

MAKUTANO JUNCTION: A MULTIMEDIA APPROACH
TO EFFECTIVE DEVELOPMENT EDUCATION



Makutano Junction – Research Evaluation Report

Ian Warwick with Francisca Costa and Doug Bourn

UCL Institute of Education, University of London

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Background

With the development of the new Sustainable Development Goals and somewhat uneven progress on the achieving the Millennium Development Goals,¹ there is an ongoing need for professional engagement and public education about global citizenship to enhance awareness of development and social justice.

The action 'Makutano Junction: a multi-media approach to effective development education' sought to support the EU call for better involvement of non-state actors and local authorities in development, help raise public awareness of development issues and promote global and development education in the European Union. This was to be achieved by raising students' and teachers' awareness of development issues in four key partner countries through multi-media learning activities based around a highly popular, award-winning Kenyan TV educational drama series – Makutano Junction (MJ). The action sought to encourage understanding and critical thinking about interdependence, and about relationships between Global North and Global South countries – particularly with regard to Kenya – through activities that examine links, similarities and differences between people and their situations within and between countries.

The Project built on initiatives that had been taken place in all of the Partner countries including a previous project on Makutano Junction in the UK. The Project, whilst rooted within development education objectives as determined by the European Commission, aimed to make connections to initiatives at both a national and European level to wider themes on global citizenship and global education. These included at a European level, the Global Education initiatives promoted by the North-South Centre and within the UK, for example, the DFID funded Global Learning Programme.

This action aimed to engage education providers in four partner countries – Poland, Bulgaria, Estonia and England – to promote the need for and identify best practice in education for development across Europe. The project hoped to enable partners to share and build on previous experience of using Makutano Junction for global and development education in order to develop learning materials for global learning. In this it was intended to allow for expertise to be exchanged, so enabling partners less experienced in global and development education to develop good practice and enhance their capacities to engage children, young people and professionals who work with them in global and development education using an innovative, multimedia approach.

In particular, the action aimed to bring about:

1. Raised awareness, increased understanding and changed perceptions and practices amongst school children in at least 125 schools, teachers, trainee teachers and their

¹ <http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

trainers of MDGs 1 (Eradicate extreme poverty and hunger), 6 (Combat HIV/AIDS, malaria and other diseases) and 7 (Ensure environmental sustainability) and wider development related issues

2. Strengthened linkages between Polish, English, Estonian, Bulgarian and Kenyan schools, resulting in increased awareness and understanding of each other's perspective relating to development issues
3. A strengthened curriculum in each partner country, facilitated to include development education in an engaging and stimulating manner through the development and provision of innovative educational materials

A research and evaluation activity was put in place to identify whether and in what ways changes had been brought about among children, young people and those who educate them, as well as among partners, and with regard to school curriculum materials.

About the research and evaluation

The research was designed to generate information to help identify learning from the MJ action/project overall and contribute to its sustainability. Over the course of two years, the research sought to explore ways that the use of MJ materials raised awareness of development and global education issues among students and teachers and how materials developed from the programme were used in classrooms and other settings to promote learning. The research not only aimed to have a formative purpose – to support the progress of the project on an ongoing basis – but also to provide a summary of achievements associated with the action.

The research originally adopted a fixed design (Robson, 2011) in that there would be common methods used across the project to identify whether and for what reasons change had come about. 'Before and after' questionnaires, for example, were to be used to 'measure' change among students. However, as the project was enacted across partner countries – and given the different starting points and levels of expertise in countries – it became clear that a more flexible design for the research was needed to respond to the 'real world' issues faced by partners (Robson, 2011). Thus, a combination of common methods – such as focus groups at the start of the project to assess teacher capacities, based on their earlier experiences within global education and interests – as well as drawing on professionals' own methods of pupil assessment was used to generate insights into project achievements.

Overall, the purpose of the research was to explore and illuminate the achievements of the MJ project, what led to these achievements, what lessons had been learned, and what might happen next. In particular, three key questions guided the research:

1. What changes have come about among pupils (what they think, what they value, what they do) in at least 125 schools?
 - a. What project activities led to these changes
2. In what ways have 'linkages' been strengthened between partners (including with Kenyan schools)

- a. What sorts of increased awareness and understanding of the needs and partners can be identified and what are understood to be partners' strengths and areas for development?
3. In what ways have curricula been strengthened in each country?
 - a. What is perceived by project participants and partners to have led to these changes?

Research framework, design and methods

Given the complexity of the work, the research was informed by a critical realist approach to evaluation (Tikly, 2015). This sought to help identify what had worked best in which partner countries – and to highlight commonalities and differences in professional practice across countries.

With regard to design, each partner was asked to complete an overarching case study as well as one or two smaller case studies which would succinctly identify innovative or thought-provoking practice. Guidance for partners is included as Appendix One.

In keeping with a critical realist approach to evaluation partners were asked to draw out the context/mechanism/outcome configurations related to their work (Westhorp, 2014). More simply put, they were asked to write about the background/context of their work, inputs into and processes associated with their work, and the outputs and outcomes which arose as part of their work.

Rather than additionally burdening teachers with evaluation activities, the use of a case study approach enabled partners to draw on the rich sources of materials developed by teachers to assess pupils' developing awareness and understandings of development issues. This allowed the research to identify some of the complexity associated with pupil learning from the perspectives of those most closely involved in the project – with partners themselves being provided with an opportunity to select examples of and reflect on what worked best in their own professional contexts (Pawson, 2013).

Findings

Below, we outline findings associated with changes among pupils, strengthened relationships among partners, and strengthened curriculum materials. Prior to that, we note the different development starting points in partner countries.

Starting points

Towards the beginning of the project, workshops for teachers and educators were conducted introducing the participants to project's goals and content. During these workshops teachers received questionnaires to assess their knowledge and understanding of global issues and current involvement of their schools in this field. This enabled partners to consider the current context through which the MJ project would be conducted. This

activity highlighted the somewhat different context for global and development education in Bulgaria, Estonia, Poland and the UK.

For example, each of the partner organisations and groups were at different starting points in terms of their knowledge and engagement with Makutano Junction and the themes around it. For Poland, although development education has a relatively recent history, there is strong political support for global education. In Estonia and Bulgaria, the leadership for global education has come primarily from non-governmental organisations. The situation in the UK has however been very different. There has been a tradition of engagement with schools on global and development issues for over thirty years and in the forefront of this involvement have been, a network of local Development Education Centres (DECs).

This meant that in each of the partner countries, there were different starting points for both the NGOs and the schools and teachers they worked with. Poland, Estonia and Bulgaria were, for example, former Communist countries. The UK was a major imperial power and Kenya was up until the 1960s, a colony within the British Empire. These experiences will have had an impact upon how teachers and educational bodies viewed the project and their experience of international partnerships and knowledge of lifestyles in Kenya.

Responses from participants in the UK indicated that most teachers had experience of development education in their schools and had established links with local/regional Development Education Centres (although only a few had an understanding of the Millennium Development Goals). A chief concern among many teachers was to consider how better to embed development education across the curriculum, although three key factors tended to hinder this: lack of resources for teachers; lack of teacher professional development; and pressures in preparing students for examinations. Media were often used to support learning with one teacher having previously used MJ resources. Most schools had links with schools in other countries – chiefly France, but also countries in Africa including Kenya. Participants noted that they would chiefly work with primary age pupils. All participants indicated that they wished to extend and deepen their understanding of development education, explore how to integrate issues into the curriculum and enhance their teaching expertise in the field.

Findings from the preliminary questionnaires and interviews highlighted differences in use of media too. In Estonia, Poland and the UK teachers were generally familiar with using media to support learning – although few used soap operas in their teaching – yet Estonian teachers reported little or no use of media in classrooms.

Still, a number of commonalities among teachers across countries were evident – an interest in global and development education as well as a desire to improve subject knowledge and teaching expertise.

Developing and conducting work with schools

The MJ project intended to work with at least 125 schools and across the partner countries the following educational settings were engaged in the project:

- Bulgaria – 53 educational settings (19 primary, 25 secondary, 9 high schools)
- Estonia – 36 educational settings (18 gymnasia, 2 litseums, 9 schools, 4 language schools, 2 youth centres and 1 university)
- Poland – 31 educational settings (1 primary school, 14 middle schools, 12 high schools, 4 universities)
- UK (4 centres) – 85 educational settings
- Kenya - 9 educational settings
- **Total educational settings worked with = 214 settings**

Sequencing of activities

Partners adopted a similar sequence of activities to carry out the project

1. An assessment of the current country situation
2. Facilitation of workshops and meetings to introduce teachers and educators to the MJ project and MJ series
3. Development, adaptation, piloting and testing out resources with students
4. Gathering feedback from teachers and students
5. Study visit to Kenya (collaboration between Bulgaria, Estonia, Kenya and Poland)
6. Work with students (including a Video Challenge Competition in Bulgaria, Estonia, Poland and Kenya)
7. A final event with educators and students to close the project

Initial assessment activities helped partners assess current levels of knowledge and understanding of development education among teachers and educators as well as identify existing pedagogical expertise. For countries with relatively less experience of carrying out development education a preliminary contextual analysis (PCA) informed the starting point of the work.

In the UK, where there was a more established tradition of development education and relatively experienced Development Education Centres to support work with schools, a PCA was not needed.

In Bulgaria, the PCA included an analysis of social perceptions, professional practice, partnerships and policy. In Estonia, key problems, their causes and areas for action were identified particularly with regard to institutions/policy, culture and public opinion and education.

In Poland, the PCA noted the incorporation of global education into the school curriculum in 2008. Building on concerted intersectoral action – the signing of a Memorandum of Understanding on the Development of Global Education in Poland by the Ministry of Foreign Affairs (MFA), the Ministry of National Education (MNE) and the Zagranica Group - an

association of Polish NGOs were involved in international development cooperation, enhancing democracy and humanitarian aid (see Appendix Two for evidence from the PCAs).

[Introducing Makutano Junction to teachers – and supporting their engagement in the project](#)

All country partners set up a series of workshops and school visits to introduce educators to the MJ materials. Following a project coordination meeting in London, each partner developed a country plan of action.

Below, we summarise the key points that arose from country case studies regarding factors that helped and hindered schools' engagement in the project. We then provide accounts from some of the partners to illustrate a number of these key factors.

A key point to note here, is that MJ project activities could not be implemented mechanically or in exactly the same way across or within countries. Country partners needed to respond to national priorities (such as the completion between national curriculum requirements and the MJ project) as well as school-based concerns (such as teacher absences).

Key factors that hindered engaging schools included:

- Competing school commitments
- Lack of support from senior management
- MJ activities clashing with school activities such as,
 - student testing and examinations
 - sports days
 - school plays
- School inspections
- Staff illness
- Geographical spread of schools (making it difficult to travel to many schools or for teachers to work together to develop materials)

Key factors that supported school engagement included:

- MJ material perceived to be 'interesting' and adaptable to the needs of the school
- Demonstrations by partners of the ways that MJ materials could help them meet curricular requirements
- Adopting a training the trainers approach
- History of prior work with a development education organisation
- Identifying potential solutions to barriers with project partners
- Conducting a baseline assessment with teachers to identify their own professional needs and capacities

- Spending time with teachers to identify a baseline and entry points to working with pupils
- Building on teachers' expertise in adapting MJ materials for their own students
- Developing a resource bank of materials
- Focused marketing to schools
- Personal visits to schools
- Ongoing communication with educators through email, telephone calls, personal visits
- Bringing educators together to learn from one another
- Running workshops and conferences to raise interest and awareness in the work
- Liaising with local education 'officials'
- A study visit to Kenya

Accounts from partners shed light on the challenges when involving schools and the responses taken to meet these challenges. In Bulgaria, for example, it was reported that,

“The selection procedure involved direct contacts with schools and universities, which already have expressed interest in getting involved in the global education subjects but also approaching new schools who might be interested via the regional inspectorates of education (under the direct authority of the Ministry of Education).

“Invitation letters, accompanied by presentations of the project have been sent to more than 100 educational institutions and regional inspectorates on education. Additionally an invitation has been disseminated within a Bulgarian network for international development.

“At the end of May and beginning of June a number of visits to local authorities and educational institutions from Sofia, Blagoevgrad and Stara Zagora (the target regions) were made with view to outlining the initial situation and establishing good contacts with the main stakeholders.

“In the period 30 November – 14 December 2013, three two-day train-the-trainers seminars have been held for a total of 42 participants – teachers from 6 primary schools (age 6-14), 7 secondary schools (age 6-18), 3 high schools (age 14-18); professors from 2 universities and educators/ trainers from 5 NGOs. At the start of these workshops, questionnaires for the participants have been circulated in order to identify their attitudes, current teaching methods and topics they cover. We received 28 filled-in questionnaires which were sent to the project management for analysis. In August 2014, we conducted focus groups with 5 teachers from the initial two-day seminars with view to adapt the produced materials/ activities to Bulgarian context and to create new ones, as well as to stay tuned on what had happened at schools after the seminars. On 15-16 November 2014 a national conference on development education and raising awareness of global issues was organised jointly with Bulgarian platform for international development whose member and vice-

chair GIP-Sofia is. There were 58 participants, most of them being school teachers and the second day was devoted exclusively to training workshops on teaching global education, where the methods and products of Makutano Junction project were introduced and disseminated.”

In Estonia, too, workshops and persistent, yet supportive, communication helped to engage educators in the MJ project. In particular, the country partner sought to build on the professional strengths of teachers.

“Most of teachers from the teachers workshops organised in Narva and Tallinn in 2013 participated in the project during two years. New schools were involved on second year after teachers shared their experiences with colleagues during TRAIN the TRAINERS activities and on an individual base we invited them to participate in the project.

“A few steps were taken to organise project activities. [We] established links with schools, teachers and educational and local authorities (Ministry of Education, Tallinn Department of Education, Tallinn deputy mayor responsible for education and youth, Narva city council chairwoman, Narva-Jõesuu mayor and city council chairwoman, Tallinn University staff members involved in development education). Monitoring of work at schools was organized during the two project years. There were a few face-to-face meetings with educational and local authorities and email exchanges about MJ project progress and intended improvement of global education.

“There were two workshops organized in Narva and Tallinn in 2013 for teachers. Twelve focus groups meeting were organized in Estonia between November 5, 2013 and February 23, 2014. Sixteen people took part in them. The aim was to develop study materials and to translate and adopt UK study materials for schools in Estonia. 5 teachers took part in study visit to Kenya in 2014.

“The low capacity of participants was acknowledged and we sought to address this by involving civil society organisations and other stakeholders in development education such as churches or media organisations. In part, this was made possible by building on their desire for innovation, their intellectual curiosity and the opportunities provided for people to work together in relatively small country.”

Considerable effort had to be expended to develop the MJ project in countries with relatively limited experience. Still, notwithstanding the fact that the regional Development Education Centres had well developed links with schools, they too encountered recruitment challenges in the preliminary phases of the project.

This extended account from the UK partner in Hampshire illustrates some of the complexity of challenges encountered in carrying out work. The account also outlines how project

workers needed to be responsive, not only to general problems encountered across schools, but to the particular requirements of individual schools.

“... Recruitment of teachers and initial publicity for the project was carried out and a rough plan for the first workshop was put into place. The venue for this session was booked and administration around teacher applications was put into place. Recruited schools were invited to attend the workshop to introduce the course and to encourage attendees to join the working focus group. Despite good initial interest in July the workshop was poorly attended. Many cancelled due to commitments implementing the new primary curriculum. Teachers attending spoke positively of the project and all were keen to join the focus group. However a number of teachers felt that the senior management team in their schools might not be persuaded of the benefits of a long term project in the current climate. All schools found the Makutano Junction material, very interesting and were positive about working with it.

“The new primary curriculum was introduced into schools this year so our target teachers were under pressure from senior management teams to focus on the implementation of the curriculum and not on project work. I have had to show teachers how the project would fit in well with the ideals of the new curriculum in order to recruit them. The schools we managed to recruit tended to be schools that the CGA had done some work with before; one had been involved in a smaller project [and] one had done some curriculum planning. This meant that good relationships had already been forged and schools were looking for a large project to practice what they had been taught on previous courses.

“Visits were organised for some of the schools (...) but we would now be running into the testing period for Year 6 pupils and the summer school play and sports day. This was not the ideal time to start a KS2 project. Because of this one of my five schools dropped out of the project. A lot of discussion about deadlines and feedback took place both within the National group and within my county schools. All four of my schools have struggled to find suitable time to review the work and place it on the timetable, in an already crowded curriculum. They all planned to complete six lessons using the resources before a feedback meeting at the end of July.

(...)

“Teachers have been looking at and commenting back on the first set of 12 resources provided to them. They have been using the information gained from the baseline audits to inform their use of the materials (...) visits to schools had to be put back due to a staff member being hospitalised.

“A year two working group recruitment workshop will take place on 24th September, 2014 four types of marketing were carried out:

1. Handing out flyers to teachers on other workshops

2. General e-mail shots to county schools and to mailing list
3. Focussed marketing to school linking representatives
4. Focussed marketing to secondary schools for cross phase work

“I discussed with my schools, how they would like to share information with the other participating schools. I also shared the link to the website with usage being on the agenda for the next meeting. I added links to the website from the CGA website and Facebook page. I encouraged schools to do the same.

“(…) One school is very small so the teacher I was working with spent a lot of time covering for a long term sick teacher in a KS1 class so was prevented from doing the work. One school had an OFSTED inspection just as the teacher was about to start work on the preparation for the project. I felt school visits were required to kick start the project.”

In Poland – and although Global Education had been incorporated in the school curriculum since 2008 – teachers had received little professional support to develop their expertise in this field before support was made available through the MJ project. As the report from Poland noted:

“Therefore many teachers were facing difficulties with transmitting the knowledge about the world according to global education principles. In this background “Makutano Junction. A multimedia approach to effective global education” project was launched in Poland.

“Teachers, scholars and educators were drawn to the project, because they saw this as an opportunity to become better qualified. According to their responses they became interested in the project because it offered an international dimension, working with a Global South country, global education and working with multimedia tools.”

The Makutano Junction Project in Poland began with two 2- day workshops for a group of 40 teachers. They were conducted in the same format and consisted of six modules (i) An Introduction to the Makutano Junction Project, (ii) Cultural awareness, (iii) An introduction to global education (definition, areas, curriculum) and the Millennium Development Goals, (iv) An introduction to Makutano Junction soap opera, (v) Media literacy, (vi) Summary and Evaluation.

Participants who completed the workshops and were willing to further participate in the project events, were invited to join the focus groups. In Poland participants were divided into 4 groups and assigned specific themes: three of them focusing on MDG1, MDG 6 and MDG 7 respectively. The fourth group was asked to work on cross-cutting issues which were selected depending on participants’ interests.

Strengthened curricula

The range of curriculum materials is available on the MJ website – with materials representing the endpoint and outputs of considerable activity among partners.² In Bulgaria, Estonia and Poland, teachers built on their experience of designing nationally accredited educational programmes to develop MJ curriculum materials. In the UK, resources were developed by a team of media specialists and then trialled and adapted by teachers.

Across partners, the development process shared some common steps – building on existing materials, developing pilot materials, testing out pilot materials, preparing final curriculum materials for use by teachers in schools.

Strengthening the curriculum was not solely about the publication of final outputs themselves, but as much about the process of production – engaging and sustaining the involvement of teachers and educators, sometimes over a period of many months (see Appendix Three for accounts of this process among partners).

