

GREAT IDEA

A Methodology of Global Informed Reflective Action (GIRA)

Target group: Scouts and Guides 18+

Outline:

1. Why GIRA
2. What GIRA means
3. Project planning method
4. Guidelines
5. Example of an informed action
6. References

***GIRA = Global Informed Reflective Action**

1. WHY GIRA?

Lord Baden-Powell believed in the power of the Scout and Guides Movement to affect change: within local communities and across the globe. He imagined a sustainable future for everyone, everywhere in order to leave this world a little better than we found it.

Is a good deed always a good thing?

Even the greatest change starts with a small spark of action. As Scouts and Guides we believe in a Duty to Others – we aim to do good deeds and fulfil community service. Our Scout and Guides values underpin everything we do and are particularly important when we think about why we do good deeds.

Integrity

We act with integrity; we are honest, trustworthy and loyal.

Respect

We have self-respect and respect for others.

Care

We support others and take care of the world in which we live.

Belief

We explore our faiths, beliefs and attitudes.

Cooperation

We make a positive difference; we cooperate with others and make friends.

But how often do we critically think if doing a good deed is actually a good thing? Are we actively thinking about the bigger, global picture or are we too focused on what “I” believe is best?

Why Global?

Scouts and Guides can and should be part of the solution not just part of the problem. At the heart of global education is enabling young people to participate in shaping a better, shared future for the world. If action is informed and reflected upon from a global perspective then it may be more creative and more meaningful.

In 2015, [the Sustainable Development Goals](https://sustainabledevelopment.un.org/post2015/transformingourworld) (SDGs) were launched with the huge ambition of eradicating global poverty by 2030. The 17 Global Goals emphasise how we are all connected and that they can only be reached through “strengthened global solidarity... with the participation of all countries, all stakeholders and all people”. Even more, the sub-goal 4.7 says: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”, and that’s what global education is all about. (<https://sustainabledevelopment.un.org/post2015/transformingourworld>)

Action which takes place locally has an impact globally. As Scout and Guide leaders are we doing enough to empower Scouts and Guides to do good GLOBAL deeds and fulfil their GLOBAL community service?

AN OPTION TO ADD NEXT PARAGRAPH

The easiest place in Scout and Guide programme to introduce GIRA is through A) Good Deeds concept or through Community Service tasks in older age section groups. It can also be introduced through mentioning one of the fundamental principles in Scouting and Guiding "Duty to others". The next option is to B) spread messages or offer learning experiences on scout and guide events where wider public is invited (summer camps, open-door days).

The advanced option is C) to devote the whole part of the scout and guide year to GIRA. To take special, extra and deliberate time to do this.

2. WHAT Global Informed reflective action/GIRA MEANS?

Scouts and Guides should decide what positive change they want to contribute to and clarify the reasons why they want to make this exact action. They should consider unintended consequences in order to "be prepared" and to think wider. The action is participatory - not planned by a leader, but organized and implemented by the participants, based on their understanding of the issue they want to focus on. Ideas can come from one Scout or Guide, or the whole group/unit can take time together and deliberately think of what to do. Action can then be carried out by one, two or three individual scouts or guides or by the whole local unit. It is the responsibility of Scout or Guide leaders to motivate members and empower them to be the actors of change on different levels (individual, group, community).

The action should connect the local (place where we live) and the global (rest of the world):

- through common global challenges: we are part of the problem and part of the solution
- by using parallels: the same processes that are happening in our country are happening in other countries, we can learn from each other's experiences and support each other
- through solidarity and empathy: we support/encourage someone in his/her decent life by our action.

What can we do to ensure that our actions are informed? According to our perceptions, our actions should include this three phases - preparation, process and reflection.

1. **PREPARATION.** Participants learn about the problem and its causes and consequences, and determine change that they want to contribute to, or choose appropriate action. In planning part, participants consider possible consequences and procedures.
2. **PROCESS.** During the event, keep an eye on the quality of work with information, clear messages and open communication with others (other subjects).
3. **REFLECTION.** Provide space for reflection and discovering what actions meant for the participants and assess what impact the action has caused.

What isn't GIRA

If I want to raise money or awareness about something I can involve children in my unit. Children usually go to streets and interact with people. From the point of view of this methodology the criterions of GIRA are not met when a) I do not consult children about the purpose of this action, b) make top-down decision about what are we raising money for and c) give simple answers about the project I am seeking support for.

When I think global I need to be cautious as well in order not to replicate stereotypes. Have you ever come across a project of development cooperation in Africa or for Africans? If we refer to Africa often it may seem that the continent is homogenous. People hardly know about various countries and regions, even though African continent is the second largest in the world . In our global actions we can avoid stereotypical portraying of Africa as one unit, or even one country, and Africans as "poor" people who need our help.

