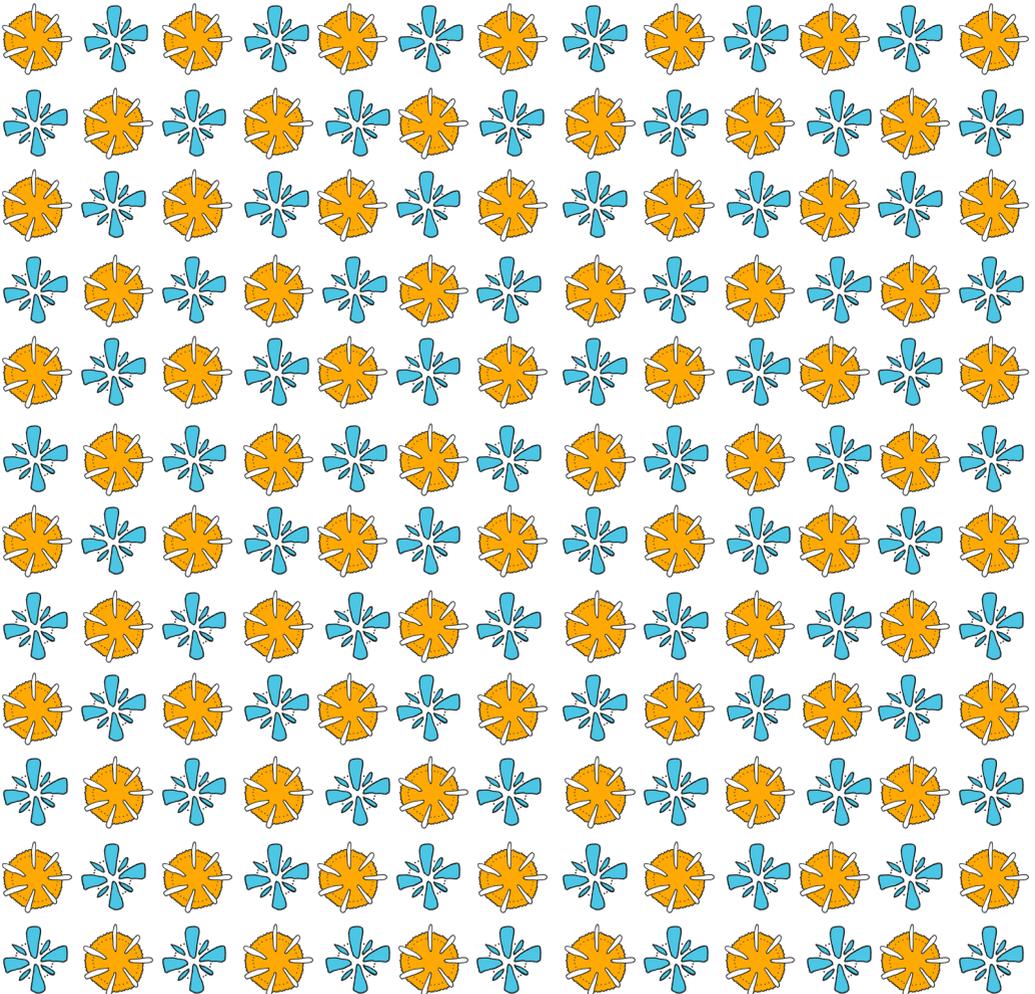


IMPROVING QUALITY

Quality criteria for
global education school visits



Organisations that have worked on these quality criteria:

Pro Ethical Trade Finland
Kepa – Service Centre for Development Cooperation
Finnish Youth Academy
Plan Finland
The Peace Education Institute
Seta – LGBT rights in Finland
Finnish Red Cross
Unicef Finland
UN Association of Finland
Operation a Day's Work Finland

Thank you to the working group and everyone else who
offered their comments regarding this guide!