In Bulgaria and Estonia some of the materials from the MJ project in UK (2008-2010) were translated from English into their own language and then it was considered how these could be adapted to their own national context. In Bulgaria, Estonia and Poland this work required significant inputs from educators within each country over a relatively brief period. In Estonia, for example, 25 MJ-related resources were developed – involving translation of materials from English (see Appendix Three).

Focused case studies of two schools in Bulgaria, also highlighted how involvement in the MJ Project contributed to teacher development and strengthening of the curriculum (Appendix Three).

In Poland, a series of meeting with teachers were facilitated. Meetings focused on a series of areas – development of teachers’ understandings of global education-related issues (through review of MJ materials); analysis of existing textbooks to identify global education themes; discussion with a Kenyan key informant; building competencies in participatory styles of teaching and learning; development of e-competencies (such as use of online discussion groups and social networking sites); and building of a sense of a global education community of practice (see Appendix Three).

Two sites reported specific initial resistance from teachers to the MJ materials. In Cumbria, UK, for example, educators had ‘strong reservations’ about the suitability of materials for students aged 7-11. A particular problem was seen to be the use of full episodes of the soap opera with this age group – rather than a more selective use of video clips. The country partner worked with a media organisation to tailor the MJ materials for schools. Teachers then adapted the resource to fit in with their own curriculum areas. (An an example of how

² See: <http://www.makutanojunction.org/>

this was done with regard to promoting financial awareness among pupils is included in Appendix Three).

In Bulgaria, a similarly resourceful approach was needed to respond to the concerns of educators. As in North Yorkshire and Cumbria, substantial effort was required in Bulgaria to sustain the involvement of schools in the project. This was done, for example, by identifying and working with 'open-minded' teachers and considering which pupils had the capacity to take part in MJ activities. Moreover, MJ project activities were aligned with familiar approaches to learning – project work, school exhibitions, use of PowerPoint presentations, group performances and roleplay, as well as 'framing' MJ with regard to commemorative days such as Earth Day and World AIDS Day (see Appendix Three).

Across all partners – and as the next section on working with pupils illustrates – teachers involved in the project developed their understanding of global education issues, deepened and extended their teaching expertise and applied what they had learned to supporting learning among pupils. Moreover, teachers became able to identify whether and where best global education issues could be introduced and integrated into school curricula. In Poland, for example, this included gaining support from senior leadership in the school, setting up activities within and outwith the school (such as focused school days on global education as well as after school clubs), an enhanced and critical understanding of global issues, testing out new ways of engaging pupils through 'innovative' ways of working (such as using films and multi-media presentations) and new associations with professionals in their own country, within EU project partners, and with teachers in Kenya (as part of a study visit to that country) (see Appendix Three).

Changes among pupils

The project had originally intended to conduct baseline and follow-up measures of students' images and understandings of Africa and Kenya. However, as the project developed it became clear that this approach needed to be reviewed for two reasons – one practical, the other conceptual. Practically, the MJ project unfolded in each partner country in different ways. In some sites, schools were relatively easily engaged in the work and teachers were able to use the baseline questionnaire provided by the evaluation project to help them assess initial knowledge and understanding of pupils. In other sites, a great deal of developmental work – such as the translation and production of classroom materials – allowed little time for the administration of questionnaires.

Conceptually, the evaluation team developed concerns about the trustworthiness of students' brief written responses with regard to their somewhat complex understandings of Africa and their interpretations of the soap opera episodes and classroom discussions. For example, as teachers began to feed back to country partners and to the evaluation team about changes among pupils, there were at least as many points related to pupil confidence in talking about development issues as there were to substantive changes in knowledge.

Taken together, the evidence below illustrates the value of enabling children and young people to explain their understandings of development issues. By enabling students to develop their own accounts of what they had learned – and what they themselves viewed as key global issues – enabled partners to come to understand how MJ activities came to be interpreted and made sense of with regard to children's and young people's own circumstances and interests.

Assessing learning

That said, baseline data (from 240 questionnaires in the UK, 63 questionnaires in Poland and 140 maps of Africa completed by students) suggested that children and young people held particular images of Africa and Kenya mostly, although not always, highlighting popular imagery associated with Africa; poverty, hot weather and poor quality housing.

For example, when asked what three things they first thought about with regard to Africa, the most popular responses from students related to 'animals', 'sunny/hot/dry weather' and 'poverty/poor people'. When asked what people in Kenya wear, responses often related to 'dirty' clothes and 'rags' – unless reference was made to colourful 'traditional' wear. Housing was often reported to be 'small', like 'mud huts', in slums, and made of 'cheap materials'. While some houses might be 'nice' these were for 'posh' people. With regard to employment, jobs were reported to be chiefly in farming, mining and selling items in markets – although some students noted there would be shop owners, policemen, doctors and bankers. With regard to media and technology, most students indicated this would be limited, although rich people, it was noted, would have better access to technology including 'Apple products'.

When asked what stories might be included in a soap opera from Kenya, the majority of students suggested these would be negative in some way, including themes related to slavery, unwell people, 'sick kids', those dying of hunger, having to collect water and people living in poor conditions. Other themes related to wild life and hunting; 'snake bites', 'lion chases' and 'dangerous trips to the river'. One student suggested there would not be soap operas in Kenya 'because they won't have a lot of technology' – although some students also indicated that they would like to see more tales of people in Kenya, particularly 'happy' stories.

Although the use of self-completion questionnaires appeared somewhat limited with regard to identifying students' understandings of Africa in general and Kenya in particular, teachers were able to use the questions contained in the questionnaire formatively to guide lesson planning. This video demonstrates this in a school in Cumbria

(https://www.youtube.com/watch?v=jM_SrFih99s&feature=youtube_gdata_player)



Figure 1 Student images of Africa and Kenya

Some teachers conducted 'before and after' activities to identify what pupils had learned from the MJ lessons. In Hampshire, UK, for example, one teacher invited the class to select one image of a house from a series of pictures that would make the best home. She noted.

“ [Before the MJ lessons] Pupils were mainly choosing the houses purely on size or expense (the large house with the pool was chosen 12 times.) They were thinking about the setting of the house but not its environmental impact. They talk about places to swim or learn but do not mention friends or family. There was not much debate on what makes a house a home and most children were thinking purely about the house...”

Following the use of MJ materials alongside other activities students came to focus on other aspects of what made a house a home – not only highlighting the physical characteristics of buildings but also emphasised the importance of social and familial relationships.

“Pupils were asked if two items were lost forever from your home which of a selection could you not do without. All pupil groups, without hesitation chose family members as their first priority stating that they appreciate the care their family gives them and how safe they make them feel. They said they would be lost without them. The second most popular choice was food. Pupils realise from watching Makutano Junction that earning money for food and health care is what some of the Makutano characters have to think about in all their life choices. They had just watched a story about children helping out on a market stall instead of going to school and talked about how they would feel if they had to do that. One child realised that money

would buy most of the things on the list. Some children were concerned about having no toilet in the house but the groups argued that you could make a toilet out in the woods. One child thought that not having doors on your house could lead to all the other items in the house being stolen.

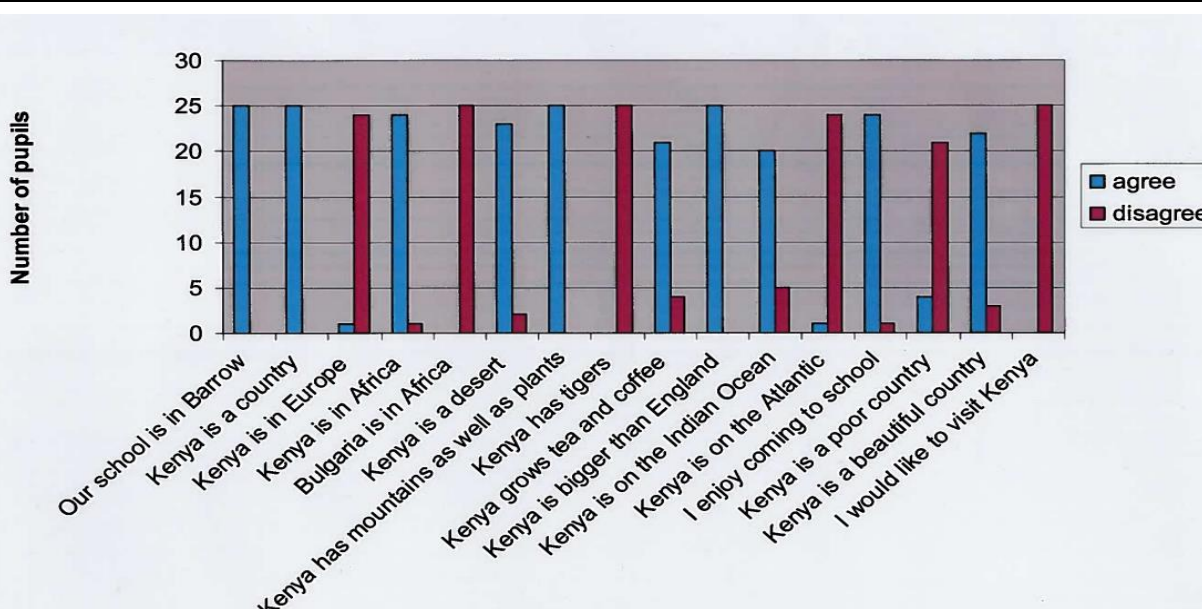
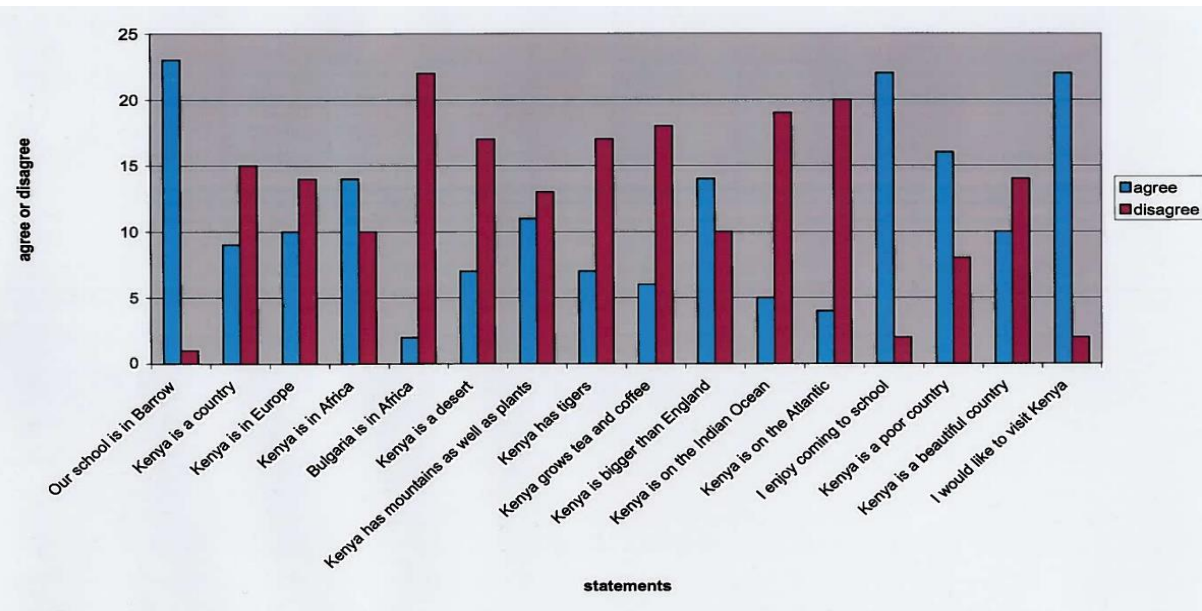
“Pupils are using critical thinking skills to a much better degree and are even prepared to disagree with their own statements in order to see another point of view. They took a lot of time over the task.

“ (...)Quite often groups could see both sides of the debate with the pros and cons of each house/dwelling being fully discussed. They often discussed appropriateness for the environment the house was in. They also focused on family and memories as part of the reason a house would be a home.”

In Poland, students were provided with an outline map of Africa before taking part in MJ-lessons and asked to draw and write their ideas about what they would see in a country in Africa. Following involvement in a series of lessons, students were provided with the same activity and students appeared to hold a more heterogeneous understanding of Africa. For example, after lessons, students' images and statements about Africa contained fewer references to the natural environment (climate, landscape, animals and plants) and included more responses about people's daily life, their day-to-day activities and relationships. In addition, following lessons, students made greater reference to forms of economic activity – such as earning an income and being involved in trade, industry and tourism. A similar change was noted through the use of before and after questionnaires where a rather limited set of initial responses – such as employment being related to agriculture and fishing, or houses being made from mud, leaves, clay and bamboo – become more heterogeneous and realistic. Employment came be understood as consisting of a range of unskilled, semi-skilled and professional roles (selling drinks in the street, secretarial work, 'businessman' and lawyer. With housing consisting of a range of types of accommodation including block of flats and other homes that were 'standard', 'nice' and 'decent'.

In Cumbria, following lessons, pupils were provided with individual agree/disagree cards and asked to respond to a series of statements about Kenya. Responses were represented graphically and this highlighted some of the complexity of students' learning. For example, although student responses suggested a shift towards a more informed understanding of Kenya – its geographical location, size, wildlife and economy – perceptions of Kenya as a desert increased to become the general view of the class. Moreover, although appreciation of Kenya showed a marked increase, from just under half to approximately 90% of pupils agreeing with the statement 'Kenya is a beautiful country', those who wanted to visit the country fell from 90% to zero after watching Makutano.

Prior to taking part in MJ activities



After taking part in MJ activities

More informally, a teacher at the same school noted a possible transfer of learning from MJ lessons to school life. A series of activities had been conducted on stereotyping – using, among other things, MJ episode 3 series 3 (Battle of the Sexes). The case study report noted:

“Before the episode reaches its climax with the introduction of the of the new (female) chief, children are asked 'What do you think the chief is going to look like?' and ideas discussed include tall, handsome, small, ugly, rich, suited and booted, etc. Pupils reach consensus that 'chiefs are probably old fashioned' and male.

“As the chief’s identity is revealed the frame is paused for children to share their response - which is general surprise [that she is female], and they are invited to examine the Makutano characters’ response. The lesson closes as children are asked to reflect: ‘Were there any stereotypes in that episode of Makutano Junction?’

“The teacher recounted how, some weeks after the lesson, the same children speculating over interviews for a caretaker post at the school, spontaneously catch themselves assuming the candidates will be male....‘That’s a stereotype, isn’t it miss?!’”

In Bulgaria, the country partner noted that teachers had tended to focus more on the episodes that depicted problems in Kenya – such as malaria, poverty, early pregnancy, HIV/AIDS than on positive examples which might show similarities between lives in Kenya and Bulgaria related to lifestyles such as access to the internet and online dating. The most notable changes in the level of awareness and attitudes were reported to be related to better understanding of the similarities between the lives of those in Bulgaria and Kenya and realising that the so-called Global South is a land of contrast – students would see substandard ghettos next to high-rise building, land-tilling and modern technologies and people with manual and professional jobs.

One element of the MJ project focused on providing students with opportunities to develop their multimedia skills. Students were encouraged to produce videos through an exploration of the Millennium Development Goals so as to identify commonalities and differences between countries and communities in the Global North and Global South.

In Bulgaria, Estonia and Poland, a ‘video challenge competition’ was set up with prizes for the best videos being awarded during the final student events.

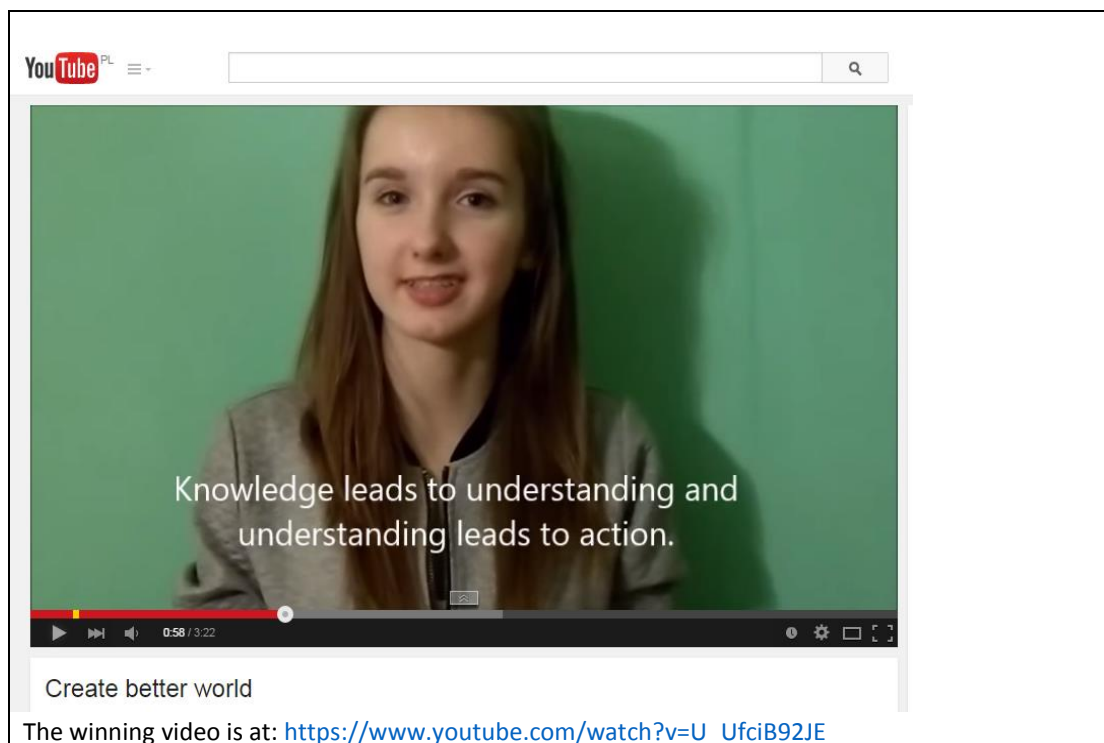
In Poland, for example, this took the form of students conducting background research, developing their ideas, finding materials, learning about the technical aspects of video production and presenting their work at a student event. The country case study noted,

“In order to make the video projects students were encouraged to assess how the world has dealt with making MDGs real. They had an opportunity to change their perceptions through analysis of topics like poverty human rights, the threats to environment. Through a variety of lessons, pupils were urged to look for commonalities in settings in their local environment and in the Global South countries especially Kenya, to check for the modern aspects.”

The winning video from Poland invited young people to respond to a series of statements – with young people often demonstrating a desire for equality and a wish to take collaborative action on global issues. Questions and responses included:

- “What does the word freedom mean to you?”

- Responses included: “Doing something that you love that you believe in”, “I can decide about myself”, “Everyone is equal”, “Everyone has the same rights no matter where were they born”;
- What is the world that you are fighting for?
 - Responses included: “My perfect world is without chasm between people”, “I dream about the world where every child is born with the same standard of life”, “Without injustice, poverty and violence”
- “Do you think that knowledge about the scale of poverty reduces level of it?”
 - Responses included: “Knowledge leads to understanding and understanding leads to action”;
- “How can we increase the awareness of people about poverty”,
 - Responses included: “Keep saying about it until someone hears us”, “Show this problem to their faces”;
- “What do you think about butterfly effect?”
 - Responses included: “Everything that we are doing here affects someone on the other side of the world”, “We can cooperate with many organizations”.



