

---

# YOUTH GLOBAL SKILLS

---

Report organised by the North-South Centre for the preparation of the European Congress on Global Education (November 2015, Zagreb, Croatia)



YOUTH GLOBAL SKILLS  
NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

Funded  
by the European Union  
and the Council of Europe



Implemented  
by the Council of Europe

# Table of contents

- Abbreviations and acronyms ..... 2
- Executive Summary ..... 3
- I. Introduction ..... 1
  - Survey methodology..... 1
  - Top ten findings..... 2
- II. Profile of respondents..... 3
  - Looking at global citizenship ..... 5
- III. Survey findings..... 8
  - Defining global competences ..... 8
  - Country-specific global competences..... 9
  - Major challenges ..... 10
  - Formal and non-formal education ..... 11
  - Competences for active citizenship ..... 11
  - Best practice examples ..... 12
  - Recommendations to enhance global skills..... 14
- IV. The way forward ..... 16
- Annexes ..... 17

# Abbreviations and acronyms

CoE	Council of Europe
CSO	Civil society organisations
DE	Development Education
EC	European Commission
EU	European Union
FYROM	Former Yugoslav Republic of Macedonia
GE	Global Education
GCED	Global Citizenship Education
JMA	Joint Management Agreement
MSGs	Millennium Development Goals
NFE	Non-Formal Education
NSC	North-South Centre of the Council of Europe
SDG	Sustainable Development Goals

# Executive Summary

The main reason and motivation behind this survey is to explore youth skills for the 21<sup>st</sup> century from a youth perspective and look for spaces within the Global Education set of competences to promote such skills.

In addition, it seeks to offer an insight into global skills mainly through the voices of former participants of the Network of Universities on Youth and Global Citizenship, organised by the North-South Centre of the Council of Europe.

This report captured the opinions of 127 young respondents on skills needed to equip them in order to display a positive attitude in society as global responsible citizens whilst dealing with economic, political and social challenges within their societies.

The first part of this report provides general information regarding the profile of the survey participants. The second part presents the main findings of the survey and it provides a set of recommendations from part of the polled respondents.

# I. Introduction

People skills need to be fostered in an ever-changing and increasingly mobile global society characterised by a growing diverse work, family, community and academic environment. Globalisation takes place at all levels: economic, environmental, political or social and most of all at interpersonal levels. Thus, the skills to deal with each other are vital in order to learn to live together, respect, help, know and understand each other.

Life and social skills are becoming sought-after skills in the workplace and intangible attributes that are hardly visible in today's CVs or cover letters. Soft skills imbalance is present both in the market place but also in society as a whole, where we witness escalating conflicts, rising violent actions, extremism and tensions among cultures, religions and identities.

The aim of this survey is to present evidence-based insights into the perspectives of the alumni of the Network of Universities on Youth and Global Citizenship organised by the North-South Centre within the framework of the Joint Management Agreement with the European Commission, providing relevant stakeholders with data and analysis to inform their decision-making and policy formulation.

Skills for work and life skills represent one of the most pressing issues as regards the high youth unemployment rate as well as growing social tensions within our societies worldwide.

Youth leaders have the ability to drive collaboration and co-operation across different actors, policy-makers and practitioners, countries, boundaries, and borders.

They are equipped with global skills and they have the capacity to multiply those skills through youth work. Thus, this study is based on input from almost 130 youth workers from more than 47 countries, and provides a comprehensive overview of global skills development across regions worldwide from their perspective.

## Survey methodology

The Youth Global Skills survey was conducted by the NSC to explore attitudes and opinions among youth in 47 countries around the globe. The NSC launched an online survey in two phases: first, from the 25<sup>th</sup> June- 23<sup>rd</sup> July, following the 3<sup>rd</sup> Mediterranean University on Youth and Global Citizenship, held in Hammamet, Tunisia and second, from the 1<sup>st</sup>-10<sup>th</sup> October, following the 16<sup>th</sup> University on Youth and Development, held in Mollina, Spain. The target group were women and men belonging to the Network of Universities alumni. Most of the respondents belong to the age group of 18 to 30 and the survey was conducted in English. Most of the questions of this survey have multiple possible responses which has an overall impact of the statistical data of this report.

## Top ten findings

1. **More than three quarters of the participants consider themselves as global citizens.**
2. **More than half of the respondents associate global citizenship with travelling abroad, interacting with people from different cultures and religions and global learning through non-formal education methods.**
3. **Most of the polled participants considered that global skills are ‘*critical skills current and future generations need to act today and find solutions to tomorrow’s challenges*’.**
4. **The most valued global skills by the polled participants are: critical thinking, civic education, individual and collective responsibility, conflict resolution, global solidarity, education for sustainable development.**
5. **The respondents see the non-formal sector as the main sector equipping youth with 21<sup>st</sup> century global skills.**
6. **The surveyed youth believe that lack of quality education inhibits the promotion of global competences.**
7. **Lack of funding and lack of support capacity-building represent major challenges for global skills enhancement.**
8. **The respondents identified three main skills for active citizenship: socio-emotional skills, interpersonal skills and civic literacy.**
9. **Volunteering and exchange programmes are the most mentioned best practices for promoting global skills.**
10. **The respondents recommend the integration of non-formal education methodologies into formal education and further capacity-building for teachers and trainers.**

## II. Profile of respondents

The target group of this survey were young people and actors for change in the youth work field in their respective countries. The respondents to this survey are originally from 47 different countries and four different continents (Europe, Africa, Asia, and Latin America). They have been contacted online via e-mail and this survey has been launched among them in order to obtain a youth-perspective on global skills for the 21<sup>st</sup> century.