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global education school visits

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I INTRODUCTION

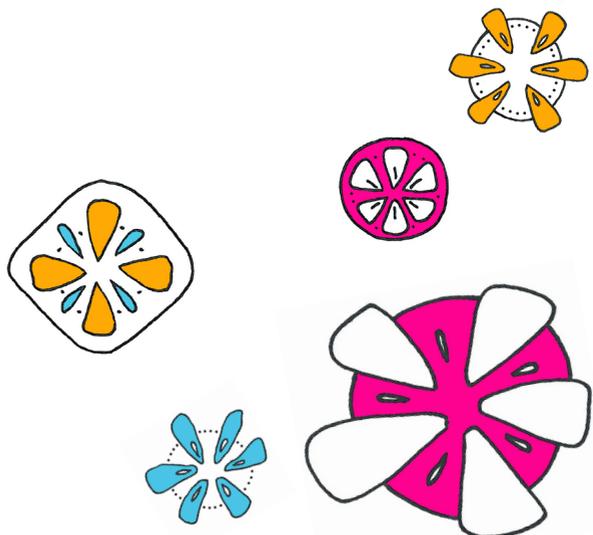
This guide introduces common quality criteria for non-governmental organisations (NGOs) who provide schools with global education, e.g. in the form of school visits. The purpose of this guide is to ensure the quality of these visits in all areas and help reaching the objectives of global education. In this guide, global education is defined as education that aims at developing knowledge and skills which encourage children and young people to be active participants in the globalised world. Global education aims at learning respect of diversity and supporting the development of critical thinking.

Assessing the quality of school visits does not measure how effective school visits have been, e.g. in influencing the attitudes of different target groups. However, quality criteria help to ensure a framework in which objectives of global education can best be met. If the quality of different components can be ensured, it can also be assumed that objectives set for the work as a whole can be met. Improving quality and assessing your own work must not be seen as a separate stage but must become a natural part of every stage of your work. Quality comes from the desire to learn from your mistakes and continually improve your work.

These quality criteria are designed for NGOs and therefore the different areas of work related to school visits from planning and marketing to coordinating and assessing are discussed from the point of view of NGOs. This guide includes a description of each area and its quality criteria and provides questions to help you improve the quality of your work. The purpose of the questions is to draw attention to some of the challenges of school visits and how methods used by other organisations could be adopted to improve your own work. The quality criteria can also be found as a checklist at the end of this guide in order to make assessment easier. Visitors have their own checklist to help them ensure that their visits meet quality objectives. It is also recommended to use

the previously published Global education and schools – a guide for NGOs’ school visits (http://www.gloaalikasvatus.fi/tiedostot/global_education_and_schools.pdf)

Regardless of different methods used on their school visits, organisations face very similar challenges, such as finding committed visitors or facing varied expectations of teachers. There are no simple solutions to these challenges but towards the end of the guide you can find some ideas on how to overcome them. Cooperation between organisations, sharing good practices and discussing common challenges are essential for improving the quality of school visits.



II DIFFERENT SECTORS OF QUALITY CRITERIA

1. DEFINING OBJECTIVES



All organisations providing global education have a common goal: to encourage respect of diversity, support the development of critical thinking and impart knowledge and skills that encourage children and young people to become active citizens in a globalised world. Within this common goal, each organisation has its own emphasis. However, school visits are always based on the values, objectives and mission of the individual organisation. The main purpose of school visits cannot be to recruit new members or raise funds but to develop pupils' ability to think critically by providing information and organising activities in line with the general goals of global education.

From the point of view of quality, it is essential that all parties are aware of each others' goals. Before the visit, the visitor and the teacher, or other school representative, must agree on a common target and the teacher should be asked to talk to pupils about the purpose of the visit beforehand. Objectives should be set so that they can be assessed after the visit. Some concrete objectives that can be set are to inspire discussions on certain themes or question prejudices. It may be difficult to assess the actual impact of the visit on attitudes. It is the responsibility of the visitor and the teacher to assess how well these objectives were met.