More videos were presented during the student final event in Warsaw and are available through the MJ project website.

Additionally, the carefully managed series of activities at the MJ student event in Poland included a ‘rare opportunity’ for students to engage in dialogue with speakers who lived in Poland but were from countries in the Global South – Ghana, Ethiopia and Senegal. A ‘human library’ activity – where small groups of students talk with invited speakers for

around 15 minutes – enabled young people to learn about what led the speakers to live Poland, their experiences of doing so and their professional backgrounds (as an academic, a businessman and a teacher).



Human Library session with Mr Harris Mawusi, a citizen of Poland and Ghana, responsible for Development Planning and EU Projects at Harbour of Gdynia

In the UK, a number of students demonstrated what they had learned from MJ-related activities by taking part in ‘talking head’ videos. In Hampshire, UK, for example, students from Braishfield Primary School highlighted a number of their ideas, in particular:

- People are part of the same world and should be treated the same, stereotyping, Makutano street as vibrant, MDGs and how they can be used to improve the world, people in Kenya being the same as other people but they struggle more, witch doctors are not doctors, everyone in Kenya has equal rights, an aspiration to visit Africa



(<https://youtu.be/NMTOWdoM7Ps>): 1

The views of students at Braishfield School echoed those of other students in Hampshire, UK, who had taken part in the project. Comments from a range of students noted that what they valued related not only to the new ideas and issues they had learned, but also the process of learning. Moreover, some students had discussed taking part in MJ lessons with their parents and had found out familial connections to Kenya. And some students indicated that they would like further contact with people in Kenya – perhaps even to visit the set of Makutano Junction. Students also began to articulate what they did not want to know more about – chiefly negative portrayals of Kenya.

Combined quotes from students and teachers illustrated these points,

“This is brilliant (...) we should have started doing this ages ago (...) I want to watch more (...) It is not really a children’s soap opera but I liked the storyline about the girl who had written the letter to the boy and she gave it to the milkman and he dropped it (...) I didn’t think the storylines would be about death because it must happen all the time out there (...) People around the world have the same problems but some are made worse by illness and poverty (...) Some people in Kenya are rich and some are poor (...) People sometimes do things differently because it suits where they live”

“We’d like to learn more about the MDG’s and what would happen next after 2015, what Kenyan children do as hobbies, more first-hand information from Kenyan children, how they can help and campaign.”

“We don’t want to learn more about wars in Africa (that is all you see on TV), just nice things from now on (...) the wedding was good, more like that. Any languages they speak, we hate learning languages (...) Dying and dying animals as we feel sad and helpless (...) What people eat as this is something that is becoming more globalised anyway”

Teachers noted that watching the MJ soap opera had not only improved students' understandings, but helped them to become more confident communicators – as these combined quotes note,

“Pupils have enjoyed learning about, how to put a script together like a soap (...) Pupils seemed much keener to mix with other people who had been studying Makutano Junction. They felt that watching the soap would give them something to talk about (...) Some pupils had discovered that they had cousins and past relations that lived in Kenya. One boy was surprised to find his Dad had lived in Kenya as a boy (...) Pupils are very keen to visit Kenya but are now also aware that they may be able to talk to some Kenyan children that have electronic devices. Before it was assumed they wouldn't have them. Many children wanted to visit the Makutano Junction set and talk to the actors about their jobs and the story lines. One child wanted to work as a Doctor in a Kenyan hospital. She had become very interested in disease transmission (...) Pupils would still like to visit the animals but others wanted to go to the markets, see the people and see the cities. They wanted to go to a Kenyan cinema and bowling alley that they saw on some work they had done.”

Students in North Yorkshire, UK, also appeared to value the synergies afforded by watching media, being involved in its production and specific development education content. In the following clips, students from Lothersdale School illustrate these points and comment that MJ helped them learn about number of topics and issues including: creating their own videos, writing a script and acting it out, understanding that Africa is about more than animals and mud, similarities between themselves and those in Kenya (including fashion and clothing), income levels, currency, money, love and happiness.



Interview between students about Makutano Junction

https://www.youtube.com/watch?v=vP_apEaMkIA&feature=youtube_gdata_player


Another student at the same school had prepared a presentation about the similarities and differences between developing fashion in the UK and Kenya.



Student presentation comparing fashion design in UK and Kenya

https://www.youtube.com/watch?v=jOPQcavCHxA&feature=youtube_gdata_player

Media productions were also created by Kenyan students from Mathare in Nairobi involved in the Makutano Junction project. There were almost 30 videos prepared tackling issues connected to MDG1, 7 and 8. Pupils conducted interviews with teachers, school and community representatives or introduced the topic by themselves. Polish partners provided an overview of 6 selected films which bring the Kenyan perspective to the project. One of them is Thika Super Highway made by the two young Kenyan students from Destiny Education Centre.



Global partnerships; Thika Super Highway

Anita and Kayla, Pupils from Destiny Education Centre

Video can be viewed at: <https://www.youtube.com/watch?v=2PmDf8Xf2HM>

The image shows a screenshot of a YouTube video player. The video frame displays two young girls in blue school uniforms sitting outdoors. The video player interface includes a search bar at the top, a play button, a progress bar showing 2:56 / 3:08, and various control icons at the bottom. Below the video player, the title 'Global partnerships; Thika Super Highway' is displayed, followed by the subtitle 'Anita and Kayla, Pupils from Destiny Education Centre'. At the bottom, a link is provided: 'Video can be viewed at: https://www.youtube.com/watch?v=2PmDf8Xf2HM'.

During the video, the female students from the Destiny Education Centre in Mathare highlight the use of engineering solutions to the problems of constructing a highway, arguing that this should be understood as a marker of living in a developed, rather than a developing, country.

The case study – Appendix Five – provides details of five more videos which cover (i) technology, innovation and mobile-money systems (ii) conservation and environment (iii) educational progress in underprivileged areas (iv) growing up in an underprivileged area (v) tackling poverty through a cyber café business.

A focused case study of work with a school in Estonia highlighted how the ‘new’ use of video contributed to an increased awareness of global education. These new understandings – of life and issues in Africa – arose not only among students but also among teachers and led to a fundraising event for a school in Kenya.

Focused school case study – Estonia

Tallinna Humanitaargümnaasium is one of the best schools in Tallinn. The school has no history of carrying out development education. Two teachers, who are Eesti People to People members, were interested in joining the MJ project and implement activities base on the Kenyan soap opera.

A multi-media approach is innovative at this school and use of media to promote discussion of commonalities and differences between Kenya and Estonia were challenging for teachers and students because they were not aware about the daily life in Africa and had very general knowledge about Africa (animals, exotic fruits, wars, HIV/AIDS issues). The teacher who participated in the MJ project study trip to Kenya shared her experience with teachers and students at school. She showed videos and photos taken in Kenyan schools, on streets, in the museums and Nairobi National Park. Through the use of these, teachers and students gained new knowledge about real life in Kenya, discussed similarities and differences in schools and daily life in Estonia and Kenya in a new way. Both teachers and students improved their knowledge about development and global education, about MDGs and about Africa.

Members of Eesti People to People team worked with the teachers of Tallinn High School of Humanities to inform them about life in Kenya and about global education. Teachers then worked with students to involve them in discussions about Kenya and about global education in the modern world.

The teacher commented,

“Our school is interested in enlarging students’ knowledge of the world, the issues of education and environment. Our school was ready to support their interest in such issues. The idea of wide usage of the original video in the language classroom was new for me but in the process of work I got used to it. The result of the work is that teachers and students of our school have become interested in the life and issues of Africa, they know about global education and will continue to get information about it.”

The teacher organised a fundraising event before Christmas for Destiny Education Centre primary school in Nairobi Mathare informal settlement (slum district). Students and their parents donated 360 EUR to seven primary school students. They decided to support these students for the next two years, so they can finish primary education.

A similar process – the strengthening of teachers’ practice to engender change among staff and pupils – was also reported in a focused school case study from North Yorkshire, UK. In

particular, teachers reported how involvement in the project had increased students' ability to reason and argue and to present their new understandings to an audience.

Focused school case study – North Yorkshire, UK

Skipton Parish Church CE Primary School is a primary school in the Craven district of North Yorkshire. The school has no history of carrying out development education.

The school joined the Makutano Junction project because a global learning week in 2013 had highlighted development education was an area they needed to build on. The deputy head, put it this way, 'I wanted to offer a different type of learning style in my classroom that was engaging – many of my class watch the UK soaps regularly. I also wanted to give them more opportunities for discussion to develop teaching and listening skills. I thought it might give them a real insight into the lives of people in Kenya.'

In September 2014, the Development Education Centre worker and the KS2 coordinator and Yr6 teacher, went through all twenty-five MJ resources and with the school's long term plans for Yr5 and Yr6 up on the screen of a laptop looked to see which ones would slot into the curriculum areas and when. The activities were planned cross curricular using a creative curriculum approach to learning, mainly through geography, science, literacy and numeracy. Two teachers have delivered sessions to their Yr5 and Yr6 classes linked to climate change and looking after our energy and water resources. They have made big books, on 'Kenya', 'Climate Change' and 'Carbon Footprints: Letters to the Editor', and produced information posters on water in the UK and water in Kenya.

Teachers reported that the children's speaking and listening skills, their ability to construct a well-reasoned argument and present it to an audience, and their confidence in discussing global issues had all grown enormously. Increasingly children are linking their learning about global issues to other areas. For example, when considering whether children today are healthier and happier than their parents' generation for a North Yorkshire debating competition, it was suggested that using technology for hours at a time was not a good thing for many reasons. When the children were challenged to have a technology free day links were immediately made as to how this would help to reduce carbon footprints and combat climate change.

Using MJ materials has also had an impact on teachers, as this Deputy Headteacher noted,

"I look at things differently and am able to give a more balanced perspective. For example during the assembly I led on Red Nose Day, I encouraged Yr5 and Yr6 to provide the other side of the coin. Africa is not just about poor people who are in desperate situations but there are rich people in Africa and communities like

Makutano Junction are taking responsibility to improve their own communities. They are not just relying on handouts.”

The school will continue to use MJ resources and is looking forward to introducing them to the new year 5s in September 2015.

Strengthened partnerships

The final narrative project report provides evidence of the extent of collaborative work undertaken among partners – from the initial inception of the project, through sharing ideas about practice, to concluding the project with events for children and young people. While the narrative report highlights the range of work with educational settings in Europe (which also included contact between a UK-based development education centre and Danish Global School Partnership) a key element of the project which led to strengthened partnerships was a study visit to schools in Kenya.

This study visit to Kenya took place during October 2014. Fifteen teachers and four coordinators from Estonia, Bulgaria and Poland participated in the visit, the aim of which was to enable them to explore the Kenyan education system through visits to schools and interactions with school staff and pupils as well as to forge links between Kenyan, Bulgarian, Estonian and Polish teachers.

The participants visited four schools in Nairobi and the rural areas: the Valley View Academy and Destiny Education Centre, both located in informal settlements of Nairobi and Rwaka Primary and Rironi Primary schools in the Limuru area. The written account of the visit, published in a project newsletter, highlighted key activities,

“In Valley View Academy, teachers were divided into national groups and held lessons with three classes of Kenyan students. They gave presentations about Poland, Estonia and Bulgaria, interacted and answered questions about climate, nature, ways of living etc. Pupils appeared curious about the eastern European countries – especially how people can survive during the winter when temperatures drop below zero.

“Another central element of the Kenyan visit was a full day of training with a group of 15 Kenyan teachers. Its purpose was to bring educators together and answer the question ‘why do we need international school partnerships?’. It was important that the teachers established a common ground among each other and discovered the advantages of cooperation through an experience of difference and similarities. Working in smaller groups, the teachers had an opportunity to find common areas and think of possible school projects. Despite the technical challenges the first steps

were taken towards making common video projects based on Millennium Development Goals themes.

“Overall the study visit provided an opportunity for increasing cultural awareness and sensitivity regarding Kenya and Africa. After the visit the European teachers reported that they felt motivated to carry out activities with students at schools to share their understanding of the diversity of lives in Kenya.”³

The value of the visit was also noted in the evaluation case study reports from Bulgaria, Estonia and Poland.

The report from Poland noted the importance of expertise sharing through first- hand accounts:

“One of the Kenyan groups presented an inspiring lecture on the living standards of Kenyan population highlighting the role of climate.

“Kenyans living in the North struggle with harsh conditions and that part of the country is underdeveloped, while in the South enough rainfall and milder climate allows for agricultural expansion in the villages and infrastructural, technological and innovation development in the cities.

“This short lecture positioned the Kenyan teachers in the role of experts, which is very important in building partner relations between Global South and Global North countries based on principles of equality. Moreover, the presentation was very much in line with global/development education values and aims. It not only depicted a concrete situation (present-day challenges faced by the communities living in the North- up country), but also explained the causes of this situation. To hear the Kenyan teachers talk about many aspects of their country in a role of specialists was an important and unique learning experience for Polish teachers. It gave them a counterbalance to how Kenyans and more broadly Africans are frequently presented in Polish media reports (illiterate, passive, receivers of aid).”

³ Makutano Junction Newsletter, Issue 2, December 2014. Available from: <http://www.makutanojunction.org/en/news.html?act=12> Accessed April 2015



Study visit to Kenya. Teacher Presentation Karura

A video of the Kenyan teachers presentation was produced and published on YouTube (https://www.youtube.com/watch?v=t_hm0z0vhP8&feature=youtube_gdata_player)

The report from Bulgaria, noted the impact on educators in the country,

“The visit to Kenya was very positive in terms of strengthening the relationship with the teachers and schools and sensitising them – particularly St. Kliment Ohridski school in Blagoevgrad, where both the director and liaison-teacher travelled to Nairobi. The teachers received first-hand knowledge and became more enthusiastic about implementing the MJ project in their schools. Their lessons and extracurricular projects became more interesting and inspiring for the teachers and their motivation to sustain the practice in their schools increased.”

The Estonia report included evidence from School Principal in Kenya of direct benefits to the school from sponsorship that had arisen from the MJ project itself. Money had been raised from teachers, parents as well as students. The report noted,

“A new partnerships was established with Destiny school in Nairobi after the study trip to Kenya. Estonian teachers, students and parents from two schools collected

360 EUR and transferred this to Matara Destiny school in Nairobi. The School Principal, Dixon Owaga informed us that financial support was very appreciated.”

For teachers in Poland too, the study visit provided an experience which appeared to have an impact on them personally as well as professionally. As comments from three of the five teachers highlighted:

“I’m very happy I had a chance to take part in the study visit in Kenya. That was an important and valuable experience in my life.”
(Teacher 1)

“For me, this trip was a unique experience and unique emotion by which I learned more than I could learn from any other sources. It is known that the emotional memory is the most durable because of which my expectations are for lasting partnerships and new more productive meetings. Thanks for your time which we spent together.”
(Teacher 2)

“It was a unique experience. I saw with my own eyes real Kenya. I hope that it enables me to provide better lessons and organize interesting activities about global education in schools. It was a great opportunity to meet new people and culture and I hope that we will continue our contact.” (Teacher 3)

Following the study visit, each of the five teachers from Poland ran workshops in their school (see Appendix Four). These workshops involved 326 students in MJ-related issues

Legacy

A suite of MJ-related materials have been produced for each partner country and, along with information about the project, are available on the project website:

<http://www.makutanojunction.org/en/>

Following the completion of the Project, all of the partner organisations intend to continue to promote the resources and material produced for schools and teachers they work with.

Examples of ongoing work include:

- In the UK, several teachers in North Yorkshire who trialled MJ resources are including them in their long term plans for the next academic year in PSHE, Science, English and Mathematics. They are delighted with the huge range of resources that provide flexible cross-curricular links and help them not only deliver effective teaching and learning about development and global issues at KS2, but also opportunities for discussion and personalised learning. For example, the deputy head teacher and

Yr5/6 teacher at Carleton Endowed CE Primary School planned a Financial Awareness/Business Unit of work consisting of thirteen sessions, four of which were linked directly to specific MJ resources. This innovative practice has been shared with other project schools and adapted to suit different contexts. The project has strengthened relationships between the schools involved and Craven DEC and introduced teachers to new approaches and possibilities which they are now developing further for themselves. Craven DEC is developing CPD opportunities around MJ and will draw upon the expertise of project teachers to roll out MJ resources to other schools in Yorkshire. Finally, an important and immediate legacy is the Yr6 children (100+) who have been actively involved in the project and who will be moving on to secondary school in September more able to discuss global issues and better prepared to take action to make the world a fairer and more sustainable place.

- In the UK, the Government funded Global Learning Programme provides a major opportunity for the themes and material from the project to continue to be used within schools. To this end, all of the UK partners plan to produce a package of professional development training courses for teachers funded by this programme
- In Poland, many schools expressed their willingness to continue work using the Makutano Junction series to further develop teaching materials. Two educators who, in addition to teaching in schools, run regular teacher training in the themes of global education and have incorporated the materials from MJ project into their workshops. The cadre of global education practitioners which came to existence during the focus group meetings, continues its cooperation via e-mail exchange about interesting training opportunities and conferences on global themes.
- In order to sustain the initiated linking between Kenyan and Polish schools, project coordinators applied for a small grant from a Polish NGO 'Education for Democracy Foundation'. The overall objective of the planned project is to build on the relations between Polish-Kenyan schools through cooperation and conducting out of school projects. The focus of this initiative will be on collaboration between students who will be grouped into teams (Kenyan and Polish) and will work on assignments once a week. In order to make use of the Makutano Junction multimedia platform, the 'News' section on the homepage will be used as a blog, where pupils and students will publish information on the work they have carried out. The initiative is planned in the months of July-November 2015 (dependent on funding).

That said, the extent to which development education and global learning related to Makutano Junction can be sustained remains open to question. How, for example, can international partnerships be further developed? In what ways can the reach of global learning initiatives such as MJ be extended beyond those schools which readily participated (without funding incentives)? How might schools initially resistant to promoting global learning best be engaged? In what ways can the views of children and young people

themselves inform further work? And, in what ways might their learning related to development education best be assessed?

Below, we outline some possible responses to these questions through a summary of key learning points from the project and a set of recommendations which seek to build on the outcomes from the current investment in using the Makutano Junction multi-media approach to development education.

Summary and recommendations

Overall, the action 'Makutano Junction: a multi-media approach to effective development education' realised its aims of (i) promoting learning about global development among pupils and students in at least 125 schools, (ii) strengthening linkages between partners and (iii) strengthening curricula.

That said, the project was not without its challenges. Implementing the action across and within countries highlighted the responsiveness needed by partners when introducing a complex project into complex social situations (Pawson, 2013).

For example, those the MJ project were seeking to influence – teachers, children and young people among others – have their own priorities, concerns and interests which the country partners needed to take into account. Overall, there was a positive reaction to the media-focused MJ materials, but their use had to be tailored and adapted to national and local contexts. While an overall framework guided the work – assess the starting point, develop materials, test them out, assess learning – this uniformity somewhat masks the complexity of the project as it came to be enacted by individuals through their own interpersonal and professional relationships, institutional settings and broader country infrastructures.

This led to some challenges in identifying outcomes whether related to changes among pupils, or strengthened curricula or partnerships. Still, what emerged from the action was a set of MJ materials, new associations among professionals and, as far as could be determined, new understandings and skills among students and educators related to development education and global learning.

