

CHAT between WORLDS

Guide for new CHAT-partners



CHAT between WORLDS is a programme of



Bildung trifft
Entwicklung

Foreword and objectives

Dear future CHAT-partner,

Thank you for your interest in implementing a CHAT between WORLDS project. We hope this Guide will help you to organise and run such projects. Children and young people have been taking part in CHAT between WORLDS projects and interacting with people all over the world since 2003. The form of these interactions has changed in recent years as technology has evolved. In the early years of the programme, exchanges were often in writing via email or conventional chat platforms. Nowadays, there are very different forms of virtual exchange. Online cooking events, digital scavenger hunts and forms of interaction via video messaging or quizzes are exam-

ples of the varied and creative ways in which people can connect and learn from each other via the web. For these shared learning situations to succeed, it is important that all involved put in effort before and after a CHAT between WORLDS project. With this Guide for new CHAT-partners, we hope to give you an understanding of how to organise shared learning situations. For this, we introduce the objectives and content underpinning our programme. Then we explain how Student CHATs and Expert CHATs differ. The Guide also gives you tips for preparing, implementing and following up on both formats.

Table of content

Foreword and objectives	2
1. General information on CHAT between WORLDS	3
1.1 Who organises and coordinates CHAT between WORLDS?	4
1.2 Global learning with CHAT between WORLDS	5
1.3 Initiating a CHAT between WORLDS project	6
1.4 What hardware is used?	8
1.5 What software is used?	9
2. Student CHATs	10
2.1 What should be borne in mind when organising a Student CHAT?	11
2.2 What should be borne in mind when preparing the class?	13
2.3 CHATiquette	13
2.4 The CHAT	14
2.5 Preparing the results	14
2.6 What issues may arise?	15
3. Expert CHATs	16
3.1 Process for an Expert CHAT	16
3.2 How can I prepare for an Expert CHAT?	17
3.3 What issues may arise and how should I deal with them?	17
4. Tips on dealing with prejudices and stereotypes	18
5. Conclusion	19

1. General information on CHAT between WORLDS

CHAT between WORLDS is an educational programme. CHAT between WORLDS projects get people all over the world interacting and promote shared learning with and from each other. Children, young people and individuals in Africa, Asia, Latin America and Southeast Europe can engage with school classes in Germany with the aim of talking with, rather than about, each other. The exchanges take place online. CHAT between WORLDS can overcome geographical distances by using online communication, creating a space for encounters, dialogue and learning from and with one another. The lifestyles of the participants are discussed during the CHATs, along with global challenges, such as climate change and its local impact. The kinds of questions posed during a CHAT might be “How do you get to school in the morning and how long does it take you? What fruit and vegetables are grown in your neighbourhood? Who consumes them? What are the environmental issues in your area?” Through virtual exchanges, the participants can learn about each other’s everyday lives and discuss their views of global contexts. CHAT between WORLDS aims at students aged 10 and older. The CHATs are usually conducted in English, French, Spanish or German, depending on the participants’ language skills.

CHAT between WORLDS applies teaching methods of the global learning approach. These provide the basis for an educational process that promotes informed, globally responsible action. CHAT between WORLDS projects aim to improve the participants’ ability to see things from another perspective and reflect on their own actions and values.

A CHAT can be synchronous (simultaneous) via video conference or asynchronous (alternating), such as via video messages or online notice boards. Section 1.4 outlines the technology needed.

There are also two forms of CHATs: Student CHATs and Expert CHATs. Teachers and youth group supervisors should use Student CHATs to take part in a CHAT between WORLDS project. Section 2 provides details about the organisation and implementation of Student CHATs. Alternatively, you can also take part in CHAT between WORLDS as an expert. In an Expert CHAT, a class of students from Germany can ask questions on a predefined topic – and the expert can ask the students questions and set them assignments. This CHAT form is described in detail in section 3.