CRITERIA

- 1.1 The target group of the school visits has been defined.
- 1.2 Objectives for school visits have been defined and they are based on the common goal of global education and the values, objectives and mission of the particular organisation.
- 1.3 The objectives of each individual school visit have been agreed upon by the visitor and the representative of the school.
- 1.4 Objectives have been set so that they can be assessed.

How can it be ensured that the teacher, visitor and organisation have common interests?

How can it be ensured that the teacher will talk about the purpose of the visit beforehand?

How can you set objectives that can be assessed?

Questions to help improve quality



2. PLANNING AND ALLOCATING RESOURCES



At the planning stage, it is vital to define the roles and areas of responsibility of all those taking part, such as planners, trainers, visitors and teachers. Available resources (work contributions from different parties, time, facilities, equipment and funding) must be determined and recorded. The different schedules of all the parties should be taken into consideration, e.g. school holidays. Training for volunteers should be organised close to times when schools are likely to request for visits.

Identify all costs and consider if some can be eliminated or if resources can be reallocated. Is it more useful to use your resources for updating existing material than producing new material? Make sure that you have prepared for problems and unexpected costs in advance and have a backup plan in case of illness of the visitor or other unexpected cancellations.

CRITERIA

- 2.1 The roles and areas of responsibility of all those working on school visits have been defined.
- 2.2 Available resources have been identified: people, facilities, time, equipment and finances.
- 2.3 All costs have been recorded and their necessity evaluated.
- 2.4 Possible problems and unexpected costs have been taken into consideration.

On what terms can visitors be assigned with more responsibility for the work?

Can resources be divided or reallocated?

How are we prepared to handle problems such as cancellations of visits?

How has the uncertain nature of voluntary work been taken into consideration?



3. CONTENT OF VISITS, METHODS AND MATERIALS



A high-quality school visit consists of content and methods that have been carefully planned to be in line with the agreed objectives. If the main target is to encourage critical thinking, the lesson should include methods which allow this to happen. The content must also comply with the school's curriculum. Planning must consider the age of the target group, and the content should at least partly be relevant to pupils' lives so that the themes discussed are not too abstract. Lessons should cater for different types of learners, e.g. those who learn by doing and those who learn by listening. It is important to combine intellectual and emotional elements. Videos, images and other visual elements can be very effective aids for learning and understanding.

One of the main goals of global education is influencing attitudes towards diversity and global responsibility. Attitudes and values cannot be taught as such but they mature slowly as a result of reasoning and experience. The aim of global education is to provide tools for allowing children to develop a sense of empathy, because a person who is able to empathise with others is also capable of taking responsibility for promoting others' human rights. This is why participatory methods, the use of drama and exercises where pupils put themselves in someone else's shoes are perfect for global education.

When planning content or designing material, you must pay attention to a number of ethical issues such as the truthfulness of information and copyrights of pictures. Also make sure that you are not reinforcing any stereotypes. The message of the visit should be that it is important to consider different points of view. The visit should help the audience to become aware of ways they themselves can change things. Any material used should be as up-to-date as possible and it should be updated regularly. There should also be material that can be left with the teacher to use after the visit. Materials from other organisations can also be used.

CRITERIA

- 3.1 The content of the visit, methods and materials contribute to meeting the objectives set for the visit.
- 3.2 The content is linked with the objectives of the national curriculum.
- 3.3 The age of the target group has been taken into consideration when planning the content, methods and materials.
- 3.4 The content relates to the lives of the target group.
- 3.5 Different ways of learning have been taken into consideration.
- 3.6 The visit helps the target group to become aware of ways they themselves can change things.
- 3.7 Ethical issues have been taken into consideration.
- 3.8 Material and content are regularly updated.
- 3.9 Material that can be given to teachers to use after the visit is available.

In addition to regular lessons and morning assemblies, is it possible to organise special theme days or workshops where themes can be discussed in more detail?

What kind of post-visit material can be provided for the teacher?

How can materials produced by other organisations be better used?

