



Joint Management Agreement between the  
European Commission – EuropeAid Co-operation Office and the North-South Centre of the Council of Europe  
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[www.nscentre.org](http://www.nscentre.org)

## North-South Centre of the Council of Europe 4<sup>th</sup> Global Education and Youth - Training of Trainers

*Within the 16<sup>th</sup> University on Youth and Development*

20<sup>th</sup> to 27<sup>th</sup> of September 2015

Mollina, Spain

### REPORT OF THE ACTIVITIES



Organised by the North-South Centre and the Network of Universities on Youth and Global Citizenship, under the framework of the Joint Management Agreement between the European Commission – EuropeAid Co-operation Office and the North-South Centre of the Council of Europe in co-operation with the partners of the Network of Universities on Youth and Global Citizenship

## Presentation

The 4<sup>th</sup> **Global Education and Youth Training of Trainers** was one of the activities held in the 16<sup>th</sup> University on Youth and Development.

The North-South Centre of the Council of Europe together with the partners of the Network of Universities on Youth and Global Citizenship organised this training course which comprised of 23 participants.

The training course had **two main aims**:

- To empower young people to further support the practice of GE based on NSC GE methodology and programme (Global Education Guidelines and online training courses), as well as;
- To develop competences of participants that are or will be actively involved in the implementation of the sister Universities.

The specific objectives of the course were:

- To facilitate the development of competences and skills, and transfer of innovation in educational strategies with a collaborative learning approach;
- To explore the philosophy and the implementation of both the Network of the Universities and e-learning courses in order to act as multipliers;
- To understand the different contexts of implementation of global education.

## Background of the North-South Centre's Youth Co-operation and Global Education Programmes

The overall aim of the Centre in terms of youth is to provide training and capacity building for young people and youth organisations as well as to facilitate their participation in decision and policy making, in the framework of quadrilogue<sup>2</sup> initiatives.

In the framework of the Joint Management Agreement 2013-2015 between the European Commission (EuropeAid Office) and the North-South Centre of the Council of Europe (NSC), it is foreseen in this three year cycle, to provide training and capacity building opportunities for youth leaders, trainers and youth organisations through the following activities: at global level the "Global Education and Youth Training of Trainers" (at the University on Youth and Development, once a year), and at inter-regional level "Training Course for Youth Leaders of African Diaspora Living in Europe" and the "Africa-Europe Training Course".

The Global Education and Youth Training of Trainers is a natural progression of the previous training opportunities at global level for youth organisations, also inspired by the Global Education (GE) online training courses (since 2009, the NSC has been offering on-line training courses covering the Human Rights and Intercultural dimensions of GE, a successful capacity building experience developed within the Joint Management Agreement, completed in 2014 with the introduction of the new topic on Democratic Citizenship) and the previous editions of the Global Youth Work Training Course.<sup>1</sup>



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<sup>2</sup> The quadrilogue is a working methodology promoted by the North-South Centre of the Council of Europe that promotes dialogue and action between the following actors: Governments, parliaments, local and regional authorities and civil society (namely youth organisations and trade unions)

## Participants

A set of criteria have been put in place in order to select participants for the training course. Selected participants had to:

- be a key multiplier playing an active role within a youth organisation/platform or institution (that is or plans to be actively involved in the organisation of one of the Universities);
- have some experience as trainers/facilitators;
- be aged between 18 and 30;
- have already some qualification or experience in terms of the Network of Universities and/or international youth work and project work;
- be committed to attend the full duration of the course and be supported by a youth organisation/platform or institution;
- be able to work, communicate and report in English.

After a careful selection process, carried out by the North–South Centre, we have had a group of 20 participants, representing diversity in terms of gender, region, specificity of their global education involvement and type of organisation they represent.