The 127 participants belong to the network of alumni of the Network of University on Youth and Global Citizenship of the North-South Centre of the Council of Europe which includes the University on Youth and Development, held in Spain, the African University on Youth and Development taking place in Cabo Verde/Kenya and the Mediterranean University on Youth and Global Citizenship held in Tunisia. Thus, this survey also serves as a follow up mechanism for the Network of Universities alumni.

### *Geographic location of participants*

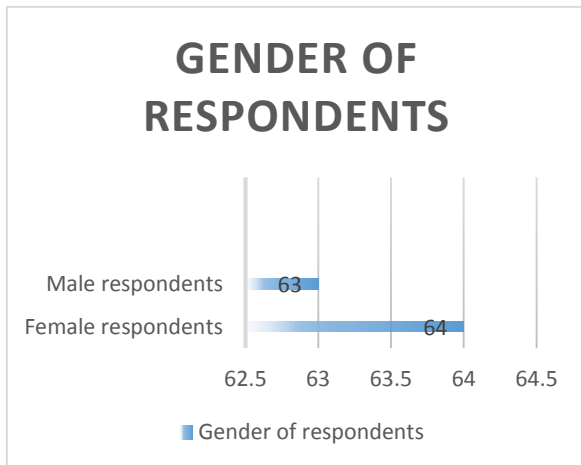
More than three quarters of the participants come from the following regions: Northern Africa (Morocco, Egypt, Tunisia, Libya, Syria), Balkan area (Bosnia and Herzegovina, Serbia, Slovenia, FYROM), Eastern Europe (Romania, Bulgaria), Southern Mediterranean countries (Italy, Spain, Portugal, Cyprus, Greece).

Country	Number of respondents
Algeria	1
Argentina	1
Bosnia and Herzegovina	9
Bulgaria	5
Cambodia	1
Croatia	1
Cyprus	2
Czech Republic	1
Egypt	4
Finland	2
France	6
Germany	5
Greece	2
Hungary	1
Ireland	1
Italy	8
Jordan	1
Kenya	1
Lebanon	4
Libya	2
FYROM	3
Madagascar	1
Mali	1
Mexico	1
Morocco	6
Nepal	1

Netherlands	1
New Zealand	1
Palestine	3
Poland	3
Portugal	3
Romania	5
Russia	1
Serbia	2
Sierra Leone	1
Slovenia	7
Somalia	1
Spain	17
Sri Lanka	1
Syria	1
Switzerland	1
Thailand	1
Tunisia	3
Turkey	1
Ukraine	1
UK	1
Zambia	1
Total	127

### Occupation

More than a half of the survey participants are either students, youth workers, trainers or teachers. Some have a profession that is not necessarily related to youth work (such as veterinarian, accountant, customer service designer, researcher, manager, communications and public relations, human resources trainer, journalist, working with biotechnology).

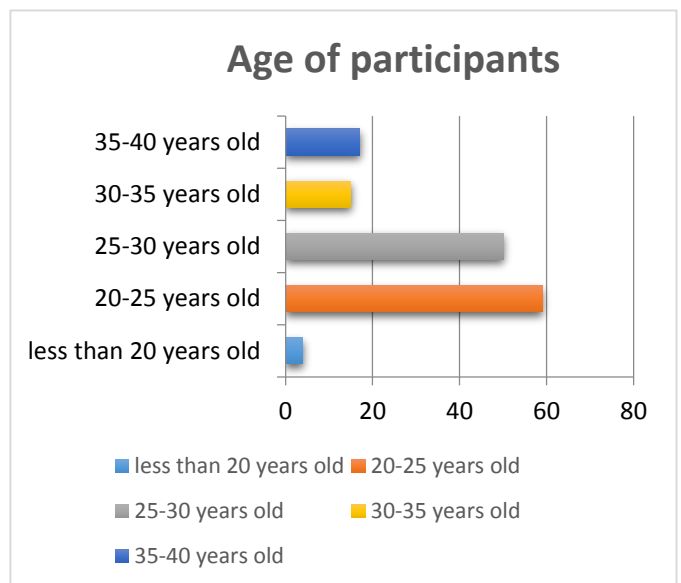


### Gender

The gender split of this survey is almost 50:50 male to female, with 64 female respondents and 63 male respondents.

