



QUALITY CRITERIA FOR DEVELOPMENT EDUCATION





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PRELIMINARY REMARKS

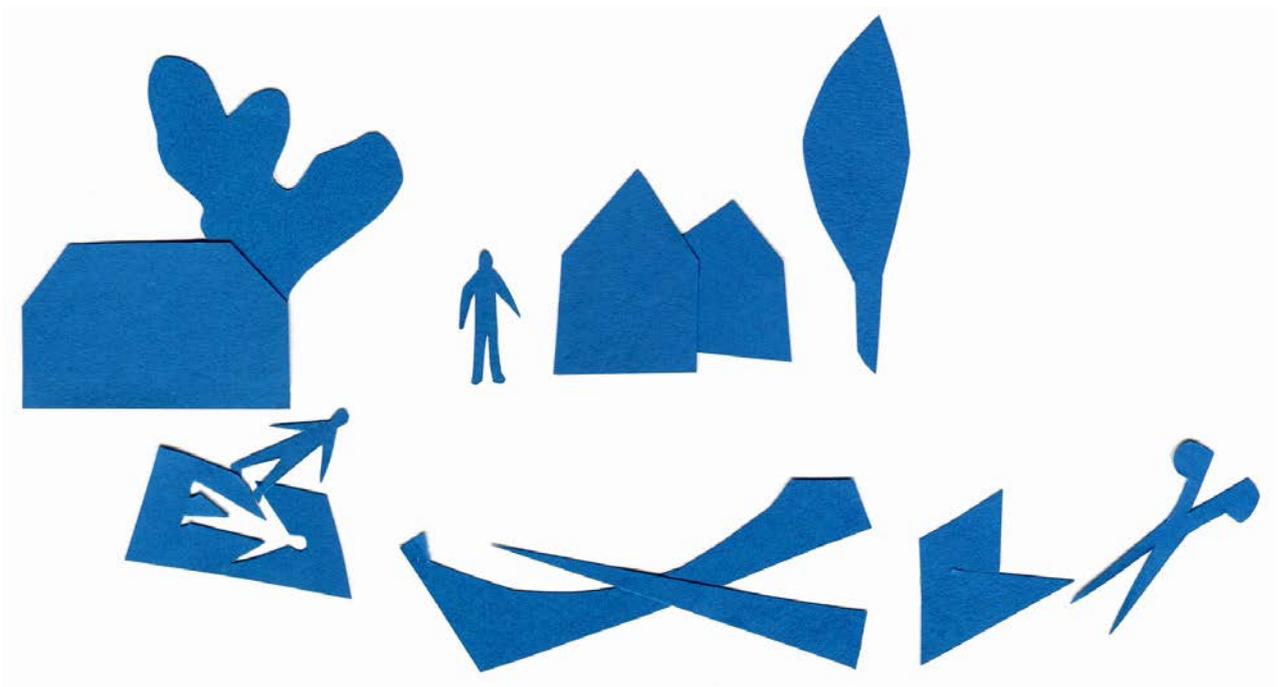


About the development of the publication

The VENRO quality criteria were developed in 2011/2012 in a participatory process as guidelines for practitioners of development education. Since then, they have been used for guidance and assistance in the design, implementation and evaluation of development educational offers.

At the time of publication, the criteria were deliberately written as a discussion paper. The creation of quality criteria is an ongoing process that is oriented towards current discourses in development education. These discourses aren't complete, but rather leave room for further development.

The 2019 study \sphericalangle “Quality and Impact in Global Education”¹ continued the discussion about effectiveness in education work and substantiated it scientifically. Using eight case studies from four different types of educational measures, it maps impacts in models and discusses evaluation methods. It provides detailed insights into factors for the effectiveness of educational offers in relation to three different “orders” of impact. Against this background, the VENRO working group Education Local/Global, together with numerous other education practitioners and experts, revised the VENRO quality criteria for development education in 2020. The quality criteria now available integrate the findings of the impact study and current discussions in development education. They remain part of a discursive process that will continue to develop in the future.



¹ Bergmüller et al. 2019.

The study \searrow “Quality and Impact in Global Education” distinguishes three “orders” of impact in the analysis of the impact potential of development education offers:

First-order effects relate to the cognitive acquisition of knowledge, the generation of interest and an awareness of the topic, which are caused by the participation in an educational offer.

Second-order effects are changes in the personal attitude, outlook and conviction of the participants, which can serve as a basis for changes in behaviour and conduct.

Third-order effects relate to the changed behaviour of participants, for example regarding their consumer behaviour, their political participation or their activism.

The three orders differ both in their comprehensibility and in their attributability to the concrete educational offer. First-order effects are relatively easy to measure and are attributable to specific educational offers. On the other hand, the influence of external context factors increases in the case of second- and third-order effects. At the same time, first-order effects often occur quickly, but they are less profound than second-order and third-order effects. Although third-order effects are considered very important in the discourse of development education, the authors of the study warn against making overly ambitious claims: “The starting point should therefore not be to actually achieve third-order effects, but to prepare for the probability of third-order effects arising in the best possible way”²

The authors’ understanding of development education

Global Citizenship Education, Global Learning, Education for Sustainable Development, and Transformative Education – in the field of development education, there are numerous terms and concepts that set different priorities for educational work.³ At the same time, the various concepts are very similar in terms of content and objectives. The choice of the term “development education” for this handbook was controversially discussed during the revision of the quality criteria. This choice does not mean that other concepts of educational work are rejected or excluded or that the criteria are not applicable to them. All educational practitioners should be able to use the quality criteria formulated here. The concept of development education represents the basis for the emergence and further development of various educational concepts and establishes a continuity with the quality criteria of 2012. Development education, as understood in this manual, takes into account the discourse of various educational concepts and is defined above all by a normative claim to educational offers.

² Bergmüller et al. 2019, S. 283.

³ For an in-depth examination of the various concepts and terms, see Grobbauer 2018.

A core aspect of our understanding of development education is its transformative approach, which understands education as the key to social change and to a socially, economically, politically and ecologically sustainable future. Understood in this way, development education combines the political emancipation of → critical citizens with a critical understanding, of development that takes global contexts, dependencies and hierarchies into account. Principles that are reflected in the following quality criteria and are anchored as cross-cutting issues are the critical examination of global inequality and social power relations, racism-critical, discrimination-sensitive and → intersectional approaches, → inclusive design of educational offers regarding diversities, differences and special needs and the orientation towards the principles of the → Beutelsbach consensus.

But it's not only the educational content that reflects the transformative character of development education. In the sense of the → Whole Institution Approach learning venues, learning methods, and the role of the education providers and NGOs that offer education are considered holistically and aligned with the goals and values of development education.

The present quality criteria and the underlying discourse refer to current political processes. The 2030 Agenda with its Sustainable Development Goals, the UNESCO programme “ESD for 2030”, the German National Action Plan for Education for Sustainable Development, the German orientation framework for learning in the field of global development and the German sustainability strategy form national and international reference frameworks.

Objectives of the quality criteria

The present quality criteria serve as guidelines for actors in development education who design, implement and evaluate education offers. At the same time, they enable the planning process, the content and the didactic implementation of the educational offer to be transparent – vis-à-vis the target group, cooperation partners, funding bodies and clients.