### Selected participants

Surname	Name	Nationality	Organisation
<b>Hattab</b>	Mahmoud	Tunisian	Tunisian Youth Council
<b>El Wahab</b>	Nada	Egyptian	The Egyptian National Project for Theatre of The Oppressed
<b>Mohammed</b>	Qasserras	Morocco	Global Shapers
<b>Ammouna</b>	Khalil	Lebanon	Lebanese Youth Red Cross
<b>Djazil</b>	Zehani	Algeria	Algerian Youth Voices
<b>Prakash</b>	Bista	Nepal	Founder/Director at Modern Model Residential School, Kalikot, Nepal
<b>You</b>	Zhuoling	China	Coordinating Committee international Voluntary Service (UNESCO)
<b>Mooge</b>	Zamiya	Ireland (Somalia)	ADYNE
<b>Hindra</b>	Ny	Madagascar	Liberty 32
<b>Maseka</b>	Esanju	Zambia	The Duke of Edinburgh's International Award-Zambia
<b>Kebbie</b>	Alfred Agustine	Sierra Leone	Youth Partnership For Peace and Development Sierra Leone
<b>Beaumont</b>	Anne	France	YFU
<b>Pintusava</b>	Hanna	Belarus	AEGEER
<b>Jak</b>	Laura	Netherlands	IUSY
<b>Germovšek Žnidaršič</b>	Matic	Slovenia	Young European Nationalities: YEN
<b>Mila</b>	Majstorovic	Bosnia Herzegovina	EFIL
<b>Militaru</b>	Adela-Mihaela	Romania	ARCADIA (CONCORD)
<b>Evelina</b>	Revuckaitė	Lithuania	Vytautas Magnus University (Vytauto Didžiojo universitetas)

<b>Canestrini</b>	Fenice	Italy	Younet
<b>Villegas Caputti</b>	Josefina	Argentina	Sumando Argentina
<b>Montenegro</b>	Juri Stephannie Pitti	Panama	National Youth Council
<b>Anablón</b>	Hector	Chile	FLACJ

## Trainers

The pedagogical team has been composed of five experienced trainers, reflecting gender balance and the cultural, political and geographical diversity of the regions. Team selection was made having into consideration the complementarity of profiles, their experience in the Universities and their competences related with Global Youth Work development and Global Education.

The team consisted of:

- **Federica Cicala** (Italy) – Pedagogical coordinator
- **Malek Ben Ammar** (Tunisia)
- **Maya Doneva** (Bulgaria)
- **Hannah Ondiek** (Kenya)
- **Aimori Matusumoto** (Mexico)
- **Vic Klabbers** (Netherlands) - expert trainer from the team of online GE training courses promoted by the NSC (coming from The Network University)



## University on Youth and Development

The [University on Youth and Development \(UYD\)](#) is an activity organised by the [North-South Centre of the Council of Europe](#) (NSC) in partnership with the Spanish Government ([INJUVE](#)), the [European Youth Forum](#) (YFJ), the [Spanish Youth Council](#) (CJE), the Latin American Youth Forum (FLAJ) and other international youth organisations and youth serving organisations.<sup>2</sup>

Since its first edition in 2000, the University takes place once a year bringing together representatives of youth organisations and youth movements from all over the world who gather in [CEULAJ](#) (Euro-Latin-American Youth Centre) to discuss, train and be trained as well as to take political action around the main issues on the global agenda.

The University is the oldest sister of the Network of Universities on Youth and Global Citizenship (together with the others that have been organised in Tunisia, Cape Verde/Kenya and Uruguay) that is facilitated by NSC.

<sup>2</sup> For more information about the previous edition check the report of the 15<sup>th</sup> UYD: [http://www.coe.int/t/dg4/nscentre/Resources/Publications/2015UYD\\_reportfinal.pdf](http://www.coe.int/t/dg4/nscentre/Resources/Publications/2015UYD_reportfinal.pdf)

In 2015, the University on Youth and Development celebrated its **16<sup>th</sup> edition**, under the joint **theme “Youth.org: actors for change!”** and renewed hopes and aspirations, objectives and challenges were shared between partners to reinforce this space as the home of the Global Education and of the Global Youth Movement.



## Methodology

The training methodology was based on a number of successful experiences of training for youth workers and youth leaders developed by the North-South Centre of the Council of Europe.

The Global Citizenship Education approach through non-formal methods was used in delivering the sessions of the programme activities. According to the profiles of participants and the objectives of the NSC the team of trainers designed and implemented specific activities fulfilling the needs of different multiple intelligences, local and national contexts, specific competences of participants.