Can extra materials, such as pictures, video clips or exercises be uploaded online?



4. RECRUITMENT AND TRAINING OF VISITORS



Organisations have very different recruitment methods as there really is no one right way of recruiting new visitors. Some make an effort to accept everyone who wants to be a volunteer while others select candidates to be trained based on motivational letters or interviews. It is vital that recruiting ads are clear about what the purpose of the visits is, what is required of a visitor and what the visitors are committing themselves to when taking part in training. The recruitment process must try to reach people who are motivated, interested in the theme and, if possible, have pedagogical skills and experience in teaching.

It is essential for quality that the different starting points of visitors are taken into consideration in the planning stage. Some participants may have no experience in giving talks to children, teaching, global education themes or education in general. This is why training must cover not only the content of visits but also didactics and pedagogical skills. What are the first steps of planning a lesson? What is the structure of a high-quality lesson? What is the best way to use the time available? How can the developmental stage of different age groups be taken into consideration? Which methods best suit the set objectives?

Training must emphasise the goals of the organisation in question as well as the general goals of school visits. Participants should rehearse activities that may be used on visits and how to recap them. It is also important to think of possible solutions to challenging situations. Training must cover general rules of school visits and also ethical issues, such as absolute confidentiality, objectivity, representing the organisation, avoiding stereotypes and respecting diversity. Visitors must be provided with information on practical matters such as schools requesting visits.



After training, visitors should have the skills to provide global education in schools. To ensure this, training should include visitors working on their own lesson plans and, if possible, implementing them. Visitors can be offered lesson plan templates targeting different age groups and different types of materials such as exercises, videos or useful website links. Visitors should also be made aware of materials produced by other organisations. High-quality lessons require careful planning and this responsibility cannot be put entirely on the shoulders of inexperienced visitors. Initially, visitors should be offered the chance to visit schools together with another visitor or to observe a lesson given by a more experienced visitor.

Visitors should be asked to provide feedback immediately after training but also at a later stage since the visitor will have a much clearer view on how to improve the training after they have been to a few school visits. Feedback received from the visitors must be used for developing training.

CRITERIA

- 4.1 Recruitment ads are clear about what the purpose of the visits is, what is required of a visitor and what the visitors are committing themselves to when taking part in training.
- 4.2 Training emphasises the goals of the organisation in question as well as the general goals of school visits.
- 4.3 Training covers the components of a high-quality and pedagogically effective visit.
- 4.4 Ethical questions and the rules related to school visits have been discussed with the visitors.
- 4.5 Visitors have made their own lesson plans and they have been offered lesson plan templates during training.
- 4.6 Visitors have been given instructions on how to deal with practical matters.
- 4.7 Visitors have been offered the chance to observe a lesson given by a more experienced visitor or visit a school together with another visitor.
- 4.8 Visitors have been asked to provide feedback concerning the training and this feedback is used to improve training.

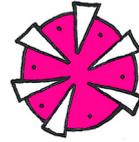
How can different methods or channels of recruiting affect the quality of new visitors?

Can more experienced visitors be invited to talk about their experiences?

Is it possible to gather all training and school visit material in one location, such as in a training folder, on an extranet and/or in an image and video gallery?



5. MARKETING



Planning and carrying out marketing of school visits must consider available resources, i.e. the number of active visitors, their places of residence and willingness to travel to more distant location. Any marketing message to schools must clearly communicate the purpose of the visits and how the school would benefit from a visit. It is especially useful to point out how the visit would be linked with the curriculum and different subjects. It must also be made clear that a majority of the visitors are volunteers interested in global education themes who are trained to go on school visits.

Use a variety of marketing channels. In addition to head teachers and classroom teachers, school visits can be marketed directly to student councils, for example. Marketing will be more efficient if responsibilities are divided, for example, by using regional coordinators. Visitors too can be encouraged to get in touch with their local schools but make sure that you agree in advance who contacts which school. Visitors can be provided with an e-mail template they can use when contacting schools.