The quality criteria do not necessarily have to be adopted one-on-one and are also not to be understood as a checklist. Rather, they offer starting points for checking quality and effectiveness, as well as suggestions for further developing and critically reflecting on educational offerings. The users of the quality criteria should not feel forced to meet the criteria to 100 percent, but should consciously choose which criteria must be taken into account as a priority in their respective offers. The way in which the quality criteria are designed and implemented depends to a large extent on the context of the respective educational offer. For work

in daycare centres, complex global issues have to be dealt with differently in terms of content and didactic implementation than for upper secondary schools or for matters of non-formal adult education. The present quality criteria can and must, therefore, be translated with regard to the specific educational project and discussed and reflected on in the planning teams.

Regarding the structure

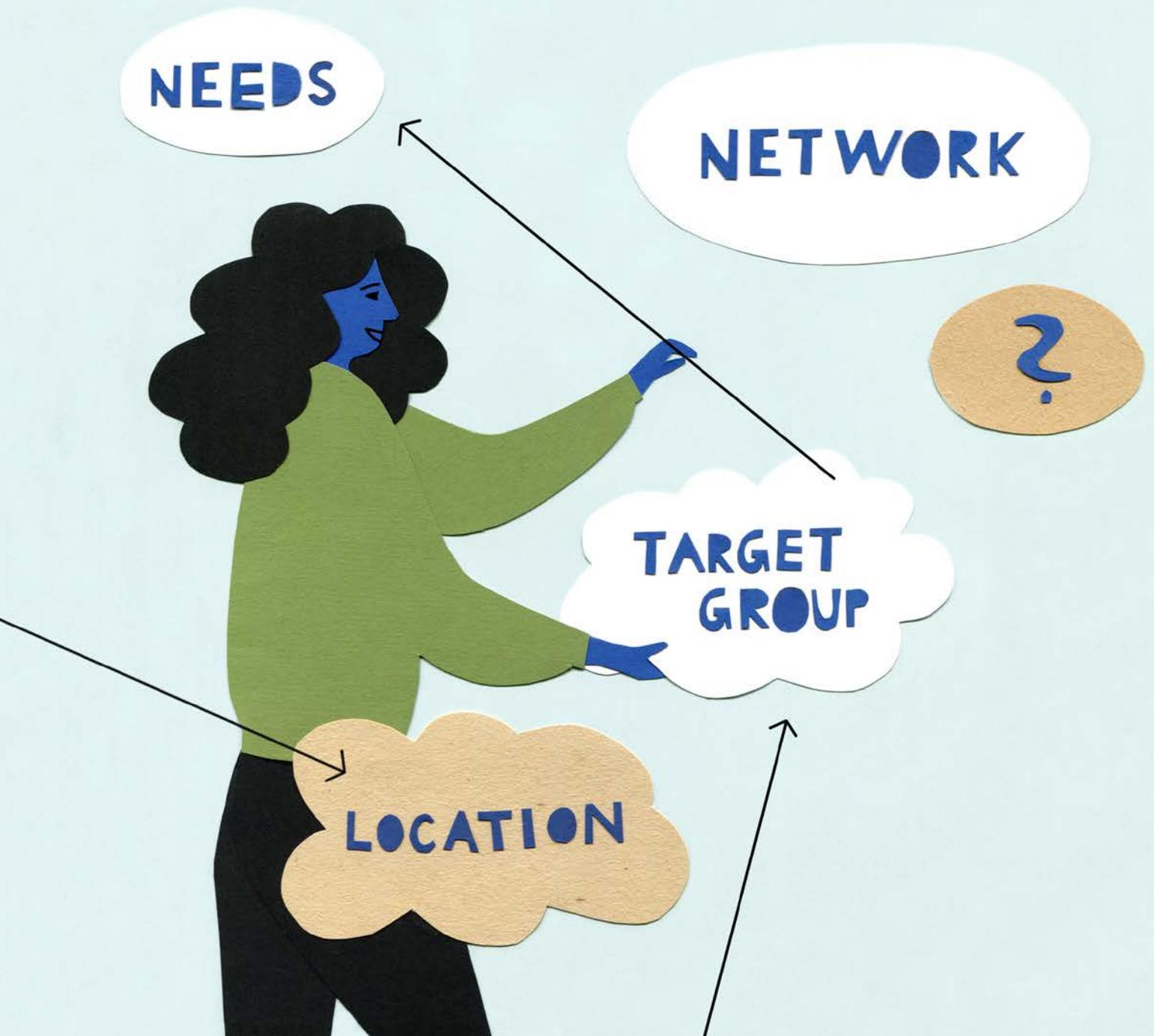
The quality criteria are structured along four chapters. They deal with the different aspects of quality in planning and organisation, quality in content and the methodological and didactic approach of educational offers. In addition, the specific requirements and challenges for cooperations between NGOs and schools are examined. The latter is based on the publication \sphericalangle “Quality Criteria for School-Related Educational Work on Global Learning”⁴ of the Global Learning Department in the School of the Comenius Institute Münster, which was developed in collaboration with civil society and school stakeholders. Specific criteria for the school context were included because a large proportion of civil society education work is done in cooperation with schools. The chapter is also intended to offer suggestions for the further development of the quality criteria for other specific educational contexts and does not claim to be exhaustive. The aspects of this chapter are explicitly intended to complement the three previous chapters, which are also relevant to school context.

The criteria listed in this manual define features of quality in educational work. In order to be able to apply them, they are supplemented by exemplary guiding questions. The guiding questions are intended to serve as practical assistance for the reflection of educational offers and are thus to be understood as examples. They also provide guidance on the development of possible indicators. Indicators make it possible to assess whether the quality criteria for specific educational offers have been met. In order to form indicators, it is necessary to ask how the fulfilment or non-fulfilment of a quality criterion can be identified in concrete terms: How can success be evaluated? How do we recognize that the criterion has been met or not met? Indicators emerge, at best, from a process of negotiation on the quality perceptions of those individuals or teams who design educational offerings and materials.

In the glossary, you will find terms that we believe require further explanation. These terms are highlighted in grey throughout the text.

⁴ Richter/Brux 2015.

QUALITY IN PLANNING AND ORGANISATION



Careful preparation of educational offers forms the basis for their effectiveness. The conception and implementation of educational offers depend heavily on their framework conditions. Educational policy guidelines, funding opportunities, and educational contexts, for example formal or non-formal education make a huge difference. Furthermore, regional settings, i.e., whether the offer takes place in an urban or rural context with many or few alternative educational offers, also plays a role.

Therefore, a good analysis of the learning environment contributes significantly to the successful implementation of the educational offer. The better it is adapted to the context and needs of the target group, the better the circumstances of the NGOs and possible cooperation partners are taken into account, the more clearly the goals are formulated, the more carefully the topic, learning environment, methodology and trainers are selected, the more likely it is that the offer will have its effect and be accepted by the participants.

Careful follow-up to check whether the desired objectives have been achieved is essential both for transparency towards funding institutions and for the improvement of our own offers.

Policy context

Offers of development education are embedded in the context of political and social discourses. The offer establishes a link to international, national and regional programmes and strategies – for example, to the 2030 Agenda, to the German orientation framework for learning in the field of global development, to sustainability strategies and the like. A critical examination of these reference frameworks needs to take place in order to create space for innovative impulses of educational work, for example from the → Global South, which have not yet been taken into account in the reference frameworks.