Training activities aimed to create a common understanding of Global Education among participants, contextualise GE to different targets groups and contexts, and explore the different delivering methods building upon participants' experiences and knowledge.

Guests from the Network of the Universities have been invited to introduce participants to the global institutional framework of youth cooperation facilitated by the NSC of the Council of Europe.

The Global Education and Youth Training of Trainers also included a e-learning dimension. Selected participants took part **in the online course: *Global Education - The Intercultural Dimension***; offered by NSC and The Network University (TNU). This course took place from **17 August to 11 September 2015**.

Participation in this course were required an active collaborative participation for at least 10 hours per week for four weeks.

## Programme

	20 <sup>th</sup> Sun	21 <sup>st</sup> Mon	22 <sup>nd</sup> Tue	23 <sup>rd</sup> Wed	24 <sup>th</sup> Thru	25 <sup>th</sup> Fri	26 <sup>th</sup> Sat	27 <sup>th</sup> Sun	
9,30 – 11,30	Arrivals	Getting to know each other	Global and Local contexts	Developing programmes and sessions	Debriefing	Network of the University	Presentations	Departures	
		Opening ceremony			E-learning skills	Practical activity			
11,30 – 12,00									
12,00 – 14,00		Intro to the ToT	Global Education Methodology	Dos' and dont's of facilitation	Continue	Continue	Open space		
Lunch									
16,00 – 17,30		Building the group	Methods and principles of GE in formal and non formal settings	Joint programme session	Free Afternoon	Continue	Action planning		
							Evaluation		
17,30 – 18,00		Coffee break				Coffee break			
18,00 – 19,30		Building the group	Continue	Continue		Continue	Conclusions and closing ceremony		
19,30 – 20,00		Free	Reflection groups	Reflection groups		Reflection groups			
	Dinner					Dinner	Farewell cheers		
Night		Joint programme	Joint programme	Joint programme	Joint programme				

## Programme

Every University on Youth and Development is an overwhelming experience of emotions, knowledge, mutual understanding, awareness of “others” realities and competences development which makes it challenging to sum up into a written document.

The Training of Trainers on Global Education and Youth is recognised by all the participants of the Universities as the most challenging and fascinating course. It requires a lot of energy, intercultural understanding and mental flexibility.

Nevertheless, it is important to share the main milestones of such experience for several reasons: to disseminate its outcomes, to assess the quality of the course, and to inspire both the ones who have been participating and the ones who will get ideas for further implementations in different areas of the world.

## Monday

### **Purpose**

The first day aimed to create a safe learning environment where participants could get to know each other, understand the framework of the course and of the University, and to create the working team for the rest of the week.

### **How we did it**

Getting to know activities started on Sunday evening, but some participants were still on their way to Spain. On Monday morning we focused on introducing course's objectives, the programme and the representatives of the North South Centre that made the Training of Trainers (ToT) happen.

During the afternoon we built our personal book covers,

constructed paper towers, jumped into a mine field made of participant's items from around the world, and we created a Cube story starting from the 17 Sustainable Development Goals.



### **What we learned**

#### **Paper Tower Game**

*To be able to work in a multicultural team of trainers you need to:*

1. Always accept change
2. Always be ready to make a strategy – it is critical in getting things done since it helps you understand what you want to achieve and how to get there.
3. Have more than one plan prepared in case plan A doesn't work
4. Time can be a challenge, as a trainer one should be able to manage the time well
5. Always have fun, laugh when you fail and make sure you pick up the pieces and move on
6. Limited resources are a problem, but it will happen often in life. As a trainer one needs to use the resources one has to make a successful training
7. Listening is important as a trainer
8. A trainer must be creative to make it fun and engaging. This helps to engage the participants and have them connect to the lessons.
9. It is important to know the expertise of everyone at the start of the training as it helps in the work process
10. There has to be a balance between theory and practice
11. There are always many approaches to a problem, one needs to find the best approach for a

## Cube story

Rolling two dices with the graphics of the **Sustainable Development Goals** can be a challenging activity..

