5th Global Education and Youth Training Course for youth multipliers

Mollina, Spain

REPORT

18-25 September 2016

When

18th to 25th of September 2016

Where

Within the 17th University on Youth and Development in the Centro Euro-Latinoamericano de Juventud (CEULAJ) in Mollina, Spain.

What and for what?

The **5th Global Education and Youth Training Course for youth multipliers** is one of the activities being held in the 17th 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 that gathered 21 participants from all over the world.

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

- to empower young people to further support the practice of GDE based on NSC GDE methodology; as well as,
- to provide youth multipliers with a series of competences and tools to promote and disseminate principles of GDE to other young people.

The **specific objectives** of the course defined by the team of trainers were:

- to understand the skills, values and knowledge behind the concept of GDE;
- to strengthen, revitalise and underline global interdependence by promoting the Post-2015 Agenda;
- to reflect about the individual and collective role of youth organisations in promoting and contributing to processes of democratic consolidation at local and global level;
- to facilitate the development of specific training and facilitation competences, a variety of tools, transfer of knowledge on a peer to peer basis for the development of multilateral youth activities that promote peaceful and inclusive societies;
- to engage multipliers in taking concrete actions at local level that support inclusive and equitable quality education in synergy with the NSC and the GDE network.

Why

The European Centre for Global Interdependence and Solidarity, more commonly known as the North-South Centre, was established with the purpose of promoting dialogue between North and South, fostering solidarity and raising awareness of global interdependence. Its objective is to empower civil society, in particular youth and women, through intercultural dialogue and global education (GE) to play an active role in member States and neighbouring regions.

The objective of the Youth Co-operation strand of the activities of the NSC is to promote youth participation through training and capacity–building courses aimed at young people and youth organisations to promote their understanding of Global Development Education (GDE) issues and facilitate their participation in decision and policy–making processes at all levels of governance.

This work is developed in close co-operation with youth-led and youth serving organisations, the Youth Department of the Council of Europe, the EU-CoE youth partnership and other relevant institutions working in the youth field.

In the context of a rapidly rising global youth population, young people must be at the centre of the post-2015 vision for sustainable development. Ensuring the active participation of youth in issues of peace and development is a demographic and democratic imperative. In this sense, GDE advocates for a rights-based approach of development and change. The right to participate in development and in policy-making at all levels and for all people is an important aspect of this. Youth participation is at the same time a pre-condition and an objective for the change the NSC seeks to promote.

The concept of Global Education (GE) has been promoted by the NSC for an interdisciplinary and intercultural approach in all aspects of interdependence based on active and participative methods. The GE strand of the activities of the North-South Centre promotes, improves and intensifies this type of education in CoE member States as well as on a global level by:

- involving stakeholders in promoting principles and concepts of GDE in policy-making and curriculum development by dialogue and networking;
- providing educators and youth multipliers with training opportunities so that they gain competences and tools to promote and disseminate principles of GDE to students and young people;
- disseminating good education practices and methodologies, thereby equipping educators with relevant tools to increase commitment of students and young people to global interdependence such as the Global Education Guidelines (GEG); and
- raising knowledge and understanding of GDE issues among students, young people and general public.

With the objectives in mind, the NSC acknowledges that youth organisations have the expertise, pedagogical approach and capacity to reach out to and raise awareness among young people in their communities. Youth organisations are unique knowledge producers and education providers, in formal, non-formal and informal settings. The NSC activities respond to this reality and youth co-operation and GE are tied together through a complementary series of e-learning and residential training courses to promote the human rights, intercultural and democratic citizenship dimensions of GE targeting educators, policy-makers, youth leaders and youth activists in the framework of the iLEGEND[1] project between the European Commission and the Council of Europe.