1.1 Who organises and coordinates CHAT between WORLDS?

At the moment, five non-governmental organisations in Germany are your partners for planning and implementing CHAT between WORLDS projects. The so called regional coordinators are looking for matching school classes and coordinate CHAT between WORLDS projects in various German federal states. One of these regional coordinators will contact you to get to know each other better and plan a project together. Here is an overview of the organisations in Germany and their particularities:

The **Entwicklungspädagogisches Informationszentrum** (Information Centre for Development Education) in Reutlingen, also known as **EPiZ**, is a service centre for global learning for sustainable development and operates regionally, nationally and internationally. EPiZ coordinates CHAT between WORLDS in Baden-Württemberg.

Eine Welt Netz NRW e. V. is an umbrella association for people, civil organisations and groups in North Rhine-Westphalia (NRW) that are committed to sustainable development with global responsibility. Eine Welt Netz NRW implements global learning projects, exhibitions and campaigns, sends young volunteers abroad under the “weltwärts” programme and offers services, networking and further education for around 3,000 “Eine Welt” initiatives in NRW. Eine Welt Netz NRW coordinates CHAT between WORLDS in North Rhine-Westphalia.

Eine Welt Netzwerk Thüringen e. V. (EWNT), a developmental state network, represents associations, institutions and individuals in Thuringia and is committed to global learning programmes and projects. It serves as a service and contact point for questions relating to work within the “Eine Welt” network and also runs an academic and pedagogical library for global learning and development policy. EWNT coordinates CHAT between WORLDS in Thuringia, Saxony and Saxony-Anhalt.

Netzwerk Entwicklungspolitik im Saarland (NES) e. V. is an umbrella association for Saarland non-governmental organisations, associations, initiatives and individuals involved in development policy who engage in north-south project partnerships, school partnerships, world shops and fair trade initiatives, and development policy educational work. NES coordinates CHAT between WORLDS in Saarland.



Regionale Arbeitsstellen für Bildung, Integration und Demokratie e. V. (RAA) is a federal statewide independent support agency for education and social integration and is committed to a democratic and cosmopolitan Brandenburg. RAA coordinates CHAT between WORLDS in Brandenburg.

Four additional non-governmental organisations are planning to introduce CHAT between the WORLDS until 2023. The national coordination is carried out by Engagement Global. CHAT between WORLDS is financed by the Federal Ministry for Economic Cooperation and Development (BMZ) in Germany.

1.2 Global learning with CHAT between WORLDS

There are various conceptual interpretations of development education, such as global learning, global citizenship education, global dimension and global education. CHAT between WORLDS implements teaching methods of the global learning approach. Latter can be described as an approach to learn about international development through recognizing the importance of linking people's lives throughout the world. It encourages critical examination of global issues and an awareness of the impact that individuals can have on them. It is not about reproducing bodies of knowledge about development, but rather is about engaging in a process of learning that recognizes different approaches and different ways of understanding the world, and engages with them through different lenses. During CHAT between WORLDS projects, global learning methods and digital media are combined. Following the motto "talking to each other instead of about each other" people can learn from and with each other in virtual exchange formats.

During CHAT between WORLDS projects, the participants can experience globalization as well as reflect on their own role in it. They are encouraged to recognize and evaluate global interconnections in order to identify options to take action for a world that allows people to live in dignity.



1.3 Initiating a CHAT between WORLDS project

A great deal of planning and organisation goes into CHAT between WORLDS projects. The steps from the idea to completion are presented here.

1. If you are reading this Guide, you have probably already taken the first step, which is contact chat@engagement-global.de and provide information about you as a person and your organisation or institution, such as the country, location and number and age of interested participants.
2. In the next step, the coordination team of CHAT between WORLDS at Engagement Global will contact you, give a short introduction to the programme and forward your request to one of the five implementing partners (see section 1.1).
3. One of the regional coordinators will contact you to arrange a meeting via video conference or telephone.
4. During this meeting, you have the opportunity to ask questions about how a CHAT between WORLDS project works. General information such as CHAT forms, technical requirements, language skills, tools and possible CHAT topics are discussed.
5. As soon as the regional coordinators have found a matching school class with corresponding interests, they will get in touch with you again to plan a project together. This process however, might take a while.
6. In further preparation, the day and time of the CHAT, as well as the format (synchronous or asynchronous) and the topics are being discussed. For smooth proceedings, a 'Plan B' is also being developed in case of failing internet connection or technical challenges.
7. On the day of the CHAT, a trial run will take place ahead of the actual CHAT to determine the conditions of the internet connection on that particular day.
8. The CHAT takes place as planned. Both parties should have prepared the topics, the intercultural exchange as well as answers and questions in advance.
9. A few days later, the regional coordinator will contact you again for feedback, to find out what worked particularly well, and what could be improved upon.