Make use of opportunities to cooperate with other organisations when planning and developing marketing. Reference other global education providers on your website and provide teachers with useful links or materials on the theme to use after the visit. If you cannot find a visitor for a particular area, find out if other organisations operate in that area and suggest an alternative visitor to teachers if you cannot provide one yourself.

CRITERIA

- 5.1 Marketing is planned and carried out within the limits of available resources.
- 5.2 The marketing message to schools clearly communicates the purpose of the visits and how the school would benefit from a visit.
- 5.3 If visitors are volunteers, it is clear from the marketing message.

How can different marketing channels be better used?

Is it possible to have regional coordinators who market visits in their own area or visitors contacting their local schools?

Is it possible to approach different schools at different times (some autumn term, some spring term) to avoid sending out too many requests at the same time?

How can marketing be made more efficient by cooperating with other organisations providing global education?



6. COORDINATING VISITS AND SUPPORTING VISITORS



A central aspect of coordinating visits is creating and maintaining a good visitor record. For the purpose of developing your work, it is very important to be aware where visits are carried out, where visits are most requested, which areas have potential for marketing and how many active visitors live in each area. Documenting visits is important for reporting. In some organisations, coordinating responsibilities are allocated to regional coordinators at a local level. In addition to regional coordinators, there must always be at least one person responsible for coordination as a whole. This coordinator must have information on all agreed and implemented visits and go through the feedback received from teachers and visitors.

Several organisations have an electronic visit request form which schools can use to request a visitor. Such forms should request information concerning the size of the group, pupils' ages, the subject or theme to which the visit is linked, desired length and content of the visit and other additional information, e.g. if there are there any pupils with special education needs in the group. Objectives of the visit must be agreed with the teacher. Practical matters relating to the visit are the responsibility of the visitor.

Visitors must be made aware of their role and responsibilities in arranging and carrying out school visits. These guidelines include a visitor's checklist which is designed to ensure the high quality of the visit. The checklist should be covered in training and visitors should be encouraged to use it to check all points on the list before and after a visit. Good coordination comprises of good cooperation and communication between the teacher, visitor and coordinator.

High-quality school visits require committed and enthusiastic visitors. It is important to create opportunities for visitors to get to know other

visitors and establish a visitor network. Sharing experiences helps all visitors improve their skills and maintains motivation. Visitors must be made aware of whom they can turn to if they need help or support. Visitors should be offered meetings and supplementary training so that everyone can make use of the experiences of others and discuss whether the content of the visits is sufficiently up-to-date.

CRITERIA

- 6.1 There is a good register of visitors.
- 6.2 All visits are documented for the purpose of follow-up and reporting.
- 6.3 Questions of age group and the length, content and objectives of visit are discussed with teachers or they are expressed in a visit request form.
- 6.4 Visitors have been made aware of their role and responsibilities in arranging and carrying out school visits.
- 6.5 Visitors have been made aware of whom they can turn to if they need help or support.
- 6.6 Visitors have been offered meetings and/or supplementary training.

It is possible to have regional coordinators?

Is it possible use more social media and open platforms to coordinate visits?

How can visitors be supported to become more committed and be provided opportunities to get to know each other?

How can visitors be better supported?

How can visitors be better motivated to take part in meetings and supplementary training?

How can long-standing visitors be rewarded?



7. GATHERING FEEDBACK, ASSESSMENT AND QUALITY MANAGEMENT



Gathering feedback and continuous assessment are vital aspects of school visits. It is only possible to improve visits and ensure their quality by having a good feedback system in place. Self-evaluation by the organisation is part of the assessment but must be complimented by feedback from schools and visitors.

Feedback from the teacher, pupils and visitor must be requested concerning each visit. When feedback from each visit is compared, you receive more reliable information on how the objectives of visits are being met. If feedback from teachers and visitors is very different, the cause for this must be found out. However, it is good to understand that negative feedback from a teacher does not necessarily mean that the visit was not effective from the point of view of the pupils. In the end, it is the experience of the pupil that counts, not the expectations of the teacher. Even though gathering written feedback after a short visit may not be sensible, the visitor should still ask the pupils what they thought of the visit and how it affected them.