The average age of the survey respondents is 26 years old. The youngest respondent is 18 years old whilst the eldest respondent is in his forties. Since this survey has been launched among other youth networks of the NSC, working with youth who are still in school or just left school, some respondents are Younger than the average. However, the majority belong to the alumni of the Network of Universities on Youth and Global Citizenship.

### Age





## Looking at global citizenship

Many polled participants responded with: ‘Yes, I do!’ as they espoused the idea of global citizenship and recognised themselves as global citizens. More than three quarters of the participants consider themselves as global citizens. However, less than a quarter stated that they are in the process of becoming global citizens. In addition, a small percentage contended that *‘there is still much to be done to be considered as a global citizen’* or they stated that they still *‘need more experience and regular participation’*. (Poland)

Some see themselves more as European citizens rather than global citizens and their mere awareness of global issues and feeling of solidarity *‘does not make them global citizens.’* (Slovenia)

Some of the polled participants don’t consider themselves as global citizens at all. One participant stated it is difficult to define what a global citizen is and he is *‘still not able to answer this question as for him it's still really hard to understand what global citizenship should mean and how I could contribute to larger levels/spheres.’* (Hungary)

More than half of the respondents associate global citizenship with travelling abroad, interacting with people from different cultures and religions and global learning through non-formal education methods.

Global citizenship does not mean the same for all participants. Global citizenship is sometimes associated with consumerism: *‘describing oneself as ‘global’ is simply, and blindly, a well-indoctrinated consumer, which is what the ‘globalized’ world is all about.* (Slovenia) Some other participants consider that identifying with global citizenship values means identifying with the broader system of values to whom they do not feel connected or related with: *‘I don’t see myself a global citizen just because of the actual distorted system of value that I more often don’t recognize and don’t feel connected to’.* (Bosnia and Herzegovina)

### Main insights:

- Youth don’t believe in boundaries and borders: *‘boarders are just a line created by war and hate’* (Italy)
- Intercultural exchanges and mobility represent key elements that define a global citizen.
- Young people see themselves as global citizens developing specific global skills through non-formal education: *‘I had the chance to develop skills which I developed living abroad, working as a representative, volunteer in the non-formal sector and working with other people from different background and countries’.* (Germany)
- Youth are eager to have opportunities to meet and learn about other cultures.
- Global citizenship is perceived as a state of awareness: *‘I am aware of other citizens and I do feel responsibility towards them regardless of their nationality, ethnicity, religion, gender, etc.’* (Slovenia)
- Youth workers are considered as global citizens.
- Global citizens share the same values.



### Testimonials from young global citizens:

- 'I am a global citizen because I am in constant growth and open minded' (Portugal)
- 'I am definitely a global citizen because of the numerous interactions (both physical and virtual) that I have had with people from diverse backgrounds. This has been made possible by my travels around the world and the many intercultural learning experiences I have had over many years'. (Kenya)
- 'Yes, because the earth became a small village where any crisis or problems on many different levels and topics affect the whole world. We are facing the same challenges in one way or another.' (Lebanon)
- 'Yes, because I am eager to learn about different cultures to be able to understand them and be respectful of the diverse cultural norms. I also consider myself as a responsible citizen towards my local community and the world, that's why I seize every opportunity to learn and share with others.' (Jordan)
- 'Yes, I see myself as global citizen. I had the chance to develop skills which I did not learn in school and I developed through my time living abroad, working as representative, volunteer in the non-formal sector and working with other people from different background and countries'. (Germany)
- 'Yes, I do as I take part in as many intercultural events as time allows, disseminate their results and promote tolerance and human rights respect around the world. I am a youth worker, ready to empower young people, irrespective of the communities where they come from'. (Romania)
- 'I do see myself as a global citizen because I am aware of other citizens and I do feel responsibility towards them regardless of their nationality, ethnicity, religion, gender, etc.' (Slovenia)
- 'Yes, because I always try to think and act as a human being '(Tunisia)