With regard to students, for example, evidence from partners suggested that involvement in MJ-related lessons and activities appeared to lead students to articulate a more heterogeneous understanding of Africa in general and Kenya in particular. Students tended, for example, to extend their understanding of aspects of life in Kenya, from accounts of wild animals, poor accommodation and restricted forms of employment, to more realistic explanations of the infrastructure and lifestyles actually found in the country.

Additional changes were reported too. Teachers often noted the development of media-related skills among students – particularly when students were invited to demonstrate their understanding via videos. Students were reported to have gained a greater confidence in discussing development-related issues and developed an enhanced awareness of the

commonalities as well as the differences between their own lives and those they witnessed through the MJ materials. In particular, students tended to become more aware of the existence of poverty, hunger, diseases and impoverished environments alongside wealth, health and privilege. In short, students appeared to develop a more contextually driven understanding of life in Africa and Kenya.

Changes among students came about through teachers' application of MJ materials to their own school context, taking into account their curricular priorities and how best to engender learning among the pupils with which they were familiar. Project partners in Bulgaria, Estonia, Poland and the UK put considerable effort into facilitating the development of resources that would be appropriate for schools in their country, meeting often with teachers to assist with the translation of the MJ soap opera into a set of curriculum materials that could be used to promote global education. This demonstrated the 'rules' by which 'knowledge is converted into pedagogic communication' (McCuaig and Hay 2013)(p.153)

Project activities – including a study visit to Kenya for participants from Bulgaria, Estonia and Poland – contributed to the professional development of teachers in three ways. First, teachers often reported an enhanced awareness of development issues. Second, many learned about and applied new approaches to teaching, especially with regard to the use of media to promote learning among students. Third, new forms of professional association were developed – among themselves, with country partners and, for those who took part, with teachers in Kenya.

Teachers' professional development was supported by the project in a number of key ways. For example, country partners worked to an agreed framework – as outlined in the proposal – but one which allowed the development of MJ materials to be responsive to the different country starting points in global education and distinctive country and school-based priorities for global education. Moreover, partners noted persistent yet supportive communication was needed with teachers to keep them engaged in the project as fully as possible. While not being able to guarantee the involvement of teachers and schools in a project, this approach contributed to the strengthening of curricula in each country, at least among teachers who had both interest and capacity to use MJ materials with their students.

The action has left a number of legacies, including a country-focused website of educationally-oriented materials based on the Makutano Junction soap opera for Bulgaria, Estonia, Poland and the UK. These materials have been tailored to the circumstances of educators involved in the project but are likely to prove of benefit to other teachers and educators in each of the partner countries. New cadres of professionals have been trained and supported in the development, testing and use of the MJ materials. Yet, the extent to which the project legacy can be invested to benefit new groups of schools and students is open to question. While the materials can certainly be adapted and tailored to new educational contexts, the actual country context – and the extent of ongoing support for development and global education within each country – may limit the uptake of MJ materials in educational settings.

Moreover, the changing global context – with regard to the replacement of the MDGs with Sustainable Development Goals (SDGs) – will require schools to tailor and customise the MJ materials to the sustainable development priorities of their own community and educational contexts. This may well require further professional development opportunities for educators.

Recommendations

We provide recommendations for building on the project in three areas: enhancing student learning through strengthening curricula; sustaining and supporting linkages; identifying successful approaches to development education and global learning.

Enhancing student learning through further curriculum development

Given the reported changes among students, we recommend that:

1. The successes of teachers' use of the Makutano Junction materials be disseminated to demonstrate how educators supported through the project have assisted students to extend and deepen their
 - a. understanding of development and global education issues
 - b. skills in media production
 - c. skills in communication
 - d. confidence and skills in demonstrating their learning to others
2. Schools continue to be supported to use the legacy of Makutano Junction materials by inviting them to tailor and test out materials and report on their own successes and areas for development
3. Children's and young people's interests and concerns with regard to the proposed Sustainable Development Goals should be central to new material development
4. New materials which prove successful in schools be uploaded to the MJ website to further build the suite of country-relevant resources.

Sustaining and supporting linkages

Given the considerable investment in building linkages, we recommend that:

5. Support continue to be provided to partners to enable existing linkages to become embedded within countries. This support could, for example, assist partners to identify public or private local, regional, national or international funding to support their work on an ongoing basis
6. Support be provided to partners to test out MJ materials in new contexts – perhaps to engage harder to reach communities, schools or curricula specialists
7. Support be provided to schools to test out and report on innovative ways of establishing links between those in the Global South and North – perhaps through the use of social media or further video challenge student projects
8. Children's and young people's own interests inform the development of new linkages

Identifying successful approach to development education and global learning

Given the need to conduct research which is responsive to the complex nature of educational programmes and practice, we recommend that:

9. The value of any further financial support to MJ-related projects, be assessed using research designs and methods that seek to illuminate the complexity of changes among students (as noted above) with regard to what they know, value and practice
10. Research and evaluation contribute to building educators' own teaching expertise and assessment practices
11. Children and young people are further supported in producing resources for others that demonstrate what they have valued and gained from involvement in MJ-related activities.

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APPENDICES

Appendix One – Case Study Guidance for Partners

Developing a case study of the work associated with your project

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Background

The series of questions, below, is intended to help you write your case study report of the work in which you were involved.

The project proposal states that the evaluation will provide readers with information about changes among pupils, strengthened links with partners, strengthened curricula.

- For Bulgaria, Estonia and Poland, answers to the question will help provide readers with an overview of work in the country as a whole
- For England, answers to the question will help provide readers with an overview of work in each region

I would suggest that your overall case study is about 2,000 – 3,000 words – this should help you provide readers with an insight into the range or extent and depth of work you carried out

Any mini/succinct case studies of innovative practice should be about 500 words for each mini case study (please see below for guidance on the mini case studies)

After you have prepared the draft of the case study, I am happy to arrange a Skype call to clarify any points

It would be useful if you could use the main headings (in light blue) as headings in your case study. The numbered points underneath are to help guide your writing – you can, but do not need to, use these as sub-headings.

Key points for the main case study

What changes came about among pupils/children/young people?

- 1. This section should focus specifically on what changes you can point to that arose with pupils/children young people.**
2. It would be useful if you could provide a table which provides readers with a summary of the schools, teachers and pupils involved in the work (please see below for a template)
- 3. It would be useful to provide answers to the following:**
 - a. What were pupils' ideas, values and practices *before* they took part in any activities
 - b. What were pupils' ideas, values and practices *after* they took part in activities
 - c. The evidence you can point to show that these changes actually arose
 - d. It may be useful to provide an overview of changes across schools, and to note changes in specific schools
4. What led to any changes?
 - a. Provide a summary of the range of activities conducted with young people
 - i. Let readers know the range of depth of work that you carried out – so they can understand what was done
5. What was needed for the activities with young people to be put in place?
 - a. It may be useful to write about the steps you took to bring about changes – such as setting up the work, establishing links with stakeholders/schools, training/supporting others, developing materials, monitoring work with schools, bringing the project to a close.
 - b. You may wish to add a few points about what partners have stated about intended/future work – but just three to five points are needed here as the readers may be cautious about intended work, as it may not actually take place
 - c. This may be quite a long section – just so that you can show readers the extent and depth of all the work you needed to do in order to set up, carry out, and evaluate work with pupils

6. You might also wish to note any *unanticipated* outcomes, either positive or negative, that arose as part of the work

Summary table of teachers and pupils involved		
School (please indicate whether this was primary/middle/secondary)	Numbers of teachers involved	Numbers of pupils involved
1		
2		
3		
Etc.		

In what ways have linkages been strengthened with partners?

1. **Here, you can describe the ways that linkages have been strengthened with partners.** This may include:
 - a. Building on existing links with partners – who the links were with and what work was carried out
 - b. Establishing new partnerships – who the new partners were and what work was carried out with the
 - c. It would be useful to include any evidence/emails/feedback from partners to verify how they have been supported in their work which children and young people
 - d. One key point to consider is what is meant by ‘strengthened’ – this might include increased frequency of contact; working on new areas/issues/topics; establishing new contacts in the field of development education; your own increased awareness of the needs of partners; what you now see as partners’ strengths and areas for development
 - e. For those who visited Kenya, please make sure that this new relationship is covered or any other issues that come to mind (you probably have a better sense of these issues than I have)

In what ways have curricula been strengthened in the country/region?

1. **Here, you might wish to point to the development of new materials and, where possible, provide weblinks to these materials (so these can be viewed by those reading the report)**
 - a. If you have evidence about the ways that these materials have been used in schools

- b. Then, after showing readers what these new materials are, you can describe the steps that led to these being developed.
 - i. It may be useful to use the following structure:
 1. Any assessment activities that took place to find out where partners were starting from
 2. How assessment findings were used to develop the new materials
 3. A list of new materials produced
 4. An outline of how materials were used by each of the different partners
 5. Any evaluation findings from the use of the materials from the partners

Legacy

You may wish to provide a summary – a few sentences – of what you see as the legacy of your work. This might include a summary of key products/materials that the project has left with your partners. It may also include a summary of new relationships – such as new associations or groups that have been set up – that are now in place and to which partners could turn for further support.

Before you begin to write your main case study, it may be useful to first use the table below to summarise key points that you would like readers to know about

Questions to help countries build narratives about their own work		
	With schools/teachers; trainers; educational experts	With pupils
What were the intended outcomes/outputs (indicators)?		
What baseline information was collected?		
What activities took place? And what inputs were needed to ensure that this work happened?		
What changes came about? And what you could point to, to show others these changes came about?		

Key points for the mini case studies

Succinct case studies of innovative practice

1. During the meetings we have had together, elements of innovative practice were highlighted. These would provide readers with a useful addition to the overall narrative of the work that took place
2. I would suggest that these mini/succinct case studies are around 500 words in length
3. A possible narrative structure for the mini case study might be:
 - a. A brief outline of who the work was with. For example,
 - i. [Name of school] is a primary/middle/school in [area of the country/region]. The school has a history/no history of carrying out development education
 - b. Why the school wanted to do this work. For example,
 - i. Teachers had noticed that pupils were often unaware of the lives of people in [such and such a place]
 - c. What the school was interested in doing. For example,
 - i. To support pupils' understanding of development education issues, the school aimed to help pupils learn about [such and such a topic/issue thing]
 - d. What the school did. For example,
 - i. Members of the team worked with the school to.... And you can describe the innovative practice here
 - e. The result of the work. For example
 - i. [Teachers reported that...] and/or [Feedback from pupils suggested that...] pupils were now able to [describe something new/carry out something new/
4. I would suggest two to four mini case studies for each county

Possible questions for any guided conversations with teachers to develop mini-case studies

1. Could you say a little about your school in general (phase, strengths, areas for development)?
 - a. Prompt: And what development education work you were involved in before we met?
2. Could you say what led you to want to do the development education work with the DEC?
3. What did you hope to get out of the work on development education?
 - a. Prompt: For pupils? For teachers? For others?
4. Could you describe the work you did on development education?
 - a. Prompts: how did you know where to start?
 - b. How did you plan activities?

- c. What activities did you do
- d. How did you assess learning/changes?
- 5. Would you point to anything that was new to you/innovative?
- 6. And what would you point to, show others what changed as a result of the work?
 - a. Prompts: Among pupils/teachers/others?
- 7. Do you intend to build on this work at all?
 - a. If so, in what ways?

There will probably be points that you would like to include that I have not covered. Please feel free to point these out to me.

Please let me know if anything is unclear and I will do what I can to clarify

Appendix Two – Contextual Analyses

Bulgaria – Contextual Analysis

Being among the newest EU member states, Bulgaria practically has no traditions in teaching development education. There are a number of project-based initiatives in this direction that took place in recent years and yet, as a whole, Bulgarian society remains far from the development perspectives and international development agenda.

Thus, research from the United Nations Development Programme, published in 2007, shows that the vast majority of Bulgarian society (94% of the respondents) are not aware of the MDGs at all. Today, the situation has not changed significantly. A 2014 Eurobarometer survey on citizen's views ahead of the European Year for Development (2015), finds out that only 17% of the respondents in Bulgaria think that individuals could play a role in tackling poverty in developing countries - the lowest level of any Member State. In fact, Bulgaria is the only Member State where a small majority (55%) totally disagree that individuals can play a role in tackling poverty in developing countries. Along with those in Portugal, respondents in Bulgaria are the least likely across the EU to be prepared to pay more for products or groceries from developing countries (both 18%). Furthermore, they are also the least likely to be personally involved in helping developing countries (5%). The majority of Bulgarian respondents (40%) place employment and economic growth as the most pressing challenges for the future of developing countries, which testifies to a lack of awareness.

National educational standards (NES) are the ones governing the contents of formal and informal education in Bulgaria and they are set by the *Ministry of education and science*. Generally speaking, education in Bulgaria is subject-centred, oriented towards providing academic knowledge and memorising scientific facts. The encouragement of critical and creative thinking, debate and interactive methods has only recently started as a trend and has not yet become a standard.

The analysis of secondary school curricula shows that civil education, global citizenship and development education (DE) are not taught as separate subjects. However, civil education is a horizontal theme in a group of subjects, defined as “social sciences and civil education”. National educational standards for civil education include only several themes from DE: sustainable development, global citizenship and poverty and they are not tackled in primary school. Global partnership is not reviewed as part of the EU and national commitments. Children and adolescents are not really acquainted and trained in global citizenship at school. Problems of developing countries are only briefly mentioned and are not related to any measures to be undertaken for their solution.

As already mentioned, there are a number of civil society organisations in Bulgaria that have been active in DE since 2008. All of their activities are project-based and financed by the European Commission. The only exception is made by the United Nations Association of

Bulgaria, which is the country's oldest organisation working towards DE. However, on analysing their projects, NGOs identified two main problems: lack of knowledge on DE on part of the grassroots; lack of capacity for promotion and dissemination of DE.

Global education, as such, is not yet institutionalised in Bulgaria. There was a three-year project for piloting DE in formal Bulgarian education (2010-2012), implemented by a coalition of six NGOs (led by GIP-Sofia), which lay the foundations for the official full-fledged integration of DE in the compulsory curricula. In the course of this initiative a thorough analysis of the educational content was carried out, pinpointing in which grades and subjects DE themes could be introduced and how; a teacher's reader and toolkits for two age groups (high school – age 14-18 and junior high school or middle school – age 10-14) were created; training of trainers for teachers and university professors took place.

Thanks to the concerted efforts of a number of NGOs, GIP-Sofia being among them, global education as such has been included in the new education bill which has already passed first reading in Parliament. The new law will provide legitimacy and leverage for NGOs to make the educational system finally fulfil their commitment to incorporate global dimension as a horizontal principle in all subjects in formal education and hence – to make it use the already created products of the various projects. This, in turn, will raise another issue, related to the effective teaching of DE - the outdated and conservative approach of most educators.

In this sense, the multimedia approach, developed by Makutano Junction, comes just in time to address the need of innovative methods and didactic materials, required by the contemporary student and teacher.

Estonia – Contextual Analysis

INSTITUTIONS AND POLICY

Problem/symptom	Causes
Low coherency of various policies.	Public sector policies do not have clearly thought-through objectives and the ability to delegate is insufficient.
The state is not delegating the service of supplying global education to civic society organisations.	Low cooperation on the part of ministries.
	The generally low ability to delegate of the public sector.
	Civic society organisations are occasionally still too weak as service providers.
Weak cooperative ability of civic associations.	Insufficient policy analysis capacity and low number of capable spokespersons.
	The financial dependence of civic associations on the public sector.
	Involvement takes place too late, opinions are not taken into account, as the tradition of cooperation is weak and the public sector does not see any value added in involvement.
	Civic society organisations do not receive feedback on the impact of their contribution.
The public sector does not support socially responsible/social entrepreneurship.	The public sector has a lack of a tradition and experience with regard to supporting social enterprise.

INSTITUTIONS AND POLICY		
General development trend: systematic, knowledge-based and productive cooperation between promoters of global education takes place both between the civil society and the public sector as well as within the sectors.		
Objective	Indicator	Activities
1. Officials dealing with global education topics have good knowledge in this field.	The number of officials who took part in the training (percentage of the target group).	Identifying the officials whose activities coincide and to focus cooperation. Training the relevant officials.
2. Intersectoral cooperation is regular and proceeds from the best available knowledge.	Active participation in networks.	Developing/establishing networks where regular cooperation takes place between sectors. Use/launch of applied research activity on topics of global education (scholarship, involvement of topics in university curricula).
3. Advocacy work that increases the importance of global education in state decisions is productive.	Amount of allocated finances from state budget. Number of officials. Signs of prioritization of social entrepreneurship.	International cooperation and exchange of experience. The Ministry of Education and Research, Ministry of Foreign Affairs and AKÜ establish, in cooperation, consensus proceeding from the objectives and nature of global education. Establishing a mutual consensus between global education organizations. Introducing the social entrepreneurship topic to public procurements and Enterprise Estonia schemes.

EDUCATION

Problem/symptom	Causes
Low interest on the part of schools, teachers and youth workers.	General low social empathy.
	The definition and output of global education is unclear.
	Low flexibility in formal education.
	Estonian-centred media.
Low competency on the part of teachers for developing global awareness.	Shortcomings in teachers' education and existence/availability of textbooks.
Formal education does not always prioritize the development of students' self-expression skills. The selection of interactive study methods is in use to a low extent (debate, essays, films etc).	Programmatic curriculum is too crowded.
	Lack of coherence between subjects.
Lack of suitable study materials and expertise.	Low level of experts on global education topics.
	Lack of funds for producing and distributing materials.
	Lack of higher educational opportunities for training experts.
	Few opportunities for direct contacts with developing countries.
Low level of coordination among people dealing with global education. Lack of access outside cities and bigger towns.	Low number of and low level of motivation of active people.
	Due to unstable financing, low supply and low coordinating ability of civic society organisations dealing with global education.

EDUCATION		
General development trend: learners in all educational fields (formal and non-formal education, adult education) come into contact with global education topics.		
Objective	Indicator	Activities
1. The number of educational institutions involved in academic and hobby work (formal/non-formal) related to global education and the share of students is greater.	The number (percentage) of students and schools and youth centres implementing global education programmes.	Training teachers: basic global education studies, in-service training.
		Development and implementation of instructional materials and programmes.
		Training trainers and directly training youth (above all, non-formal education).
2. The share of learners who come into contact directly with global education topics in adult education is greater.	Number of organizations and number (percentage) of learners involved in adult education.	
3. A greater number of civil society organisations implement activities with global education content.	Number of projects with global education content, and their number is growing.	Cooperation with umbrella organizations.
		Lobbying among financiers (integrating global education topics with programmes that offer financing).
		Consolidation by ministries of sources of funding related to global education, creating a comprehensive picture and system.

Poland – Contextual Analysis

Polish development support and promotion of global education has increased intensely after the country's accession to the European Union. A Strategy for Poland's Development Co-operation was agreed and started to be implemented in 2003. Within time the civil society organizations and other public stakeholders insisted on the need of systematic and strategic planning of actions in that area. This opened doors to an inter-sector process (a series of five meetings attended by representatives of NGOs, ministries, universities, education institutions held in 2010-2011) where the issue of global education became central.

As a result of the process following **definition of global education** was developed in Poland: "**Global education** is part of civic education and formation. It broadens their scope by making people realize the existence of global phenomena and interdependencies. Its major goal is to prepare its addressees for the challenges facing humankind. By interdependencies, we mean mutual links and the transfer of cultural, environmental, economic, social, political and technological systems.