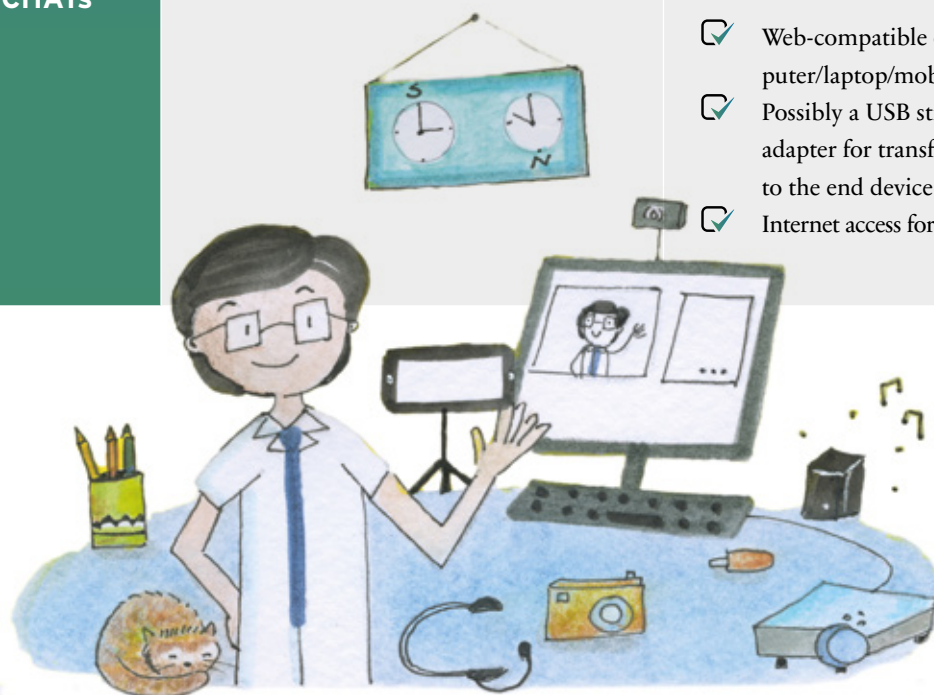


1.4 What hardware is used?

During the meeting with one of our regional coordinators, you will discuss the necessary hardware for running a CHAT between WORLDS project. Latter differs depending on whether you want to run an Expert

CHAT or a Student CHAT. Also the format plays a role, since synchronous virtual exchanges have other technical requirements than asynchronous ones.

Format	Synchronous	Asynchronous
Student CHAT	<ul style="list-style-type: none"> ✓ Internet access (LAN, WiFi, mobile access, e.g. Internet dongle/card) ✓ Desktop PC/laptop/tablet/smartphone ✓ If not integrated into the device: webcam and microphone ✓ Loudspeakers ✓ Multi-outlet power strip and possibly an extension lead ✓ If available: projector, monitor/TV or smartboard, adapter (VGA, HDMI, Lightning) 	<ul style="list-style-type: none"> ✓ Video camera/tablet/mobile phone camera/photo camera ✓ Clip-on or directional microphone (optional) <p>Later on:</p> <ul style="list-style-type: none"> ✓ Web-compatible end device (computer/laptop/mobile phone/tablet) ✓ Possibly a USB stick or SD card adapter for transferring a recording to the end device ✓ Internet access for sending recordings
Expert CHATs	<ul style="list-style-type: none"> ✓ Internet access (LAN, WiFi, mobile access, e.g. Internet dongle/card) ✓ Desktop PC/laptop/tablet/smartphone ✓ If not integrated into the device: webcam, microphone, loudspeakers 	<ul style="list-style-type: none"> ✓ Video camera/tablet/mobile phone camera/photo camera ✓ Clip-on or directional microphone (optional) <p>Later on:</p> <ul style="list-style-type: none"> ✓ Web-compatible end device (computer/laptop/mobile phone/tablet) ✓ Possibly a USB stick or SD card adapter for transferring a recording to the end device ✓ Internet access for sending recordings