These courses represent a part of the wider set of activities encompassed in the annual "University on Youth and Development", which takes place during eight days in September at the CEULAJ (Euro-Latin-American Youth Centre), in Mollina (Spain), and in its sister universities. Each of these Universities bring together hundreds of youth representatives from all over the world to learn, discuss, exchange experiences and reinforce the role of youth as actors in local, national and global development. The North-South Centre acts as the facilitator of the Network of Universities on Youth and Global Citizenship and as the focal point between the numerous partners involved.

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[1] Intercultural Learning Exchange through Global Education, Networking and Dialogue

With whom?

Participants

The participants in this training course were representatives of youth organisations. Nonetheless, priority has been given to the applications from participants that are involved in projects or initiatives that have a multiplying effect with young people. Concerning participants and their profile:

- [ ] were key multiplier playing an active role within a youth organisation/platform or institution, and plan to continue this work in the near future;
- [ ] had background knowledge in terms of Sustainable Development Goals (SDGs) and youth related issues;
- [ ] diverse social and geographical background (including disadvantaged and minority groups);
- [ ] aged between 18 and 30;
- [ ] had already some qualification or experience in terms of the Universities and/or international youth work and project work;
- [ ] were committed to attend the full duration of the course and be supported by one youth organisation/platform or institution;
- [ ] were able to work and communicate in English.

After a careful selection process, carried out by the North–South Centre, we have had a group of 21 participants, representing diversity in terms of gender, region, specificity of their global education involvement and type of organisation they represent.