► *Do we link our offer to international or national strategies and (educational) programmes? Does the education offer refer to any funding guidelines? Is the education offered as part of formal or non-formal education or is it an offer of informal learning? What are the regional and institutional framework conditions for education, in particular development policy? Are there innovative educational approaches outside the reference frameworks that can enrich the offer?*

Objectives and effects

The positive changes that should be achieved through the offer, as well as the benefits for the target groups, are clearly defined as objectives. The organisational framework conditions, assessments with regard to the target groups, the duration of the measure(s) and their format are

taken into account – different types of measures act at different levels and achieve different objectives. Clearly formulated goals and effects form the basis for developing indicators.

► *What will the project achieve in the short and medium term? What effects will the project aim for alongside the impact orders? Which goals seem realistically achievable? Which competencies should the target group develop? What endangers the achievement of these goals? What negative effects could occur? Is it possible to make the objectives and effects measurable or observable? Which indicators should be developed to achieve these goals?*

Needs In the initial planning phase, the need for the offer is examined. If various needs are identified, they may be prioritised.

► *What interest is there in the educational offer? Which other educational offers already exist in the segment for which the educational offer is planned? What are the topics, target groups and formats? What “gaps” are there – are there, for example, educational opportunities in plain language? Can we fill these “gaps” or do we have to limit ourselves? Which “niches” can our offer access? What is the reason for carrying out our project despite low demand or despite alternative offers?*



The conditions of the NGO

The size, the amount of human and financial resources and the organisational structure of the NGO providing training are taken into account in the design and implementation of educational offers. The type and scope of the educational offer, its level of innovation, the compliance with quality standards and methods of evaluation or self-evaluation are adapted to the circumstances of the NGOs.

► *Which human resources, i.e., full-time and volunteer employees with which continuity, and motivation of the employees are there? Are own resources, infrastructure and networks available? If so, what are they? Is the educational offer related to the mission statement of the NGOs? Which possibilities with regard to innovation, breadth and scope of the offer can be realistically implemented with the available resources? Which conducive or obstructive factors are to be expected in the implementation? How diverse is the team? To what extent does the NGO implement sustainability in the sense of the → Whole Institution Approach?*

Cooperation

Decisions about cooperation are made thoughtfully during the planning of the project. They take into account strategic considerations, consistent topics, harmonious values of the cooperation partners, as well as appropriate learning locations and environments, financial, personnel, intellectual and infrastructural contributions of the cooperation partners, synergies that can arise from the cooperation, and the effort for cooperation “maintenance”.

► *Which potential cooperation partners can enrich the educational offer, for example through diversity, expertise and multi-perspectivity? Is it possible to use digital tools to specifically involve cooperation partners, such as partners from the Global South? Which forms of cooperation seem to benefit the project strategically? Which cooperation partners have access to the target group? What synergies should arise from the cooperation? To what extent is the cost of cooperation worthwhile for the implementation of the project? Can the educational offer be based on already proven structures and cooperations or will we be entering “uncharted territory”?*

Target group(s)

Profound knowledge of the target group forms the basis for the design of educational offers. The following characteristics of the target groups are taken into account: previous experience, interests, learning needs, expectations towards the offer, linguistic, social and cultural heterogeneity, cognitive prerequisites, and living environments. Different opportunities of access to the target groups are considered.

If educational offers are aimed at new target groups, it is helpful to involve experts or members from the respective groups in the preparation of the offers. This allows us to adapt the educational offer to the needs of the target group and to learn from the target group.

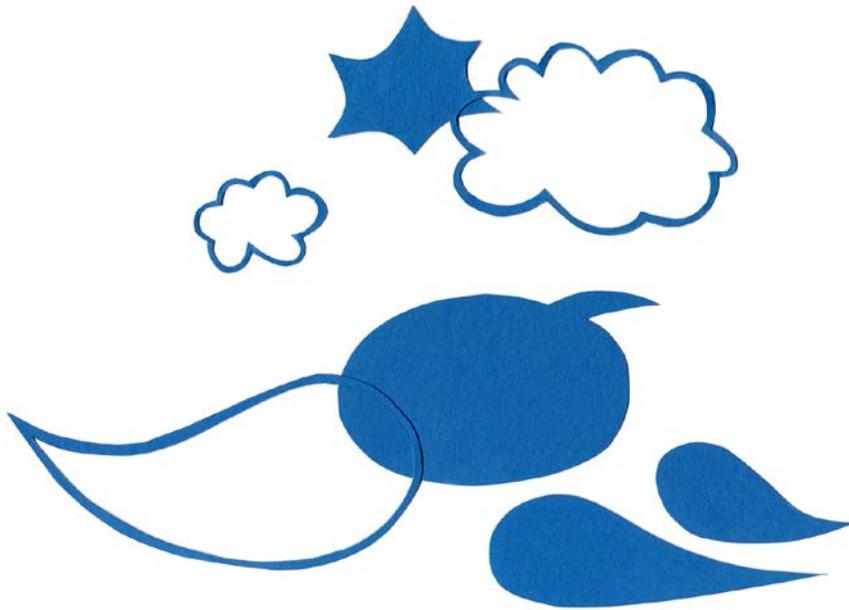
► *Which target group(s) do we want to reach with our offer? Are there target groups that we have not yet reached and that we would like to reach? What are the obstacles between us and our target group? What does the target group expect from participation? Is it possible to adapt the offer flexibly to the needs of the target group? What prior knowledge does the target group have of the topics of the offer? Are there major differences within the target group? Is our offer capable of responding to the heterogeneity of the target group? How can different learning requirements enrich the educational process? What does the living environment of the target group look like and how can the offer be linked to it? Does the target group voluntarily accept the offer?⁵*

Learning environments

In the planning and preparation of educational offers, attention is paid not only to the quality of the content and didactics, but also to the learning environment, i.e., the locations and settings, in which the learning process takes place. Learning environments have a decisive influence on the success of the educational offer. The offer is adapted to the respective geographic location and the social environment. We select suitable venues and rooms deliberately. When designing the educational offer, we take the design of learning locations into account and create a suitable atmosphere. We select and design materials so that, for example, they are accessible and meet the requirements of → inclusive education. In order to secure learning outcomes, a follow-up of events and educational offers is carried out.

► *Is the offer located in rural or urban areas? What does the location mean for the design of the offer? What criteria do we use to select learning locations – costs, accessibility sustainability, cooperation, atmosphere and conducive learning environments? Does the learning environment reflect the demands that we convey in our offer, in the sense of the → Whole Institution Approach? To what extent do learning environments, materials and atmosphere convey care and respect for the participants? Which habits of the target groups must be taken into account? What irritations can arise due to the learning environment and how can they be meaningfully integrated into the educational process? How inclusive are learning environments and materials in terms of physical, structural, linguistic and other barriers? Is accessible technology available on site? How can learning outcomes be used? Are, for example, photo protocols, handouts, video documentation, audio recordings of lectures, conference documentation, further documents, tips and links planned?*

5 The study ↘ “Quality and Impact in Global Education” shows that it has a big effect on the impact of the educational offer, whether the participants take part voluntarily or not. Voluntary participation requires interest in the topic. This increases the likelihood that the contents of the offer will be accepted by the target group. On the other hand, mandatory offers can reach new target groups.