1.5 What software is used?

Some apps and programmes are not available all over the world and for all operating systems. That is why we use various free digital communication tools. The overview

provided here is just a snapshot and may change over time. Before any CHAT, please discuss with the partners in Germany which software to use.

Synchronous CHATs	Asynchronous CHATs
<u>Jitsi</u> https://jitsi.org/	WeTransfer https://wetransfer.com/
<u>Whereby</u> https://whereby.com/	Dropbox https://www.dropbox.com/
<u>Zoom</u> https://zoom.us/	Google Drive https://www.google.com/drive/
<u>GoToMeeting</u> https://www.gotomeeting.com/en-gb	YouTube https://www.youtube.com/
<u>Linkello</u> https://linkello.com/	iMovie for Apple products
	VideoShow for Android
	VLC player
	Windows Media Player
	Amara (subtitling) https://amara.org/en/

The following apps are also used for collaborative learning

- ✓ Padlet – online notice board <https://padlet.com/>
- ✓ Kahoot – quiz app <https://kahoot.com/>
- ✓ Moodle – online platform <http://moodle.chatderwelten-bw.de/>
- ✓ Mentimeter – online polls <https://www.mentimeter.com/>
- ✓ Mural – online mindmaps, notice board <https://www.mural.co/>
- ✓ Etherpad – online document editing <https://yopad.eu/>
- ✓ CryptPad – <https://cryptpad.fr/what-is-cryptpad.html>
- ✓ Slido – polls, Q&A <https://accounts.sli.do/signup>



2. Student CHATs

In Student CHATs, children and young people interact online. This might be a one-off event or a series of interactions over a longer period of time. Several planning and implementation aspects must be borne in mind to ensure that steps 6 to 9 in chapter 1.3 run seamlessly.

In the following, you will learn what should be considered during the introduction to the topic to be discussed, preparation of the CHATiquette (see section 2.3), the CHAT and the follow up to the CHAT.



2.1 What should be borne in mind when organising a Student CHAT?

Student CHATs usually require more preparation and implementation time than Expert CHATs. Coordination with several people is needed during the preparations. If you are a teacher, it is important that you inform school management and parents about the project.

The topic, date and technology for the CHAT are also discussed with the partners in Germany. The preparation also differs depending on whether a CHAT is to be a one-off event or a series of interactions over a longer period of time.

Planning a CHAT between WORLDS project:

- ✓ At the beginning, the duration of the project should be determined. This depends on the needs of both counterparts. A series should be planned with the partners in Germany and the teachers as early as possible, such as at the start of the school year.
- ✓ The technical equipment at the schools of both counterparts should be discussed in advance in order to decide on the CHAT format.
- ✓ Learning goals should be defined and the content should link to the framework curriculum.
- ✓ The topics for the project should be selected and methods agreed upon with the teachers and partners in Germany. Also the language for the CHAT should be determined in advance. All involved should try to respond to the interests of the participants in this process in order to promote lively communication between peer groups as equals.

For Student CHATs it is important to coordinate the preparation of the individual project days. This will be discussed in the next abstract.