- ‘Yes. I don't like borders, I don't feel like a member of a culture independent and different of other cultures and I believe that all the rights I fight to acquire have to be for everyone; not at the cost of someone else.’ (Spain)
- ‘I do see me as a global citizen because I live mentally in Europe and physically in Russia. I share lots of cultural identities from the countries I visited, worked in or travelled, from people I met. I act where my involvement is necessary for making the world a better place.’ (Russia)
- ‘Yes, I do. Why? Because I have learned that people are the same everywhere but we all have different stories and languages for telling them.’ (Argentina)
- ‘Yes, because nowadays we have opportunity to live in different countries and experience new cultures, so it is getting hard to define sometimes from where you are.’ (Ukraine)
- ‘Yes, because and share similar values with the people that we work with, no matter from where they come from.’ (FYROM)
- ‘Yes, because I am a part of the world and I participate in decision-making processes and exchanges of experiences and I promote social and cultural development. (Libya)
- ‘Yes, as an active member of an NGO in my country, I've participated in many trainings where I learned and I acquired global skills, I have met people from all over the world and we shared our experiences and learned from each other. Once I came back home, I shared all practices/skills/ tools I have been taught and I disseminated that knowledge in my community. (Morocco)
- ‘Yes, because I am lucky to have had the money to live in other countries and to have found the Youth movement and then, through it, the NSC. I am more aware about our similarities and I have gained a critical thinking. I also know how to interact with people in a different cultural context.’ (Spain)
- ‘Yes and no. Yes, because I believe in global citizenship as it is imagined to be in practice in the beginning. I also believe that **global citizenship has its unique values** which should be shared with global community. But on the other hand, I don't see myself a global citizen just because of the actual distorted system of value that I more often don't recognize and don't feel connected to. We all should make higher pressure in order to achieve our goals and not to let something/someone other shape our future.’ (Bosnia and Herzegovina)
- ‘Yes. I have a feeling of **empathy** towards all citizens in the world experiencing crisis, fear and lack of possibilities. I wish to help create a better world.’ (Finland)
- ‘Yes, I do. Besides my career as a youth trainer, I am also engaged in many international initiatives such as debating about **sustainable development goals**. I have also learned and shared a lot through e-learning and peer-learning.’ (Cambodia)
- ‘Yes, I do. Because I travel a lot, I am involved in many campaigns, I volunteer, I assist organizations that are involved in **promoting global skills**.’ (Bulgaria)
- ‘Yes, because I work in a very intercultural environment and in a global network at both national and international levels. **Global education** among the Finns is very widespread. I also try to act in a **responsible way**. Of course, the amount of travelling and languages spoken permits me to have a lot of "global" connections.’ (Finland)

# III. Survey findings

## Defining global competences

The first exercise for the respondents was selecting one out of four definitions for global skills.

The proposed definitions were:

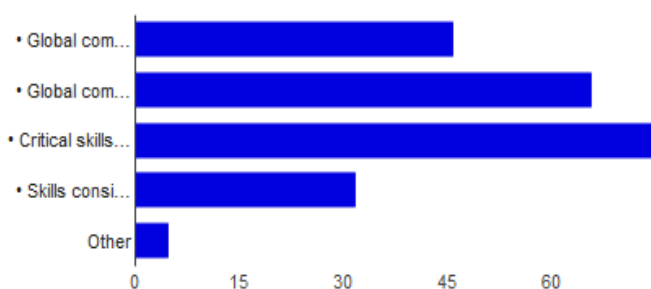
- ‘Critical skills current and future generations need to act today and find solutions to tomorrow’s challenges’ (UNESCO)<sup>1</sup>
- ‘Global competency emerges from exchanges and peer-learning among culturally diverse learners and teachers’ (Fernando M. Reimers in ‘Assessing Global Education: an Opportunity for the OECD’)
- ‘Global competency as knowledge, and to some extent the ability to use such knowledge to solve problems’
- ‘Skills considered necessary in the knowledge society’

58.6% of the respondents identified ‘Critical skills current and future generations need to act today and find solutions to tomorrow’s challenges’ as the most relevant definition for global competences. 51.6% of participants defined global skills as: ‘global competencies that emerges from exchanges and peer-learning among culturally diverse learners and teachers’.

Just 30.7% of the respondent selected the definition ‘Global competency as knowledge, and to some extent the ability to use such knowledge to solve problems’ and only 29.3 % singled out the definition: ‘Skills considered necessary in the knowledge society’.

The aforementioned responses clearly make a reference to the fact that these skills are necessary in our society and hold the implicit idea of sustainability and responsibility towards the next generations. They call for action to meet tomorrow’s challenges and they stress the importance of exchanges and peer-learning as a way of crossing cultural barriers among learners and teachers. It is also worth noting that global competency is often seen as an ability to ‘solve problems’.

### 3. How would you define global competences or 21st century skills?



• Global competency as knowledge, and to some extent as the ability to use such knowledge to solve problems	<b>46</b>	35.9%
• Global competency emerges from exchanges and peer-learning among culturally diverse learners and teachers.	<b>66</b>	51.6%
• Critical skills current and future generations need to act today and find solutions to tomorrow’s global challenges.	<b>75</b>	58.6%
• Skills considered necessary in the knowledge society	<b>32</b>	25%
Other	<b>5</b>	3.9%