Teachers, speakers, trainers

The speakers or trainers who carry out the educational offer are motivated and competent and act in a pedagogically reflected manner. They have specialist knowledge, pedagogical expertise, language skills, cooperation skills, communication, reflection and inclusion skills. The normative demands of global education (see page 6) and the guiding principles of NGOs and the principles of the → Beutelsbach consensus continue to be observed.

The speakers reflect their own point of view and their own experiences. The team ensures that it concentrates on and carries out the educational offers, composed of diverse people. For example, people who define themselves as → BIPOC, people with migration or refugee experiences, partners from the Global South, people who are particularly affected by the topics discussed, and experts on the topic are specifically involved. A proximity to the living environment of the target group or the use of peers as trainers can be helpful.

Fair remuneration of teachers and trainers is guaranteed, unless the trainers explicitly perform the activity on a voluntary basis.

► *Are the trainers pedagogically and substantively trained? Was child protection taken into account when selecting the trainers? Do the teachers convey the self-image that an NGO represents? Can the trainers respond to the target group in a reflected manner, and are they sensitised to their needs and lifestyles? Can the lecturers reflect on their own role in the teaching-learning process and see themselves as learners? Do speakers speak the same language as the participants, which includes, for example, formulations, pace, complexity, use of foreign words and other concepts? Is the team diverse in terms of → gender, race, living environment, social milieu and class, sexual orientation and identity, disability and age? Are the speakers trained to recognise discrimination and to deal with it sensitively? Are trainers involved who have a personal connection to the topic? Are experts from the → Global South included? Can digital tools be used to involve other experts?*

Intra-organisational follow-up

An organisational follow-up is carried out in order to critically reflect on the offer, to (self-) evaluate it, to strengthen the future conception and implementation of educational offers, as well as organisational learning, and to contribute to transparency vis-à-vis funding institutions.

If an evaluation is designed as an impact assessment, it focuses on the effects of the project that can be achieved directly by the measure and the share that the project has in the achievement of overarching objectives.

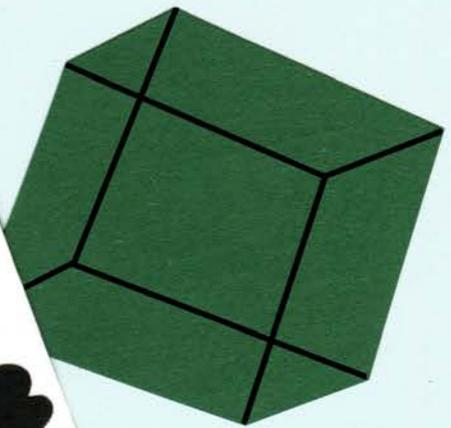
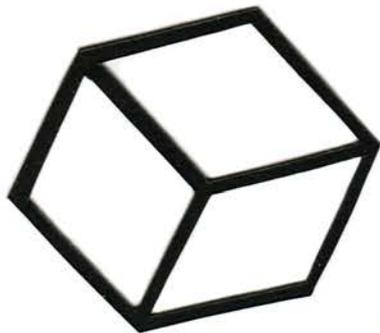
► *What are the possibilities and resources for evaluation or self-evaluation? Whose assessment of the education offer should be included? What data do we need, and how can it be obtained? How is the data evaluated? How does the internal, critical assessment and reflection of the offer or the evaluation results take place? How can we ensure that these results are incorporated into the design and planning of future educational offers?*

Relevance of the offer

The links between content, goals, the analysis of the learning environment, the political context, target groups and cooperation, as well as the conception and design of the educational offer, are conclusive. Challenges in the design and implementation, as well as possible contradictions and areas of tension, are mentioned.

► *To what extent is the education offered suitable for raising awareness of the global issues at hand? Do the content and the methodological-didactic accesses match the formulated goals and the requirements of the target group?*

QUALITY OF CONTENT



The contents of educational offers relate to the globality and heterogeneity of the world and are based on the requirements for globally sustainable and just development. They illustrate the need for social change towards economic, ecological, social and political justice. They address the interactions between global and local developments, decisions and actions. Global power relations and their effects on local conditions are discussed and questioned. Educational offers relate to current topics and social discussions that are relevant to the target group. The aim of the offers is to expand knowledge, impart skills and encourage action.

→ Glocality

The presentation and discussion of the educational offer address global contexts and the heterogeneity of the world. The interaction between local and global contexts, which is characterised by global interdependencies and power relations, is discussed. The starting point can either be local actions and decisions that have global effects, or conversely, current or historical local effects can be addressed based on global questions. The education offered not only focuses on symptoms of global problems and conflicts, but also addresses their underlying causes.

► *Does the topic illustrate the interwoven effect of global and local developments? Does the offer enable learners to establish links between local and global contexts? Does the offer make clear what responsibility and power the various social actors have in relation to global inequalities and injustices?*

Exemplify complexity, avoid simplifying views

The educational offer illustrates and reduces the complexity of global developments without simplifying complex content too much. It largely avoids simplistic views and alleged truths or makes them recognisable. Examples serve to illustrate complex relationships; their exemplary character is pointed out.

► *In what form and on the basis of what considerations and assumptions is the complexity of facts reduced? What possibilities can we envisage so that the participants can draw conclusions from structural phenomena? For example, will they be able to identify, analyse and assess structural framework conditions for development processes, structural inequalities, power structures, racism and other topics?*

→ Interdisciplinarity

The educational offer approaches its contents in an interdisciplinary fashion. It conveys the necessary knowledge about the interconnectedness of one's own world with the complex processes of globalisation, the development into a global society and the requirements for sustainable development.

► *How can we address the interconnectedness of global contexts with the everyday life of learners? Which different dimensions and interdisciplinary approaches are taken into account in the factual analysis?*

Multi-perspectivity and transparency of one's own viewpoint

The problem, which is addressed by the educational offer, is examined from different perspectives. The educational offer encourages the target group to consider it from the perspective of different interest groups. In the sense of → **positionality**, different perspectives are made visible and questioned regarding their positioning in global power relations.

The content of the offer enables participants to understand and reflect on their own perspectives as one perspective among many. The position of the project promoters and concept developers is presented transparently and can be included in a critical discussion.

► *Are different, even controversial, perspectives on the subject taken into account? Do individuals question why certain solutions are proposed from a certain perspective? Which criteria, such as relevance, topicality or exemplary nature, are used for the choice of topics? Is this selection transparent? Do the criteria for selecting or reducing perspectives become clear? What opportunities does the educational offer give to participants to analyse, develop and assess controversial views and interests? In what form does the offering organisation present its view of the topic?*

Pointing out historical developments and alternative courses of action

When considering current problems, historical developments and backgrounds are shown and analysed. Political, social and economic conditions are not presented as natural, but as developments that are shaped by actions, power and decisions.

The educational offers provide access to alternative models of thought and development and give learners the opportunity to design visions for future living in the global society. The educational offer encourages students to deal with solutions and options for action on an individual, collective and structural level. It also addresses power issues and short- and long-term consequences of solutions, as well as the potential and limits of individual and collective options for action.

► *In what form do we address the historical dimension of global inequality? In what form are historical developments presented as a result of active decisions by people or groups of people? What possibilities do participants have to inform themselves about the alternatives available to discuss them and to critically assess them? What possibilities are provided for the creative development of the participants' own ideas of alternatives and visions? Are individual, collective and structural options addressed?*

Representation and agency

The educational offer avoids one-sided representations of positions of power and powerlessness. People are not presented as in need or as victims, but as subjects with rights and potentials and as actors capable of action. The educational offer addresses and questions the dominance of certain actors and the idea that certain groups of people can develop and implement solutions that apply to everyone. The field of tension between the criticism of → universal values and approaches to solutions and → (cultural) relativism is taken into account. The educational offer recognises the need for universal values, but without accepting them uncritically and unquestionably for all contexts in their practical expression.

