li> <li>👉 Annex 3</li> <li>→ Projector</li> </ul>	20 min
1.3	Reflection 1	The volunteers find themselves back in the plenary and the facilitator reflect with the group. The aim of the reflection is to show the volunteers, that history telling is always filtered through power structures and follows dominant discourses.		15 min
1.4	Timeline 2 and Presentation 4 - Representative pictures of invisibilized history and currently existence of hidden social groups	<p>The facilitator puts timeline 2 under timeline 1 and takes the detour from history, while showing the picture and telling the stories in presentation II. It shows Mexican history in Chiapas to give a different perspective on history. The stops of the alternative path to the past are: the colonial period, the “conquest”, the pre-Hispanic cultures, Latin American cultures, Mesoamerican cultures, antique settlements in Chiapas and descendants of those social groups.</p> <p>While the facilitator is going to the origin of the civilization in Chiapas, and current population, he/she compares each historical event, which is marked on timeline 1, with timeline 2.</p>	<ul style="list-style-type: none"> <li>👉 Annex 2</li> <li>👉 Annex 4</li> </ul>	20 min
1.5	Reflection 2	<p>The volunteers find themselves back in the plenary and the facilitator reflect with the group. The aim of the reflection is to open the space to tell a different history and to break dominant narratives.</p> <p>For example in the official history, from the European perspective is about the triumph of the colonization, domination, exploitation, getting resources from the colony. For many people in Chiapas was approximately 318 years of being treated like less humans, destroy or changed the way they lived, they thought, they talked, they dressed, they relate, etc... people had to changed or they could even die</p>		10 min per round



## SESSION 2

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
2.1	Welcome and Recap	RECAPITULATION OF SESSION 1 → What happened? → What did you take with you? → Where did you have open questions?	👉 Annex 7	10 min
2.2	Small group work	PRESENTATION After the recap of session 1, the volunteers find themselves in small groups with at least three volunteers (if there are too little volunteers in the group, you can reduce the groups and leave some topics out). The volunteers get a worksheet with different texts to geopolitical topics. Their task is, to discuss the focal points of their group using guiding questions (👉 see Annex 5).	👉 Annex 5 printed for all volunteers → Flip chart → Marker pens	30 min
2.3	Presentation	Every group has max. 5 minutes to present their results. The others listen and can ask questions		25 min
2.4	BREAK			10 min
2.5	Reflection on SDGs and the 2030 agenda	After the presentations, the group will reflect about the two sessions using the guiding questions.  Present the UN as not neutral multilateral institution (UNICEF, UNESCO, WHO, World Bank, IMF, etc.) and the Millennium Goals (year 2000) conceived recently during neoliberal times, globalization; SDGs and the 2030 agenda (year 2015) as their continuation		15 min
2.6	My volunteer year and the SDGs	Personal reflection with guiding questions		15 min
2.7	Evaluation (still discussion)	Put three flip charts, each one with one question on a table and ask the volunteers to go around and write down their comments on the questions on the flip charts. They can also paint or confirm what others wrote.	→ Flip chart → Marker pens	20 min

## Extra information for the procedure

### SESSION 1

NR	ACTIVITY	INFORMATION
1.1	Welcome and introduction	→ Make sure the indications are clear
1-2	Timeline 1 and Presentation 3	-
1.3	Reflection 1	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ What do you see, when you look at timeline 1?</li> <li>→ Do you have the feeling, the events are important for global history? If yes, why?</li> <li>→ Do you recognize the eurocentric focus of history and the linear, sequential event, the evolutive improvement of civilization?</li> <li>→ Do you think the rest of the world wants to follow the European history's path to become like them?</li> <li>→ Are there events missing? If yes, which events for example?</li> <li>→ What would you personally add, if you could tell global history</li> </ul>
1.4	Timeline 2 and Presentation 4 - Representative pictures of invisibilized history and currently existence of hidden social groups	<p>Note: the facilitator should adapt the presentation to the region where he/she and the volunteers come from</p> <p>Here, the volunteers should be able to compare how many years last every historical event. For example, in Annex 1 the colonial time in Mexico was from 1492 till 1810, like something that only happened, but in Annex 2 says that the colonization lasted 318 years approximately, not just something that happened but took years, more than 3 centuries!</p> <p>This means a very long period from the XV century till the XIX century, could you imagine how colonized were the people in this part of the world? How many aspects had to change?</p>
1.5	Reflection 2	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ If you look at the amount of time, which passed in between the events of the presentation II, what do you see?</li> <li>→ If you compare timeline 1 and 2 and Presentation I and II, which history do you find more important? Only at events themselves or how those events changed regions and people?</li> <li>→ If you compare the presentation I and the presentation II, would you agree on the following statement? Yes, no? Why?:</li> <li>→ A lot of information has been forgotten, erased and hidden from local population"</li> <li>→ In many places, history has been written by others</li> <li>→ Why is there only one dominant history told and who tells this history?</li> <li>→ Is it important to tell history from local perspective?</li> </ul>