<sup>1</sup> Definition belongs to UNESCO

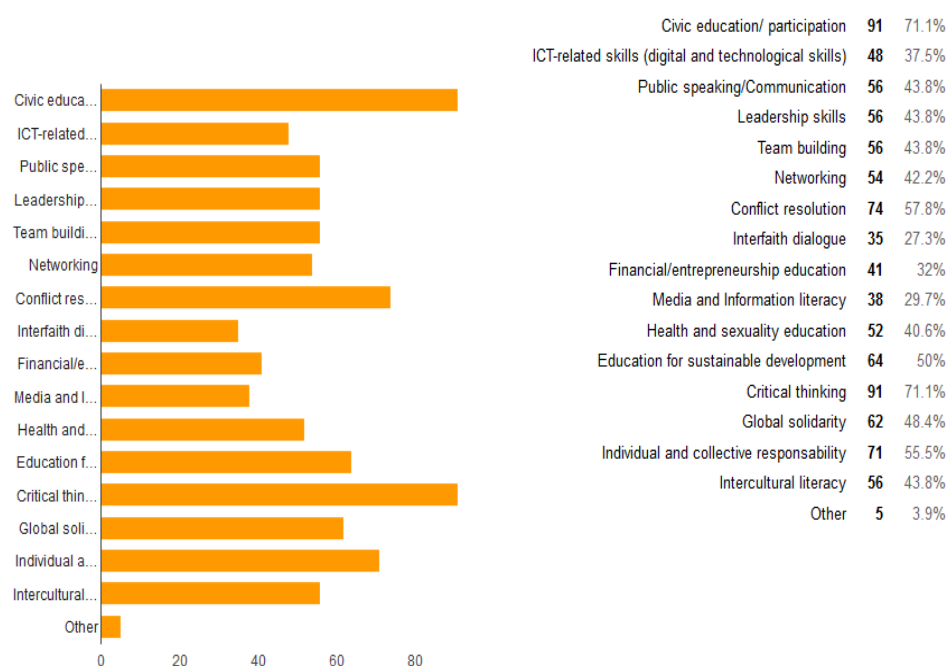
## Country-specific global competences

Participants to this survey were asked to specify which global competences are the most relevant in their respective countries. Civic education/participation (71.1%) along with critical thinking (71.1%) surfaced as the most important competences to be acquired by youth. The graph below also indicated that individual and collective responsibility (55.5%) and conflict resolution (57.8%) have equally been singled out as key competences. Only 43.8 % of respondents considered leadership skills and communication as relevant skills for youth.

The graph clearly suggests that civic education remains a key competence which youth should acquire and thus it calls for further efforts to enhance it. It is also interesting to note that critical thinking and networking represent strategic competences since they are reference skills which have the potential of enhancing other competences and ease the process of learning once acquired. Interfaith dialogue (27.3%) seems to be the least identified competence along with media and information literacy (29.7%) and financial/entrepreneurship education (32%). Digital and technological skills (37.5%) are also at the bottom of the skills preference ladder.

Despite the results of this survey, it is worth noting that some competences overlap and interlock but they are equally important for a peaceful, sustainable and knowledge society.

### 4. Which are the most important global competences young people need to acquire in your country?



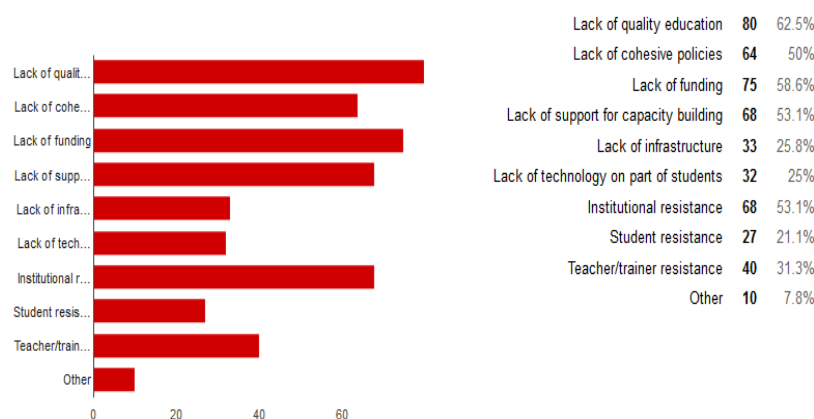


### Major challenges

Through this survey, youth looked at the main challenges in achieving global competences in their respective countries. Lack of quality education represents the top challenge identified by 62.5% of the respondents. The second biggest challenge identified is lack of funding (58.6%). The third biggest challenges is lack of capacity building (53.1%) as well as institutional resistance (53.1%).

In addition, 31.3% of the respondents mentioned trainer resistance and 25.8% declared that lack of infrastructure prevented them from acquiring global skills. The least likely challenges were: lack of technology on part of students (25%) and student resistance (21.1%).

#### 5. Which do you think are the major challenges in achieving global competences in your country?



## Formal and non-formal education

Non-formal education has gained ground in the past few years and it plays a key role regarding skills-development. According to the participants, non-formal education represents by far the sector where they acquired most of their skills. 89.8% of the respondents have stated that the non-formal education provides a fertile environment where they care develop their skills and acquire new competences. Just 31.3% of the participants declared having acquired their competences in the formal education sector.

### 6. Where did you acquire most of your skills?



## Competences for active citizenship

In order to be an active citizen, one needs to acquire some specific competences. Following the respondents' answers, it appears that socio-emotional skills (67.2%) and interpersonal competences (59.4%) are the most essential competences necessary to be an active citizen. The young respondents considered grit (27.3%) and cognitive skills (32%) the least important skills to be an active citizen. According to the graph below, civic literacy (46.1%) is also considered as a necessary competence to be an active citizen.