► *Who speaks and for whom? Which subjects and groups are constructed? Who appears as knowing, acting or active? Are victim roles and the emphasis on need avoided? Is the relativisation of human rights, women's rights, democracy, freedom of the press and other fundamental values critically discussed? Is the argumentation pattern "these values only apply here or there" critically questioned?*

→ Sensitivity to discrimination and avoidance of → Culturalisation in the representation of differences

Racism is not only presented as a problem of individuals or trivialised by being reduced to prejudices, stereotypes and clichés. The educational offer promotes the critical reflection of the interrelationships of dimensions of social power, domination and norms such as → gender, → race, social milieu and class, sexual orientation and identity, disability, age and other differences (→ intersectionality).

The educational offer questions ideas of difference and discriminatory argumentation patterns are shown. It reflects the production of differences as a process of social construction (→ ethnocentrism). The focus is on socio-cultural and political differences as well as on similarities.

If the educational offer works with the concept of "culture", the underlying understanding of culture will be revealed. "Culture(s)" is/are presented as heterogeneous and changeable.

► *Is racism reproduced – consciously or unconsciously – in methods, exercises or language and images? Are all levels, individual, institutional, social and structural, included in an analysis of discrimination or racism? Does the educational offer mention that people are affected by discrimination in different ways? Are subjects or groups represented as "other" by, for example, strongly emphasizing differences, and if so, for what purpose? Is the presentation of cultural differences and similarities in connection with political, historical and social developments critically questioned? Does the offer take into account how the interactions of different social group attributions affect discrimination experiences?*

Addressing uncertainty, knowledge and “non-knowledge”

The educational offers do not present simple solutions. They address uncertainties and “non-knowledge” in relation to complex phenomena and future developments, as well as in relation to individual decisions and possibilities for action.

The educational offer points to marginalised, invisible knowledge in the sense of → post-colonial theories and → non-hegemonic knowledge and the agency of those colonised as visible.

► *Does the educational offer deal with the limitations of knowledge? What knowledge does it address? How can non-hegemonic knowledge become visible? How is the participant’s knowledge of experience and everyday life integrated into the educational process – in the sense of participation? How does the offer take into account feelings such as uncertainties and the like of the participants as well as the teachers?*

Terms and concepts

The educational offer allows a critical analysis of central terms and concepts that are linked to the topics in focus. These can be, for example, terms such as development and underdevelopment or overdevelopment, poverty and wealth, aid or concepts such as “good life”, growth, → Global South, → Global North.

► *Are different approaches to the central concepts that are used offered? Are positions, concepts and approaches from the Global South taken into account? Are terms and concepts also questioned in connection with their context of origin?*

Source transparency

The educational offer is based on reputable and well-founded sources, which are made largely transparent. It promotes a critical approach to its sources; for example, it questions the → positionality of the person who wrote the text.

► *To which sources does the learning content of the educational offer refer? Does it make the sources visible to the participants? Does it stimulate the critical handling of sources? Does it address the geographical, socio-economic, political and professional background of the author? Is there any discussion about what influence this background might have on the author’s perspective? Are gaps in the selection of sources, for example when the views of marginalised groups are missing, addressed and explained?*

QUALITY OF THE MEDIATION PROCESS



Educational offers aim to enable people to orient themselves in a globalised world, to position themselves and to shape the world in the sense of global sustainability and global justice. This is also reflected in their didactic planning and implementation. Participants are at the centre of the educational process, and the educational offer is characterised by a respectful interaction with each other. The covered content is adequately and age-appropriately prepared for the target groups. The educational offer promotes the development and strengthening of learners' skills. For this purpose, the content and methods are adapted appropriately to the learning requirements of the target groups – among other things, according to age, previous knowledge and language skills – and the framework conditions of the offer – i.e., its duration, possibilities for knowledge deepening, group size, methods and the like.

Participatory learning processes

The educational offer promotes the active participation of learners, taking into account their prerequisites. It offers them the opportunity to perceive and reflect on their own interests and needs, to formulate their own learning objectives and to contribute their own skills and experiences.

► *In what form can the participants actively shape the offer? How does the offer integrate prerequisites, needs, experiences and interests of the participants? What resources are needed to enable everyone to participate in the learning process? How are inequality and power relations between teachers and learners or within the learning group addressed and, if necessary, balanced?*

Practical experience and self-efficacy

The educational offer promotes the development of skills for active social and political participation. They form the basis for the transformation towards sustainable development. The offer deals with various possibilities and limits of participation. The participants can experiment with their own ideas, visions and options for action. This strengthens their practical experiences and self-efficacy and stimulates social action.

► *What opportunities does education offer to strengthen practical experiences and self-efficacy? What opportunities for social and political participation does it show? Do the participants get to know options for taking action based on the acquired knowledge?*

Creating space for reflection

The experiences of the learners are placed at the centre of the educational process. The educational offer provides a “safe space”. It is designed to allow learners to reflect on their values and opinions as well as prejudices or stereotypes. It allows for feelings of tension such as uncertainties, contradictions and disorientation and addresses them. Practical experiences of learners with opportunities of social and political participation can also be part of the reflection process. It pays attention to a respectful, appreciative learning atmosphere.

► *What opportunities can we plan to incorporate and reflect on previous experiences, ideas and opinions of the participants? To what extent can the participants bring in their own uncertainties, contradictions, feelings and interwoven thoughts and discuss them together? How are differences in skills and communication behaviour of the participants taken into account? Is sensitive handling of participants’ feelings guaranteed? Are we prepared for potential conflicts?*

Understanding different perspectives

The educational offers encourage participants to question their own point of view, to change perspectives, to compare different perspectives and to deal with different constellations of interests. This strengthens the ability to empathise.

► *How is the willingness to change perspectives promoted among the participants? Which age- and target-group-specific content and situations enable participants to change their perspective? Which teaching and learning environments do we need to reflect on changes in perspective and learn on a cognitive and affective level?*

Critical, cross-linking and systemic thinking

The educational offer enables independent opinion-forming and critical examination of information, as well as media and political discourses. It encourages participants’ to form differentiated opinions and promotes their ability to reason. The interdisciplinary approach supports a holistic and systemic view and focuses on (complex) relationships and interactions. Systemic-learning takes place at different levels of learning, which combine practical approaches and abstract thinking. The learners are supported by a teacher who creates a motivating learning atmosphere and is oriented towards holistic educational ideas.

► *How are the participants stimulated didactically to form opinions? How is information put into context and communicated? How can the participants deal with different perspectives and interests, development paths and areas of tension? Which media are used for this purpose? Do the participants get to know options for action in different social areas, for example in the professional environment, in the family, in school or in politics? How can we support their competence of social and political participation?*

Participant orientation Teaching and learning environments are didactically designed to enable learners to connect the educational contents to their own world. The understanding of the subject is deepened by connecting it to the everyday life of the participants.