3. PROJECT PLANNING METHOD

Model of Plan-Do-Review

PROJECT?! Don't panic! In general terms, a project is something that you intend to achieve by a given time in the future. It involves setting a clearly defined goal to reach. Working out what needs to be done - when and how - and then doing it. A project is not one activity but a combination of many different activities - each of which needs to be planned, organised and carried out in order to reach the goal.

How It Works...

These are three really simple mechanisms to make sure you can get the most out of your activities.

Plan!

Generate ideas for activities and formulate a plan.

Do!

Carry out the activities according to the plan developed.

Review!

Take time to evaluate the activities in all it's aspects.

The Project Method consists of phases and is another way to ensure quality programme and implementation.

SHORT VERSION OF PLAN-DO-REVIEW MODEL:

Plan!

Generate ideas for activities.

Using one of your meetings, put it together

- Research the needs in your society/environment
- Decide what projects you are going to do
- plan a wide variety of activities
- keep our 'thoughts' and 'ideas' from above in mind when planning - don't forget what is reason why you do that and what is your main target, check it time to time if you still go that direction
- Choose dates and stick to them
- List all available resources
- Plan what equipment you'll need and any preparations needed to get it ready
- Establish roles, jobs and deadlines
- Discuss possible alternatives, just in case
- Be aware that your plans may have to adapt closer to the date
- At last but not least check all your plan with Guidelines/checklist form 4th chapter

Do!

Carry out the activities according to the plan developed.

Everything's in place, go for it!

- Make sure all needed equipment is ready to go
- Share the responsibilities between you in a group
- Ensure all members have an up to date programme
- Have a laugh

Review!

Take time to evaluate the activities in all its aspect.

Not too riveting, but makes the next one easier...

- Give a space to everyone to think/write what has he/she learned from the action
- Discuss good point and bad points
- See how activities could have been improved
- Take notes and keep track of them for next time

LONG VERSION OF PLAN-DO- REVIEW MODEL:

Planning... Making It Happen

1. What project?

- Explore the needs in your society/environment - do your own research.
- Discussing in group what you would like to do.
 - Generate ideas - brainstorm for activities which are related to areas you wish to work on (do you know the ladder of participation?) and decide what topic is the most relevant to your wishes and competences
- Sharing the group ideas and discussing them as a unit.
 - Ensure that the needs of individual members of groups of members are being catered for
- Reflecting as a Unit on what is really important in the ideas expressed.
 - Firstly set out the major activities to be undertaken, and then work in all the other elements
- As a Unit, creating a project through the incorporation of what was considered important in the ideas and linking them together towards an agreed project goals (e.g.: an informed action of X in order to do Y)

2. Integrated learning opportunities (this phase could be carried out with the help of someone more experienced)

- Considering and modifying aspects which are too difficult, not feasible, or too expensive.
- Taking a preliminary look at what learning opportunities could be integrated to enrich the outline the project.
- Examining the project outline in terms of the learning opportunities.
- Checking how to make the best possible use of Scout Method

- e. Checking how to make the best possible use of the group dynamics in the Unit.
- f. Checking all your planning with guideline/checklist from 4th chapter

3. Planning

- a. Listing everything that needs to be done and when.
- b. Establishing a preliminary budget.
- c. Working out the various areas of responsibility.
 - i. assign responsibility for delivering certain aspects of the programme to each Patrol/person

4. Getting Prepared

- a. Presenting the enriched project to the entire Unit.
- b. Guiding each member of the Unit towards roles and group which correspond to personal interests and which present challenges for personal progression.
- c. Helping members of the Unit to gain the knowledge and skills needed.
- d. Monitoring progress and dealing with aspects beyond the young people's capacities.

Do It!

5. Carry out the project... the big event

- a. Do what you have planned.
 - i. Ensure that each member has a copy of the programme so that everyone will be aware of what will be happening.
- b. Don't forget to clean everything behind your event and comply with all your commitments you promised when it finish.

Reviewing... Looking Back

Part of reviewing a period will obviously involve reviewing each individual activity undertaken. Ideally this should be done as soon as possible after the activity is completed. At the end of the period a more 'global' review can be undertaken of the overall plan for that period.

6. Evaluation and recognising progress

- a. Examining what went well and less well, the highlights and low points, what can be done better next time. There are three different levels of review:
 - i. Individual: Each member reviews their own progress (could be connected with personal development, in sense of change we as a group wanted to create by the action or just the progress of the action) during the period to see if they have achieved the targets they set themselves.
 - ii. Patrol: As Patrols will have responsibility for organising an activity, they should review that activity to see how well it went in terms of the original plan.
 - iii. Unit: The overall content of the cycle should be reviewed by the Unit as a whole where everyone can give their views on the various activities undertaken.
- b. There are a number of different way/methods of reviewing the programme. Different method will be used in different situation.
 - i. **Have a chat...** sit down with your Unit members and talk about how things went on an activity.
 - ii. **Review sheets ...** a simple form to be filled in where short comments are made about different areas of the activity. Example of questions:
 - 1. What parts of the activity worked well?