Gender and Country Representation of participants

12   12
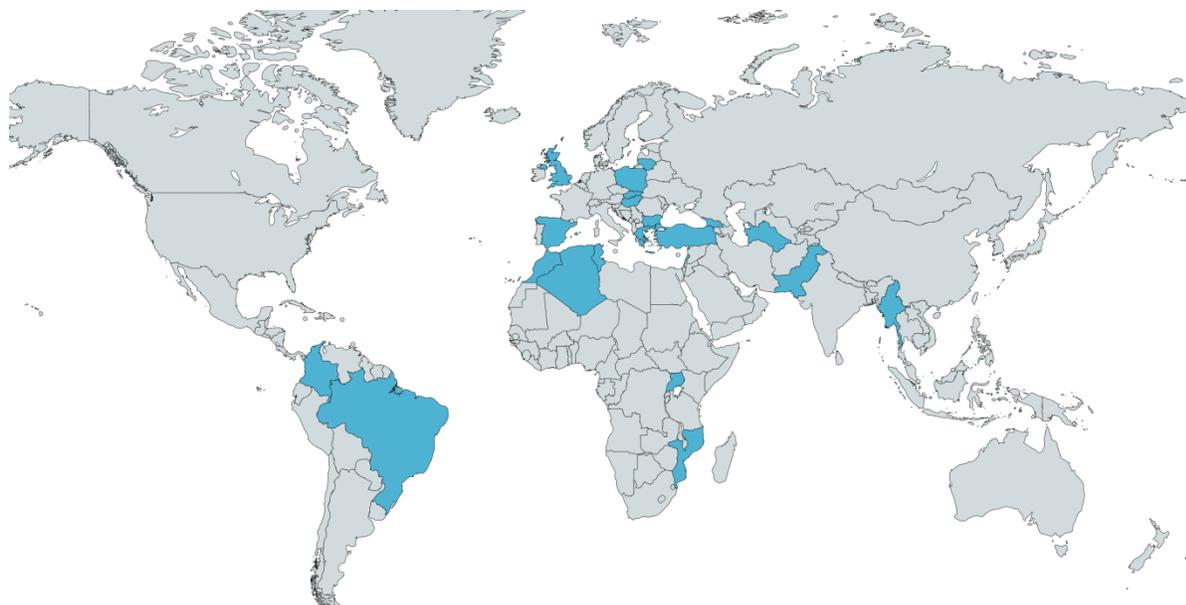
Selected participants

Name	Surname	Nationality	Organisation
Marta	ROSIQUE i SALTOR	Spanish	Catalan National Youth Council (CNJC)
Dasa	KORIBANICOVA	Slovakia	Organising Bureau of European School Student Unions (OBESSU)
Denizhan	ARSLANBEK	Turkish	Youth For Understanding Turkey
Aleksandra	MIRCHEVA	Bulgaria	National Youth Forum – Bulgaria
Donatas	JODAUGA	Lithuania	Oxfam Italia
Maka	SHANKISHVILI	Georgia	Association of Small Business and Civil Development
Tilemachos	BONI	Greece	ALLIANCE of European Voluntary Service Organisations
Niall	PETTIT	England	The Scout Association (UK)
Judit	LANTAI	Hungary	National Youth Council of Hungary
Agnieszka	BULACIK	Poland	Global Education Network of Young Europeans
Khadija	OUADI	Morocco	MENA Policy Hub
Ahmed	NASRI	Tunisia	YES Alumni Association TN (YAAT)
Tala	KHLAT	Lebanon	Min ila
Hanane	KAOUANE	Algeria	Sidra Algeria
Innocent	ODONGO	Uganda	INTERNATIONAL YOUNG CATHOLIC STUDENTS (IYCS) AFRICA
Witney	SABINO	Mozambique	National Youth Council
Camila	BORGES	Brazil	Movimento Infantojuvenil de Reivindicação
David	SANCHEZ MUÑOZ	Colombia	YMCA Colombia
Yousaf Masih	RAJU	Pakistan	Sukh Life Organization of Pakistan Lahore
Aung Myin	THU	Myanmar	Taxila Institute of Youth Leadership & Capacity Development
Jahan	TAGANOVA	Turkmenistan	Turkmenistan Health Initiative

Trainers

The pedagogical team was 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
- **Joana Pinto** (Portugal)
- **Delphine Konda** (Cameroon)
- **Thales Silva De Oliveira** (Brazil)
- **Mohammed Al Saud** (Syria)

How?

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 (FLACJ) and other international youth organisations and youth serving organisations.[2]

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. In 2016, the University on Youth and Development celebrates its 17th edition, under the joint theme: *"Connecting identities"*

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

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.
Global Development Education methodological approach through non-formal methods was used in delivering the sessions of the course. The team of trainers designed and implemented specific activities according to the profiles of participants and the objectives of the NSC, 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 Development Education among participants, contextualise GDE 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.

Programme

	18th Sun	19st Mon	20nd Tue	21rd Wed	22th Thru	23th Fri	24th Sat	25th Sun
9,30 – 11,00	Arrivals	Opening ceremony	SGDs	Training / facilitation techniques	Tools Campaigning Social media	Open space	Session design	Departures
11,00 – 11,30		Coffee break						
11,30 – 13,00		Getting to know each other	Continue (role-play/simulation)	NFE Methods	Community mobilization	Follow up On multiplying session	Implementation of workshops	
13,00 – 15,00		Lunch						
15,00 – 16,30		Team building	GDE	Joint programme session	Free Afternoon	Session design	Implementation of workshops	
							Evaluation	
16300 – 17,00		Coffee break				Coffee break	Coffee break	
17,00 – 18,30		Team building	Training competences			Session design	Conclusions and closing ceremony	
20,30 – 22,00		Dinner				Dinner	Farewell cheers	
Night		Joint programme	Joint programme	Joint programme		Joint programme		

Our learning experiences

The Global Education and Youth Training Course for Youth multipliers offers young people the opportunity to experience a week living in a global microcosm, where everyone arrives with her/his own identity and beliefs and leaves with multiple identities empathizing with geographically distant people and places, but very closed in terms of emotions and values.

Selected participants came from very different backgrounds, but they all had something in common: the idea that everyone can make the difference if we manage to engage young people, and the conviction that SDGs can be achieved only through education, Global Development Education.

The extent to which the training course affected people lives is easy to assess in the final evaluation file in attachment.