Present-day global challenges include:

- ensuring peace and security in the world;
- improving the standard of living in Global South countries;
- human rights protection;
- ensuring sustainable development;

- developing partnership-based economic and social relations between the countries of the Global North and the Global South.

Global education places special emphasis on:

- explaining the causes and consequences of described phenomena;
- presenting the Global South's perspective;
- understanding the world as a complex and dynamically changing system;
- shaping critical thinking and attitude change;
- demonstrating the individual's impact on global processes and global processes' impact on the individual.

The effect of the long-lasting inter-sector process including cooperation of Polish non-governmental organizations, government institutions, teachers and representative of academic circles was also signing the **Memorandum of Understanding on the Development of Global Education in Poland on 26th May 2011** by the Ministry of Foreign Affairs (MFA), the Ministry of National Education (MNE) and the Zagranica Group - an association of Polish NGOs involved in international development cooperation, enhancing democracy and humanitarian aid. It was government's manifest for its assurance that it will support actively increasing presence of development and global education in Poland. The Memorandum entailed **declaration of actions aimed at spreading global education in Poland**, including incorporation of global education in the system of formal and informal education.

In the international context, the term *global education* is used interchangeably with the terms **development education and education for sustainable development**. For clarity and unification of terminology, the signatories of the Memorandum of Understanding on the Development of Global Education in Poland have agreed to use the term **global education**.

Conclusions and recommendations from the first peer review of materials and activities in the field of global education were summarized in the report "How to investigate the quality of global education", prepared by the working group on global education within the Zagranica Group. Among the results of *the Memorandum of Understanding on global education development in Poland* was the commitment to take action to improve the quality of global education in Poland. In the framework of the peer review of the multi-stakeholder process on global education, NGOs and other institutions conducted a common **review of activities and educational materials** in response to the needs arising from the integration of the global education elements into the school curriculum. The aim of this initiative was to identify the challenges faced by authors of publications concerning global education issues and an attempt to provide practical

advice for them. The result of the review was the best practices selection that covered the thematic areas of these organizations' activities:

- ✓ educational materials,
- ✓ actions and promotional activities offered to various groups, including students and teachers,
- ✓ support programs for the schools.

Jointly developed recommendations were summarized in the Report "**How to investigate the quality of global education**" which is available on the website of the Zagranica Group.

Global education has been included into the school curriculum in Poland in 2008 when **the reform of education was conducted by the Ministry of National Education**. The NGO experts from Zagranica Group consulted the reform in respect of quality of global and development education in public schools handbooks. As an effect the content of the curriculum was changed and global education was facilitated for teachers activities and various projects. Along with enforcing the new curriculum at schools global education became partly or fully incorporated into programs of such subjects as geography, history or social studies (civic education). Since then ensuring that global issues are integrated into teaching curriculum was entrusted to teachers. However, they haven't received any concrete instructions, trainings or courses on how to proceed with this. Therefore many teachers were facing difficulties with transmitting the knowledge about the world according to the global education principles. In this background "Makutano Junction. Multimedia approach to effective global education" project was launched in Poland.

Teachers, scholars and educators were drawn to the project, because they saw it as an opportunity to become better qualified. According to their responses they became interested in the project because it offered an international dimension, working with a Global South country, global education and working with multimedia tools.

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Appendix Three – Examples of activities to strengthen curricula

These accounts, from case studies prepared by partners, demonstrate the process of tailoring and customising materials to country and school contexts – and highlights some of the outputs and outcomes in doing so.

Bulgaria – building on interest and integrating MJ into familiar pedagogical approaches

“Initially, when introducing the MJ approach, based on a soap opera, we encountered strong resistance on the part of some educators. There were strongly felt statements that it was not serious, that both teachers and students were overwhelmed with work because of the tough curricula and they could not waste time on watching TV series. However, there were also some very responsive and open-minded teachers who on their own initiative undertook the defence of the method, highlighting its benefits and values. They strongly embraced the idea and basically this is how we chose the schools and teachers with whom to closely work – based on the motivation and attitude demonstrated during the initial two-day workshops carried out in 3 Bulgarian regions.

“[After carrying out MJ activities in the school] (...) what was reported as a problem was the lack of time to screen more series in class and a difficulty in motivating children to carry out activities at home. Teachers complained that the formal curriculum is very demanding and burdensome and doesn’t provide space for students to pursue their interests, to invest more time and energy in what they really want to study. Very often children wanted to allocate more attention for discussions and projects on global issues but they could not because teachers were pressurised by the inflexible system. They are supposed to follow a given plan and textbooks and are subject to inspections and held accountable if they do not teach the particular lesson on the due date. Moreover, pupils from the 4th, 7th and 12th grades have compulsory state exams and additional admission exams for high schools (7th grade) and for universities (12th grade). This makes it difficult for children from these grades to perform extra activities, because they are too busy.

“It turned out that it was most efficient in terms of change of attitudes and understanding to work with the 5th and 6th grades. They had a lot of projects (some of which were given as homework), school exhibitions, PowerPoint and PDF presentations, created Facebook groups, took part in role-plays, put on performances and organised activities in the frame of important international days (Earth Day, HIV/AIDS Day and so on). Some students and teachers participated in the Global Solidarity video challenge (we had a total of 11 projects from 3 of the 4

schools that we closely worked with in the frame of the project and from 4 other schools – 2 from Blagoevgrad region (the project region) and 2 from other regions, where teachers have participated in a conference and workshops on 15-16 November 2014).

“St. Ivan Rilski” primary school (age 6-14) in the town of Haskovo

The history of the school dates back to the 19th century. It is located in the town of Haskovo - the administrative centre of the Haskovo Province in Southern Bulgaria, the urban area of which is the seventh largest in Bulgaria (with a population of 184,731 inhabitants).

Though not among the country’s most active and best-performing actors, the school had an experience in implementing projects, including ones in the area of global education – such as a Comenius project, related to global warming and another one, devoted to gender education (including sexual health). The peculiarity is that, maybe due to changes in the management (principals), there was not an established mechanism ensuring continuity and multiplication of the knowledge, guaranteeing sustainability of the results. Usually the engagement in such projects was perceived as a “private initiative” of particular teachers – direct participants in the project.

Unlike the rest of the schools, partnering the MJ initiative, this one was chosen based on the motivation of the teacher – Mrs. Masaldjieva (a junior high teacher in history), who contacted the project after coming upon the MJ website. She is a contributing author for a popular Bulgarian website with educational and training materials for teachers and pupils, including video lessons, and was eager to know more. She stressed on the need of “breaking the traditional approach” of focusing on academic knowledge taught in the form of dry recitation of facts and introducing interactive, original and modern methods.

In her words, the project “completely overturned” her views on teaching. She had never dared think that learning could happen outside the textbook. When her pupils were asked to fill in the MJ baseline questionnaire on Africa and Kenya, they were confused what they were expected to do – to reproduce the textbook knowledge (sometimes not well memorized) or to share their own opinion and what their own opinion was supposed (expected) to be. Lack of skills in critical thinking was quite obvious. Traditions and culture of her school favoured conservative teaching and studying.

Therefore, although her initial plans were to first start with lecturing on MDGs and global issues and then present the soap opera, she decided to try the opposite approach – to first screen an episode or an excerpt and then elaborate on the issues/ topics, taught in class. This “shock” was needed in order to drive the students out of the familiar comfort zone and challenge them to think critically, to form and express/ assert opinions, to sparkle their curiosity and incite desk research .

In particular terms, she used the Kenyan series in her classes on: population (history, development, birth rate, etc.); world economy (agriculture, industry, natural resources,

manufacturing...); evaluation of the rate of development of a country (including HDI), etc. She explained the historical concept of the “first, second and third world” countries and introduced the modern politically correct language for referring to less developed nations.

Due to time limitations and the pressing requirements of the rigid state educational standards, she had to give a lot of homework, related to watching the soap opera and developing individual and group projects, based on that. Despite her concerns that children might feel overburdened with these additional tasks, the pupils were very happy and started watching the MJ soap on their own initiative at home and the 6th-graders coined up a character – the fluffy toy Pencho, who was some sort of mascot of the MJ series.

The Global Solidarity challenge sparked a school-wide frenzy – pupils were interviewing each other and teachers, and the director, discussing ideas, which caused jealousy among their peers, who had not participated in the project.

Mrs. Masaldjieva passed the knowledge on to 26 of her colleagues and she also wrote in the website ucha.se, where she was a contributor. Towards the end of the project, due to the successful intervention of the project coordinator (by direct communication via phone conversations and e-mails), the approval of the new principal was won and she pledged her support for the dissemination of the idea among teachers in her school.

“St. Kliment Ohridski” secondary school (age 6-18) in the town of Blagoevgrad

It is a reputable school with a more than 20-year history, located in Blagoevgrad – a town in Southwestern Bulgaria, the administrative centre of Blagoevgrad Municipality and of Blagoevgrad Province, with a population of over 70,000 inhabitants (as of 2011). The school has worked on a number of projects, including a three-year Action (2010-2012), presided by GIP-Sofia, for piloting development education in Bulgaria’s formal education. The director and its team of teachers have proved their capacity and motivation to work in the field of global education. The principal and two teachers participated in the initial two-day seminars and after that they disseminated the knowledge among 14 more teachers from the school.

They were very responsive to the idea, motivated by their willingness to keep posted about new educational methods to reinforce teaching of development education in their school, staying up-to-date and adequate to the needs of the modern students. A good illustration of their firm commitment is the fact that at one of the workshops Mrs. Seymenska (the coordinating teacher for MJ project) stood up, advocating for the MJ method, when colleagues of hers from other schools openly attacked the applicability of the approach.

Mrs. Seymenska (a history and geography teacher in junior high and high school) reported that she had worked on topics, related to MDGs 1, 4 and 5, in her geography classes in 5th, 6th, 9th and 11th grade. She defined her experience in the project as “a way to bring Africa closer to pupils, beyond the traditional presentation in textbooks. Various problems,

encountered by the characters in the soap, were discovered in a slightly different form in our lives as well, whereas, at the same time, the children found some differences and, based on that, they could draw their own conclusions and truths.”

She shared that the series was taken in earnest, challenging the stereotypes and provoking discussion and debate on a number of problems in various regions in the world. Pupils were inspired to learn more about different lifestyles, dress, traditions and customs, but, in her opinion, one of the most valuable aspects was the engagement and concern about problems outside their everyday lives. The MJ soap taught values, compassion and understanding. The project “opened up their minds and hearts.”

In terms of teaching methods, Mrs. Seymenska first started with lectures and presentations, giving general information about the Millennium declaration, MDGs, SDGs. Then she proceeded on to explain how we are all interconnected and interdependent.

In order to illustrate the theory, she used case studies and shared her personal experience and photos from the trip to Kenya. Only after that, she screened the TV series.

The students had various practical assignments (depending on their age group), where they demonstrated passion and initiative:

- Drawings on Africa and Kenya (<https://www.youtube.com/watch?v=fPwM-XcmU2w>)
- Parade of nations – presenting different countries, customs and dress;
- Posters on Kenya – made on the initiatives of the pupils and others.

“St. Kliment Ohridski” secondary school had the winning project in the Global Solidarity contest and a symbolic award for innovation in teaching global education.

Both director and teachers expressed their determination to ensure sustainability of the results by applying the method school-wide.

Estonia – creating new resources

“There were two workshops organized in Narva and Tallinn in 2013 for teachers. Twelve group meetings were organized in Estonia between November 5, 2013 and February 23, 2014 and 16 people took part in them. The aim was to develop our own study materials and to translate and adopt UK study materials for schools in Estonia.

“Participants in the groups were the main developers of study materials and activities. 15 teachers were involved in materials development, most of teachers were from Tallinn and Tallinn region.

After piloting, teachers from Tallinn, Tartu and Narva regions sent their comments and feedback and project team corrected some activities. The resources, activities and topics/themes associated with each output are outlined in the table, below

Resource 1: MDGs and MJ	Activities <ol style="list-style-type: none"> 1. <i>Introducing the MDGs</i> 2. <i>The MDGs 1, 6 and 7 (on cards with pictures).</i> 3. <i>Watching MJ video.</i> 4. <i>Finding MDGs in MJ series.</i>
Resource 2: Global education and MJ	Activities <ol style="list-style-type: none"> 1. <i>Global education in Europe and Estonia.</i> 2. <i>Creating flower of GE components.</i> 3. <i>GE in your school.</i> 4. <i>MJ as GE multi-media resource in your school.</i>
Resource 3: Africa and Kenya	Activities <ol style="list-style-type: none"> 1. <i>Creating map with African pictures.</i> 2. <i>Bingo “What do you know about Kenya?”</i> 3. <i>Stereotypes about daily life in Kenya.</i> 4. <i>Similarities and differences in our and Kenyan daily life.</i>
Resource 4: Elections in Makutano and Estonia	Activities <ol style="list-style-type: none"> 1. <i>What is democracy and elections for you?</i> 2. <i>What will you do when will be elected? Groups work.</i> 3. <i>Watching MJ video about elections.</i> 4. <i>What can you do if will be elected in Makutano council?</i> 5. <i>Similarities and differences in elections in Estonia and Makutano.</i>
Resource 5: Role game: Take a position, take an action	Activities <ol style="list-style-type: none"> 1. <i>Where do you stand role game (who are you in Makutano, imagine what can you afford).</i> 1. <i>Watching MJ video.</i> 2. <i>What can you change and develop in Makutano if you are... (doctor, school principal, woman from the market).</i> 3. <i>What can you change if you take important position in Estonia?</i>
Resource 6: Global citizenship	Activities <ol style="list-style-type: none"> 1. <i>Introducing the global citizenship concept: identity and belongings; fairness and equality; rights and responsibilities; sustainable living; conflict and peace.</i> 2. <i>Discussion how we can be global citizens, connections between national- European-global citizenship.</i> 3. <i>Watching MJ video</i> 4. <i>What are real needs of people in Kenya Reflections.</i>
Resource 7: Global citizenship skills	Activities <ol style="list-style-type: none"> 1. <i>Self-awareness. Empathy. Conflict resolution. Creative thinking.</i> 2. <i>Global education in practice: what I can do for African countries? Brainstorm.</i> 3. <i>Group work on actions. Presentations from the groups.</i>

	<ol style="list-style-type: none"> 4. Discussion on one of actions using de Bono 6 hats method. 5. Design of common action step by step for school/class.
Resource 8: What this picture means: black or white.	Activities <ol style="list-style-type: none"> 1. Local + global= glocal. Thinking about future. 2. Social justice and equality. 3. Respect for diversity. 4. Watching MJ video 5. Work in groups with picture. Presentations.
Resource 9: Rites of passages	Activities <ol style="list-style-type: none"> 1. Religion beliefs in modern society. 2. Religions in Estonia and Kenya. 3. Watching MJ video. 4. Relationships between religions, values and beliefs. 5. Work in groups. Reports. Reflection.
Resource 10: Intergeneration issues	Activities <ol style="list-style-type: none"> 1. Relationships between generations in family, in country and in the world 2. Watching MJ video 3. The role of different generations. 4. Potential conflicts and the way to resolve them. 5. The role of men and women in the family and society.
Resource 11: Gender equality	Activities <ol style="list-style-type: none"> 1. The concepts of gender equality. 2. Watching MJ video. 3. Work in groups on social representations. 4. Comparative perspectives
Resource 12: European values	Activities <ol style="list-style-type: none"> 1. The concepts of European values. 2. Work individually on personal values. Sharing with group. 3. Work about solidarity, friendship and tolerance in the groups. 4. Presentations and discussion about European values. 5. Solidarity actions: global North-global South.
Resource 13: European citizenship	Activities <ol style="list-style-type: none"> 1. European citizenship education. Political, Economic, Social and Cultural dimensions. 2. World Café method: questions about European citizenship. 3. Report from the tables. Reflection.
Resource 14: Gender equality	Activities <ol style="list-style-type: none"> 1. The concepts of gender equality. 2. Watching MJ video. 3. Work in groups on social representations. 4. Comparative perspectives
Resource 15: Sustainable world	Activities <ol style="list-style-type: none"> 1. Sustainable world concept. 2. Watching MJ video.

	<ol style="list-style-type: none"> 3. Work in groups on recycling. 4. Reports from the groups.
Resource 16: Climate change	<p>Activities</p> <ol style="list-style-type: none"> 1. Effects of climate change in North and South. 2. The role of human beings in climate change. 3. Watching MJ video. 4. Collages about industries and pollution. 5. Discussion about solutions in modern world.
Resource 17: Access to clean water.	<p>Activities</p> <ol style="list-style-type: none"> 1. Water resources in the world. Access to drinking water. 2. Watching MJ video. 3. Discussion about water consumption in Estonia. 4. Work on video scripts about water consumption. 5. Work on video
Resource 18: HIV/AIDS prevention	<p>Activities</p> <ol style="list-style-type: none"> 1. Situation with HIV/AIDS in Estonia and in the world. 2. Watching MJ video. 3. Discussion about HIV/AIDS prevention in groups. 4. Meeting with local doctor. 5. Work on list of recommendations in groups. Presentations.
Resource 19: Malaria	<p>Activities</p> <ol style="list-style-type: none"> 1. What do we know about malaria? 2. Malaria in Europe and in Africa. 3. Watching MJ video. 4. Work in groups about solutions. Presentations.
Resource 20: Female genital mutilation	<p>Activities</p> <ol style="list-style-type: none"> 1. Traditions and modern life. 2. Female genital mutilation in Africa and Europe. 3. Watching MJ video. 4. Discussions in the groups. 5. Reflections.
Resource 21: Migration	<p>Activities</p> <ol style="list-style-type: none"> 1. Situation with migration from Africa to Europe. 2. Refugees and asylum seekers in Estonia. 3. Watching MJ video 4. Discussions in the groups. 5. Reflections and solutions.
Resource 22: Human rights	<p>Activities</p> <ol style="list-style-type: none"> 1. Universal Declaration of Human Rights. 2. Watching videos. 3. Human rights in Europe and Africa. 4. Discussions in the groups. 5. Reflections.
Resource 23: Racism and antidiscrimination	<p>Activities</p> <ol style="list-style-type: none"> 1. Identity, alterity and otherness. 2. UNITED activities in Europe.

	<p>3. <i>Watching MJ video</i></p> <p>4. <i>Discussion about mutual understanding.</i></p>
<p>Resource 24: Stereotypes and prejudices</p>	<p>Activities</p> <p>1. <i>Cultural diversity.</i></p> <p>2. <i>Poverty in Europe and Africa.</i></p> <p>3. <i>Stereotypes (photo exercise).</i></p> <p>4. <i>Watching MJ video</i></p> <p>5. <i>Me and others. Discussion about cultures and poverty.</i></p>
<p>Resource 25: Peace building</p>	<p>Activities</p> <p>1. <i>Peace and war. Peace and conflict.</i></p> <p>2. <i>The role of media in peace building.</i></p> <p>3. <i>Watching videos.</i></p> <p>4. <i>Simulation game of negotiations round table. Reflection.</i></p>

Poland – developing understanding and building competencies

Professional Development Meetings

- **PARTICIPANTS**

In the beginning there were 21 persons involved in the focus groups (teachers, methodologists/ teacher trainers, educators and one academic).

Their field of work included teaching subjects such as natural sciences, geography, biology, history, civic education, intercultural differences, ethnography, English language, Polish language and culture, physical education, arts, pedagogy, sociology, ethics.