Preparing the individual project days:

During the project, the individual dates must be prepared at least one week in advance. Please allow enough time for the following:

- ☑ There should be a coordination meeting with the partners in Germany (e.g. via Skype) at the start of the project to agree upon the overall goal of the project and the content of each project day in detail.
- ☑ Prepare the topic for the project day in advance and then follow up later. What content do I want to convey? What methods do I want to use? What do I need to do to prepare for this (perhaps editing videos, exchanging materials with the partners in Germany, etc.)?
- ☑ Get consent slips from parents covering media use and production in advance or discuss with the teachers whether they will take on the task.
- ☑ Clarify organisational questions regarding rooms and materials in the school.
- ☑ Test the technology and software to be used.
- ☑ We know from experience that it helps to give teachers a little reminder about the next date, the topic, the materials required and the tasks for the students.
- ☑ A feedback discussion should be held with the partners in Germany after the project. You can then provide feedback on what worked well in terms of organisation and implementation and what should go better the next time.





2.2 What should be borne in mind when preparing the class?¹

Before the CHAT, the participants should work with you on a specific aspect of the CHAT topic. The following should be borne in mind when preparing the class:

- ☑ Use a presentation, exercises and assignments to prepare the participants for the CHAT topic.
- ☑ Help the participants to compile questions for the CHAT.
- ☑ Make sure that you encourage reflection on stereotypes and clichés and facilitate learning as equals.
- ☑ Prepare for the CHAT and your role as a facilitator. Consider in advance questions that would help the participants to change their point of view. If particular topics and images addressed in the CHAT are not sufficiently reflected on with the participants, there is the risk of stereotypes persisting or even being reinforced.

2.3 CHATiquette

The CHATiquette is used to jointly decide how the upcoming CHAT will run and the expected etiquette. The group members consider together how they would like to come across during the CHAT and which do's and don'ts should be adhered to. How do they want to say hello and introduce themselves? Who will pose the questions to the young people in Germany? Any doubts regarding the technology to be used should also be raised and dealt with. Depending on the CHAT format, approaches are tested and the topic of stereotypes and prejudices is looked at.

¹ Documentation from the Thuringia/Global South partner pilot project and handout from Eine Welt Netzwerk Thüringen e. V., 2017 Franziska Weiland

2.4 The CHAT

The CHAT is the highlight of the project. During this, the participants interact online via video conference or video messages. The focus is mainly on everyday aspects and the participants' own link to the topic and less on conveying specialist knowledge. In this way, the content can be brought to life through real people and media, cultural and language skills can be strengthened. A Student CHAT lasts 20 to 40 minutes, depending on the level of interest and the specific circumstances.

- ✓ If you take part in a CHAT with a youth group or class, you take on the role of the CHAT facilitator. This should ensure that agreed speaking times are observed and that all questions from both sides are answered.
- ✓ It is important that the people who are not speaking at any particular moment stay as quiet as possible so that the participants can hear each other well.
- ✓ Make sure that all participants have enough time to say hello and introduce themselves.
- ✓ Make sure that speaking times are observed and that the questions from both sides are answered.