An insight of daily activities of the course is available in the following pages.

Monday

Purpose
The participants were coming from 21 different nationalities of 5 continents. It was a highly multicultural group that needed to work together for a whole week. "Get to know each other" and Mission Impossible have been paving the way to developing trust and synergies among the participants as well as boost group dynamics.

How we did it
A set of team building activities made of a hybrid "Mission Impossible" game to combine a guided physical activity with a set of self-led tasks with special focus on interculturality

What we learned
The group reflected upon and practiced several competences during the team building, in terms of: communication, ability to share, the need to be very specific when doing something together, ability to listen to others, being respectful towards each other, patience, creativity, kindness, ideas for a new game to use, communication, organisational skills, elements of other cultures, the cultural background of everyone, effectively putting in practice solidarity and generosity, consistency to be able to achieve the mission, leadership and group decision making, understand how the group works, assigns leaders and takes decisions.

Having fun but taking the task seriously
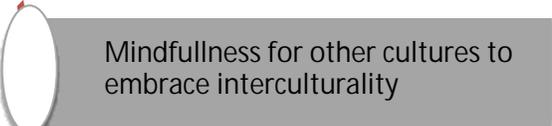
Mindfullness for other cultures to embrace interculturality
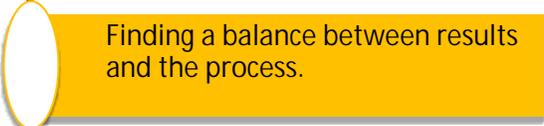
Finding a balance between results and the process.
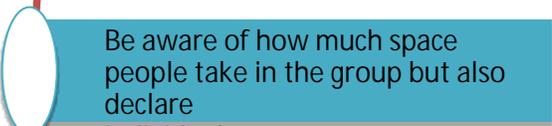
Be aware of how much space people take in the group but also declare individual space.

Please actively listen, more than just wait for it to be over

Common ground rules of the group

Purpose

The second day of the training course is always quite intense in terms of delivering the milestones ideas to create a common ground on the main topics of the week. Therefore, the aims were: to understand better the SDGs and why we need them, to understand interconnectedness, to show that the challenges in the North or South are not independent from each other, rather they affect the different regions. But also, Global Development Education as a tool to reduce the inequality in the world and all the possible negative aspects of globalization in order to foster the implementation of SDGs.

How we did it

SDGs – Where do you stand?

A moving debate to explore participants' perspectives on issues related to the SDGs. The activity has been implemented with the support of videos from UN portal to introduce the different goals and statements to generate debate.

What we learned

SDG1 Video: <ins>Ending poverty and hunger</ins>
Statement: *"Individuals have the power to shape their own future"*

Participants' positions:
- Humans have the ability to change their future depending on the context. In some countries, it's been made possible while in others, it's not. Their environment shapes the future.
- Sometimes, it's about the individual's perspective.
- Not everyone has the power to shape their future. It depends on the opportunities and resources available to an individual and also how they manage the resources available to them.
- Structural power influences individual's ability to shape their futures (employment, wars and education possibilities).
- Power plays a great role. Most individuals living below the poverty line want to get out of poverty but they lack the power to make it happen so, they remain in the cycle of poverty.
- Background does not influence how a person can change their future because it all depends on whether or not the individual wants to get out of poverty.
- Lack of education and other capacity building opportunities limits individuals' ability to get out of poverty.

SDG 2 Video: <ins>Achieving Zero Hunger: Combining social protection with pro-poor investments</ins>
Statement: *"End hunger is a responsibility related only to the governments"*

Participants' positions:
- Fighting hunger is neither the responsibility of the government or the individual. It is a collective action. It shouldn't only be the government. Capitalism limits the chain of food provision for poor families and communities.
- The government has more roles in ending hunger. It is the duty of the government to end hunger.
- It depends on what we understand by ending hunger. Sharing is our collective responsibility but ending the roots of hunger (agricultural and industrialization causes), it becomes a responsibility of the government and the international community.
- We need to understand the root causes of hunger such as business, climate change and political causes.
- The government is accountable to its people in ending hunger.