### 7. What kind of competences do you think you need the most to be an active citizen?



## Best practice examples

Most of the respondents could provide at least one example of a best practice in promoting global skills in their respective countries. However, 22 respondents out of 127 found it difficult to provide a best practice example.

It is worth noting that volunteering and exchange programmes at high school (Kenya) and university level (Russia) were the most mentioned best practices for promoting global skills.

### Best practices

- ‘Teach for Bulgaria’ and civic education in high school (Bulgaria)
- Interfaith dialogue best practice: ‘our NGO gathered a group of youth from different religions, representing the political leaders of the society and trained them on advocacy and political participation in democratic process.’ (Lebanon)
- ‘Local youth organisations like the "esplais"<sup>2</sup> in Catalonia are great youth organisations working to develop global citizenship values.’ (Spain, Barcelona)
- ‘The Erasmus+ programme is a great additional tool to our mainstream educational system and it represents best practices in promoting global skills. (Romania)
- UNESCO schools, establishing cooperation among teachers from different countries.’ (Spain)
  
- ‘Training for local citizens to "know the other" and interact with him in a real life for a week in a yearly event is a good example and best practice to see how a person can accept the other or not.’ (Lebanon)
- ‘Slovenian NYC has started a project about improving youth participation. By networking they want to improve communication between stakeholders and youth: they started with special "post-boxes": in all cities and towns they put them in the places where young people often gather together and they encourage them to write on a special postcards their ideas, initiatives or other actions to improve youth participation in local, regional or national level. The feedback from youth was very good. They pass messages to relative stakeholders and somewhere the changes were achieved. The next level of the project is to create a web page for the intercession of youth initiatives.’ (Slovenia)
- ‘We organise an "alternative cycle" every year about different subjects. This year we covered housing, employment and cooperatives. We bring people that live outside the common ways to explain their experiences.’ (Spain)
- ‘Regional or international scholarships represent best practices promoting global skills. Latin America hasn't develop programmes as big as Erasmus and exchange opportunities are available mostly for the wealthiest people. We are "next to" Brazil (2 hours plane) and only few people speak Portuguese.’ (Argentina)
- ‘Training and capacity-building’ (Tunisia)
  
- ‘Provision to 100 young people with competences to understand diversity as something valuable and positive in society, to build solidarity and support each other regardless where they come from and the passport they have.’ (FYROM)
- ‘There are a lot of good examples of global education work done, but it has not been "institutionalized" in the education system. On a non-formal level, projects that make for example immigrants and asylum seekers meet and work together with the local people of the country have proven to be a natural and efficient way to encourage peer learning and understanding.’ (Finland)
- ‘We have a training courses on ‘Mechanisms of Youth Empowerment and their role in development.’ (Palestine)
- ‘Coexistence between different religions and ethnicities as a good practice.’ (Syria)
- ‘Being part of the policy-making process represents a good practice.’ (UK)

---

<sup>2</sup> An Esplai is a non-profit voluntary association that works in the field of educating children during their free time



- ‘Teaching people to have a critical thinking approach and be critical to themselves before criticizing others.’ (Morocco)
- ‘Learning more languages and care more about what's going on in this world. Encourage people to care about the world's problems. (Thailand)
- ‘Open seminars are held by the Foreign Ministry to bring the youth together and toss ideas. We are also able to apply for project funding.’ (Finland)
- ‘Exchange programmes: the more exposure youth have engaged the more open minded they are.’ (Cambodia)
- ‘Providing more spaces for young people to participate in international activities and programs to benefit from the global expertise and knowledge transfer.’ (Libya)
- ‘Human Rights Education training courses, with participants from as youth organisations, universities and young people.’ (Italy)
- ‘E-learning programmes launched by some universities and local NGOs.’ (Morocco)
- ‘Youth organizations who are working on issues such as corruption and education. Before the uprising that happened in my country in 2011, civil society hadn't had any important role in enhancing civic engagement in the development of the society. Nowadays, it's not only CSOs taking action and being proactive, but youth in those CSOs are the one providing solutions for national, regional and global problems such as climate change.’ (Tunisia)
- ‘Promoting cultural diversity in the educational materials.’ (Palestine)
- ‘Many universities collaborate with NGOs in order to teach students to debate on various topics.’ (Egypt)
- ‘In our daily life, we use global skills in order to carry our projects by using tools such as email or Skype’. (Bosnia and Herzegovina)
- ‘The work the developed by the association [DINAMO](#) to promote youth political participation.’ (Portugal)
- ‘One activity I am doing as part of my sustainable development workshops is to ask participants to map the challenges they face in their community and daily life, and also identify skills necessary to solve these problems in the long term, as well as discuss proposed solutions. I see this as an opportunity for active participation and empowerment as citizens acting upon the concept of "thinking globally, acting locally". (Romania)
- ‘The last few years in Cyprus, there has been an increasing number of youth organisations; and they are engaging and promoting international training courses and youth exchanges; introducing youth to a world outside their own countries and cultures, hence promoting intercultural awareness and learning.’ (Cyprus)
- ‘There are different programs of social entrepreneurship in high schools in which a global perspective is also included.’ (Spain)
- ‘A very good example of a good practice in Romania is the project: "[Tara lui Andrei](#)".’ (Romania)
- ‘The [www.yoactuo.com](#) is a project devoted to the promotion of everyday actions that have a positive impact on sustainability and participation, such as becoming a customer of an ethical bank, buying energy to green providers or doing clothes swap. With this cross-wise scope copes with many of the global skills above mentioned.’ (Spain)
- ‘Promoting global skills in our country is the integration in association because it helps more to improve our skills when we take concrete actions like volunteering, helping children who don't get access to school, organise training for the participation of young women .’ (Madagascar)
- ‘The project [Emocrea](#) on emotional education in Canary Island.’ (Spain)
- ‘We are organising a series of seminars, first *stand up* - for youth that have no experience in activism. Second seminar is *move on* - for youth that have already experience and third seminar is *power up* - for leader and presidents of organization, exchanging experiences in making new things.” (Bosnia and Herzegovina)