Story	Debriefing
<p>Innovation – our generation will come up with new ideas, innovation and new technologies.</p> <p>We are here to share experiences and partnership to reach the goal of not seeing any person without food.</p> <p>Jobs - with those experiences we will get new jobs to boost economy to feed the world with no hunger. One day people will get good jobs and good economy and will make steps for gender equality everywhere. For good job to happen sustainable innovation is required. Education can facilitate innovation.</p> <p>Gender equality is a human right. We have to involve women in infrastructural development.</p> <p>One day refugees will be integrated in our society.</p> <p>We as educators we need to spread the message of global goals all together.</p> <p>Taking action regarding global and economic goals we should not forget to take care about the planet, because it has to be sustainable.</p> <p>A Syrian girl went to have a snack. She prayed for peace in her land and justice for her people. And the parents of the girl were discussing a new developing programme in the country.</p> <p>With no hunger in the country, people would live in peace.</p> <p>The guy who was writing the story was very hungry, but in the end he was not hungry anymore</p>	<p>The concepts are easy to link because are all connected.</p> <p>There was a lot of repetition, while a real story should be created with the inputs of the dices</p> <p>One of the struggles was that it was like a political statement rather than a story.</p> <p>It reminded me somehow of a poem.</p> <p><i>We are sharing the SGDs and the global agenda, but we come from different realities and we have to find different solutions to common problems.</i></p> <p><i>The fact that innovation has come up many times made me realise that there are many innovative solutions that we can share among communities.</i></p> <p>It is important to link this exercise to our scope: we have the trainers and the trainee and we need to link them.</p> <p><i>Being a trainer what you have to do is to orchestrate what you want to do with the group and link their ideas together.</i></p> <p>Similarities with trainers' life:</p> <ul style="list-style-type: none"><li>• A method to let people understand what we do is to use this kind of exercise to raise awareness into to people.</li><li>• The aim of the activity is to bring difficult concepts into an easy explanation</li></ul>

## Tuesday

### **Purpose**

During the week of the training course, a global momentum took place: The United Nations summit for the adoption of the **Post-2015 Development Agenda** was held from 25 to 27 September 2015, in New York and convened as a high-level plenary meeting of the General Assembly.

Therefore, we focused Global Education learning methodology and contextualisation into the framework of the launching of the Sustainable Development Goals to raise participant's awareness about the importance to



link the international institutional agenda with the local and national education programmes, both with dissemination and advocacy purposes.

For more references: <https://sustainabledevelopment.un.org/post2015>

### ***How we did it***

### **Stand UP! Interviews**

#### Youth.org ACTORS for change:

Throughout the training activities like the United Nation speeches and the simulation and problem-solution tree, participants pointed out several trends that decision makers should take into consideration when addressing youth work in the context of global education and also youth activism and leadership in the framework of global activism.

### ***What we learned***

#### *SDGs 1, 2, 3, 4: Basic human needs*

For both the trainers and the participants it was a hard topic to discuss the violation of basic human rights in many regions of the world. Many of the UN speeches simulations of the participants were actually targeting towards violation of basic rights and inspired a very interesting *discussion for what is considered basic in Latin America, Europe, Africa, Asia, North America etc.*

#### *Some of the identified challenges were:*

Inequality because of extreme poverty and wealth in one region, access to public health systems, no good quality of the public health care, no access to public education, no relationship between public education and needs for work skills, poverty-rooted violence, illiteracy, not motivated to change the current situation with social processes. Many of those challenges are already a subject of youth work or social work and our participants were involved in many actions in order to solve the situation and ensure equality and open access.

#### *Some of the shared opinions and proposals were:*

to provide scholarships, trainings for teachers on sustainable development and education, training youth on entrepreneurship, non-formal education in schools, guarantee equal access to all trainings for different target groups, promote non-formal education, making quality education accessible, prioritize needs and invest in basic rights that will positively affect society, workshops on how to find a job, promote values of education, provide cultural activities and theatre to people who have no access to them.