Teachers can be asked to provide feedback either verbally or in writing. Feedback should include information on whether objectives were met and what could have been done otherwise. Feedback should be evaluated in relation to objectives and used to continually improve visits. Visitors must be provided with regular feedback concerning their school visits to allow them to improve their work. Feedback should be positive and encouraging but also offer suggestions for improvement. Visitors' views should be used in developing the organisation's work as it is often the visitor who has first-hand experience in the effectiveness of particular lesson plans and whether objectives are met.

Observing the work done by other global education organisations is recommended. Comparative assessment between two organisations, sharing good practices and discussing the challenges of the work together with other global education providers can inspire your organisation to improve your own work. Assessing and developing the school visits should be systematic and continuous. This is the only way of ensuring that the goals of global education are met.

CRITERIA

7.1 Schools and visitors are asked to provide feedback of every visit and this feedback is then compared with earlier feedback.

7.2 Feedback includes information on whether objectives set for the visit were met.

7.3 Feedback is used to assess how well objectives are met and improve the work of the organisation.

7.4 Visitors are provided feedback concerning their visits.

7.5 Assessment and development of school visits is systematic and continuous.

What is the most useful way of gathering feedback?

How is feedback documented and used?

How can the skills and development of visitors be evaluated?

How can communication between visitors and our organisation be improved?

Can teachers be contacted for feedback a few months after the visit to ask if they have discussed the theme further, used any material provided for the school or if there has been any change in pupils' attitudes?

Is it possible and useful to create a social media platform where organisations can develop school visits together?

Could a peer assessment with another organisation be arranged?



III CHALLENGES OF SCHOOL VISITS

Regardless of different methods on their school visits, organisations face very similar challenges such as finding committed visitors, the pedagogical skills of visitors, giving feedback, agreeing on objectives, expectations and wishes of teachers, evaluating the effectiveness of visits and available resources.

Commitment: School visits are often made possible by volunteers but this also brings about challenges. How can you make volunteers commit themselves to the work? It is essential to support visitors in the many ways available such as regular contact and creating opportunities for meeting other visitors. The first school visit may be crucial: it should be as close as possible to the training and also motivate the visitor to go on. Perhaps the visitor can be offered the chance to observe a lesson given by a more experienced visitor or visit a school together with another visitor. It can be challenging to market visits to schools when there are no guarantees of visitors' long-term commitment. On the other hand, opportunities to go on visits motivate visitors and these opportunities should be made available but only to the extent that they can then be carried out.

Pedagogical skills: One of the challenges is that many visitors may have no experience in teaching or giving talks to groups of children. Pedagogical skills cannot be taught during a short training programme but key points related to giving a talk, lesson structure, considering the differences between target groups, organising activities and recapping should be covered in training. There are often a lot of material and different methods available but it can be challenging to use them unless the visitor has been trained to apply them. It can be difficult to identify suitable visitors when recruiting or even in the training stage. A visitor may be great with children and young people without having any formal pedagogical experience.

Feedback: It might feel difficult to give a visitor any critical feedback but it can be as important as positive feedback as it motivates the visitor

to improve and remain committed to the work. If a visitor regularly receives critical feedback from teachers, it is useful to discuss with the visitor how they could improve their visits and, for example, suggest that they go on a visit with another visitor. It can be challenging to try to evaluate the skills of a visitor but regular interaction, gathering feedback from teachers and visitors and discussing feedback with visitors can be helpful in this.

Common goal: Conflicting views of the purpose of school visits by the visitor and organisation can cause ambivalence. This is why it is important to emphasise in training that the goal of global education is to encourage pupils to think and act critically which is not achieved by simply providing information in a lecture-like setting. If the values of the visitor clearly conflict with those of the organisation, this should be discussed. Visitors are allowed to express their own opinions but within limits; they are representatives of the organisation first.