Over the course of the Project course the engagement of persons has changed, some of them weren't able to attend all the meetings, some of them didn't have time to develop materials, finally some didn't stay involved to the point to carry out work with their students. It can be said that a **group of 12 persons have been most active** and they not only attended the meetings, but were active in development of materials, carrying out workshops for new teachers and finally holding classes with students on Makutano Junction

Dynamics of the project however, led to a positive situation, because around September 2014 new schools became engaged in the project. One of the main assumptions of Makutano Junction action was the multiplication effect, to be achieved through workshops for new group of teachers introducing them to the Makutano Junction series and already developed teaching tools and materials (this is one of the stages of development of focus groups work indicated in the Activity 3 of the project description). **As a result of one a training on Makutano Junction and global education held by Wiesław Bodo, a teacher and**

methodologist from Lublin 5 new teachers representing three new schools became active members of the Makutano Junction project. They were able to successfully implement the project activities dedicated to work with students (such as classes based on resources developed by focus group teachers, participation in Video Challenge: Global Solidarity competition and participation in the final students event). It can be therefore said that **MJ project was implemented by 18 teachers.**

- **TIMELINE:** There were together 11 regularly held focus groups meetings between November 2013- June 2014 and an additional one after the study visit to Kenya in January 2015.

- **CONTENT OF THE MEETINGS**

Coordinators in Poland with trainer background managed the process of work. During the opening meetings coordinators together with the group analyzed in depth 3 Millennium Development Goals that are in the center of the Makutano Junction project: **MDG1 (To eradicate extreme poverty and hunger), MDG6 (To combat HIV/AIDS, malaria, and other diseases), MDG 7 (To ensure environmental sustainability).** This was a necessary step to develop ideas about the more concrete topics related to each of the MDGs. There was a brainstorming session and teachers indicated these themes. There was also a discussion on the issues of **multiculturalism, gender, and other cross cutting issues.** Basing upon this information participants were informed that the latter work of the focus groups will involve dividing the whole group into 4 smaller working groups. These groups will be responsible for developing teaching resources that will be around a concrete MDG or cross- cutting issues and Makutano Junction series.

- During the next meeting teachers/ educators were asked to share their reflections about watching Makutano Junction episodes. Their thoughts are as follows:

Teacher 1

“Media education - explaining what is series, showing what is the reality (in Kenya), some issues and situations are exaggerated, highlighted, exaggerated (dying child, healthcare system) in order to indicate that such a problem exists and it cannot be underestimated.

- Global education- what values are the basis of global education, what knowledge and skills; it is especially important because of the group of pupils and students with whom we work (eg. Class men, technical)
- It is important to pay attention to the language, and not strengthening stereotypes (linguistic sensitivity)”

Teacher 2

“The soap shows how private health works in Kenia. It is important to look for analogies - Polish medical and health services are not always of high standard, neither”

Teacher 3

“The series is a starting point to discuss locality and globalism. You can try to find a balance between these two perspectives”

Teacher 4

“The series enables exploring East Africa. Despite globalization, we still keep thinking Stereotypically and we often associate Safari, people with spears with Africa. After that - my discovery: It's cold in Kenya!”

Teacher 5

“The series shows that it is the same situation everywhere in the world. The series enables exploring Africa with references to Polish reality, including difficulties, similarities in the situation of the young and children; similarities to “Beverly Hills” soap opera”

That meeting concentrated also on:

- ✓ Introduction - MJ series, positives, difficulties, impressions after watching the series , access to YouTube (easy or not), cross check of issues listed basined on MJ series and school curriculum analysis (presence of global education)
 - ✓ Watching the selected episode (e.g. MJS01E02); every group focused on identification of the particular threads once again in reference to listed issues and school curriculum; collecting thoughts of the group, discussing the MJ episode, presenting the results on flipchart
 - ✓ Working in groups on another MJ episode - watching episodes of Makutano Junction and analyzing them according to the chosen themes, sharing their general thoughts on the MJ and results of their analysis with the group
 - ✓ Textbooks analysis – again identification of the particular threads once again in reference to listed issues and school curriculum ; sampled articles from textbooks for secondary schools with regards to the focus on MDGs and topics that they wanted to include in the development of the materials
 - ✓ Elaborating database with educational resources
-
- In later stage of the project focus was brought to development of resources. A sample lesson scenario was the object of analysis. Especially with regards to the elements it should contain. Resources from the first edition of Makutano Junction in UK were shown as an example.

3. Liczymy na to, że na najbliższym spotkaniu będziemy już pracować nad konkretnymi planami na scenariusze lekcyjne.
4. Wspólnymi siłami udało nam się ustalić co powinien zawierać dany scenariusz:

Annotations on the right side of the image:

- wskazanie na konkretny fragment odcinka serialu lub plik video
- nazwa scenariusza
- krótki opis (metody i formy pracy - na co zwrócić uwagę "nacobezu")
- Przedmioty i podstawa programowa
- cele lekcji
- czas trwania zajęć
- środki dydaktyczne (co będzie potrzebne do przeprowadzenia zajęć: np. mapa Kenii, dostęp do Internetu)

At the bottom of the page:

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- The materials were divided into three categories: Lesson scenario about a general topic, lesson scenario about a concrete topic and a lesson scenario that could be used as an inspiration to implement a school project (for middle schools) or writing a paper/essay (students).

I. Lesson scenario about a general topic:

- ✓ Millennium Development Goals
- ✓ Global education - values
- ✓ Education in Global South countries - the example of Kenya
- ✓ Environment protection - recycling

It was decided that such materials may useful for subjects that do not require fast implementation of the curriculum (e.g. during homeroom classes) during classes that can allow for using a full time to be dedicated to the topic (e. g. English, ethics, adapting to life in family, sometimes geography, civic education, history – depending on the topic). Such materials may be planned for 45 min. or longer. Makutano Junction series may be used as a:

- a) fragment which is a base for the entire scenario e.g. HIV – treatment, prevention, therapy
- b) starting point for broaden development of the topic e.g. recycling school uniforms by marketplace saleswomen – a starting point for further topic of re-using sources e.g. in eco-art

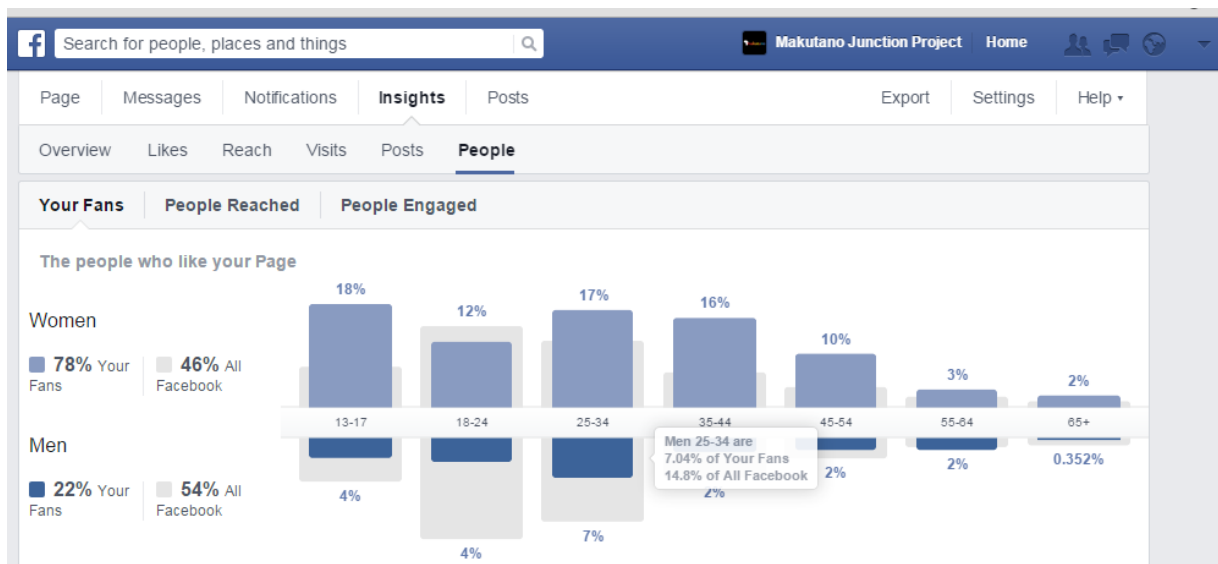
II. **Lesson scenario regarding a concrete topic:**

- ✓ geographical discoveries
- ✓ state and democracy in a selected country
- ✓ globalization

III. **Lesson scenario that could be used as an inspiration to implement a school project (for middle schools) or writing a paper/ essay (students)**

- Focus group meetings always included time for discussions. These were led in reference to the watched episodes and issues that emerged from these episodes and how they can be incorporated into developing lesson scenarios. Teachers/ educators wanted to talk about difficult issues, such as stereotypes of Africa and how these can be combated during lessons with students.
- Focus group gatherings were an **opportunity for the teachers to bond and become a sense that they are all connected in the field of global education. In his exit interview geography teacher said:** *“I believe that a teacher should always seek possibilities to become more qualified and attend projects that broaden knowledge, and help to acquire new skills. This way we can do our job better and help the development of students. Makutano Junction Project has not only helped me with important aspect of my work, but was also like a small community. The continuation of meetings after the teacher workshops was very important to me. I learned how to build long lasting cooperation with other teachers involved in global education, which is not always possible in the school environment.”*
- Judging on the repeated baseline questionnaires (see part with analysis of impact of the project on teachers) expertise in the subject of global issues has vastly expanded. There was also space to learn about new teaching methods, interesting events for teachers, courses related to self-development. All of those were shared among the participants.
- The meeting in June 2014 included the visit **of special guest from Kenya – Penina Kuttoh**, from European Youth Forum. The meeting enabled teachers who never visited Kenya meeting a person from Kenya and listening her story about her country, culture and education.

- Coordinators of the project felt that it was very important to increase competencies of the teachers. Due to the fact that the project envisaged trained teachers conducting workshops for new teachers, it was decided that before they do that, they should receive some training on how to run such workshops. The train the trainer one day session was conducted with 10 persons from the focus group participants. During the session teachers became prepared on how to run further workshops on global education and Makutano Junction series independently for new teachers. Half of them later conducted such workshop session for their colleagues at schools (together 76 new persons were trained).
- **In the process teachers developed e-competences.** They were introduced to a variety of online working methods (google discussion groups, Dropbox, Doodle calendar), and usage of social network sites for educational purposes. Project's Facebook page: <https://www.facebook.com/makutanojunctionEU> statistics indicate that 43% of the page users are of age between 25- 54 which could lead to assumption that many of them are teachers.



Poland – new partnerships, knowledge and ways of working

What changes came about among teachers?

Why are teachers important in the process of global education? Firstly, they have **direct contact with larger groups of young people** on a daily basis and hence they are **bearers of change**. When a shift in their thinking, understanding and perception of Global South

countries occurs, they can share this new perspective with their students and the message can reach many people, so the multiplying effect here is crucial.

At the beginning of “Makutano Junction” project in 2013 teachers were invited take part in the introductory workshops. After workshops they filled in baseline questionnaires about the initial status of their knowledge on global education, experience of their schools in global education, expectations regarding the project. **These workshops showed that participants’ knowledge on global education differs significantly from teacher to teacher and is many times often unstructured and with gaps.** The workshops and consequently the focus group meetings allowed structuring of information and facts and expanding the knowledge on many issues such as for example Millennium Development Goals, multiculturalism, Fairtrade, sustainable development, diversity of the African societies , etc.

The baseline questionnaires were repeated by the end of the project with the most active teachers. Below there is a selection of questions that helps to illustrate the change that occurred both in teachers and in their teaching environments.

Question 10 - What does your school do to promote Global Education/Learning?

In the baseline questionnaires teachers usually indicated that schools integrate GE into the existing curriculum or organize school outings. Exit questionnaires indicated significant change. **Answers** included that schools:

Integrate it into the existing curriculum Organise after school clubs

Organise school outings

Organise events around Global Education Week

Question 11 - Thinking about Global Education/Learning at your school, what do you think are the most important activities or aspects to develop?

In baseline questionnaires teachers indicated what they would like to develop and in the exit questionnaires it turned out that they have indeed developed these aspects in their schools in the course of participation in the project. Moreover, new aspects appeared and new wording consistent with global education terminology was added.

Answers:

Conducting workshops as educational method Meeting with interesting speakers

Organise special international days

Cooperation with schools from Global South countries

Developing awareness and the sense of responsibility among students for global problems”

Enhancing pro -ecological attitudes

Systematic teaching within global education

Celebrating events around humanitarian calendar, including Global Education Week The aim is to reach all students with global education activities

To tackle topics such as ecology and sustainable environment, understanding poverty, building partnerships

Question 27 - What do you see as your most important successes in your Global Education/Learning teaching

The change between the baseline and exit questionnaires in this area consisted of increasing the number of undertaken activities in the global education field.

Answers of teachers

- *Developing interest of students and widening their knowledge about the world , other nations and cultures*
- *In building the need of pupils to cooperate with peers from Global South countries”*
- *Acquiring support from headmasters of our school and cooperation of other teachers and parents for activities conducted in the area of global education”*
- *Incorporating content of global education into the education curriculum regarding behavioural norms, standards and values adapted in school community*
- *Engaging youths for participation in the extra curriculum activities such Video Challenge Competition (one of the projects from this school - Wishes for the Globe won second place and the other Let’s care about resources of the Earth received special nomination)*

Question 28 - What are you hoping that Makutano Junction Project will offer you?

The exit questionnaires included following answers in regards whether the project met the expectations:

- *The project met my expectations. Personally, I had an occasion to meet and work with interesting people from Poland, Estonia, Bulgaria and Kenya. Thanks to participation in the project, especially work with Makutano Junction soap and after the study visit, I deepened my knowledge about Kenya. Within my professional work as a teacher, I had an opportunity to acknowledge new methods of working with students , use the developed scenarios, recognize the Kenyan educational system, and pass this knowledge to Polish pupils and teachers*
- *The project fulfilled my hopes and needs because - personally – I met fantastic people engaged in the project so much that they dedicated their free time. As a teacher, I*

appreciated the project as work in the project was organised very well and I enriched my knowledge about global education, especially during the focus groups meetings

- *I have explored knowledge on global issues , I have met many interesting persons involved in the project, including inhabitants of Bulgaria, Africa, I discovered their culture , habits and their problems. As far as my teaching methods are concerned, I learnt new instrument of education impact - using multimedia, especially Makutano Junction soap opera”*
- *Personally, I broadened my knowledge about global education, countries of Global South and interdependencies between Global North and Global South. I have a new approach towards stereotypes. Also, I have learnt new methods of educational work. I am able to use and disseminate scenarios of school activities among other teachers. The scenarios enable familiarizing pupils with global education scope based on Makutano Junction series.*

On the basis of guided conversations/interviews with teachers following issues were highlighted:

Project:

- helped to: clarify, well-order, organize and integrate the initial and new the knowledge about global issues- the understanding of the concept of global education and internalizing the values that stand behind it - dignity, justice, solidarity, equality, peace, freedom.
- helped to develop a critical thinking towards media coverage about the Global South countries, especially the countries of Africa and their inhabitants.
- Helped to focus on understanding the diversity of the world, recognizing that poverty is a global problem in all European, Asian, American, African, etc. societies and is not only a typical feature of the Global South; at the same time, identifying the technological innovations and communications development in the Global South.
- was a source of innovative educational tools and teaching methods, especially multimedia application in global education - film and series as educational resources
- was a source of testing new forms of working methods with students – workshops, interactive exercises, debates, creating films and multimedia presentations by youths
- highly influenced the students - widening their thinking of, acquisition of new knowledge about the world, especially Africa, affecting their curiosity, generating willingness to deepen knowledge on global issues;

- Teachers mentioned that it **was a great advantage of “Makutano Junction” was embedded in the framework of Polish curriculum** and they were able to point to the syllabus when teaching classes on global issues and using MJ series. Teachers admitted that implementation of the project was much easier for them when they had a basis in syllabus and they could align global education activities with their obligatory duties when teaching certain subjects (e.g. geography, history, biology, civic education, ethics, English, arts) Teachers underlined that global education is a longer process in order to bring the expected effects on students (change in thinking and attitudes towards Global South countries and their inhabitants)
- Teachers expressed willingness, higher awareness and appropriate educational resources to build on the MJ project work through incorporating content, films and presentation on global issues into their everyday teaching course, further engaging in events and projects promoting global education.
- Summarizing, in “Makutano Junction” project the changes among teachers and their increased abilities were identified in many areas of global education. It was visible during focus groups, workshops with new teachers, MJ activities with pupils guidance and supervision of teachers in process of creating video projects by their pupils of global education and also in the developed MJ resources the maturity in global education understanding and incorporating into teacher’s work. It is also worth noting that teachers were sensitized to the language aspect when referring to Global South countries and their inhabitants – e.g. they are aware that it is not proper to use the expression “3rd world countries” and use instead the term: Global South. Teachers who have taken part in the MJ project internalized this, even though it was a lengthy process .

UK, Cumbria – responding to resistance

“ (...) During the first Cumbrian meeting and after watching an episode, it became clear that teachers had strong reservations about the suitability of materials at KS2, about some of the themes represented, and the wider accessibility of MJ episodes on-line. This contrasted to evidence from other UK areas trialling MJ where teachers had carefully edited excerpts to support particular lesson plans that would be appropriate for Year 5 and 6 children.

This however was not the view of those at the first Cumbrian meeting, where serious concerns were expressed over the suitability of the MJ materials as a whole (...)

“This presented us with a challenge (...) [we arrange a further meeting facilitated by] Mediae. After watching a half episode, teachers discussed the issue of suitability of the materials at KS2. The episode they watched addressed several topics including

school governance , access to learning resources and the challenges of making a living by starting a new business.

“The group was asked how it felt about ensuring suitability of the materials and responses addressed this at some length. The consensus was for Mediae to pull together clips on DVD from MJ around particular themes. Teachers would then access these along with supporting learning materials.

“Mediae confirmed they would select clips avoiding any contentious subject matter or unsuitable content for KS2, and the themes would be grouped around three agreed subject areas. Mediae subsequently circulated pilot resources around the three themes for trialling in class. Feedback was collected and presented back to Mediae by the end of summer term 2014.

“The new materials proved suitable for use by schools.”

UK, North Yorkshire – developing and piloting materials

“Craven DEC began recruiting schools to join the project in June 2013 and a meeting to launch the programme was held in Skipton on 18 September 2013. Sixteen teachers from fifteen schools attended and reacted enthusiastically to presentations (...) Six teachers volunteered to trial the materials in their primary schools. Unfortunately, there was a lengthy delay before any materials were available partly due to problems recruiting schools in the other areas of England to trial and some teachers began to lose their initial interest. I kept in regular contact with the teachers and two began to use materials from the old KS3 Makutano Junction website (...) The teachers met again on 6 May 2014 and piloting began in earnest in June. Feedback was collected and presented back to Mediae before the end of summer term 2014. Visits were made to schools on 5 June 2014. During these visits teachers from two schools suggested themes for further development of resources.

“(...) In September 2014 a revised and extended set of materials, incorporating feedback from year 1 pilots, was received from Mediae. After a workshop on 18 September in Skipton, teachers from two new schools elected to join the group and two teachers who had been involved previously dropped out. Piloting of the new materials and the revised resources began after half term. The timing was tight and some schools struggled to do anything before January 2015. I supported schools as much as possible by sending regular encouraging emails and offering to go into schools to work alongside the teachers. The head teacher at Gargrave CE Primary School accepted my offer and we delivered a lesson together on 26 November. I also

visited two schools that were unable to attend the meeting on September 18th but who had expressed an interest in the project.

