



ONE EUROPE
ONE WORLD!



Managing Creative Global Learning Projects

Activity Planning Sheet

The following step-by-step-guide helps you to think about relevant aspects within a successful project/action planning and to monitor the project progress. It is specifically adapted to peace education and global learning activities and starts from the first idea to the practical implementation of your action until its very ending and follow-up activities.

1. CREATE YOUR VISION

Become creative. In order to develop your vision you can use visual methods, such as mind maps, pictures and the like. Describe your vision the most colourful way using many adjectives. Make sure that everybody who contributes to your project shares the same vision!

2. DETERMINE THE BASICS

Expected impact

What exactly is the change you aim at?

Objectives

Make sure you formulate your objectives in a s.m.a.r.t. way!

- s - specific
- m - measurable
- a - achievable
- r - realistic
- t - time-bound

Topic

Are you dealing with a specific peace education or global learning topic? Think how concrete or abstract you want to formulate it.

Message

Formulate your message clearly. This should help you to think about what you really want.

Target group(s)

Whom do you want to reach? Your activity will have to be tailor-made for your specific public (learner-centred approach). Does your target group want your activity or do you force it upon them? Only if they are willing to participate they will also be able to develop some sense of ownership, which is crucial for the quality of any global learning activity.

Setting

Who (your team and partners), where, when, what, how?

Relevance, current events

Is there a current relevant connection to your home city/region/country? Do you want to address an issue of public interest in Europe?

Methodology

Which methods are appropriate with respect to (a) your objectives and (b) your target groups?

The choice of methodology is often crucial for the success of a project. It is important to think twice whether a chosen methodology is really helpful for achieving the results/outcomes which are aimed for. It is often helpful to ask other people, e.g. external advisors, for feedback about the envisaged methodology. Presenting the project and explaining to others how the chosen methods are supposed to facilitate reaching the expected results often helps to find out whether the chosen approach is coherent or not.

Sustainability

Are there ways to ensure a sustainable change? What can you do to ensure it?

3. CLARIFY THE NEEDS OF YOUR PROJECT

General framework

Who is your team? Who are your partners? Where will your global education activities take place? When?

Relevant skills & competencies

What do you need to be successful?

Time frame / Time availability

How much time are you able to invest? For which period? Set a timetable! Fix milestones!

Usually a milestone is used as a project checkpoint to validate how the project is progressing and revalidate work. Often you set milestones after crucial tasks within a project. Sometimes there is a decision to be made at a milestone.

Finances / Money

How much money will you need? What are your expenses? E.g. salaries, material, travel costs...

Which financial sources do you think you'll have? Think early about fundraising!

Project Analysis

In the following 4 steps, do a SWOT (Strengths, Weaknesses, Opportunities, Threats/ Challenges) analysis of your project setting:

■ **Strengths** (internal factors helpful to achieving your objective)

What are advantages of you/the team? What are your special skills? What will work great in your future co-operation?

■ **Weaknesses** (internal factors harmful to achieving your objective)

What are your or your team's weaknesses or disadvantages? Which relevant parts of the project are you not at all able to fulfill? How can you overcome them? What could you improve? What should you avoid?

■ **Opportunities** (external factors helpful to achieving your objective)

What are good opportunities you can make use of during preparation and implementation of your project and activities?

■ **Threats/ Challenges** (external factors harmful to achieving your objective)

What possible threats, risks or traps are there? Where do you have to be careful? What would be a disaster? How can you prevent this?

Partnership, co-operation

What kind of assistance of external partners would be helpful for your action?

Who is active in similar fields? Where are synergies with the activities of others? What co-operation makes sense?

Who has got the expertise or material resources you need?

Evaluation

Think about indicators for measuring output and outcome of your project already in the planning stage! Identify applicable evaluation methods and sources of data from the beginning. Start collecting the necessary data for later evaluation throughout the whole process!

Personal Learning Process

What do you want to learn through the organization of this global learning activity? List the knowledge, skills, competences, attitudes, behaviours and values you would like to acquire and foster through this experience.

4. CO-ORDINATE THE WORK PROCESS

Team-building

Who can help you? How do you set up your team? Whom do you need for a successful team? How can you create and keep up a good atmosphere and healthy team spirit? Be aware that having a fair amount of fun within the team usually tends to increase the quality of the event.

Define roles of the team members

Clearly define the roles for tasks such as overall co-ordination, finances, public relations, moderation, time keeping, etc. Create a *responsibility matrix* of all team members with tasks and deadlines: Who does what, by when, how, and with whom? Every named task should be assigned one responsible person, to make sure it will get done. The coordinator is responsible for monitoring the fulfillment of tasks!

Communication flow

Which ways of communication will you need? Do you need to organise phone/online conferences? Consider setting up rules for communication (how fast should emails be replied to? How much information is to be shared?)

Monitoring

How do you monitor your project management?

Media work

How to approach which media and when?

- announcements (posters, flyers, announcement in local newspaper,...)
- press release (journalists, TV, radio, ...)
- grass root media (blogs, newsletters, ...)

Documentation

Think already now about how you are going to document the project in its different stages.

5. FOLLOW UP ACTIVITIES

Evaluation

How are you planning the evaluation of your project? Be creative about evaluation the same way you are with action planning. Especially evaluate your personal learning process!

Follow-up activities

Will the outcomes of your project lead to further activities which require and deserve your support? Does it make sense to go on with the project activities? How can you use the experiences you made? Who can make use of it? In which way can you share it? How can you make your project sustainable?

This Activity Planning Sheet has been elaborated by GLEN - Global Education Network for Young Europeans, www.glen-europe.org. It has been adapted by SCI Switzerland to be included into the peace-learning tool-kit available at www.peace-learning.org.

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