Teachers' expectations: Teachers' expectations too can sometimes conflict with those of the visiting organisation. The content of visits must be clearly defined on the organisation's website and when a school requests a visit. However, teachers might still request that certain themes which are not part of the organisations mission are discussed during the visit. Common objectives must always be agreed with the teacher. If the organisation does not contact the teacher to agree on objectives, the visitor must discuss about them with the teacher before the visit. Some expectations from teachers can be challenging. The visitor can be seen as a substitute who will relieve the teacher from some of his or her workload or teachers may assume that a complex global education theme can be covered during one school visit. This is why it is very important to emphasise to teachers that their own contribution during and after the visit is crucial. Global education themes are part of the national curriculum and they should be incorporated into all subjects.

Effectiveness: The most significant aspect of a school visit is the experience of the pupils. Even if the visit did not meet the expectations of the teacher, it is possible that pupils were inspired to think critically about the themes covered. It is very difficult to evaluate the effects of global education because the development of pupils' attitudes and critical awareness is also dependent on whether the teacher incorporates these themes to other lessons and how the pupils are influenced by attitudes in their environment. Even if the visitor feels that the visit did not meet the objectives set for it, it may prove to have been a significant in a child's or young person's life.

Resources: Lack of resources is one of the challenges of organising school visits. Identifying available resources and making detailed calculations on costs helps establishing the big picture and allocating resources between different areas of work. One way of making best use of resources is collaboration between different organisations. You can always learn from the experiences and ideas of other global education organisations, and cooperation should be extended to cover marketing visits to schools. Discussing the challenges of the work and sharing good practices is essential in improving the quality of school visits.

Information on organisations doing school visits can be found at Gloaalikasvatus.fi (in Finnish).

*"Quality is about learning what you are doing well
and doing it better."*

- DARE Forum, CONCORD 2011



QUALITY CRITERIA

1. DEFINING OBJECTIVES

- 1.1. The target group of the school visits has been defined.
- 1.2. Objectives for school visits have been defined and they are based on the common goal of global education and the values, objectives and mission of the particular organisation.
- 1.3. The objectives of each individual school visit are have been agreed upon by the visitor and the representative of the school.
- 1.4. Objectives have been set so that they can be assessed.

2. PLANNING AND ALLOCATING RESOURCES

- 2.1. The roles and areas of responsibility of all those working on school visits have been defined.
- 2.2. Available resources have been identified: people, facilities, time, equipment and finances.
- 2.3. All costs have been recorded and their necessity evaluated.
- 2.4. Possible problems and unexpected costs have been taken into consideration.

3. CONTENT OF VISITS, METHODS AND MATERIALS

- 3.1. The content of the visit, methods and materials contributes to meeting the objectives set for the visit.
- 3.2. The content is linked with the objectives of the national curriculum.
- 3.3. The age of the target group has been taken into consideration when planning the content, methods and materials.
- 3.4. The content relates to the lives of the target group.
- 3.5. Different ways of learning have been taken into consideration.
- 3.6. The visit helps the audience to become aware of ways they themselves can change things.
- 3.7. Ethical issues have been taken into consideration.



3.8. Materials and content are regularly updated.

3.9. Material that can be given to teachers to use after the visit is available.

4. RECRUITMENT AND TRAINING OF VISITORS

4.1. Recruitment ads are clear about what the purpose of the visits is, what is required of a visitor and what the visitors are committing themselves to when taking part in training.

4.2. Training emphasises the goals of the organisation in question as well as the general goals of the school visits.

4.3. Training covers the components of a high-quality and pedagogically effective visit.

4.4. Ethical questions and the rules related to school visits have been discussed with the visitors.

4.5. Visitors have made their own lesson plans and they have been offered lesson plan templates during training.

4.6. Visitors have been given instructions on how to deal with practical matters.

4.7. Visitors have been offered the chance to observe a lesson given by a more experienced visitor or visit a school together with another visitor.

