



Culture and Peer-Learning for Development Education

“CULPEER4Change”

Report on Group Visit 2021 - After Action Review

of Nafsi Africa and Teatro Trono

at 1) Efterskoleforeningen, 2) Osted Efterskole, 3) Svendborg Gymnasium, 4) Globale Gymnasier, 5) Tømmerup Efterskole, 6) Gråsten Skole, 8A 7) Gråsten Skole, 8B, 8) Nordalsskole, 9) Firhøjskolen, 8A and 10) Firhøjskolen, 9A, 11) Holbæk Lilleskole

on

1) February 1st

2) February 2nd, 3rd, 9th, 10th, 16th, and 17th + March 29th

3) March 15th, 17th, 22nd, 24th and April 15th

4) April 6th-8th, 2021

5) May 10th, 11th, and 12th + May 25th

6) September 29th, 30th, and 1st October (8A) + 17th November (together with 8B)

7) October 5-7th (8B) + 17th November (together with 8A)

8) October 11th, 12th, and 14th + 29th October

9) November 1st, 4th, 8th, and 18th (8A)

10) November 10th, 25th and December 2nd (9A)

11) November 29th, December 6th, 8th, 10th and 16th.

Report period: 2021

Performance (P) or Workshop (WS)	Name of formal or informal institution	Number of male visitors or participants	Number of female visitors or participants	Number of non-binary visitors or participants	Number of Visitors or Participants.
1. WS	Efterskolefor eningen (The association of Boarding Schools)	359			16 (teachers and coordinators)
2. WS	Osted Efterskole	8	13		2 teachers
3. WS	Svendborg Gymnasium	1	28		1 teacher
4. WS	Globale Gymnasier	4	25		3 teachers
5. WS	Tømmerup Efterskole		6		1 teacher
6. WS	Gråsten Skole	11	9		1 teacher
7. WS	Gråsten Skole	9	5		1 teacher
8. WS	Nordalsskole	13	2		1 teacher
9. WS	Firhøjskolen	6	8		1 teacher
10. WS	Firhøjskolen	7	9		1 teacher
11. WS	Holbæk Lilleskole	18			1 teacher

1. Report about group activities, topics of performances or workshops and other relevant issues:

During 2021 Spor Media will arrange and facilitate in total 11 Global Stay Tours in collaboration with primarily Nafsi Africa, but also Teatro Trono. Per November 15th, 6 of these tours are done and reporting is terminated.

Many different Danish students have participated on these tours: from 8th graders (age: 13-14 years old) to high school students (age: 16-19 years old). There have been students with very basic/limited knowledge on global issues, development, and the SDGs from ordinary primary schools, but also students with deep prior interest in such issues from the boarding schools as well as the students from Globale Gymnasier, who have specifically chosen to focus on global development during their studies. There have been very shy students, who did not feel comfortable communicating in English and being in front of the camera as well as self-confident students with native or very high English skills, but primarily there have been regular students who have broken boundaries and who have had a lot of fun while getting to know the cultour-guides better and learning about the Sustainable Development Goals.

The purpose of all tours has been to create a relationship between the Danish students and the cultour-guides through cultural expressions, and to give the Danish students a possibility to learn more about the daily reality of young people in the Global South. Key elements of the Global Stay Tour are therefore connectedness, intimacy, and close contact. Besides this, all schools have chosen a Sustainable Development Goal to focus on during their tours. This have been inequalities (SDG10), climate change (SDG13), and gender equality (SDG5). The students primarily learn about these issues on a human level and, to a smaller degree, on a national/political level.

For many of the schools, the Global Stay Tours have been arranged in the light of covid-19, which have prevented them from travelling on actual study trips or doing activities outside the school. We have therefore had Global Stay Tours, where all the students have been at home during lock-down as well as tours where the coordinators from Spor Media have been physically present at the school.

The duration of the tours has been from 4-7 'visits' of 1,5-4 hours.