2.5 Preparing the results²

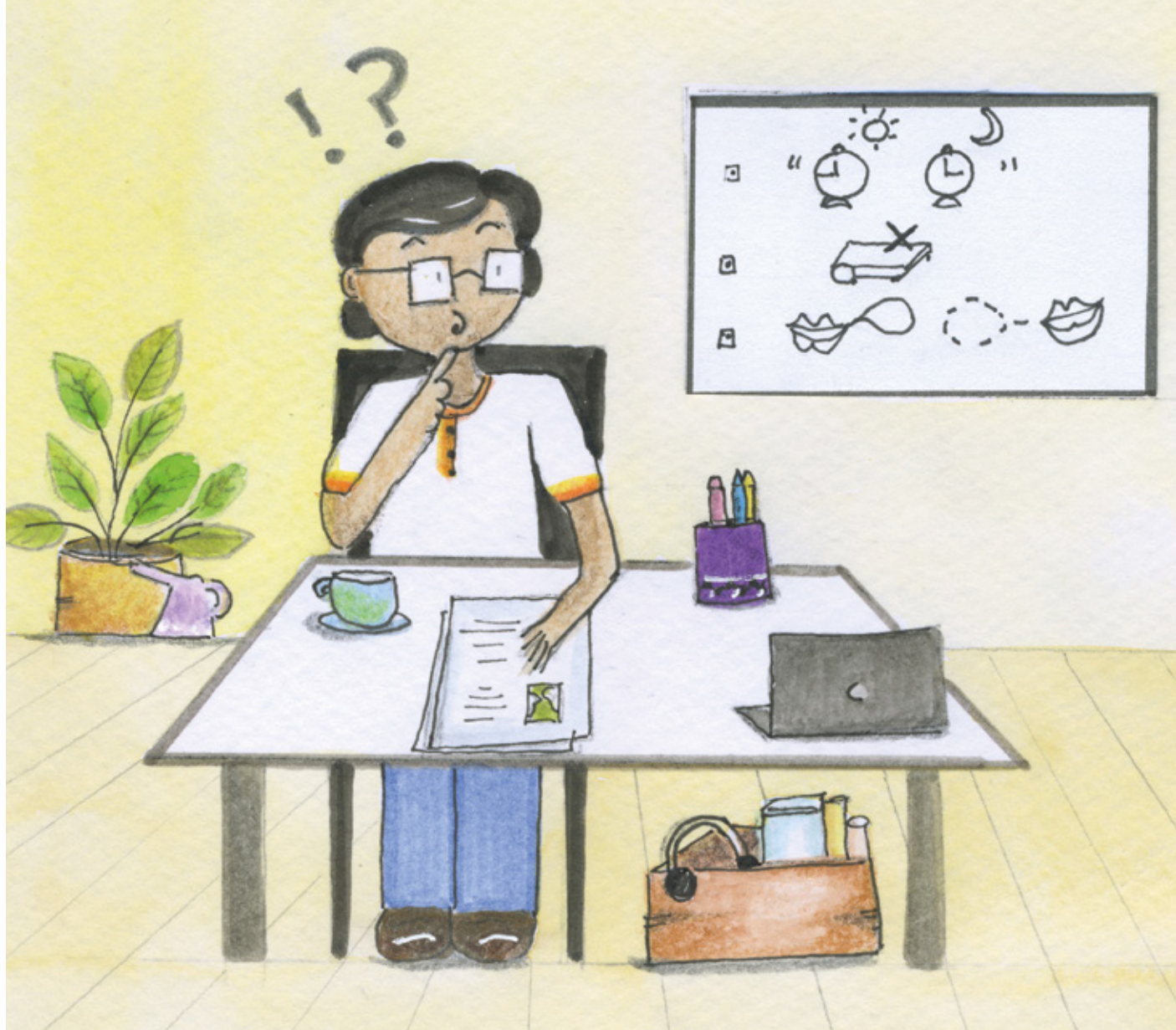
It is important to follow up with the participants after the CHAT in order to analyse how things went, recap the participants' questions and answers, and to discuss various aspects. The participants explain what they found interesting, what was good or bad and what new information they have acquired. They have an opportunity to reflect on their own behaviour and prejudices. The follow-up provides an opportunity to explain certain topics or terms and put them in context where necessary. All of the information acquired and the responses are reinforced and commented on. Different possible courses of action may arise from this.

The participants can then be asked the following questions:

- ✓ Which questions are still outstanding?
- ✓ What was particularly interesting? What was new for you?
- ✓ How can the information from the CHAT partner(s) be combined with what has been learned to date? What does that have to do with you?
- ✓ How did the CHAT go from a technical perspective?

Sometimes, the participants have to prepare a report or presentation at home, because they did not have enough time for this during the CHAT. If conducting a series of CHATs, the results can then be presented and recorded at the next CHAT or sent via email.

² Based on the questionnaire of CHAT partners working with EPiZ



2.6 What issues may arise?

Time difference: The time difference to Germany may be an issue in many countries and the project may have to be asynchronous by exchanging video or text messages. School years may also be different. In Germany, a school year generally starts in August and ends in July. It is important to discuss this with school management so that it is possible to continue a project with the same class even after the holidays in some cases.