4.8. Visitors have been asked to provide feedback concerning the training and this feedback is used to improve training.

5. MARKETING

5.1. Marketing is planned and carried out within the limits of resources.

5.2. The marketing message to schools clearly communicates the purpose of the visits and how the school would benefit from a visit.

5.3. If visitors are volunteers, it is clear from the marketing message.



6. COORDINATING VISITS AND SUPPORTING VISITORS

- 6.1. There is a good register of visitors.
- 6.2. All visits are documented for the purpose of follow-up and reporting.
- 6.3. Questions of age group and the length, content and objectives of the visit are discussed with teachers or they are expressed in a visit request form.
- 6.4. Visitors have been made aware of their role and responsibilities in arranging and carrying out school visits.
- 6.5. Visitors have been made aware of whom they can turn to if the need help or support.
- 6.6. Visitors have been offered meetings and/or supplementary training.

7. GATHERING FEEDBACK, ASSESSMENT AND QUALITY MANAGEMENT

- 7.1. Schools and visitors are asked to provide feedback of every visit and this feedback is then compared with earlier feedback.
- 7.2. Feedback includes information on whether objectives set for the visit were met.
- 7.3. Feedback is used to assess how well objectives are met and improve the work of the organisation.
- 7.4. Visitors are provided feedback concerning their visits.
- 7.5. Assessment and development of school visits is systematic and continuous.

VISITOR'S CHECKLIST

Before a visit

- I will discuss the following points with the teacher and/or will be informed by the organisation regarding:
 - Target group: age, class size, pupils with special education needs and other related issues
 - Expectations and requests by the teacher: Which lesson or theme is the visit linked with? Has the theme been discussed previously?
 - The visitor is not a substitute teacher; the teacher must be present
 - Practical matters: teacher's phone number, timetable, facilities available, technology and material

- I will agree upon common objectives for the visit with the teacher. These are also in line with the school visit goals of the organisation.

- The basis for my visit plan is the target group and the agreed objectives.

- I will consider different learners and diversity in the classroom. I will think in advance how the target group will respond to the theme.

- My plan is flexible and I can change it according to the situation. I have a backup plan and/or additional activities I can use.

- I will arrive well in advance and ensure that any technology I am planning to use works properly.

- If I have to cancel my visit, I will let the school and organisation know immediately.

During a visit

- I will introduce myself to the pupils. I will start by talking about the purpose of the visit and the structure of the lesson.

- I will try to create an atmosphere where diversity, human rights and other people's opinions are respected. I will avoid reinforcing any stereotypes.

- I will avoid lecturing. Instead, I will encourage pupils to take part in conversation and be critical.

- If I use activities or videos/pictures, I will ensure there is enough time for recapping.

- I will tell pupils about the ways they can make a difference and end the visit on a positive note.

- At the end of the visit, I will ask pupils to share their opinions and feelings on the visit.

After a visit

- I will ask the teacher's opinion on the visit and ask him or her to discuss the visit with the pupils to determine what their experience was. I will ask them to send feedback directly to the organisation's contact person.

- If possible, I will give the teacher material to use after the visit or useful website links.

- I will assess the visit myself: How well were the objectives met? Were my methods suitable for the target group/meeting the objectives? What went well and what could I have done otherwise? Did I get the impression that the pupils were inspired to think about the theme? I will send the feedback to the organisation's school visits contact person.

This guide introduces common quality criteria for non-governmental organisations (NGOs) which provide schools with global education, e.g. in the form of school visits. The purpose of this guide is to ensure the quality of these visits in all of their different areas.

These quality criteria are designed for NGOs and therefore the different areas of work related to school visits from planning and marketing to coordinating and assessing are discussed from the point of view of NGOs. In addition to quality criteria, this guide includes a visitor's checklist.

The guide also discusses some of the challenges of school visits and how methods used by other organisations could be adopted to improve your own work.