## SESSION 2

NR	ACTIVITY	INFORMATION
2.1	Welcome and Recap	<p>RECAPITULATION OF SESSION 1</p> <ul style="list-style-type: none"> <li>→ What happened?</li> <li>→ What did you take with you?</li> <li>→ Where did you have open questions?</li> </ul>
2.2	Small group work	<p>The groups should prepare a little presentation of their work.</p> <p>GROUP 1 Focal points: Modern and pre-modern civilizations/ civilized and uncivilized people</p> <p>Group 2 Focal points: Industrialized and non-industrialized countries (Steam, mechanical and electrical means of production)</p> <p>Group 3 Focal points: First, Second and Third world countries (Ideological division, Cold War 1950)</p> <p>Group 4 Focal points: "Under-develop", developing and developed countries (Post- Wall fall, 1989)</p> <p>Group 5 Focal points: Global North and Global South, Global inequality and Global justice</p>
2.3	Presentation	
2.4	BREAK	
2.5	Reflection on SDGs and the 2030 agenda	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Where do the Millennium Goals come from? (2000, 20 years ago)</li> <li>→ Where do the SDG 2030 Agenda come from? (2015, five years ago)</li> <li>→ Do we have to participate in the achievement of SDG and the SDG 2030 agenda? How?</li> </ul>
2.6	My volunteer year and the SDGs	<p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> <li>→ Am I doing this volunteer to get to know other places/stages of development?</li> <li>→ Am I in this volunteer to engage me later in the development sector?</li> <li>→ Am I in this volunteer program to get to know how a developed country/civilized people look like in the North? Or on the contrary, how less develop and other people look like in the South?</li> <li>→ Am I in this volunteer because I want to see and help/assist/orient the poor, less develop countries/people, towards modernization?</li> <li>→ Am I in this volunteer program because I want to encourage my government to be like developed countries in the North?</li> <li>→ Am I in this volunteer because I want to see how wealth and amount of commodities people have in my country (North or South) out of the cost of other countries: people and resources, including natural resources sometimes used in illegal activities</li> <li>→ Am I in this volunteer year just because I have the privilege to do it? Or in the contrary, am I here because is my only chance to reach the Global North?</li> <li>→ Am I in this volunteer program because I want to change the way governments relate, and how people see each other, in the Global South and in the Global North?</li> </ul>
2.7	Evaluation (still discussion)	<p>QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ What surprise you from the activity?</li> <li>→ What did you miss?</li> <li>→ What is important to you to remember?</li> </ul>

### Pitfalls and challenges

- While conducting the method, the facilitator should be aware, that there are trigger points concerning topics of discrimination. Trigger points could be: pictures of slavery and the indoctrination of indigenous, devastation of the environment with development projects, the images of current and past corrupt politicians that now are rich, invisible and forgotten, free of accountability. See paternalism, essentialism, patronizing people, objects, countries, regions and the different levels of understanding in the international cooperation world
- The work with the timelines could be somehow irritating to the volunteers, because of the confusion concerning new terms and events. So there could be the possibility that the volunteers do not like or do not remember official history, that they are confused concerning some historical events, that they are not used to be asked about this, and they think they do not know about these topics, that they think history is not important and boring, that they think we should forget the past and concentrate in the present, that they reject or ignore their own history and roots, that they belong to a high social class, and they are privilege, racist, homophobic and ignore inequalities

### Tips for facilitating

- Before carrying out the method, the facilitator should know about non-dominant narratives of history, historical backgrounds of global politics concepts. It is helpful, when the facilitator is from the same country as the volunteers or has been living there from a long time, the facilitator should speak the same mother language than the volunteers do.
- The facilitator should be open to perspectives of the volunteers who might sound firm and unmodifiable
- The facilitator should be a Socratic expert (knows quite a lot, but ultimately only knows that she:he knows barely something)
- The method should be adapted to different groups, so the facilitator should reflect about where he:she carries out the method and then adapt the timelines and PPP-Presentation. Especially the PPP-Presentation, which focuses on re-telling the history. For