#### *SDGs 7, 8, 9, 10, 11, 12, 13, 14, 15: Environment and Economic growth*

The area of sustainable development and environmental protection and preservation was identified as one of the most challenging for future. GE trainers and many of them shared their concerns for the way their governments are managing natural resources, the boost of intensive agriculture systems, the issue of climate change, the lack of balance in water supply, the pollution of water and the access to clean water, access to energy, and the lack of transparency of the process of investment in sustainable infrastructure.

#### *Some of the proposals for action and good practices were:*

To support companies providing energy-saving solutions, use of public transportation, consume local and ecological products and food, responsible consumption, reuse old items and clothes, reduce resource exploitation instead of intensive agriculture systems to respect natural cycle of nature and land production, to protest against the privatization of water, carpool and share a ride concept, public campaigns on healthy lifestyle and green lifestyle. Development of sustainability guidelines, reforestation, campaigns targeting children and youth on environmental topics, green projects workshops, supporting the reuse concept, reduce plastic usage, support environmentally-friendly innovations.

#### *SDGs 16: Peace and Justice Tree*

*Participants underlined the following challenges:*

Tolerance to mobility issues, differences between the school programs and quality of skills provided by schools, access to labor market, the raising rates of poverty, not enough universities, lack of educated women, corruption, support of other countries, support and cooperation on international level, rural education, financial culture and education, lack of quality education and competence-based education, political prisoners, violence because of poverty, gender discrimination, lack of women leaders, lack of infrastructure.

During the problem tree activity, the participants stated the various attempts to change the current situation that they and their organizations are implementing in their local context:

NFE trainings on tolerance, apply non-violent communication principle in daily- life an inspire others to do the same, human rights education training, projects on peace-building with young people, empowerment activities for young women and promotion of female leadership, peace education activities in schools, promoting peace activities through training based on dialogue, tolerance and activism, sharing love and kindness to everyone around, democracy-awareness workshops, empowerment of women from local communities, street actions on democracy and tolerance, transfer of expertise and knowledge.

Video references:

SDGs 1 min <https://www.youtube.com/watch?v=5G0ndS3uRdo>

UNU <https://www.youtube.com/watch?v=mTaUaem1OLY>

Global Education First <https://www.youtube.com/watch?v=3OdP7bYe5wk>

Definition of Sustainable Development:

***“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”*** — from the World Commission on Environment and Development's (the Brundtland Commission) report *Our Common Future* (Oxford: Oxford University Press, 1987).

## Global Education Methodology

### **Purpose**

The session aimed to introduce the global education framework in terms of values, knowledge and skills developed by the methodological approach, to make a draft of the competences needed by a GE trainer.

### **How we did it**

In order to keep on framing the main topics tackled by Global Education, the session just started with a presentation of two websites:

*Global Peace Index – Vision of Humanity* <http://www.visionofhumanity.org/#/page/indexes/global-peace-index/2015>

*Behind the Brands campaign of Oxfam International* <https://www.oxfam.org/en/campaigns/behind-brands>

They helped participants to have an overview about the global peace index and its different indicators, while the second website focus on the biggest multinational food companies' policies on issues from workers' rights and women rights, exploitation of land, resources and water supplies, the way suppliers should behave on these issues.

Afterwards, participants divided themselves in small groups and acted their perception of Global Education in a creative way. Silent wall activity followed to identify the values and attitudes, the knowledge, the skills and the contexts of implementation of GE and the role of the trainer in this process.

### **What we learned**

A common understanding about the principles and the values of global education with a deductive approach was created.

## Methods and principles of Global Education in formal and non formal settings

### **Purpose**

The session aimed to explore the links between formal and non-formal education contexts and share non-

formal education methods to deliver the fundamentals of GE methodology.

### ***How we did it***

A very important skill of a good trainer is the ability to design pedagogical processes able to address different type of individual and collective intelligences. In order to develop this ability it is very important to self-assess personal learning styles and recognize what facilitates our own learning, in terms of visual, auditory, kinaesthetic learners. Therefore, in small groups participants interviewed each other to reflect upon the way they learn.

This was followed by a distinction between formal, non formal, and informal education settings which helped to identify the different learning contexts and the reference target groups.