## *Recommendations to enhance global skills*

The respondents were asked to provide some recommendations to various education stakeholders: policymakers, educational institutions or civil society organisations on further actions to enhance 21<sup>st</sup> century skills. According to the survey, youth are most concerned about the recognition and enhancement of non-formal education and global competences, need for more capacity-building both for the students and teachers and increase youth mobility. Recommendations are also related to broader global issues such as war, poverty, need for a broader societal change, rights, transparency.

### **Main recommendations:**

- 'To create specific channels to hear youth 'opinions; promote non-formal learning moments and reinforce partnerships ' (Portugal)
- 'To enhance and endorse the educational system, it is the main key for any change we want to achieve and see in the future.' (Lebanon)
- 'To develop a system of support for young people. This should help and encourage young people to develop their skills. With a specific focus on those coming from disadvantaged backgrounds, ethnic minorities, etc.' (Germany)
- 'To strengthen non-formal education and to promote critical thinking that must be encouraged also in the frames of formal education.' (Slovenia)
- 'To involve youth in decision making processes.' (Tunisia)
- 'To promote a needs assessment approach.' (Hungary)
- 'To include financial education in formal education.' (Spain)
- 'To constantly raise awareness on Global education benefits for individuals and society as a whole.' (Russia)
- 'To empower young people to realise their voice. Young people need to be partners in decision making processes and be given respect. Education curricula need to reflect modern society; many second-level education systems are industrial in an age of technology, this needs to improve. Also, basic knowledge about human/children's rights, law and politics need be taught to everyone in schools (or other places) as well as mental health awareness, assertiveness and life skills.' (Ireland)
- 'To focus on intercultural learning, as diversity in the world is taken for granted, and there is a need to work more on it. As well a bigger focus of human rights, and as well human rights online, and internet literacy as there is a big lack of human rights education online, and behaviour of people online.' (FYROM)
- 'To shift from a narrow mind set where everything is targeted at the labour market/economy i.e. where main role of competences is to increase employability. After 2008, at least in Europe, the focus on individual in the society has become even more apparent. It's the classic consequence of liberal democratic model that Western countries introduced. This on the other hand meant that the societal relations have eroded to the point where average European just doesn't care about most of the global problems or challenges. In that perspective, enhancing 21st century skills won't make a big difference. In my opinion the biggest challenge of the first half of 21st century will be finding a societal model that would support and promote the success of individuals but not on the account of society/ies.' (Slovenia)
- 'To train teachers to include socio constructivism into their pedagogical approaches and bring the principles and practices of NFE as practiced in youth organisations into formal education. (Spain)
- 'To promote an intergenerational justice perspective, particularly as climate change is increasingly affecting our planet.' (Greece)