Learning is understood as a self-organised, individual process. Education is designed to stimulate self-organised learning. Speakers, teachers and trainers provide participants with individual access to the content and accept that the results of such learning cannot be defined beforehand.

► *How can the educational offer address the interconnectedness of global contexts with the everyday life of learners? How can the participants relate to local and global contexts of the topic? Can the participants work on the topics independently? What requirements and resources do we need? How open are the educational offers and the speakers with regard to the learning objectives?*

Variety of methods The educational offer uses a variety of teaching methods. Methods and content are well coordinated. The variety of methods takes into account different types and forms of learning, links learning on a cognitive, affective and social level and offers opportunities for cooperative, constructive, creative and inclusive learning. Digital possibilities and formats are used profitably.

► *Which methods are used? Are the methods diverse and do they enable learning experiences on the cognitive, affective and social level? Can the participants work in different groups? How are individual forms of the participants' learning taken into account? Do the methods fit the respective content and tasks?*

CRITERIA FOR SCHOOL EDUCATION

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Special opportunities and challenges arise when NGOs cooperate with actors in school and vocational education or teacher training. The most important starting point for the cooperation of NGOs with schools is an equal partnership at eye level. NGOs are not service providers, but give important impulses for new topics, learning formats and methods in the classroom. The combination of the demands of civil society education offers and the systemic context of school education produces areas of tension that must be considered in cooperation between NGOs and school sponsors. The NGOs' understanding of learning as an individual process clashes with curriculum requirements and the principle of voluntary learning conflicts with compulsory schooling; this means participatory learning formats must be integrated into classical school teaching. The → Beutelsbach consensus must also be taken into account as a principle of educational work in schools, especially when designing the content of educational offers. Experience shows that the demand of schools for extracurricular educational offers for development education exceeds the offers. At the same time, NGOs report difficulties in getting in touch with schools and integrating their services into school education.

The following criteria complement the three previous chapters in view of the specific context of the cooperation between NGOs and schools. All criteria and key questions are to be understood as being in addition to the criteria mentioned above. All criteria not mentioned here, especially from the areas of content and didactic quality, also apply to cooperation with schools.



Locating your own educational offer, systemic context

The educational offer takes into account the special structural conditions of the school context, for example, framework learning plans, guidelines, structural possibilities for interdisciplinary teaching, project orientation, and half-day or full-day systems. These factors set the framework for successful cooperation between schools and NGOs. The better the educational offer is adapted to the circumstances of the school, the more promising is its implementation. The → Beutelsbach consensus must be taken into account. A critical examination and discussion of the structural conditions of the school context can help to stimulate innovative impulses, for example, in the sense of the → Whole Institution Approach and the principles of transformative education. The offer can be deliberately used to expand the narrow school framework and to test alternative forms of learning and experience.

► *In what kind of school context does the offer appear? Is it a primary school, secondary school, vocational school or another school? Are there any focal points of the school profile to which the educational offer can be linked? Can the topic be considered interdisciplinary through interdisciplinary teaching? Does the temporal structure of the lessons determine the length of the educational unit? To what extent can the educational offer go beyond the structural conditions and provide impulses, for example, for interdisciplinary ways of learning?*

The conditions of the NGO

For the preparation and implementation of educational offers at schools, the NGO specifically involves speakers who have already worked in the school context and know its specific prerequisites. Speakers without previous experience are well prepared and accompanied. If there is no expertise available within the NGO on cooperation in the school context, the NGO will seek this expertise from outside.

► *Would the NGOs like to cooperate with schools? Are there previous experiences in cooperation with schools? Are the framework conditions of schools known? Are the speakers qualified to work in the school or is there the possibility of qualification within the NGO or in cooperation with another NGO?*

Cooperation

The cooperation with school is planned in terms of content and methodology-didactic concepts together with school representatives. In preparation for the cooperation, the roles and tasks of the partners will be clarified. Cooperation between NGOs and cooperating schools takes place on an equal footing. The NGOs are not service providers of the school. They provide their own impulses, which usefully complement the educational work at school.

► *What goals and expectations does the school have regarding a cooperation with the NGO? What are the objectives and expectations of the NGO in terms of cooperation with the school? How does the NGO envisage its role in the design of teaching – should a small amount of input be given or should an entire unit of teaching be designed? How does the school envisage the role of NGOs in the design of teaching? Are there points of connection in the school in the sense of the → Whole Institution Approach?*

Target group(s)

The target group of the educational offer is also clearly defined in the context of school. The offer is based on the needs, the cognitive requirements and the living environment of the target group.

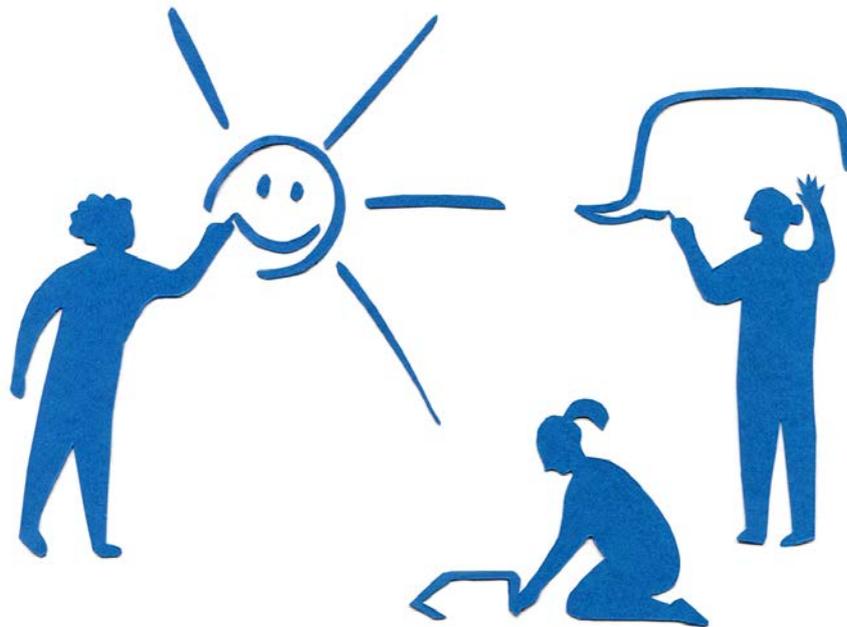
It should be noted that the target group, in particular that of the students, is heterogeneous. It varies greatly depending on the school context, but also within schools and grades. Students in vocational school classes usually differ more in age, educational qualification and origin than, for example, upper secondary school classes.

► *Which target group do we want to reach with our educational offer? Are they pupils, teachers, prospective teachers, quorum, school management members, representatives of the pupils? What follows from these questions for the design of the educational offer? What are the needs of the target group to which the offer can respond? Where can the offer be linked to the real life of the target group? Is the offer capable of responding to the heterogeneity of the target group? Do the participants attend the event voluntarily or is it a compulsory event?*

Requirements

The needs of the school form the starting point of school cooperation with NGOs. The educational offer can be supplemented or based on the needs of the school. It takes place in addition to the lessons, but does not replace them. In terms of content and structure, the educational offer is based on the framework curriculum and the school's internal curriculum. In this context, teaching units, project weeks or "all-day leisure" have different requirements than, for example, extra-curricular needs of teachers, pupils or mixed groups.