2. What parts of the activity did not work so well?
 3. What changes could we make if we ran the activity again in the future?
 4. What are the lessons learnt?
- iii. **The post-it method...** put a number of headings on a wall (skill, fun, communication). Members of the Unit place post-its under each heading, with post-its placed high on the wall for positive, low on the wall for negative. Or different colour post-its can be used.
- iv. **Happy Chart...** simple graphical way of recording the feelings of each member of the Unit - each activity is broken up into ten or so elements, and each member gives a score from -5 to 5 in relation to how much they enjoyed each element of the activity, each member then marks their scores on the chart in different colour.

7. Celebration

- a. Organising a time for spiritual reflection based on the member's experiences. Organising a celebration with refreshments and an exhibition of photos or a slide show, or some other form of describing and celebrating the project.

Common Mistakes

- unclear goals, not measurable goals, not evaluable goals
- "Save the World" or "The end of hunger in Africa" - exaggerated goals (goals were not set correctly) - very nice visions on the other hand too much for us to reach by one project
- uncontrolled budget - maladjusted/estimated budget
- underestimation of human power - too much or too small number of people who will organise the project
- uncontrolled timeline - underrated/overrated time allocation for preparation/realization

Other tips of actions in Boxes

Box 1 - Fairtrade breakfast in your town

If you want to make a public event focusing on global and social responsibility think of a breakfast. Organise a Fairtrade breakfast in support of the farmers who grow the food we have every morning, such as coffee, tea, cocoa and bananas. By sitting down for a Fairtrade breakfast, you can stand up for farmers all over the world. Fairtrade works with 1.5 million farmers and workers in parts of Africa, Asia and Latin and Central America, with the majority of them farmer-owned cooperatives, enabling them to earn a sustainable income and the Fairtrade Premium that they can invest in vital community, business and environmental projects.

Box 2 - Critical Mass of bikers

Critical Mass is an international cycling event typically held in many cities around the world on the last Friday of every month. Its purpose is usually formalized beyond the direct action of meeting at a set location and time and traveling as a group through city or town streets on bikes. Sometimes this event is connected to Earth Day or Car Free Day. It is important how do you communicate about your event with participants, public or local politicians. A critical mass can support some long-term changes in your town such as building cycling paths or promoting public transport instead of individual car transportation.

Box 3 - Stage to a guest

In the name of your scout or guide group organize an evening session with a local writer or traveller who is involved in some community campaign, development issues and try to spread the message about it. Try to choose someone who would bring unusual point of view. Try to invite the guest to inspire your unit for some specific action.

4. GIRA GUIDELINES

Think, act, reflect!

Now you know how to do the project with all its parts. At last but not least these guidelines can help you with successful preparation and implementation of activities which are in line with the global education guidelines/approach. These questions can help you critically assess your work plan, and add or remove some parts of the content if your answers tend to be NO and you feel you want to change it.

1. When presenting people (members of specific ethnic, religious, social, sexual community etc.) or places (countries, regions etc.), are you sure you don't use negative and offensive stereotypes?

YES / NO

2. Does your action explore the interdependency of the world - the connections between people from different parts of the world and how we all depend on each other and on natural resources offered to us by planet Earth?

YES / NO

3. Does your action encourage participants to become aware that we are all part of the problem and part of the solution? Will participants have an opportunity to think about possible solutions during the action?

YES / NO

4. Do you use and offer various sources of information about the topic you want to address, even those that might look unusual at a first glance?

YES / NO

5. Do you encourage participants to ask »behind the scene« questions (why, who, in whose interest, what are the consequences for people and nature etc.)?

YES / NO

6. Does your action motivate the participants to get active themselves and inspire them to stay involved in the issue even after your action?

YES / NO

7. Are you sure all the materials (images, videos, texts etc.) that you intend to use for your action present people and places in a non-stereotypical way? Will you present a broader context of the used image or situation and indicate its source?

YES / NO

8. Have you thought about long-term effect of the action and its bigger impact in the local/global environment?

YES / NO

9. Will all participants have an opportunity to speak freely about their feelings, thoughts and experiences after the action? Are you ready to accept criticism from participants of your action?

YES / NO

10. Do you have an evaluation plan and plan to take some time together with participants to think about possible improvement after the action?

YES / NO

5. EXAMPLE OF AN INFORMED ACTION

Right here you can have a look under the hood of one Global Informed Reflective Action which is connected with garment industry, an interconnectedness between us and dressmakers, and some alternative ways how to reduce our clothes consumption.