2.What worked well and why? (Learning and assessment):

- *What will you do the same or different at the next group visits?*
- *Is there anything you consider as important learning experience?*

Preparation before the tour:

During the year we have seen the importance of thorough preparation at the schools before the

Global Stay Tours. The students should arrive at the tour with a foundation of knowledge about Kenya, Nafsi and Global Stay Tours as a concept, so they are ready to ask questions and engage in dialogue with the tour-guides. Some students have prepared small presentations about themselves and the theme in focus, and they have been able to talk about the theme in a Danish context. This made the conversations between the Danish students and the cultour-guides more equal.

Activities:

During the year we have found a model for the Global Stay Tours, which is successful to engage students in cultural activities as well as in questions about development and sustainability. There are several activities, which we have repeated on the Global Stay Tours, as we have seen that they are important for creating a comfortable and relaxed environment for conversations between the Danish students and the cultour-guides: for example, introduction to both the cultour-guides and the students on the first day, dancing lesson, Swahili lesson, energizers.

We have also had home visits on almost all tours, as it gives the Danish students a unique insight into the lives of the cultour-guides, and it is possible to discuss many different subjects in connection to the home visits. This is something which leaves a big impression on the students and an experience, which helps create a personal relationship between the guides and the students.

Another repeated activity is interviews with local experts, and we have invited different guests depending on which theme, we would like to discuss. It has been especially interesting and fruitful to have the Kenyan climate activist Kisilu Musya participating in the GST with Globale Gymnasier. Kisilu is a farmer and known from the movie [*Thank You for the Rain*](#). He was telling about and showing the Danish students the local initiatives in his community concerning adaptation to climate change. Even though the connection at the countryside wasn't perfect, the students were very excited to meet him in person.

Finally, the group sessions, where the students and the cultour-guides meet up in smaller groups have been highly prioritized, as it is here, we see that the students feel more comfortable talking and being in front of the screen. In the beginning we, as coordinators from Spor Media, and the teachers participated in the breakout-rooms, but we quickly realized that it was better to "leave the groups alone" as it forces the students to take charge of the conversation.

We hear from the teachers, that there has been a good balance between education and dialogue, where the students can talk with the cultour-guides.

Creation of products:

All the Danish students have been asked to create products after the Global Stay Tour, which reflects their experiences and learnings. During the tour the Danish students gather information in collaboration with their tour-guide. The tour-guides are therefore involved in the process of creating these products, but the Danish students are the primary responsible of processing the input and

creating the final product. The Danish students are asked to present the products for the tour-guides, which is a good way for them to give something back to the cultour-guides. Additionally, it forces them to think about how they communicate and tell about the cultour-guides and their lives in a respectful way.

The Danish students have used their creativity and have created movies, stomp performance, posters, Instagram accounts, facebook pages, written articles, etc.

Technique and internet-connection:

It is inevitable that there are moments of bad connections, but generally, it has not disturbed the overall experiences too much. The feedback is that there is less waiting time than expected.

If looking back to this year's group visits and the linked activities:

- *can you describe the **effect** of the group visits **on** your different target groups and stakeholders?*
- *Did any additional activity take place in the institutions after the workshops directly linked to the project?*

Danish students:

Our experience is that the Danish students enjoy the Global Stay Tours a lot. It is a break from the ordinary activities in their school days and they are very excited and grateful to meet and get to know the cultour-guides.

The students are affected by the Global Stay Tours on different levels. Some students are primarily affected on a personal level. These students break boundaries by simply speaking, participating in cultural activities, and being in front of the camera. The cultour-guides from Nafsi and Teatro Trono are really good at creating a safe space in the groups, so the students feel comfortable. As a result, some students experience a feeling of more self-confidence in situations like these. There are also students who are moved on a personal level by engaging and communicating with the cultour-guides, but who not necessarily gain a lot of new knowledge about the theme in question and the SDGs. The students who speak and understand English very well do, to a higher degree, gain information and knowledge and are therefore also affected on an academic level. For this last group of students, their awareness and critical understanding of the interdependent world and globalized society is raised significantly (IOC2)

Teachers:

With Global Stay Tours the teachers have received a tool to engage the students in global issues. We have received positive feedback from the teachers concerning the positive impacts on the students who become more aware of the world outside their classroom. It is beneficiary for the teachers to be able to refer to the experiences from the Global Stay Tours in future projects and education.