► *Has the school requested or does it need the educational offer? How can the educational offer be linked to the curricular and structural conditions of the school? Does my offer support school teaching or does it supplement it with new topics and alternative perspectives?*



Objectives and effects The objectives of the educational offer are adapted to the format of the cooperation, i.e., its duration, intensity, uniqueness or repetition.

► *What possibilities does the format of the educational offer, for example, teaching units, project days, support of a school development process in the sense of the → Whole Institution Approach, dictate in order to develop effects and goals? Is it possible to accompany the school over a long period of time? Is it possible to implement structural changes? Can a topic only be touched upon or dealt with in depth?*

Learning environments The educational offers are adapted to the school conditions in terms of time, structure and location. Depending on the topic, however, the school conditions can also be specifically addressed in the sense of the → Whole Institution Approach if they contradict the content of the educational offer.

► *Is the educational offer integrated into the school context as part of a specialist lesson or as an overarching topic? Is the education offered as part of a full-day or half-day school? Is there a global classroom? Can extra-curricular learning locations be included or is the offer made in the classroom? Can digital media expand the learning location of the classroom?*

Intra-organisational Follow-up The school is involved in the follow-up of the educational offer. Educational opportunities are evaluated jointly with regard to effectiveness and improved for subsequent cooperation.

► *How can the school, i.e., management, teachers, pupils and other individuals, be involved in the evaluation of the educational offer? Was the evaluation toolkit developed or agreed with the school?*

GLOSSARY



The following glossary explains some of the terms used in the text. It is based on a selection of the authors of this paper and the feedback of the educational actors involved. The majority of the terms stem from complex scientific and socio-political discourses. These discourses are often not concluded, but part of an ongoing social negotiation process. The following explanations are therefore not to be read as static definitions, but as discourse contributions and reflect the authors' understanding of the concepts.

Beutelsbach Consensus

The Beutelsbach Consensus⁶ was formulated in 1976 as a model for political education in Germany, but is also an important reference for development education. It is composed of three principles: 1. the prohibition of overpowering, which prohibits the indoctrination of participants in educational offers and courses, 2. the consideration and presentation of controversial positions in science and politics, and 3. the goal of enabling participants in educational offers to make independent judgments in political situations according to their interests. The Beutelsbach consensus is often controversially discussed. A supplement to it in the sense of a critical and emancipatory education has been formulated, for example, in the Frankfurt Declaration.⁷

The principle of the prohibition of overpowering is often mistakenly interpreted as a requirement of neutrality. However, the prohibition on overpowering does not mean that teachers, trainers and educators are not allowed to express their own opinions or that educational offers may not pursue normative objectives. However, these opinions and objectives must be made transparent. The Beutelsbach consensus is therefore not in contradiction with the normative and transformative demands of development education.⁸

BIPoC

BIPoC stands for "Black, Indigenous, People of Colour". The abbreviation is one of the self-designations of people who do not define themselves as white or Western or are not perceived as such from their appearance and therefore have certain experiences of discrimination. It supplements the term "People of Colour" with the specific racist experiences that black people and indigenous people experience.⁹

⁶ Wehling 1977.

⁷ Critical Political Education Forum 2015.

⁸ On the differences between the prohibition of overpowering and the requirement of neutrality in political education: Cremer 2019.

⁹ New German media makers 2019.

Critical understanding of development

A critical examination of the concept of development means becoming aware of its historical and political background and critically questioning the resulting principles of global development. The concept of development served the Global North as a justification for its colonial ventures vis-à-vis the Global South. The starting point is the idea of a linear, universally valid and naturalised path of development towards “progress” and modernity. In this way, the Global North would represent the top of the development chain. Through this understanding of development, the Global North gains sovereignty of interpretation over solutions to social, economic and political problems and legitimizes its decision-making power and hegemony over countries of the Global South.¹⁰

Development education must, according to our understanding, contribute to a critical concept of development. Therefore, the claim to universal validity of the development of the Global North, the possibility of simply transferring these experiences to the Global South, and global power structures and interpretative sovereignties based on this concept must be investigated. In a critical understanding of development, development does not mean the catching-up process of the Global South on the model of the Global North. Everyone must participate in shaping development as a joint process of change towards a socially, ecologically and economically sustainable future. The joint responsibility for the necessary changes in the Global North and South is now also reflected in the UN sustainability goals.

Culturalisation

Culturalisation serves to construct group membership by delimiting it from another – in research it is called Othering. In doing so, cultural differences are essentialised, i.e., worked out or emphasised and presented as naturally grown, as well as stereotypes reproduced. The construction of group membership undertaken with culturalisation, on the other hand, is always shaped by certain interests and should not be understood as natural.¹¹

Ethnocentrism

The concept of ethnocentrism originates from psychology, but is also used in social and political sciences. Ethnocentrism describes the valorisation of one’s own group with the simultaneous devaluation of other groups. The basis is the perception of an inner group, the “we”, and an outer group, the “other” (cf. Culturalisation).¹²

10 On the history of development cooperation: Büschel/Speich 2009; Nuscheler 2012; On the critique of the concept of development: Ziai 2010, Petersson 2009, Chakrabarty 1992, Escobar 1995.

11 On the Critique of the Concept of Culture in Education: Iebasa e.V. 2013, Galati 2010, Gürses 2003; On the construction of the “Other” (Othering): Hall 1992, Said 1978.

12 On the link between ethnocentrism and racism: Svejda-Hirsch 2006.

Gender

The term “gender” distinguishes linguistically between the physical (sex) and the socio-politically constructed dimension of gender. The socio-political construction of gender is expressed, for example, in the binary division of the sexes into “woman” and “man” and the attribution of different social roles, tasks and character traits. When the term “gender” is used in this paper, the dimension of social construction is always intended.

Global South and Global North

The terms Global South and Global North arose from criticism of terms such as “developing countries” or “Third World”. The aim is a more value-free and emancipatory designation, which does not reproduce the idea of progressiveness of the former colonial states implied in the classical developmental paradigm (cf. critical understanding of development). The terms do not describe a geographical location, but refer to the privileged or disadvantaged position in the world, which goes back to common historical experiences, especially in colonialism. The terms Global South and Global North were criticised above all because they continue to divide the world in two and for disguising the great differences between the states of both categories.

Glocality

Glocality is a new word creation that links global structures and local conditions. Glocality understands global and local contexts not as opposites, but as coherent, influencing each other. The United Nations laid the foundations for the reference of glocality to the global sustainability strategy in 1992 with the guiding principle “think globally, act locally” of Agenda 21.¹³

(Non-)hegemonic knowledge

Scientists and authors of postcolonial theory primarily shaped the concept of hegemonic and non-hegemonic knowledge. They pointed out that our knowledge is strongly influenced by global power structures, as a result of which the views of more powerful groups are heard more often and are perceived as more influential than those of less powerful groups. This is done, for example, by a certain selection of sources. In this way, texts of white authors are handed down, read and replicated more often than texts of authors of colour, or texts of men are read more often than texts of women. The views of the more powerful groups are thus constructed into an objective norm and determine what we understand as knowledge.¹⁴

¹³ United Nations Conference on Environment & Development 1992.

¹⁴ On the coloniality of power and knowledge: Marmer/Sow 2015; Danielzik 2013; Danielzik/Flechtker 2012; Spivak 1995.

The visualisation of non-hegemonic knowledge through the use of sources of marginalised groups leads to a more complex understanding and shows how distorted or one-sided the representation of hegemonic sources can be.