SDG 8 Video: <ins>Fostering sustainable economic growth, transformation and promoting sustainable consumption</ins>
Statement: *"Economic growth is the solution to reduce inequalities"*

Participants' positions:

- There is a difference between growth and development. The fact that investment grows does not necessarily bring development and reduce inequalities.
- Although economic growth is important in improving human situations like access to education and employment, it is important to know that economic growth can also be a major cause for inequalities.
- Economic growth is can be one of the solutions for inequalities but it is not the only one because some inequalities have no link to economic or financial capacity.
- Economic growth does not mean that inequalities will be tackled. On the contrary, increased economic growth can mean increased consumption which may widen the inequality and poverty gap.
- Economic growth is actually the heart of capitalism and a major cause for inequality.

SDG4 Video: At a club for teenage girls in Sierre Leone, 18-year-old Mbalu leads by example
Statement: **_"Equal access to education is not influenced by high level policy making and decision"_**

Participants' positions:
- Access to quality education depends on who provides the education. Is it public or private institutions?
- The challenge is not just about access to education because everyone can have access to quality education but not quality education.

SDG 13 Video: Getrude Clement (Youth Representative) High-level Signature Ceremony for the Paris Agreement
 Statement: **_"Combating climate change is an equal responsibility for all the countries"_**

Participants' positions:
- Combatting climate change is not an equal responsibility. It is an equitable one. Some countries need to take more responsibilities than others.
- It's an equal responsibility for everyone. We can all start discussing what needs to be done so that industrialization and emission does not get as critical as it has for others. We are the last generation that will experience climate change and the last generation that can do something about it. Countries that used to emit more pollution in the past should not blame the ones that are experiencing industrialization right now. Equal responsibility is not about emission but also about political will to combat climate change.
- It should be about common but differentiated responsibility.

World Market simulation

Purpose
This session came after the introduction to the SDGs. It aimed to dive into the mechanisms of injustice and unequal distribution of resources and its impact and consequences both on the country level and the global level socially, economically, politically. etc. and explore the tendencies towards cooperation.

How we did it
"The world consists of the north and the south, the north is industrially developed, while the south is facing several challenges. Both need to produce and sell to The World Bank. The borders separating them are strict. The media is trying to cover the whole situation in the world but, it is the media... You know!
The situation of resources, raw materials, infrastructures vary among the different countries."

In this dynamic there was the World Bank which managed and facilitated all the dynamics (the financial directors of the Bank were the facilitators). Countries had to produce geometric shapes (triangles, squares and circles with specific measures) and sell them to the Bank, it was obvious that the bank only wanted to buy quality products and according to the needs of consumers. The Bank had also the responsibility to make a commitment to education and training with these countries, train and instruct them for their development. The countries represented in the simulation were: Germany, USA, India, Brazil, Malawi

What we learned

There were many challenging conditions in the activity especially concerning poor countries. We learned experienced poor conditions, favouritism, discrimination, negotiation, illegal immigration, south south cooperation, media (independent media), north-south cooperation, movement of resources from one country to another (import and export), lack of knowledge of what is happening in another country (selective publishing from the media).

Despite the fact that participants were human rights activists, they reproduced exactly the same power relations in place in real life. For instance, there was strong division between North and South due to the perception of developed worlds coming to less developed world to give aid but in reality, they were destroying the countries.

Throughout the activity participants have experienced in practice how SDGs related to jobs and economic growth, access to quality education, climate change, reducing inequalities, gender equality can be applied in real life.

Simulation in progress. Groups producing materials to be sold to the World Bank and trading natural resources and waste among countries.