## MODUL 5 - Method 2 “Reflecting on partnership and SDG’s 2030 agenda”



### MODUL 5 - Method 2 “Reflecting on partnership and SDG’s 2030 agenda”

by Margarita Rodriguez Ornelas

#### Brief Description

This method has three moments. First, weltwärts volunteers will review concepts like co-colonization, racialization, demystifying of white superiority, and othering attitudes. After that, they will review concepts about decolonization, mutuality, define their political positioning and possible partnership ideas. Finally, they will also reflect about partnerships in the context of the SDG 2030 agenda and the power structures and relations where they are entangled.

#### Name of the method

“Reflecting on partnership and SDG’s 2030 agenda”

#### Time required

2 Session, 120 minutes per session

#### Target group

North-South volunteers, young adults in the age from 18 to 29. South-North volunteers can be the target group too with some adjustments in the method.

#### When to use in the voluntary cycle

During preparation seminar, during midterm seminar and during post-assignments seminars

#### Group size

5 - 30 participants

#### Structure of the room

Comfortable chairs and a white wall for the projection of the input videos

#### Material needed

➔ Laptop, projector, printed texts, input videos, paper for notes, marking pens

👉 all annexes can be downloaded at the ventao homepage (<https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>)

#### Number of facilitators

two (if possible)

#### Complexity

The method dives deeper in the topic of power structures, so prior knowledge of the volunteers needed especially about power structures, power relations, daily and structural racism. See Module 5 - method 1 which can be used to prepare the volunteers.

#### Author’s perspective

This method is conceived from a Latin American perspective. Specifically from Chiapas as a place of enunciation. It takes a critic position towards SDGs as part of the United Nation a multilateral institution placed in a high position of hierarchy in the world politics. There is no intention to support unquestionably SDGs and the 2030 agenda, but to identify the entangled structures and power relations whitening they were formulated and take place, and finally give the volunteers the chance to define their role in it.

### Pedagogical objectives

This method has much to do with the reflection of one's position in the global world and with the reflection of white privilege in the context of weltwärts volunteer service. Thus, the volunteers will know how they possibly reproduce the power relations in their volunteering, in the place where they live, with the host family, in the project where they work, with the local population, as conquerors / conquered, unable to shed their skin color as White racialized superiority over lighter racialized color of skin, of indigenous, blacks and POCs, with or without eagerness to impose Eurocentric narratives. They will realize that some global policies are showing dominant patterns of significant economic interests, of power groups of nations in the Global North, which continue to perpetuate the dependence of the rest of the countries in the Global South. On a personal level, they will reflect on attitudes of Otherness, such as: paternalism, assistencialism or condescension of indigenous peoples / groups, black population. They will reflect on colonial vices and self-perceptions such as: people with „saviour / helper / developer syndrome“ and being on the „good side“ of the fight. After this deep reflection on the power structures and the entanglement itself, the volunteers will learn about alternative forms of association, such as: agency, political participation, micro-politics, structural change, connectivity, reciprocity, dignity of the Others and political solidarity, within the context of SDGs and 2030 agenda.

All of us, as individuals, but most importantly, as members of a small or large community (neighborhood, town, city, region) in the Global North and in the Global South as Nation-States, we have a responsibility for Global Inequality and Global Justice, unveil the tricks of developmentalism and the global economy, endless econo-

mic growth and reflect on our role as members of a certain group, family, local community, as a volunteer, as a migrant, as a person with limited rights and interacting in a world with some people with many privileges at the expense of the rights of Others. Very important, in our own countries first and then perhaps also do it carefully in others. These questions will be asked during the method.

### Preparation

- ➔ Do another session with the volunteers which explains the functioning of racism
- ➔ Send the glossary and Input 1 – 7 to the volunteers via email in advance and give them the task to read them before the workshop. They can also take two or three notes about the main ideas in easy words. (👉 Annex 1-7)
- ➔ Install the projector, computer, speakers.
- ➔ Prepare the Inputs
- ➔ Input 1: Colonization - Schönberg (👉 Annex 1)
- ➔ Input 2: Racialized Whiteness - Ziai (👉 Annex 2)
- ➔ Input 3: Change self-perception and stop Othering- (👉 Annex 3)
- ➔ Input 4: Decolonization - Mihir Sharma (👉 Annex 4)
- ➔ Input 5: Mutuality and dignity (👉 Annex 5)
- ➔ Input 6: Positioning necessary for Activism - Grosfogel (👉 Annex 6)
- ➔ Input 7: Partnerships (👉 Annex 7)