- ‘To enhance youth participation in all issues/agenda regarding their development; to engage youth as partners not only beneficiaries and to enhance education system that suits youth employment.’ (Mali)
- ‘To modernise schools and education infrastructure.’ (Germany)
- ‘To try and combine more efficiently the formal and non-formal education and including NGOs in the education work. Also to increase the amount of encounters of different groups and communication between them.’ (Finland)
- ‘To approach youth all over countries by creating regional pool of trainers to enhance non-formal education in each country and encourage youth to participate and to reach/ learn the specific skills they need to improve themselves and their countries. We need more seminars with youth researchers to grasp youth needs and perspectives.’ (Morocco)
- ‘To define global education unambiguously and fund some grant programs to develop it in schools.’ (Poland)
- ‘To integrate non-formal education methodologies into formal education and provide more opportunities for teaches to develop their skills as well.’ (Bosnia and Herzegovina)
- ‘To give more support to non-formal education.’ (Italy)
- ‘To promote more visibility to youth work.’ (Spain)
- ‘To promote education in remote areas.’ (Algeria)
- ‘To enhance inter-sectorial co-operation.’ (Croatia)
- ‘To establish centres and institutes for the development of skills of young people in various fields.’ (Libya)
- ‘To further enhance partnership between civil society organisations and academia.’ (Egypt)
- ‘To further develop online campaigns.’ (Germany)
- ‘To promote intercultural education, global citizenship education and Education for sustainable development (ESD) across the educational system and as a lifelong learning opportunity, through coherent policies.’ (Romania)
- ‘To appreciate and embrace the value of non-formal education’. (Cyprus)
- ‘To start introducing 21st century skills in early education stages.’ (Spain)
- ‘To make GE more accessible to all; a lot of good intercultural/global programs are only for those who can afford it/are aware of it. There should be more of a focus on holistic education, teamwork and critical thinking across education.’ (New Zealand)
- ‘To develop digital education since childhood (through non formal education) and authorize formal teacher to use non formal education practices’. (France)
- ‘To use more non-formal educational methods to educate people.’ (Somalia)
- ‘To introduce a new study discipline from primary school on global education. A discipline that is only focused on making children understand how all the other disciplines they study, connect to each other and what roles they have in youngsters personal.’ (Romania)
- ‘To create a School Awareness Campaign!’ (Egypt)

## IV. The way forward

This report offered an insight into how youth see themselves as global citizens and the skills they need to become active global citizens. It also tackles the issue of global skills development from a youth perspective.

This study noted that even though most respondents easily identify themselves as global citizens, there is no actual consensus on the definition of global citizenship. In addition, there is no common understanding of global skills since each respondent holds a different view on what a global citizen is and what kind of skills they should acquire.

Survey respondents are firm believers that global skills represent '*critical skills current and future generations need to act today and find solutions to tomorrow's challenges*' and they identified the top five global skills they consider relevant: critical thinking, civic education, individual and collective responsibility, conflict resolution, global solidarity, and education for sustainable development. Socio-emotional skills, interpersonal skills and civic literacy have been identified as key skills to equip active citizens. Moreover, volunteering and exchange programmes are the most cited best practice examples for promoting global skills.

This report reflects a growing realisation that most of the respondents find it difficult to see the link between their local realities and the global dimension. They have a conceptual approach to this matter and find it difficult to put it into practice.

Most of the respondents see non-formal education as the main sector equipping youth with 21st century global skills whereas lack of quality education inhibits the promotion of global competences. Thus, the majority of the participants recommend the recognition and promotion of non-formal education and integration of its methodologies into formal education.

All in all, this survey was conducted in order to highlight the need to give youth a voice on matters that have implications for them in order to assume their rightful roles in society. The need to enhance specific life skills and skills for work reflects the urgency to revise both our educational and societal models.

# Annexes

## *Youth Skills for the 21<sup>st</sup> century*

*"The virtues of men are of more consequence to society than their abilities; and for this reason, the heart should be cultivated with more assiduity than the head." (Noah Webster)*

### **1. Country of origin and Occupation:**

### **2. Age and Gender:**

### **3. How would you define global competences or 21<sup>st</sup> century skills?**

- Global competency as knowledge, and to some extent as the ability to use such knowledge to solve problems
- Global competency emerges from exchanges and peer-learning among culturally diverse learners and teachers.
- Critical skills current and future generations need to act today and find solutions to tomorrow's global challenges.
- Skills considered necessary in the knowledge society
- Other...

### **4. Which are the global competences young people need to acquire in your country?**

- Civic education/ participation
- ICT-related skills (digital and technological skills)
- Public speaking/Communication
- Leadership skills
- Team building
- Networking
- Conflict resolution
- Interfaith dialogue
- Financial/entrepreneurship education
- Media and Information literacy
- Health and sexuality education
- Digital skills
- Education for sustainable development
- Other....

**5. Which do you think are the major challenges in achieving global competences in your country?**

- Lack of quality education
- Lack of cohesive policies
- Lack of funding
- Lack of support for capacity building
- Lack of infrastructure
- Lack of technology on part of students
- Institutional resistance
- Student resistance
- Teacher/trainer resistance
- Other....

**6. Where did you acquire most of your skills?**

- Formal education sector
- Non-formal education sector
- Other.....

**7. What kind of competences do you think you need to be an active citizen?**

- Socio-emotional skills
- Cognitive skills
- Behavioral skills
- Civic literacy
- Interpersonal competences
- Intrapersonal competences
- Growth mindset
- Grit (firmness of mind or spirit : unyielding courage in the face of hardship or danger)
- Other....

**8. What recommendations would you offer policy makers, educational institutions or civil society organizations on further actions to enhance 21<sup>st</sup> century skills?**

.....

**9. Do you have an example of a best practice in promoting global skills in your country? If yes, please describe.**

.....

**10. Do you see yourself as a global citizen? Why? How?**

.....