Germany

Malawi

India
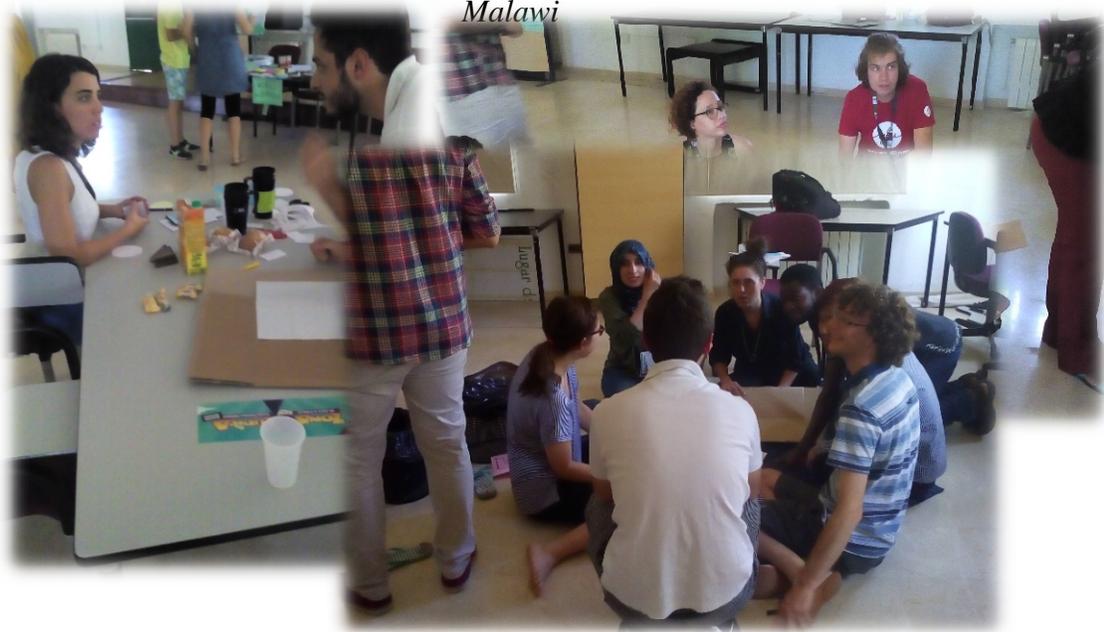
Global Development Education and training competences

Purpose
The session aimed to introduce Global Development Education framework in terms of values, knowledge and skills developed by the methodological approach, to make a draft of the competences needed by a GDE trainer.

How we did it
A PPT presentation guided the session providing new knowledge, inspiring reflection and introducing short participatory activities to assess participants' perception on the role of GDE and its application at local and global level. Following this discussion GDE trainers' competences have been identified to allow participants'

self-assessment of their own competences.

What we learned

"GDE Global Development Education is an attempt to respond to the needs and challenges of globalised world by offering a framework that is over-reaching and inclusive at the same time. It aims to: provide tools to better understand world issues and their interconnectedness at micro and macro level, and the development of skills and attitudes that enable taking actions guaranteeing human rights, social justice and sustainability."

A Super Trainer has a very diversified amount of competences. After a good debate where most of the people reached a consensus that it was not possible for one person to have them all, participants agreed that is important to try to recognize their own qualities, mistakes and skills in order to be aware of what they can learn and improve, but also how to contribute the most when working in team.

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

The session started as usual, but then an outsider just came in and brought a huge envelope. It was a huge envelope addressed to the 17th University on Youth and Development, but then inside there was one more envelope addressed to the 5th Global Education and Youth Training Course for Youth Multipliers. Inside this one, there was another envelope which indicated that the message was exclusive for the Wednesday 21, and then inside again, there was another envelope which said "TSO". Inside it, Delphine, the trainer, showed participants that there was a Recipe to be filled.