“An MJ workshop was delivered at Richmond School on 15 January 2015 to 13 teachers from a cluster of 9 schools who all have links with schools in NE Kenya. I also introduced MJ resources at two GLP meetings on 14 January (Carleton Endowed CE Primary – 3 new schools) and 19 January (Settle CE Primary School – 7 new schools).

Visits were made to Lothersdale CP School (05/03/15) and Skipton Parish Church Primary School (14/01/15) to observe delivery and to view videos and to discuss plans for the end of project student event – they both agreed to bring along displays and prepare video presentations.”

UK, North Yorkshire – using MJ to promote financial awareness

Business Unit: Financial capability - How to run a business

Unit Summary:				
In this unit children will find out about the use of money through a practical run group business. Children will work together, in competing teams to develop, run and manage a business. The children will be interviewed for personally chosen jobs, work together as a team to develop and manage a business. Through market research and budget structuring the children will design and develop products which will be sold within school and in public events held at school. At the end of the unit the 'profit' made by the children will be used as a reward for their team work.				
Session	Objectives	Vocabulary	Outcomes	Resources
1	<ul style="list-style-type: none"> • Think carefully about personal skills and qualities • Recognise requirement in a job and how you might be suitable to it • Develop speaking and listening skills 	Job Interview CV Skills Quality	<ul style="list-style-type: none"> • Thought carefully about personal skills and qualities • Recognised requirement in different jobs and how they might be suitable to it • Developed speaking and listening skills through role-play 	Worksheets: see file Hall set up for interview structure
Activities				
What position do you think you have the skills for? Ask the children to share their CV				

Within this lesson the children will apply for a job. Each child has completed their CV which they will hand in 6th November 2012

Ask the chn to list as many jobs as they can think of in 1 minute. Ask the chn to share some of the jobs with the chn in the class.

Select 1-3 of these jobs and ask the chn to discuss with their talking partner what qualities or skills someone would need to successfully work in this career choice.

Give the chn the qualities sheet. What qualities and skills do I have? Chn must complete the WS identifying their qualities and skills.

What is the difference between a skill and a quality?

Ask some of the chn to share.

Task:

Show the chn the different job descriptions. Explain that each of them is going to apply for a job in a business. They need to think carefully about what each job would entail and the qualities they have, to ensure a successful match.

When the chn have selected the job they would like to apply for, the chn will work in talking partners to practice interviewing each other using the sample interview questions.

Plenary: discuss some of the answers given during the practice interviews. Which do you think were successful? Did anyone find any questions difficult to answer?

Discuss how children should act in an interview. How should you sit? Should you giggle or be silly? Are you allowed to show a little of your personality, e.g. telling a joke in your interview?

Children will be interview before next lesson.

Session Two: Link to Makutano resources Resources 11, Activity 2: Jobs and Money.

Session Three: Link to Makutano resources Resources 10, Activity 2: Enterprise and Microfinance

4/5	<p>I can:</p> <ul style="list-style-type: none"> • Think about the different audiences and what products they might like • Use ICT to design a questionnaire, which targets a particular audience • Work as a team and in 	<p>Market research</p> <p>ICT</p> <p>Questionnaire</p> <p>Audience</p>	<p>I have:</p> <ul style="list-style-type: none"> • Thought about the different audiences and what products they might like • Used ICT to design a questionnaire, which targets a particular audience 	<p>PowerPoint</p> <p>A3 paper</p> <p>ICT suite</p>
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	groups to complete a task	Product	<ul style="list-style-type: none"> • Worked as a team and in groups to complete a task 	
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Who will I be working with?

Put the chn into the team they will be working in for their business design. 2 teams or 3??

When the chn have met the other members of their team they must each write one skill or quality that each person will bring to their business.

Working as a team the chn must complete the chart on a piece of A3 paper. They need to brainstorm possible business ideas and then the advantages/disadvantages of that business.

Before the chn begin ask them: **What is a business? What is the purpose of a business?** A business is something that for fills a need. If there is no need for the product or the service then there cannot be a business.

Explain to the chn that their business is going to be based around a very important upcoming event. What do you think it could be? Christmas

This year it is estimated that £16.7 billion pounds will be spent on Christmas presents in the UK. So we are going to attempt to sell some products which will be used as; Christmas gifts, Christmas decorations or sent as Christmas greetings.

Children are going to work as a team to think about the following things: who is our audience, what things might they like to buy, could we make them.

PowerPoint: market research

Task

Children will brainstorm market research questions to help them develop their product range. From the selection of questions the children will select 12 to use in a questionnaire.

I.C.T: chn will use DB Primary to design and create their questionnaires. Each group will split into three teams and must create a questionnaire; for parents, for children (DB Primary) and for younger children who can't use DB Primary.

Session Six: Link to Makutano resources Resources 11, Activity 1: What money can buy.

7	<p>I can:</p> <ul style="list-style-type: none"> • Think carefully about the purpose of my business • Design a logo and company name based on the purpose and audience • Reflect constructively on others work 	<p>Logo</p> <p>Design</p> <p>Audience</p> <p>Purpose</p> <p>Market</p>	<p>I have:</p> <ul style="list-style-type: none"> • Thought carefully about the purpose of my business • Designed a logo and company name based on the purpose and audience • Reflected constructively on others work 	<p>PowerPoint</p> <p>Worksheets</p> <p>A3 paper</p>
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Designing a logo and creating a company name.

Ask the chn to brainstorm famous logos for business that they know. Go through the PowerPoint and discuss the different logos and slogans.

Show the chn some different types of advertising, e.g. adverts, posters, radio. How do we recognise the brand in all of these? Logos or slogan.

Chn complete the task sheet in pairs; looking at the different logos and dissecting them, e.g. shape, audience, product it's selling, appeal to the audience.

Task:

Chn will create a company name and logo for their company.

What do we need to consider before we begin? What are we trying to sell? Who are we trying to sell to?

Think Christmas: show the chn some Christmas clip art; PowerPoint

Plenary: chn vote on each design (logo and name separately) in their group to choose the logo and name for their business.

ICT follow on session – develop the design of the logo on the computer.

8	<p>I can</p> <ul style="list-style-type: none"> - Follow instructions to create a product - Think carefully about an audience when designing a product - Mark produces against criteria. 	<p>Design</p> <p>Product</p> <p>Cost</p> <p>Productivity</p>	<p>I have:</p> <ul style="list-style-type: none"> - Follow instructions to create a product - Think carefully about an audience when designing a product - Mark produces against criteria. 	<p>Instruction sheets</p> <p>Materials</p> <p>Criteria list</p> <p>Examples of packaging</p> <p>Dried clay figures to paint</p>
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Designing your products

As a company you need to decide what products you are going to sell. Remember your audience – children and parents

What do you need to consider before you choose your products?

- How much will a product cost?
- Are they simple to make?
- Who will buy them?
- Can you make a large number of them?

Ask the chn to brainstorm quickly the products they could sell; cards, CDs, bracelets, slime and decorations.

Task:

Show the chn some examples of what they could sell; handmade cards, friendship bracelets, bath bombs, etc

Have some examples of packaging on the tables.

Chn can use the product example sheets round the classroom to help them.

If the children make a product they would like to consider for a product they must ensure that they note the exact methods of construction.

<http://www.how-to-make-jewelry.com/rainbow-friendship-bracelet.html> Make friendship bracelets.

Plenary

Children share the products they want to create with the others in their group and then they need to make a choice on the products they are going to create.

Ask the chn to think about a criteria to mark each product against to make it fair;

- How easily is it to work
- Can it be recreated easily
- Cost
- Appeal factor

9	<p>I can:</p> <ul style="list-style-type: none"> - Find how much money it will cost to make each different product. - Add a percentage increase of the cost of the product to find the retail value - Add the information to a spreadsheet to present the costing for each product. 	<p>Budget Spreadsheet Percentage</p>	<p>I have:</p> <ul style="list-style-type: none"> - Found how much money it will cost to make each different product. - Added a percentage increase of the cost of the product to find the retail value - Added the collected information to a spreadsheet to present the costing for each product. 	Spreadsheet
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Budgeting for a product

Now the children have selected their final products they must look at the cost of creating them and from this amount they can decide on the cost of sale.

Cost the products – spreadsheets

Percentages

Need to plan after the children have selected what they want to sell.

10-12	<p>I can:</p> <ul style="list-style-type: none"> • Work to a deadline • Produce products of a high quality • I can work as part of a team 	<p>Manufacture Design Quality control</p>	<p>I have:</p> <ul style="list-style-type: none"> • Worked to a deadline • Produced products of a high quality • I have worked as part of a team 	Worksheet
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Creating the products

The children need to create the products they will sell in their business.

Quality control: all products need to be checked for quality

Product development will take place over 3 afternoons; during this time different children will have the opportunity to run the activities.

Decisions need to be made by the children before they begin to make the products, e.g. amount of the product, quality control monitor.

Inform the chn about the amount of money they have raised – they now need to

consider what to spend the money on.

Session Thirteen: Link to Makutano resources Resources 10, Activity 1: Control of Money

Foundation Partners Poland (FPP) Mini Case Study for the Makutano Junction Project: Study visit to Kenya

NAME OF THE EVENT: Study visit to Kenya

The study visit to Kenya took place between 18-25 October 2014. The participants were 5 teachers from Poland, Bulgaria and Estonia and 4 coordinators. The participants had an opportunity to experience the diversity of Kenya – the vibrant capital, home to government agencies, businesses, organizations, various educational institutions, learn about traditions, national heritage, cultural richness and natural environment. The visit was also an opportunity to see how the country develops through investments and innovative technologies (mobile payments M-PESA). The main focus of the visit was to enable the participants to explore the Kenyan education system through visits at schools, interacting with school staff and students. The full day training with Kenyan teachers offered the participants a possibility for mutual learning through sharing of personal and professional experience. It was an opportunity to initiate cooperation between Kenyan, Bulgarian, Estonian and Polish schools.

Participants from Poland

Selection criteria:

- Level of engagement in MJ activities (e.g. in focus groups)
- Understanding of global issues
- Declaration to prepare MJ activities based on the study trip to Kenya (e.g. a presentation, training for teachers, an article on school’s website with)
- Financial deposit in case of renouncing the trip after the costs are spent e.g. for air ticket; Communicative English knowledge

Background on the teachers:

Participants from Poland were 5 female teachers from the Mazovian region, only one of them from Warsaw, the rest from small towns situated 30- 100km away from the capital: Radom, Koziernice, Siedlce and Komorów. They represented a variety of schools and subjects: primary, middle, and high schools, science, biology, English, ethics and arts.

Programme of the event

PLAN OF THE STUDY VISIT

<p>DAY 1 19/10 Sunday</p>	<p style="text-align: center;">ARRIVAL</p> <ul style="list-style-type: none"> ☐ Arrivals (night) ☐ Team building and integration session between the teachers ☐ Orientation in Kenya- cultural sensitivity training ☐ Dinner in Ronalos restaurant in the city centre- taste of Kenyan cuisine
<p>DAY 2 20/10</p>	<p style="text-align: center;">NAIROBI</p> <ul style="list-style-type: none"> • Visit to the National Museum of Kenya • Tour around the city centre with the guide • Preparations for the visit to Mathare area of Nairobi- short presentations about each partner country • Dinner
<p>DAY 4 21/10</p>	<p style="text-align: center;">VISIT TO THE SCHOOLS IN MATHARE INFORMAL SETTLEMENT</p> <ul style="list-style-type: none"> • Visit to Education Effect Africa office • Visit to partner schools: Valley View Academy and Destiny Education Centre- attending of lessons with input from BG, EST, PL (presentations and areas for school cooperation) • Visit to Karen Blixen Museum • Visit to Giraffe Centre • Dinner
<p>DAY 5 22/10</p>	<p style="text-align: center;">WORKSHOP WITH KENYAN TEACHERS “FORMING OF SCHOOL PARTNERSHIPS”</p> <ul style="list-style-type: none"> • Team building and integration • Presentation of Bulgaria, Estonia, Kenya and Poland • Presentation of Makutano Junction Project and the activities • Identification of commonalities and areas for cooperation between teachers ☐ Lunch • Advantages of school partnerships for Kenyan and European schools • Short video projects – student made footage as a process of discovery of the correlations between the communities of both the Global North and South countries. ☐ Establishing and maintaining partnerships with Kenyan schools • Dinner
<p>DAY 6 23/10</p>	<p style="text-align: center;">RURAL KENYA</p> <ul style="list-style-type: none"> • Trip to the rural areas of Limuru, visit to rural schools – Rwaka Primary and Rironi Primary • Learning about Educational System in Kenya • Visit to Rift Valley view point • Visit to the Makutano Junction film set • Dinner

DAY 7
24/10

NATIONAL HERITAGE AND NATURAL ENVIRONMENT

- Visit to Nairobi National Park
- Visit to elephant orphanage
- Massai Market
- Farewell dinner together with Kenyan teachers

Highlights of the study visit

Polish teachers mentioned 3 key points in the study visit that enabled them to increase their knowledge and understanding about Kenya and its diversity in social and economic sense. These were: visiting of the schools, training with Kenyan teachers and visit to the MJ film set (these answers reflect the answers provided in the evaluation questionnaires)

VISITING THE SCHOOLS

While visiting the Valley View Academy in Mathare teachers were divided into national groups and held lessons with three classes of Kenyan students. Polish teachers were invited to join the class 8, where students were about 13-14 years old. After brief introductions educators made a presentation about Poland with visual elements such as a map of Poland, pictures and posters. Each teacher spoke about her city, showed postcards and told stories about the pupils in her school. Valley View Academy students were very interested to learn about Poland. The group interacted, asked questions about climate, nature, ways of living etc. Pupils were curious to find out how people survive the winter season, asked if the schools are closed. Their questions included also those about typical fruit and vegetable grown in Poland. As the last activity arts teacher took out a bundle of dried out leaves, shared them among the pupils and together they made dried roses. Teachers left the school with high spirits, discussing the opportunity of having a true communication and interaction with the Kenyan youth. In all seven evaluation questionnaires uploaded on Dropbox (ensuring anonymity) the visit to the Valley View Academy was ranked highest in the context of relevance and usefulness in the educational sense.



Photo: Anna, biology teacher shows principal Moses Sumba a postcard from her hometown Kozenice.



Photo: Class 8 students make roses from dried out leaves.

INTERNATIONAL SCHOOL PARTNERSHIPS TRAINING

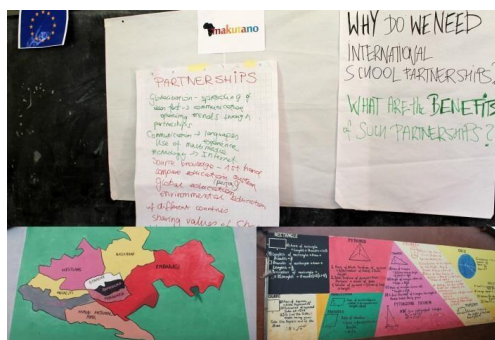
Another central element of the Kenyan visit was a full day training with a group of 15 Kenyan teachers. Its purpose was to bring educators together and establish a common ground among them in the framework of future school partnerships. During the training there were plenary and group sessions. As a first thing, participants were divided into country groups and were asked to prepare presentations about their homelands. One of the Kenyan groups presented an inspiring lecture on the living standards of Kenyan population highlighting the role of climate.

Kenyans living in the North struggle with harsh conditions and that part of the country is underdeveloped, while in the South enough rainfall and milder climate allows for agricultural expansion in the villages and infrastructural, technological and innovation development in the cities.

This short lecture positioned the Kenyan teachers in the role of experts, which is very important in building partner relations between Global South and Global North countries based on principles of equality. Moreover, the presentation was very much in line with global/development education values and aims. It not only depicted a concrete situation (present-day challenges faced by the communities living in the North- up country), but also explained the causes of this situation. To hear the Kenyan teachers talk about many aspects of their country in a role of specialists was an important and unique learning experience for Polish teachers. It gave them a counterbalance to how Kenyans and more broadly Africans are frequently presented in Polish media reports (illiterate, passive, receivers of aid).

Further parts of the training consisted of group work on discovering advantages and benefits of teachers' and schools' cooperation. Following reflections were shared:

- Globalisation enables rapid spread of ideas, opening of minds of youth and communication of the ideas can be fostered through partnerships
- Partnerships require using language and technology, and hence language skills of pupils and their technology literacy rises.
- Through partnerships participants obtain source knowledge, first hand testimonies, facts etc. they can compare it with what they have learned- critical thinking
- Partnerships are useful in the themes of global, environmental and intercultural education.
- Partnerships enable sharing of values of Christianity and discovering of different nations and traditions.



Finally participants were divided into national working groups consisting of Poles and Kenyans, Bulgarians and Kenyans and Estonians and Kenyans with the purpose of identifying of common grounds, subject and themes between the teachers and their schools in attempt to initiate school partnerships. Kenyan- Polish group consisted of 4 science, 1 biology, 1 arts, 1 ethics and 2 English teachers. The issues that they found interesting to make mini student project based on were: eco-art, recycling, methods of prevention of pollution, sources of renewable energy, photography, language skills through conversations. Since the study visit there has been an E-mail exchange between the Kenyan and Polish teachers, but it was said that further engagement requires structural and organizational support. Training sessions with Kenyan teachers were ranked 1st, 2nd and 3rd in the scale of importance on the evaluation questionnaires.



Photo: Teacher training, team building and getting to know each other session

MAKUTANO JUNCTION FILMSET

Visit to the Makutano Junction film set was highly anticipated by Polish teachers who became acquainted with MJ characters through the process of work in the focus groups (small working groups). During the meetings and in their free time they watched MJ episodes, analysed them in the framework of Millennium Development Goals and developed teaching resources which led to strong identification with some of the characters. Therefore, the fact that the actors found time to come to the Karen area of Nairobi to meet with the study visit participants was met with great enthusiasm. The get-together with Mr Mabuki, Maspeedy, Dr Charles, Margaret, Mr Washington and Florence consisted not only of posing for pictures, discussing the roles and topics connected to filming, but was also an educational experience. Once the tour of the film set was over, everyone gathered in one room and a discussion about the Makutano Junction Project began. Polish teachers were very eager to reflect on how they have been using the soap with their students and how big contribution it has been in making their lessons interesting and significant. The actors were astounded to hear that the Makutano Junction has been subtitled into three languages and teachers and students in Europe enjoy the show while learning about Kenya. The film crew was curious to find out how the topics from MJ were relevant in the European context. One of the teachers, who works in a school in a small town and her students come from the country side said that she was able to identify similarities between some of the every-day

challenges of the MJ community and those that sometimes occur in small villages in Poland (such as older children helping their parents with farming and having less time to study). Other commonalities included access to healthcare (which is different in Poland and Kenya but still the access to high quality healthcare is not available for everyone in Poland) relations between parents and children, teenager issues (similar everywhere). The science teacher from Poland mentioned that for her the meeting was significant, because she learned that the actors were actively involved in shaping the script and this showed their comprehensive talents. Moreover, she was happy to find out that similarly as she has seen in the Makutano Junction series, the environmental issues are very important to Kenyans. Discussing it with the actors gave it another dimension of validity.