### ***What we learned***

According to the HRE principles, formal, non-formal, and informal education, are complementary and mutually reinforcing elements of a life-long learning process. This course considers all these different settings, whereby the different sections may be adapted and applied to any of the formal or less formal settings, whether on regular or irregular basis.

<p style="text-align: center;"><b><u>Formal Learning:</u></b></p> <p>refers to the structured education system that runs from primary school to university and includes specialised programmes for technical and professional training.</p>	<p style="text-align: center;"><b><u>Non Formal Learning:</u></b></p> <p>refers to any planned and structured learning process that involves personal and social education for specific groups of people design to improve skills and competences outside the formal educational curriculum. By its character is voluntary, accessible for everyone, an organised process with educational objectives, participatory and learner-centred, about learning life skills, based on involving both individual and group learning with a collective approach, holistic and process-oriented, based on experience and action and participants' learning needs.</p>	<p style="text-align: center;"><b><u>Informal learning:</u></b></p> <p>refers to a life-long process, whereby every person acquires attitudes, values, skills and knowledge from educational influences and resources in the immediate living environment, as well as from daily experience. This education takes place mainly in family, neighbourhood, marketplace, library, mass media, work, play and other settings.</p>
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From COMPASSS manual on Human Rights Education of the Council of Europe

<http://www.coe.int/en/web/compass>

<http://www.eycb.coe.int/compass/>

## **Wednesday**

### **Developing programmes and sessions**

#### ***Purpose***

During the morning, we explored how to use different methods and tools when designing a session in order to identify different aspects and practicalities on session planning.

### ***How we did it***

Energy drink for Session planning: what is your secret potion?

#### **100 gr**

- Participants needs
- Environment
- Trainers knowledge
- The specifics of the topic
- The context
- The program flow
- The materials that you have
- The team composition
- The team expertise
- The weather
- Your emotional relation with the topic

### ***What we learned***

Participants agreed that the most important ingredient is creativity at 25% because it helps to engage everyone and take the mood out of the formal moments. They had diverse point of view about the important ingredients to priorities and end up with a compromise.

In the debriefing participants shared the process they went thought to select the magic formula and their priorities on the personal level putting the accent that we come from different realities and have different priorities related to the realities.

### **Dos and Don'ts of facilitation**

#### ***Purpose***

At this stage of the programme, it was important to start moving towards practical experiences to identify the characteristics of facilitation techniques in terms of methods, attitudes and reporting.

#### ***How we did it***

Tool Fair: "Youth.org Facilitators for change!"

Introduction to NFE methods to deliver Global Education programmes.

#### ***What we learned***

Many participants were not acquainted of all the main methods used to deliver non formal education trainings, therefore the activity was an enjoyable way to assess which learning objectives a method develop and in which context is possible to apply it while preparing a demo version of the tool for visitors.

The joint programme activity of the afternoon saw the participants busy supporting the reporting and presentation of the working groups organized by University.

### **Thursday**

#### **Debriefing**

#### ***Purpose***

The day started with a session sharing personal feelings and lessons learned about the joint programme facilitation.

#### ***How we did it***

In plenary participants shared their experiences through guided questions

#### ***What we learned***

The three processes: writing, summarizing and sharing in plenary helped most of the participant to understand the topic better.

They noted that people took them as part of the speaker's team since some participants asked them questions on the subject. It is of importance to note that although all this was going on in the background,

including the short time allocated, and all other concerns that may have arisen, the trainers still gave good reports and participants from each group and other sessions were able to clearly be taken through the discussions and lessons in the sessions they were not able to attend.

## E-learning skills

### **Purpose**



In the previous days, the super trainer and the super facilitator were introduced pointing out all their main competences and features. Now it was about time to introduce e-learning facilitation in the context of non formal education (competences and session design) with a specific focus on the e-learning programme in the framework of the NSC.

### **How we did it**

Building on participants experiences the main aims of e-learning have been explored in terms of the motivation to participate, the group dynamic online, the description of assignments (methods), and the lessons learned.