Available resources: Functioning hardware and a fast, reliable Internet connection are the basic requirements. This can pose problems on both sides. Therefore, it is important to clarify in advance with the regional coordinators in Germany and local school management which equipment can be used and where (e.g. clarify with school management whether a computer/Internet room is available), and when the students have time.

Lesson materials: Materials on the agreed topic of CHAT may not be available on time or technical issues may arise. Therefore, there should always be a Plan B in place, e.g. to use other software or prepare other assignments for the class.

Language barriers: It can also be difficult to find a common language for the CHAT. This is especially important for synchronous CHATs. The foreign language skills of participants vary depending on their age and the type of school. When preparing for a CHAT, you must agree a common CHAT language with the partner in Germany or appoint somebody to act as a facilitator and translator.



3. Expert CHATs³

During an Expert CHAT, a class of students in Germany interacts with an individual in the Global South. An Expert CHAT is similar to a radio or TV interview. The interesting and participative component is that the participants have an opportunity to conduct their own interview with the expert. The goal is to awaken students' awareness of their own responsibility and convey skills and values needed to shape sustainable development and realise a global society that allows people to live in dignity, without racism or exploitation.

3.1 Process for an Expert CHAT

The cooperation for Expert CHATs is intended to be long term. As a CHAT-partner, you can determine the CHAT topics together with the partners in Germany or take a topic suggested by the school. What is important is that you prepare yourself with the partners in Germany and make clear arrangements.

An Expert CHAT lasts 30 to 60 minutes, depending on the level of interest and your available time capacities. The people taking part should briefly introduce themselves at the start of the CHAT. You can have an interactive CHAT with the class, conducted with care and mindfulness. The students can ask you questions and you can ask the students for their opinion, give them exercises or pose questions on the CHAT topic. Shortly before the end of the CHAT, you might give a short statement or recommendations to the students. Remember to say goodbye at the end.

There is a follow-up with the class in Germany after the CHAT. Directly after the CHAT or a few days later, an evaluation discussion takes place between you and the partners in Germany. You have the opportunity to provide feedback on how the CHAT went, the students' questions and responses, and how you feel the CHAT was organised.

³ Cf. Eine Welt Netzwerk Thüringen e. V., 2017 Franziska Weiland

3.2 How can I prepare for an Expert CHAT?

The time needed to prepare for an Expert CHAT varies and takes between three and seven days. The preparation time depends on various factors:

- ✓ Whether this will be a one-off CHAT or part of a series
- ✓ The type of CHAT (synchronous/asynchronous)
- ✓ The topic and group size
- ✓ The age and prior knowledge of the participants
- ✓ Whether you have already organised a joint project.

The following questions are discussed with the partners in Germany before the CHAT:

- ✓ What topic should be discussed and what are the goals of the CHAT?
- ✓ How old are the participants?
- ✓ In what language will the CHAT be held? Should there be translation?
- ✓ How long should the CHAT last and how should it be run?
- ✓ What technology and software should be used?
- ✓ When should a test take place and when should the actual CHAT be held?
- ✓ What is the time difference?
- ✓ You should also agree on a Plan B for an emergency in case there are issues with the technology or Internet connection.

Once these questions have been clarified, you can prepare the specific aspects of the CHAT topic that are relevant and appropriate given the age of the participants. You might consider questions for the participants and plan small exercises that may motivate them to act. If required, the partners in Germany can also send work materials in advance to help you to prepare the content.



3.3 What issues may arise and how should I deal with them?

In spite of good preparations, you have to expect the unexpected. That is why there should be various plans in place for scenarios such as:

- ✓ A poor Internet connection
- ✓ No sound and/or images
- ✓ Missing software
- ✓ Timing misunderstandings due to the time difference
- ✓ Misunderstandings with arrangements

You will have to find an alternative quickly (always have a Plan B in your mind), and be creative. For example, participants could also be given an assignment.



4. Tips on dealing with prejudices and stereotypes

We find stereotypes and prejudices everywhere that people form a society. They are part of daily life and are closely linked with our – often unchallenged – value concepts. They are repeatedly (re-)produced in social interactions in order to construct group and individual identities.