1. Photo: At the Makutano Junction film set, teachers, 2 coordinators and MJ actors together

Overall, the study visit proved to be a success, provided opportunity for increasing cultural awareness and sensitivity regarding Kenya and Africa. After the visit the Polish teachers felt very motivated to carry out activities with students at schools and prepared to spread the comprehensive image of Kenya.

Feedback from the evaluation questionnaires about the study visit:

- Teacher 1: "I'm very happy I had a chance to take part in the study visit in Kenya. That was an important and valuable experience in my life."
- Teacher 2: "For me, this trip was a unique experience and unique emotion by which I learned more than I could learn from any other sources. It is known that the emotional memory is the most durable because of which my expectations are for lasting partnerships and new more productive meetings. Thanks for your time which we spent together."
- Teacher 3: "It was a unique experience. I saw with my own eyes real Kenya. I hope that it enables me to provide better lessons and organize interesting activities about global education in schools. It was a great opportunity to meet new people and culture and I hope that we will continue our contact."

Results of the study visit

According to the agreement with the Polish teachers, all study visit participants were obliged to hold workshops with presentations from the trip to Kenya.

Summary:

Name of the Teacher	Name and type of school	Subject taught	Type of activity	Number of students
Hanna Habera	Primary School in Klwatka Królewska	science/ methodologist (teacher trainer)	“Kenyan stories” workshop and discussion	97
Monika Pastuszka	Tadeusz Kościuszko High School in Warsaw	English	Global South Film Festival (with screening of Makutano Junction series), Workshops about the study visit to Kenya	23 25
Anna Janowska	Middle School in Świerże Górne and Middle School in Kozienice	biology/ methodologist (teacher trainer)	Class based on MJ series and Resource 1: Environmental protection and waste management from a global perspective, Classes „Discover Kenya. Report from the study visit” and „Discover Kenya. School life in Kenya”	18 83
Bożena Prachnio	Middle School in Siedlce	arts	Workshops “Kenya and its schools”	40
Elwira Padewska	Middle School and Primary School in Komorów	ethics	Class based on MJ series and Resource 5: The right to education as a human right, workshop about the study visit to Kenya	40

1. Hanna Habera: “Kenyan stories” workshop and discussion panel



During her workshops Hanna made a presentation about Kenya with geographical facts, and information about the Kenyan Education System. Hanna explained the students about the diversity she encountered, big, wealthy housing estates in Karen and informal settlements of Mathare. She showed pictures from the visits to schools, Makutano Junction film set and Nairobi National Park. She taught the students few words in Swahili: Jambo, Habari? Mzuri Sana, Asante and Hakuna Matata. At the end of the workshops sessions all classes received a Baobab tree seeds to plant them in their classrooms.

2. Monika Pastuszka

As a part of the activities in her school, Monika Pastuszka took part in the Global South Film Festival, which screened 3 films: *Edukacyjny Rozkład Jazdy* (Educational Timetable) a documentary explaining how the education system in Kenya looks like through interviews with headmasters of various schools and university students, *Blood in The Mobile*, documentary that shows the connection between the mobile phones and the civil war in the Congo and *Makutano Junction* soap. Moreover, she organized classes about her reflections during the visit to Kenya. The aim of these classes was to show the diversity of the country and break with the stereotypes of Africa.

3. Anna Janowska

Anna works as a biology teacher in two schools and in both of them she held classes about her study visit to Kenya. They included presentations with photographs and discussion panels about similarities and differences in the education systems in Kenya and Poland. She also used teacher materials: "Environmental protection and waste management from a global perspective" during one of her biology classes and discussed issues of waste management in communities across the world basing it on the Makutano Junction episodes related to this subject (FPP has compiled a video clip for this resource).

4. Bożena Prachnio "Kenya and its schools"

O Kenii i kenijskich szkołach

Napisane przez Sheriff dnia 14 listopada 2014

Główne miasta Kenii: Nairobi (stolica), Mombasa (drugie co do wielkości, centrum turystyczne), Kisumu (nad jeziorem Wiktorii, stąd pochodzi rodzina Baracka Obamy)

Języki – ponad 60 języków używanych w tym kraju! Suahili (swahili) i angielski są językami oficjalnymi. Suahili nie jest trudny, a jedno ze słów znają prawie wszyscy, którzy oglądali film „Król lew”:

Karibu=Witajcie,

Jambo=Cześć,

Habari=Jak się masz,

Asante=Dziękuję,

Ninakupenda=Kocham Cię,

Hakuna matata=Nie ma problemu

Nairobi – miasto różnorodności i kontrastów. Tutaj

placi się komórka, a tradycja i bogata kultura istnieje obok rozwiniętych technologii i współczesności. Tutaj znajduje się jedyny na świecie Park Narodowy w centrum miasta (145 km²) z symbolicznymi zwierzętami afrykańskimi, tzw. wielką piątką. Obok bogatych dzielnic z prywatnymi szkołami istnieją nieformalne osiedla (slumsy, prawie pół miliona mieszkańców) i ubóstwo.

Szkoły, przedstawione na zdjęciach, objęte wizytą studyjną nauczycieli z Polski, Bułgarii i Estonii, znajdują się w okolicach Nairobi. Dla przypomnienia: w Kenii rok szkolny rozpoczyna się w styczniu i dzieli się na 3 trymestry (3 x po 3 miesiące) z przerwami w porze deszczowej i upalnej. We wszystkich szkołach, nieformalnych też, realizowana jest podstawa programowa, a po szkole podstawowej (8 lat) i szkole średniej (4 lata) są egzaminy państwowe. Młodsze dzieci przebywają w szkole od 8:00 do 18:00, a starsze często od 6:00 do 16:00, z przerwą około 3-4 godz.

Dwie ze tych szkół znajdują się w Mathare, są nieformalne, w slumsach: Valley View Academy (około 900 uczniów,) i Destiny (działa drugi rok, 509 uczniów, w tym 40 pełnych sierot, 17 nauczycieli – opłacanych przez rodziców).

Pozostałe dwie, to szkoły państwowe: Szkoła Podstawowa Rwaka w Limuru (w sąsiedztwie plantacji herbaty, 700 uczniów, 14 nauczycieli) i Szkoła podstawowa Rironi (szkoła wiejska, w ładnym otoczeniu).

Na zakończenie: dzieci kenijskie bardzo chcą się uczyć, nie wiem jak to możliwe, ale często nie mając podstawowych przyborów, elektryczności, wody – osiągają dobre wyniki na egzaminach.

Zadawali wiele pytań o Was, o szkołę:



Bożena held workshops about Kenya: facts and figures and about her account of the study visit to this African country. Bożena explained her students that Nairobi is a city of diversity and contrasts, where tradition and rich culture exists alongside high technology and modernity (people make money transactions using advanced technologies such as M-PESA mobile money transfer). She showed pictures of the world's only National Park existing within the city of the city, told the children about the symbolic animals in Africa, so-called Big Five. Bożena wanted her students to get a full understanding of the city so she

also said that along the rich districts with private schools, there are also informal settlements (slums, nearly half a million inhabitants) where many people struggle with poverty.

5. Elwira Padewska

Elwira teaches ethics in a complex of schools that are under one roof. She has classes with primary, middle and high school students. She shared her reflections and experience from the study visit to Kenya with youth between 12-16 years old. During the classes she showed power point presentations with pictures from Kenya, told the students about her thoughts and considerations in relation to visits to schools, visits to museum, seeing the city centre of Nairobi. She also screen Makutano Junction episodes and taught classes based on resource 5: The right to education as a human right.

Appendix Five – Strengthened partnerships through Kenyan video project

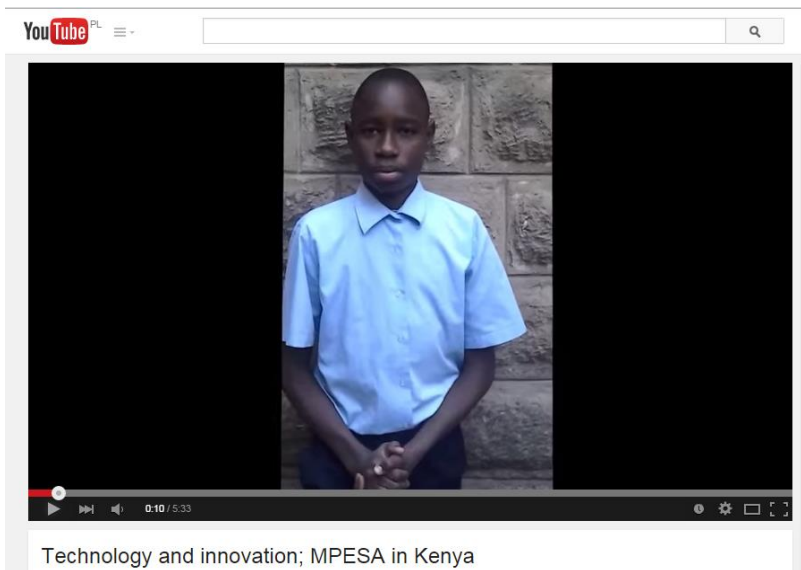
VIDEO CHALLENGE: GLOBAL SOLIDARITY- Kenyan video projects

The aim of the Makutano Junction project was not only a collaboration of European countries, but also building relations and strengthening linkages between the European and Kenyan schools. It was a very natural process considering that in the heart of the initiative is a Kenyan educational drama series – Makutano Junction (MJ) Junction”.

Below we present five video projects created by students from 5 different schools located in Mathare informal settlements (informally called slums) in Nairobi.

The criteria of assessment of the Kenyan video projects included conceptualization of the themes of the projects through the lens of Millennium Development Goals (MDGs), consistency with the topic of the competition, engagement in preparing the footage (number of people involved, type of activity). Most of the films engage a larger number of students who with help of their teachers invested a lot time, dedication and energy to conceptualize their ideas and create the video projects. Out of almost 30 videos registered by Kenyan students we selected 5 interesting films which bring Kenyan perspective to the project.

1. "Technology and innovation; MPESA in Kenya", Eden Community Education Centre:
<https://www.youtube.com/watch?v=Q8FE75iQEEs>



Picture: Eddie Sambulu, pupil at Eden Community School making an interview about M-PESA

The video project is made in the framework of MDG 8 (Develop a Global Partnership for Development). The topic of the film is M-PESA (M for mobile, pesa is Swahili for money)- Kenya's world-leading mobile-money system. M-PESA allows people transfer cash using their phones, and is by far the most successful scheme of its type in the world. The leading character in the video is Eddie Sambulu, a pupil of Eden Community Education Centre who unravels the secret of the system through an interview with one of the users, a parent in his school. Eddie conducts the interview like a professional reporter, with great energy and dynamism, asking very useful and detailed questions. His guest lists the benefits of using the M-PESA: comfort of payment, lack of necessity to carry large amounts of cash, variety of transactions possible to proceed (e.g. paying rent or school fees), transaction safety. Most of all even to pay for big transactions, access to Internet is not necessary, all that is needed is network coverage. Lack of the coverage is listed as one of the few drawbacks, but that doesn't happen often. The way Eddie is running an interview as a reporter is very professional and soon the viewers receive a very comprehensive and also practical knowledge about this type of electronic transactions. The film presents modern technologies in Kenya available for all.

1. VVA conservation measures in Mathare, Valley View Academy:

<https://www.youtube.com/watch?v=ONHI4nFiJ7w>



Picture: Conservation measures in Mathare, a pupil of the Valley View Academy

The video project is made in the framework of MDG7 (Ensuring environmental sustainability) Five Kenyan students appear in the role of expert guides and take the viewers on a journey through informal settlements (slum) of Mathare reporting about existing environment conservation measures being implemented there. It is clear that they are engaged in the process of shaping the environment they live in and take ownership of their actions. Young people are the students of the Valley View Academy and some of the conservations measures are a part of their school activities. Valley View Academy is one of the Kenyan schools participating in the Makutano Junction project. The video was created with the assistance of English teacher, Ms Ann Ooko. First girl lectures about the soil conservation. Pointing at the garden at the back yard of the schools, she explains that growing plants makes soil fertile and saves it from erosion. The next student mentions the polluted river and explains how government and local community have joined to plant trees along the river, also contributing to purification of air in that area. The following scenes show waste disposal sites and yet another students talks about recycling practices enabling producing new things out of the recyclable material. Theory is turned into practice in the subsequent scene where we enter a residents house and see an innovative green design idea- growing a plant in an up-cycled plastic bottle. Subsequent scenes present how people make use of what surrounds them, have an innovative and constructive attitude to environmental challenges facing them. Kenyan students act in the role of experts who are skilled to talk about environmental issues taking place in their local community. They are active and willing to create reality around them.

The image of slums is also different than those usually reported by the media. Living in an underprivileged area doesn't mean people don't know how to take care of themselves and their surroundings. The video is an important message for all of those who see informal settlements (slums) through the lens of hungry, passive people waiting to be saved. Makutano Junction project's aim was to tackle stereotypes about the Global South and it is even a greater success when the stereotype is tackled through a first-hand account, in this case by residents of Mathare, young people who live and study there.

2. Comparing Mathare life in 2005 and 2015, Excellent Care Centre and School:
<https://www.youtube.com/watch?v=xfpCC7s7H6k>



Picture: Edwin Ouma, teacher at Excellent Care Centre in Mathare

The video project is made in the framework of MDG1 (Eradication of extreme poverty and hunger)

The film is an interview of the with a teacher of Excellent Care Centre and School - Edwin Ouma. Mr Ouma in the film is sharing his observations regarding development of Mathare. Mr Ouma speaks not only as a teacher but also a member of Mathare community. His general reflection is that development remains slow, but it's evident. He noticed many changes starting from the infrastructure, better access to medical facilities and to education for all. To his great satisfaction most of children living in Mathare attend schools which was not the case 10 years ago. Moreover, infrastructure in Mathare improved to much extent (e.g. block houses are built). The community has better access to food than ten years ago, which is also connected with the fact that some people work outside Mathare cultivating land and they bring food back to the community. Among other positive changes Mr Ouma appreciated greater social unity in Mathare - common problems bring people together people, woman rights organizations or youth organizations form around common goals and

government supports them financially. Along with increase of social activity sponsors and donors appeared. As far as a access to communication technology is concerned, people in Mathare can afford mobile phones and take part in digital society . All these factors reduce poverty . When there is better development in Mathare, people are more happy. According to the interviewed teacher there is hope for future for further decade of development. On the example of Mathare slums the film presents Kenyan perspective on poverty reduction through constant development and with focus on education.

Moreover, the image of Kenyan slums is not typical – Mathare is portrayed as progressing, the emphasis is placed on increased access to education and building foundations of civil society (NGOs). Also, this film tackles stereotype that Kenyans are not knowledgeable. While in a film we hear the Kenyan teacher who is intellectual, broadminded and recognizing many aspects of development of his community – reliably, in a sustainable manner summing up what progress occurred in Mathare for the last decade. By listening to Mr. Ouma speak, one might imagine being present at a lecture at a university if it wasn't for the joyful voices of children at school in the background.

3. Know Mathare better, Christ Abundant Life Academy:

https://www.youtube.com/watch?v=xNOW9_SmmlU



Picture: Interview with Stellah Wangui, pupil at Abundant Life Academy in Mathare

The video project is made in the framework of MDG1 (Eradication of extreme poverty and hunger). It tells a story of a young girl Stellah living in Mathare informal settlement (slums) through an interview with her about her perceptions of a child and a student growing up in a disadvantaged area of a slum. The whole video is accompanied by a lovely, lyrical song “Ghetto Child”, which has a powerful meaning and message embedded in it. The chorus part: *“Just because I'm a ghetto child I won't live down to your expectations. Just believe that a ghetto child can rise in the highest celebration. Know that I am a ghetto child, but I can see the best in me, can you? I'm a ghetto child”*. Stellah, a student in the Christ

Abundant Life Academy talks about many aspects of the everyday life. She isn't convinced that eating cooked food from the streets of Mathare is very healthy. Stellah mentions challenges that are arising for children whose parents can't afford to pay for the school fees. Some of them are in danger of engaging in criminal activities, like stealing or dealing drugs. But more than less "children just survive". When asked about development the student mentioned programmes that help parents with paying for school fees or feeding programmes that support children in receiving meals during school time. The film takes on the agenda the global challenges: poverty and quality education.

4. Thika Super Highway, Destiny Education Centre:

<https://www.youtube.com/watch?v=2PmDf8Xf2HM>



Global partnerships; Thika Super Highway

Picture: Anita and Kayla, Pupils from Destiny Education Centre

The video project is made in the framework of MDG8 (Global partnerships for development). It is an excellent example of tackling stereotypes about Africa by the representatives of the continent, in this case two young students from Destiny Education Centre in Mathare informal settlement in Kenya. The two girls take the viewers on a field trip to the streets of Nairobi, showing the city's modern face, especially in relation to infrastructure. The opening sentence of the video outlines the direction of the project: "Development- when I mention this term many start thinking of other continents than Africa. But Africa as a continent has developed countries." As the video progresses the students talk about Kenya being a peaceful country with political stability. Following scenes present Thika superhighway connecting the capital Nairobi with Thika, a city to the north-east. The project was a joint initiative of Kenyan and Chinese government under the

leadership of Kenya's former President Mwai Kibaki, as we learn from the video. Both girls are very proud and impressed with the advanced engineering solutions of the superhighway. They elaborate how these techniques contributed to safety and reduction of congestion in the city. The two students conclude their video project with a daring statement: I live among one of the most developed countries. If not then ask yourself what is development!

The video project is an important testimony of change. The young Kenyans take ownership of the stories told about their country and with great pride present modern face of Africa, that is many times often unknown to the Europeans. Two young students engaged in creating the film: Anita and Kayla, from Destiny Education Centre together with their teacher filming the video.

5. Efforts to eradicate extreme poverty; a cyber cafe business in Mathare, Destiny Community Education Center:

<https://www.youtube.com/watch?v=cFpKyCdebJY>



Picture: Pupils from Destiny Community Education Center

The video project is made in the framework of MDG1 (Eradication of extreme poverty and hunger). The film presents an interview conducted by two Destiny Community Education Center pupils with the entrepreneur who operates cyber café in Mathare. Kids are visiting the cyber café and they are asking the business owner about the methods of communication with people from different countries; they find out about Emails, Facebook and communicators such as Whatsup. The video presents conditions for doing small business in Kenya, e.g. how much money is needed for a start-up. In fact, the conversation sound similarly to dialogue with people leading small business in any country in Europe - a lot of money is needed to start a company, the equipment is expensive, and there is

competition of mobile operator - the number of people having smartphones increases and the revenue of cyber cafes is going down. In the video viewers learn that the government does not support small business sufficiently, while small companies have to pay high taxes and license fees. An interesting aspect of local business in Kenya illustrated in the film is the sense of mission demonstrated by small entrepreneur. His customer service policy includes instructing and assisting clients who find it difficult to operate computers and this service is not charged. Asked why he runs a cyber café, and not any other business the owner replies that people in Mathare should become aware of new technology and his personal mission is that by 2030 every child should know how to operate a computer. This proves how responsible are people in this amazing community and how the members of the community are similar to people all over the world- they have the need for effective modern communication.

The film is a portrait of small entrepreneurs flourishing in Kenya and its characteristic elements observable in Global North and in Global South countries- initiative of clever, dynamic individuals to run their own companies, courage to take risk, overcome competition, and believe in success despite the difficulties. The authors of the film state in subtitle to the film: "In Mathare, most of the people have come up with initiatives to reduce poverty and improve their lives. Operating a cyber cafe in the slums is one of them.....".