### Content

During this method, the volunteer learn about different concepts, which reflects power structures. Therefore, they will listen to seven inputs, divided in two sessions. In session one, they will

## MODUL 5 - Method 2 “Reflecting on partnership and SDG’s 2030 agenda”

reflect about colonization processes, racialization, white superiority, superior self-perceptions, on ways of Othering people, countries, continents and regions of the world while listening to two inputs (Input 1 and 3) and watching a video (Input 2). The inputs will be prepared by the facilitator on the base of some resources you will find in the annex part of this Module and the Inputs will be sent to the volunteers before the workshop. After each input, there will be time for reflection and discussion and building a connection to the own voluntary service.

In session two, the volunteers will learn about the concept of decolonization, mutuality, connectedness, dignity, they can define their locus of enunciation (political positioning) and they will reflect on the implications in “Activism” in the North and the South. They will imagine other ways of activism according to the global context, local context and, most importantly,

without Othering people, regions or continents. The inputs will also be prepared by the facilitator on the base of some resources you will find in the annex part of this Module and the Inputs will be sent to the volunteers before the workshop. After each input, there will be time for reflection and discussion and building a connection to the own voluntary service.

Both sessions are concluded in a group discussion After getting to know possible ways of partnership, the volunteers will orientate their volunteer experience into a more horizontal relation and horizontal dialogue with the place and project of volunteering. They will recognize diversity, different necessities and celebrating differences. After all the connection to the SDGs is made, while the volunteers take a political positioning towards the SDG and 2030 agenda in those possibilities of partnership.

### Procedure of the method

#### SESSION 1

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1.1	Introduction	→ Welcome, presentation, overview of the program and interactions in working groups and work means, bring their notes of the most important ideas they collected (very important!)		10 min
1.2	Input 1 Group discussion	→ Share a short Input about topic of “COLONIZATION/DEVELOPMENT OF THE GLOBAL NORTH” with the volunteers. The input should be prepared on the base of Annex 1 → After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions	👉 Annex 1	25 min
1.3	BREAK	→ The facilitator could do some body-exercises like shaking parts of the body to music to relax with the volunteers		10 min
1.4	Input 2 Group discussion	→ Show the volunteers the video about topic of “RACIALIZED WHITENESS” of Aram Ziai (Annex 2) → After the video-input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions.	👉 Annex 2 → Video "EADI Webinar on Decolonising Development Policy" (min 4:30 to min 25:50) 👉 <a href="https://www.youtube.com/watch?v=9X2jP0tHQIQ&amp;t=29s">www.youtube.com/watch?v=9X2jP0tHQIQ&amp;t=29s</a>	35 min



## SESSION 1

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
1.5	Input 3 Group discussion	Share a short Input about “CHANGING OF SELF-PERCEPTION AND STOP OTHERING”. The input should be prepared on the base of Annex 5 – Input 3.  After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions.	👉 Annex 5 – Input 3	25 min
1.6	Closing session Circle	Close the first session with a circle. Those volunteers, who want to share something can do it with the whole group.		10 min

## SESSION 2

NR	ACTIVITY	PROCEDURE	MATERIAL	TIME
2.1	Recapitulation of Session 1	Ask the volunteers to share some ideas, concepts, whatever they kept in mind concerning the session 1		10 min
2.2	Input 4 Group discussion	Share a short Input about topic of “DECOLONIZATION” with the volunteers. The input should be prepared on the base of Annex 4.  After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions	👉 Annex 4	25 min
2.3	Input 5 Group discussion	Share a short Input about topic of “MUTUALITY AND DIGNITY” with the volunteers. The input should be prepared on the base of Annex 5.  After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions.	👉 Annex 5	25 min
2.4	BREAK	➔ The facilitator could do some body-exercises like shaking parts of the body to music to relax with the volunteers		10 min
2.5	Input 6 Group discussion	Share a short Input about the topic of “POSITIONING NECESSARY FOR ACTIVISM” with the volunteers. The input should be prepared on the base of Annex 6.  After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions.	👉 Annex 6	25 min
2.6	Input 7 Group discussion	Share a short Input about the topic of “PARTNERSHIPS” with the volunteers. The input should be prepared on the base of Annex 7.  After the input, the volunteers should reflect about the topic. Please use the guiding questions to lead the discussion and make sure, that one volunteer takes notes of the conclusions.	👉 Annex 7	25 min
2.7	Final reflection and conclusion / discussion	<b>MY POSITIONING TO SDGS AND 2030 AGENDA</b> After all the learning about power structures, the volunteer get encourage to reflect about the topic of SDGs out of this perspective.  ➔ You can do the discussion in the plenary ➔ Use the guiding question to structure the discussion		
2.8	Closing session feedback / sharing literature	Ask the volunteers for a feedback to the method		10 min