Name of action: Not out of fashion - Clothing Swap Party

Connected with Sustainable Development Goals (see end of this chapter):

- Ensure sustainable consumption and production patterns (SDG 12)
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8)
- Ensure healthy lives and promote well-being for all at all ages (SDG 3)
- End poverty in all its forms everywhere (SDG 1)

Connected with Global competences:

- Understanding global interdependence
- Sustainable way of living
- Standing up for social justice and equity

Goals - participants:

- learn about working conditions of dressmakers in Asia
- think about our consumerist approach to clothes (e.g. fast fashion)
- learn about alternative ways of clothes consumption such as secondhand, clothes markets, exchange clothes via internet, slow-fashion designers, ethical shopping options etc.
- exchange second hand clothes
- think about impacts of us as European consumers
- be aware of the interconnectedness between ourselves and a clothes producers in Asia.

Target group: members of group (troops, clans), their parents and family, friends and people passing by - locals, public

Duration of the event: 2-3 hours

1. step: Plan!

- a. the troop collectively choose an issue they want to address by GIRA with all of its conditions
- b. what else is connected with the issue? (methods: Brainstorming, Tree of problems, Mindmapping)
- c. study all available resources and decide about the specific goals and focus of their action
- d. prepare the concrete action plan (day, time, place, people, material...)
- e. establish roles, jobs and deadlines
- f. think about risks of the action - e.g. emphasis on substantiated and verified information, what may appear on at the spot

2. step: Do!

- a. make sure all your needed equipment is ready to go
 - i. (storage; clothes rails; clothes hanger)
 - ii. Collecting clothes in advance.
 - iii. Invitation, flyers Instruction: everyone who wants to come can bring his clothes he/she doesn't use anymore
- b. ensure all members have an up to date programme (when to start, when to finish)
- c. 8 different spots with activities (examples what you can do - boldface should be):
 - i. **exchange clothes spot** (storage; clothes rail; clothes hanger)

- ii. **information spot:** posters/flyers/fact sheets/information material about prices of T-shirt vs. wages of dressmakers, the most common problems of dressmakers in factories etc. (working conditions; living wage/minimum wage; use of chemicals; child labour; forced labour; cotton; supply chain; etc.; certificates)
-> information from Clean Clothes Campaign (www.cleanclothes.org)
 - iii. screening spot - a documentary movie or documentary reports about a textile industry or similar theme
 - iv. spot of workshop/presentation/mode parade of slow-fashion design
 - v. Upcycling spot - spot of sewing workshop - sew a new piece of clothes from already used material (reused it) or alter/remade and originally modify their old or unworn piece of clothes
 - vi. **tea or coffee room spot** - space for getting and sharing of new information about topic, making a map of secondhand shops, shops and boutiques with sustainable fashion in our town or nearby, tips for websites of exchange clothes etc.
 - vii. Spot of option for action (e.g. subscribe a petition, plan a follow-up action, fill in a list for further informations about working condition in garment industries etc.)
 - viii. **feedback/reflection spot** - give an opportunity to everyone to write down their feedback/reflection of the action - the wall poster with pencils...
- d. clean up after the action all your materials
 - e. thank to all members who participated on the preparation
3. step: Review!
- a. have a chat with members of organisation team
 - i. What worked well?
 - ii. What did not work so well?
 - iii. What is the lesson learnt?
 - iv. How did we fulfill our goals?
 - v. What changes could we make if we run the activity again in the future?
 - b. have a chat with members of the group
 - i. How we can use our new information/to do the things in a different way - group/summer camp T-shirts, PR materials, trip to second-hand etc.?

Those of you and us who are not very familiar with the topic of global development education, we would like to offer you some kind of inspiration. So don't hesitate and have look for inspiration what could be the base for your Informed action, what most suits you. You can find lot of resources in GE publication and another source of inspiration can be Sustainable Development Goals (SDGs) created by the United Nations as the world's development trajectory till 2030. Find more on:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

6. REFERENCES

Scouting Ireland, (2010). *The Venture Scout Experience*.

Slovak Scouting, (2016). Dobrý nápad. Skauti myslia globálne.

Timm, K. ed., (2009). *Global education guide*. Global education network.

Andreotti, V. (2006). *Soft versus critical global citizenship education*. In: Policy & Practice: A Development Education Review, Vol. 3, Autumn, pp. 40-51.

Suša, R. ed., (2013). *Quality guidelines for global learning through school workshops*. »Experiencing the world« (ARPOK, Sudwind, Humanitas).

Skinner, A. (2015). *Experiencing the World: a qualitative global learning program in the Czech Republic, Austria and Slovenia*. Evaluation report for Slovenia (Humanitas).

CONCORD - European NGO Confederation of Relief and Development NGOs (2006). [Code of Conduct on Images and Messages](#).

Dochas - The Irish Association of Non-Governmental Development Organizations (2014). [The illustrative guide to the dóchas code of conduct on images and messages](#).