Stereotypes are unconscious and cognitive attitudes. Prejudices, on the other hand, represent conscious emotional and cognitive attitudes. A stereotype can turn into a prejudice if our personal conviction about a group matches the

stereotype of that group. This combination can reinforce tendencies towards discrimination and racism.

Stereotypes and prejudices are sometimes subtly and sometimes obviously apparent in CHAT between WORLDS projects as well – whether with positive or negative connotations. That is why it is important that there is a follow-up after the CHAT and that the participants reflect on and question stereotypes. In our experience, the following suggestions and questions have proven helpful.

Being a well-prepared facilitator

You can guide what exactly is discussed during a synchronous CHAT through prepared questions and ideas. Have questions ready that will help the participants to change their point of view and reflect on the images in their heads. When compiling questions for a CHAT, make sure to avoid discriminatory remarks. You can also discuss the following questions during preparation with the partners in Germany:

- ☑ Might certain topics trigger experiences of discrimination among the participants in the room?
- ☑ How could a participant opt out during the CHAT if an experience of discrimination arises, without being the focus of attention?

Be attentive and mindful as a facilitator

During the CHAT, watch out for remarks that may reproduce or reinforce stereotypes. As a facilitator, you can steer the CHAT towards questioning the general validity of the stereotype. You can also address the statements in the follow-up to the CHAT.

Mix of synchronous and asynchronous CHATs

When dealing with stereotypes and prejudices, a mix of synchronous and asynchronous CHATs also helps. As synchronous CHATs only offer a screen-sized slice of the reality of participants' lives, photos and video messages can provide a broader insight. These can then be discussed in a synchronous CHAT.

Detailed follow-up

The images and assumptions that have arisen or been confirmed through the CHAT(s) can be discussed and queried with reflective questions in the follow-up.

- ☑ Can the CHATs be used to show alternatives to stereotyping?
- ☑ Can the power component which reproduces the inequality be addressed?
- ☑ Can references be made to global economic structures (capitalism, power balances, colonialism, different career opportunities) so that it becomes clear that these are not individual problems?

Dealing with stereotypes takes time

Work with students has shown that the examination of stereotypes within CHAT between WORLDS projects works particularly well over several project days.

5. Conclusion

We hope that this Guide has given you a good overview of CHAT between WORLDS and its formats. We look forward to good long-term cooperation, stimulating exchanges and shared changes in perspective.

In case you have any further questions regarding this Guide, please do not hesitate to contact chat@engagement-global.de. We wish you delightful and inspiring virtual exchanges.

Contact

North Rhine-Westphalia

Eine Welt Netz NRW e. V.
Angélica García
and Guilherme Miranda
Haroldstr. 14
40213 Düsseldorf
Fon +49 211 6009 445
cdw@eine-welt-netz-nrw.de

Federal coordination

Engagement Global gGmbH
Myriam Sikaala
Friedrich-Ebert Allee 40
53113 Bonn
Fon +49 228 20 717-2724
chat@engagement-global.de

Saarland

Netzwerk Entwicklungspolitik
Saarland e. V. (NES)
Johannes Weller
Evangelisch-Kirch-Str. 8
66111 Saarbrücken
Fon +49 681 9 385 235
johannes.weller@nes-web.de

Brandenburg

Regionale Arbeitsstellen für Bildung,
Integration und Demokratie e. V.
Erbin Dikongué
Zum Jagenstein 1
14478 Potsdam
Fon +49 331 7478 031
e.dikongue@raa-brandenburg.de

Thuringia, Saxony and Saxony-Anhalt

Eine Welt Netzwerk Thüringen e. V. (EWNT)
Franziska Weiland
Kochstr. 1a
07745 Jena
Fon +49 3641 2249 950
fweiland@ewnt.org

Baden-Württemberg

Entwicklungspädagogisches Informationszentrum (EPIZ)
Reutlingen im Arbeitskreis Eine Welt e. V.
Christian Fulterer and Saron Cabero
Wörthstr. 17
72764 Reutlingen
Fon +49 711 315 163-49
chat@epiz.de

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