## MODUL 5 - Method 2 “Reflecting on partnership and SDG’s 2030 agenda”

### Extra information for the procedure

#### SESSION 1

NR	ACTIVITY	INFORMATION
1.1	introduction	-
1.2	Input 1 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ How were people colonized in the Global North (coloniality of being)?</li> <li>→ Where does the idea come from of being able to change somebody's (nature, animals, and people) life, without acknowledging my privileged position?</li> <li>→ Do you see any connection to your weltwärts voluntary service concerning this topic?</li> </ul>
1.3	BREAK	-
1.4	Input 2 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ How can you acknowledge that you are also racialized and you have unearned privileges?</li> <li>→ What can you do with your “white person” privileges?</li> <li>→ Did you get any inspiration, how the topic of white privilege could be reflected in the weltwärts voluntary service?</li> </ul>
1.5	Input 3 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ How can I stop Othering people, animals, and parts of the world?</li> <li>→ Instead of Othering, what can I do?</li> <li>→ Do you see pitfalls in Othering people during the weltwärts voluntary service?</li> <li>→ Why is it to easy and convenient to impulse the Othering process on people, countries, regions?</li> </ul>
1.6	Closing session Circle	<p>QUESTION:</p> <ul style="list-style-type: none"> <li>→ What do you take with you out of the first session?</li> <li>→ Can you take something with you for your weltwärts year?</li> </ul>



## SESSION 2

NR	ACTIVITY	INFORMATION
2.1	Recapitulation of Session 1	-
2.2	Input 4 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ How can I decolonize myself?</li> <li>→ How can I educate myself?</li> <li>→ When and how should we start our self-learning process on political education?</li> <li>→ Do you see any connection to your weltwärts voluntary service concerning this topic?</li> </ul>
2.3	Input 5 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ What is mutuality and connectedness?</li> <li>→ How can I dignify the Others?</li> <li>→ Why is it important to dignify the other?</li> <li>→ How can we start mutualizing in your voluntary service (sending and receiving)?</li> </ul>
2.4	BREAK	-
2.5	Input 6 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ Where do you stand in the heterarchy of power structure?</li> <li>→ What do you represent in the heterarchy of power structures?</li> <li>→ How many identities do you have?</li> <li>→ Can you take some inspiration out of this input for your weltwärts voluntary service?</li> </ul>
2.6	Input 7 Group discussion	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ Do you have questions concerning the Input?</li> <li>→ Do you have questions concerning terms or words I used?</li> <li>→ How do you feel after the Input?</li> <li>→ How can I be an ally/accomplice?</li> <li>→ What can I do with my privileges?</li> <li>→ When should I NOT use my privileges?</li> <li>→ How can I transfer my privileges and do reparation work?</li> <li>→ What does my weltwärts volunteers service has to do with this topic?</li> </ul>
2.7	Final reflection and conclusion / discussion	<p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> <li>→ What do I want to do in my voluntary service?</li> <li>→ With whom do I want to work? Myself, other volunteers, former volunteers?</li> <li>→ With my friends, family, fellow students, co/workers?</li> <li>→ At my sending organization, the city assembly, development institutions? National or international relations policies?</li> <li>→ What position should I take towards 17 SDGs and 2030 agenda?</li> </ul>

## SESSION 2

NR	ACTIVITY	INFORMATION
2.8	Closing session feedback / sharing literature	<p>QUESTIONS:</p> <ul style="list-style-type: none"> <li>→ What did they like? What not?</li> <li>→ What should be changed?</li> <li>→ What are they taking with themselves</li> </ul>