This was a Recipe for a Successful Session Planning, and on it participants first brainstormed about the main points in order to make a great session planning, and then shared in small groups and plenary their thoughts in order to reach a common recipe.

This activity introduced a reflection about non-formal education methods assessing which learning objectives each the method develops and in which context is possible to apply the method.

The chosen methods were Living Library, Storytelling, Simulations, Future Workshops, Ice breaking and energiser, reflection groups, role plays, drama techniques, techniques for group division, presentation, brainstorming, debate/discussions, teambuilding dynamics, drawing, movies projection, open space technology, buzz groups

What we learned

The debate was very rich, with no uncomfortable moments, and good insights and questions from the participants and facilitators. Through peer learning participants got a wider common understanding of GDE methodology through non-formal education methods.

Thursday

Community mobilization and social media campaigning

Purpose

The team of trainers for the first years decided to introduce aspects of advocacy and campaigning related to global issues in order to reflect on the role that GDE can play in order to promote social change and a fairer world.

The objective of the discussion was most related for participants to actually get into subjects like campaigning, which can be a huge tool for "the people" to use its power. Creating these links between the subjects, diverse perspectives of power emerged to make them start thinking about community organizing and social media campaigning as a tool for local and global communities.

How we did it

The morning started by asking the participants *"Who has power in your community?"* The suggestions of the brainstorming were mainly related to governments, high level organizations, big enterprises, etc. Then, trainers asked then if "*the ordinary people have power",* by meaning it trying to make them really bring local perspectives about who actually controls power.

Participants were guided into a reflection to learn more about the tools, types and forms of organization related to specific campaigning tools and strategies. This helped them to overcome some doubts and start thinking in a more specific way according to the theoretical approach in community organization/organizing as well as its relation to the practical approach.

What we learned
Participants learned about the many aspects related to community mobilization and social media campaigning, the difference between campaign and education, promoting a great debate about which categories are used to define each one.
They practiced how to make a Context Analysis when you have to initiate a campaign, the moments to make decisions, and each step of a campaign planning.

Friday

Course's follow up through session design

Purpose
The day aimed to give to participants' the leadership and the responsibility of their learning process in order to think about how they would have multiplied GDE in their organisations and local contexts.

How we did it
The day started with an Open Space Technology, where participants were the ones going to propose workshops and activities during the session. There

were suggested 4 sessions, "Gender and Interculturality", "Social Media", "Youth in UN Participation System", "Childhood Dreams" and then the groups had some minutes to think about it and started building their workshop sessions.

After the Coffee Break, participants followed a model to draw and write the "Facebook Page" of their own organisations, in order to share it and also consult the Facebook Page drawing of the other participants and try to find connections and common points between these local actions. The connections helped to create groups with common priorities at organisational level. Those groups worked together in the afternoon to prepare a 30 minutes' workshop session to be designed for the following day and to be used once back in their local contexts.

What we learned
Participants had the opportunity to practice competences like peer learning, self-organising, active listening, self-reflection, questioning, planning, activity and project design and team work, creating bridges between the theoretical inputs of the beginning of the course and their daily implementation.

Saturday

Session design in practice

Purpose
The sessions aimed at sharing session proposals to foster a joint reflection and evaluation about organizational and personal present and future plans to promote GDE through networking among participants.

How we did it
Groups facilitated their sessions among each other and trainers were giving feedback about the structure and the flow of the sessions, but also on facilitation techniques.

What we learned
Participants learned how to work in multicultural teams targeting intercultural groups, how to provide and receive feedback from peers on facilitation techniques and session design.