Cultour-guides:

The cultour-guides also benefit and learn a lot from the Global Stay Tours. During the year 10-15 youngsters from Nafsi Africa have been engaged in the Global Stay Tours and approximately 6-8 from Teatro Trono. They have been divided in teams of two, with a 'mixture' of new cultour-guides and experienced cultour-guides. All tour-guides have gained technical competencies within filming and speaking into the camera on the phone (Nafsi have organized media workshops for all tour-guides to improve the quality of the online activity). They have also gained communication and journalistic competences by talking to the Danish students and informing them about their lives as well as the SDGs seen from their local context. In this way, they have also learned a lot about the

SDGs themselves. Finally, they have gained educational competences by meeting many kinds of students, where they have had to find different tools and ways of engaging the Danish students.

Your general assessment: *Is activity 2 (online workshops & group visits) established permanently in the educational institutions? Refer to the outcomes in the log frame as much as possible. You can insert a table if necessary. Try an assessment (green/yellow/red) and explain. Please describe also the adaptation of your activities due to Covid 19.*

The online meetings between the Danish students and the cultour-guides have not become a permanent activity at the schools, as we as Spor Media are responsible for the contact with Nafsi Africa and Teatro Trono. However, the experiences from the Global Stay Tours are being used in the educational institutions as a reference while teaching social studies, geography etc.

Outputs:

All the tours have focused on creating awareness on the global issues covered by the SDGs through cultural expressions, dialogue, and relationship with the cultour-guides from Nafsi Africa and Teatro Trono (Op 2). In this way the CPLC-method has been tested, although it is still a theoretical concept for the students. The methodologies are integrated in the principles behind Global Stay Tours (Op 1).

Outcome:

As a result of the Global Stay Tours, young people's awareness and critical understanding of the world and globalized society have been raised (IOC2). They have gained knowledge on the issue in focus and received an unfiltered picture of the reality in the slum in Nairobi or a neighborhood like El Alto.

3. Please add quotes of your interviews with beneficiaries/stakeholders/actors and case stories.

Students:

- We thought it was a very giving experience, where we learned a lot. We got a broad insight into the culture and saw a different side of the country than what you would normally see as a tourist. The guides were very talkative and open, it was really nice that we had the opportunity to talk that much with the guides, and that we actually got to know them. The program and the activities were very diverse and very well done.*
- While you learn something about others, you learn just as much about yourself.*
- It was the best tour without being there yourself.*
- I think it was really cool to be with our cul-tourguides in break out rooms and to visit them at their homes. I also think that it was really cool to meet Kisilu and hear his story directly from him instead of through a movie.*
- I have learned to appreciate all the things we have available after the cul-tourguides showed us their homes and we got an insight into their daily lives. I have learned*

incredibly much about which consequences climate change has in Kenya as you don't hear as much about the consequences for other countries than big ones as United States, China, and then of course in Denmark.

- *They are ripped out of their comfort zone – and when it gets a little challenging and dangerous, you become open to learn. It is very difficult to create this in regular education – or at least, it takes a lot of time.*
- *To meet new people and a new daily life was very exciting. It came as a shock to me how women are treated. I knew that they were treated badly, but that they must be on the guard all the time and be concerned about many different things, was more than I imagined. The cul-tourguides were very happy people, very warm and welcoming, which was super nice, and it made me be more open.*

Teachers:

- *It has been a formidably good starting point for working with the global challenges. They have become aware of some of the world's important issues because they have met people who live in a completely different way.*

Copenhagen, November 9th

Maria Erngaard Jensen

Place and date

Author