## Pitfalls and challenges

- There can be a lot of doubts or confusion on the part of the volunteers because this is an exercise on how to change the way people think about their own privileges and built partnerships with the Others, how it should be carried out, and this may be "new" for many.
- Many might think that this is about meeting basic human rights or achieving the SDGs, but this is a very limited way of looking at „human development indicators“, „basic needs“, „basic human rights“, but this is a very subjective and very important to visualize who and from what place defines these concepts.
- Even fostering local agency and empowerment or, letting people decide for themselves' in some parts of the world could be condescending or paternalistic, because social groups and individuals have been historically, socially and politically shaped, often by dominant narratives. The facilitator must take this into account.
- The idea of the method is to recognize diversity, there is nothing wrong with being / feeling the Other, this also constitute diversity, and it should be respect and celebrated, not judging too quickly and decide what is good or better for some and for others.
- The idea behind the complexity of the method is that, if people, mainly women and girls, experience sexism, classism, discrimination and xenophobia at an early age, volunteers are also

at the right age to understand these terms and experiences in order to at least dignify these people.

- Sometimes we ourselves don't even know what we want to be, do and have, then why do it for Others?. This can become an ontological reflection or a dead road. But this is actually the point, not having an answer, not having one or the solution, not having certainties, but being really open to see, to understand, to unlearn, to let go, to share, to be able to become a translator of culture, bridge of cultures.
- By knowing how privileged someone can be (out of the cost of other people's rights to their good life), some people could become traumatized, feel sad, frustrated, or guilty, or even reinforce the saviour / helper / developmentalist / modernizer syndrome or the idea that one always needs to do something for oneself and the Others.
- The reproduction of discriminatory words should be done with caution: Always visualize superiority narratives such as: developed countries, less developed, developing countries; modern, pre-modern or non-modern countries; advanced or backward societies; poor people, countries, continents, regions; high indicators of economic growth; first, second, third world; do not forget to use global North and global South as a way to make inequality visible and



advocate for Global Justice. Use the last terms as political claim terms.

- The texts and resources used in the method are sometimes not easy to understand and may require a fairly high level of education, so the facilitator should check the group before continuing with the method and, if necessary, adapt the content.

## Tips for facilitating

- In the case of working with racialized white volunteers from the Global North, the facilitator should be from the same country or from the same region. I highly recommend a racialized white person, speaking the same mother language of the weltwärts volunteers to encourage safe-spaces and not being afraid saying something racist or awkward. Indigenous, black or people of color can do it too, of course.
- In the case of working with racialized black, people of color (POC) or people with lighter skin color, considered whites of the Global South, the mentor should have the ability to assist the volunteers in listening to dominant/eurocentric/racialized white narratives and make it possible to imagine other ways of partnership.
- The facilitator should have experience on self-education, critical reflections, and listening abilities, sensible to anti-racism critics, critical whiteness and political solidarity, mutuality, connectedness.
- The facilitator should have wide knowledge about geopolitics, decolonial perspective, international relations, power structures, power relations, critical whiteness, structural racism/sexism, internal colonialism. He:she should know about efforts of horizontality, political solidarity, decoloniality, connectedness, communality, mutuality
- The facilitator should be a Socratic expert (knows quite a lot, but ultimately only knows that she:he knows barely something)
- The main target groups are weltwärts racialized white North-South Volunteers at the return seminar. They should already have information about the limitation of concepts, and differentiating among them, like: first, second and third world; under-develop, developing and developed countries; Global North and Global South; Inequality and Global Justice. The foundations for training on political education with the basic knowledge on geo-political concepts and historical contextualization (see module 5- method 1).
- The facilitator is of course free to increase or decrease the time of the sessions, the number of them, and add, remove elements or use her:his own creativity to present the inputs and carry out the method. Some energizer can also be worth to remember.

### Resources:

- See for resources Annex 1-7

## Impressum

### Publisher

Verein entwicklungspolitischer  
Austauschorganisationen e. V. – (ventao)  
Lourens de Jong (V.i.S.d.P.)

Sonntagsstr. 27

10245 Berlin

👉 [www.ventao.org](http://www.ventao.org)

sponsored by ENGAGEMENT GLOBAL and LEZ: ventao e.V.  
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positions presented here, do not reflect the position of En-  
gagement Global gGmbH, the Federal Ministry for Economic  
Cooperation and Development and the Berlin Senate Depart-  
ment for Economics, Energy and Public Enterprises.

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### Year of publication

2021

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### Onlineversion and download for free

👉 <https://ventao.org/qualitaet-entwickeln/projekt-die-sdgs-in-weltwaerts-weltwaerts-in-den-sdgs/>

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Energy and Public Enterprises

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Federal Ministry  
for Economic Cooperation  
and Development



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for Economics, Energy  
and Public Enterprises

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