The Training Sessions Outlines produced by participants:

When:	Saturday 24th in the morning
Title:	**I, We and SDGs**
Trainers:	Judit Lantai, Alexandra Mircheva and Marta Rosique i Saltor
Target:	Organised youth with no/little knowledge on the topic
Duration:	90 minutes
Objectives of the activity:	- Raise awareness of the SDGs so that attendants can have a multiplying effect in their organisations - Reflect on the process of adoption of the SDGs - Motivate attendants to participate in the implementation of the SDGs in their context
Working methods:	

Space requirements for the activity:	A big room with chairs in a cyrcle
Materials:	50 sheets of papers, one flipchart, two markers, a projector and a computer

Description of the activity (step by step):

Clothes activity: (15 minutes)
Participants check the labels of their clothing and write them in a post-it. Then they analyse where their clothes come from and reflect about globalisation (power dimensions, interconnections, how your action has an impact at the global sphere).

Needs-SDGs activity:
Participants have 3 minutes to reflect on their own basic needs (What are your needs as a human being to thrive?). After that, everyone shares what they think on a flipchart. Then comes the time for them to think of world's basic needs that are missing and add them on the flipchart. (15 minutes)
Participants are asked to look under their chairs, where some have a SDG (17). The facilitator explains that there are SDGs created to tackle these needs. Participants read each goal out loud and explain shortly in their own words the meaning of these goals. During these explanations, trainers might want to add some concepts. After the 17, participants are asked if they find all their needs covered by SDGs. (45 minutes)
Trainers explain very briefly the process of creation of the SDGs. (5 minutes)

Action activity: (10 minutes)
Participants are given one post-it each and asked: "What
action can I do today for us?". They have 5 minutes to think about it and then they are asked to save it in their pocket.
Then trainers wrap it up.

Social Elevator

Objectives
- Understand social entrepreneurship
- Have the confidence to create innovative solutions
- Gain methods and tools to create a pitch for a social enterprise

Outputs/ Outcomes

- A pitch for a social enterprise and ability to present this in an engaging way
- An understanding of what needs to be considered when creating a social enterprise
  - Identifying problems exist
  - Products/Services
  - Context/Location
  - Targets/Beneficiaries
  - Identifying personal and organisational needs

The Story of the Game
We created a Social elevator TV Show that brings young motivated people who are willing to tackle social problems in their community using social entrepreneurship. These young adults will be pitching their social enterprise idea in front of a panel consisting of successful entrepreneurs and potential investors.

We are going to split the participants into 4 teams of 5. Each team will be working on one social problem to create a social enterprise. We will guide the process by giving them tips and questions and facilitating the process.

After they finish, they will be presenting their ideas on a flipchart in front of the panel. The panellists will express their interests in supporting a specific idea. The team will choose the panellists they want to work with on the basis on the panellist ability to improve their project.

After the show, we will conclude and get feedback from the participants.

The details of the workshop
1- Sit on chairs – divided into 4 groups of 5.
2- An introductive video on Social Entrepreneurship.
3- Start the show (Presenter)
4- Introducing the panel (Presenter).
5- Introducing the game the panellist used during the creation of their social enterprise.
6- Simulation of the actual game.
7- Pitching
8- De-roling
9- Feedback

Evaluation

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

In a circle, people had the opportunity to share their feelings and say formally goodbye to the rest of the group answering three statements which were "the biggest challenge...", "I enjoyed most…" and "I would like to say…".

The first one was Camila, a Brazilian girl who biggest challenge was English language. The second one said that at the beginning she felt scared because she was the only one from her country in the whole University but then, at the end she was feeling great and shared that she could strengthen her belief in global citizenship.
Jadiha shared that at the beginning she was kind of scared considering everything she left behind, but that at the end it worth it, because *"in one week I met the world"*. As well as most of the participants who shared how grateful they were for being in such a diverse group with open minded people who helped each other to consider even more perspectives of action.

Rocío said thank you for the team of trainers. Whitney shared a song of her community which says, in English *"Thank you, my friend"*, and then she sang to everybody saying that all the participants are friends of her now. Donatas shared that he is trying to be even more open minded considering that he had the opportunity to think about sensible stuff that he had never thought before, and that he is going to use this for the rest of his life.