For this we started with a group exercise in which participants in groups of four shared their experience with e-learning and identified amongst themselves which form of e-learning they know. They presented the outcomes of this in a plenary session. This was followed by a presentation of the different aspects and methods of designing an e-learning courses. To put theory into practice the three courses offered by the NSC were examined in terms of methodology, target audience, use of non formal education and group exercises, and the role of action planning in an e-learning course.

In the second session on e-learning we looked more closely at how to use non formal education within e-learning courses by presenting and discussing different methodologies. The session ended with a group exercise in groups of four where the participants had the task to design a group exercise for an e-learning course by using non formal education methodologies. The participants could use a different context like high schools, youth organisation, or in the framework of the Universities.

### **What we learned**

Participants got an insight of the main technicalities of designing and implementing an e-learning course and how to use non formal education methodologies to engage participants.

## Friday

## Network of the University

### **Purpose**

The session aimed to raise awareness about the global processes related to youth policies in the framework of the Universities identifying challenges and opportunities in implementing the Universities.

### **How we did it**

Representatives of the NSC of CoE, the European Youth Forum, Pan African Youth Union, Network of International Youth Organisations in Africa, the Foro Latino Americano de Joventud and African Diaspora Youth Network in Europe explained how they cooperate in the organisation and implementation of the Network of the Universities on Youth and Development.

### **What we learned**

The debate opened participants' eyes on the possibilities and responsibilities of being a trainer in the framework of the universities.

## Practical activity

### **Purpose**

It was about time to provide space for participants to practice the process of session planning and workshop development working in mixed teams.

### **How we did it**

Participants signed up for different groups according to their interests and main target groups.

Group sessions:

1. prepare a GE learning programme for high school students
2. prepare a GE topic related workshop session for your youth organization / community
3. prepare a GE Regional training course for a regional/ national umbrella organization
4. prepare a GE international training course in the framework of the Universities

### **What we learned**

It is important to have someone taking the lead as coordinator, in order to keep time and keep the group focused on the process. According to different cultures the role of coordinator can be different and we have to take this into account. As trainers when you are in a team you have to assess the specific competences you can bring into the team. You also have the ability to assess when it is useful to talk or to listen to other people. See Annex 1 for examples.

## Saturday

### Open space and action planning

#### **Purpose**

The sessions aimed at sharing organizational and personal present and future plans to promote networking among participants.

#### **How we did it**

In the open space trainers shared their professional journeys to reach the University, while in the action planning participants filled in a matrix and then share it informally with fellow participants.

#### **What we learned**

We learned that we have a lot in common, that distance is not a barrier and that we can coordinate our actions and share good practices online!

## Evaluation

The evaluation took place in different steps, both through a sharing of feelings and feedbacks in plenary and through a google survey as below.

Participants found the training fulfilling their expectations, consistent in terms of programme flow and competence development, emotionally engaging towards a more sustainable and equal global citizenship.

Some quotations:

*“First the programme was adequate by global education methodology for my organization because actually we need to know better global education in the content of our work in citizenship but also to be open more to the global context because there is interdependence in the world. Then it's also relevant for me to have the training for trainers especially in skills and values for being trainer because now I leave my post as active member for sharing more knowledge and be influent to the other youngsters for taking actions.”*

*“Overall, I feel very satisfied with what happened in the programme. It definitely contributed a lot to expanding my understanding of the realities in other parts of the world. Also, the sharing of methods and applied parts of the course have been very helpful. My organization will definitely benefit from the valuable network I have gained contact with, plus updated information about SDGs based on the thematic sessions of the joint programme. Also on a personal level - I observed different learning styles and methods, plus I found people whom I'd like to maybe train in the future.”*

*“I have learned how to design different programs and sessions, how to report on them and which methods to use when working on them. I can use this to provide training programs and sessions for my own organization, in different contexts (local, global).”*

For the full evaluation report visit the link below:

<https://docs.google.com/forms/d/1v6-0BSLyPLTB-7eRuKFkIVQXaQDakgNYFkXQp72AT9E/viewanalytics>

An article written by a participant after the ToT:

<http://www.universityuyd.com/index.php/2015/10/16/youth-and-development-the-agenda-behind-the-sdgs/>