Inclusion or inclusive education

The term inclusion means that people with disabilities, being equal members of society, may not be excluded or marginalised. Instead, they must be given access to equal social and political participation. The term inclusion distinguishes itself from the concept of integration by including the abilities of people with disabilities and adapting to them, instead of merely integrating these people into existing structures. For this to occur, social and political processes and institutions must be structurally changed.

Since 2009, the right to education for people with disabilities has been enshrined in the United Nations. The goal of inclusive education is joint learning, i.e., the equal participation of all people in social life and education. Inclusive education addresses existing diversity, recognises it and values it, instead of trying to balance or reduce the differences.¹⁵

Interdisciplinarity

Interdisciplinarity means that a topic is considered from the perspective of different disciplines. If ways of thinking, questions and methods of different scientific or technical disciplines are combined, a holistic and comprehensive understanding of a problem can succeed.¹⁶

Intersectionality

Intersectional perspectives describe how different social hierarchical relationships overlap and lead to different experiences of discrimination. An intersectional analysis of the gender ratio, for example, shows that women are exposed to different types of sexism, depending on which other social categories are attributed to them. Women of colour experience sexism differently than white women, because they are additionally exposed to racism. It is important here that the various discriminations do not simply add up, but a completely new form of discrimination arises. Thus, not only differences between attributed groups, but also within attributed groups become visible.¹⁷

Positionality

Positionality describes how a person's identity can influence and distort their worldview. Positionality is shaped by the political and

15 For an introduction to inclusive education: Biewer 2009; Textor 2015.

16 Grobbauer 2016.

17 On intersectionality in educational work: De Coster/Prenzel/Zirkelbach 2016.

social context in which a person grows up, lives and acts. A critical understanding of the source therefore questions the author's background with regard to the categories of gender, → race, social milieu and class, sexual orientation and identity, disability, age and other differences and includes it in the text analysis.

Postcolonial theories

Postcolonial theories are scientific approaches that critically deal with historical and current global power relations and thereby include the history of colonialism, its effects and its consequences that continue to this day. Postcolonial theories point out that colonialism was not ended with the formal independence of the formerly colonised states, but has shaped social, political, and economic structures to this day.¹⁸

Race

The English term race refers to the social construction of differences based on skin colour, origin or ethnicity, which is expressed in social power and discrimination relationships and shapes our coexistence. It shows that different groups of people have been categorised and hierarchised on the basis of a biological understanding of "race". The term is usually printed in italics to make it clear that the concept is socially and politically constructed.¹⁹

(Cultural)relativism

(Cultural)relativism is a scientific method of anthropology that assumes that cultures cannot be compared or assessed from the point of view of other cultures. Certain behaviours or traditions must therefore always be understood in the context of their own cultural circumstances. (Cultural)relativism criticises universalism by pointing out that no generally valid statements can be made that can be applied to all contexts. (Cultural)relativistic arguments become problematic when they serve, for example, to justify human rights violations by denying the universal claim of human rights with reference to cultural peculiarities and traditions.²⁰

Universalism

Universalism assumes that certain values, approaches to solutions and development paths are globally applicable and do not differ with regard to their local, cultural, social and political contexts. Human rights, for example, have a universal claim, since they should apply to all people.

18 On the introduction to postcolonial theories: Castro Varela/Dhawan 2015.

19 New German media makers 2019.

20 On Cultural Relativism in Educational Work: Iebasa e.V. 2013; On the conflict between universalism and cultural relativism: Sander 2011.

The critical examination of universalism does not have to fundamentally deny the existence of globally applicable values. However, the universal claim of certain values, solutions and development paths must be critically questioned. Which values are considered universal is characterised by global power relations.²¹

Whole Institution Approach

The Whole Institution Approach understands education as a holistic process. Against the background of development education, this means that ideas of sustainable lifestyles and political participation are not conveyed solely as teaching content. Rather, they should be reflected in the entire learning environment, in the learning processes and methods. This could mean, for example, that organisations that organise educational offers for fair consumption change their procurement policy to Fairtrade, or that schools that deal with political participation in teaching create participation structures for the students. Through the holistic understanding of education of the Whole Institution Approach, educational content can be directly experienced and tested.

21 On the postcolonial critique of universalism: Chakrabarty 1992; On the conflict between universalism and relativism: Zapf 2015, Sander 2011.

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A

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 AT-Verband
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B

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E

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F

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 FUTURO SÍ

G

gemeinnützige energypedia UG
 Gemeinschaft Sant' Egidio
 German Doctors
 German Toilet Organisation
 Germanwatch

H

Habitat for Humanity Deutschland
 Handicap International
 Help – Hilfe zur Selbsthilfe
 HelpAge Deutschland
 Hilfe für Afrika e. V.*
 Hoffnungszeichen / Sign of Hope
 humedica

I

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 INKOTA-netzwerk
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J

JAM Deutschland
 Johanniter-Auslandshilfe

K

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 KATE – Kontaktstelle für Umwelt und Entwicklung
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L

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M

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 materra – Stiftung Frau und Gesundheit
 medica mondiale
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N

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 nph Kinderhilfe Lateinamerika e. V.

O

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 Ora International Deutschland
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P

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R

Rhein-Donau-Stiftung

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 Senegalhilfe-Verein
 Senior Experten Service (SES)
 Society for International Development Chapter
 Bonn (SID)
 SODI – Solidaritätsdienst International
 SOS-Kinderdörfer weltweit
 Stiftung Childaid Network
 Stiftung der Deutschen Lions
 Stiftung Entwicklung und Frieden (SEF)
 Stiftung Kinderzukunft
 Stiftung Nord-Süd-Brücken
 SÜDWIND – Institut für Ökonomie und Ökumene
 Susila Dharma – Soziale Dienste

T

Tearfund Deutschland e. V.*
 Terra Tech Förderprojekte
 TERRE DES FEMMES
 terre des hommes Deutschland
 Tierärzte ohne Grenzen (ToG)
 TransFair

V

Verband Entwicklungspolitik Niedersachsen (VEN)
Verbund Entwicklungspolitischer Nichtregierungs-
organisationen Brandenburgs (VENROB)
Verein entwicklungspolitischer
Austauschorganisationen e. V. (ventao)

W

W. P. Schmitz-Stiftung
WEED – Weltwirtschaft, Ökologie & Entwicklung
Weltfriedensdienst
Weltgebetstag der Frauen – Deutsches Komitee
Welthaus Bielefeld
Welthungerhilfe
Weltladen-Dachverband
Weltnotwerk der KAB Deutschlands
Werkhof Darmstadt
Werkstatt Ökonomie
World University Service
World Vision Deutschland

Z

Zukunftsstiftung Entwicklung bei der GLS Treuhand

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VENRO is the umbrella organisation of development and humanitarian non-governmental organisations (NGOs) in Germany. The association was founded in 1995 and consists of around 140 organisations. Their backgrounds lie in independent and church-related development co-operation, humanitarian aid as well as development education, public relations and advocacy.

VENRO's central goal is to construct a just globalisation, with a special emphasis on eradicating global inequality and poverty. The organisation is committed to implementing human rights and conserving natural resources.

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- represents the interests of development and humanitarian aid NGOs vis-à-vis the government
- strengthens the role of NGOs and civil society in development co-operation and humanitarian aid
- sharpens public awareness of development co-operation, humanitarian issues and sustainable development

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