5th Global Education and Youth Training Course for youth multipliers

Mollina, Spain
In the framework of the 17th University on Youth and Development (UYD)

REPORT

18-25 September 2016

1. BACKGROUND OF THE TRAINING COURSE

In the context of a rapidly rising youth population at global level, 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, security and development is a democratic and demographic imperative.

The concept of Global Education (GE) has been promoted by the North-South Centre (NSC) of the Council of Europe as an interdisciplinary and intercultural approach based on active and participative methods. The GE programme of the NSC brings together different stakeholders to strengthen Global Development Education (GDE) through intercultural learning, dialogue and networking in Council of Europe member states and neighbouring regions.

With these objectives in mind, the NSC acknowledges that youth organisations have the expertise, pedagogical approach and capacity to reach out to other young people in their communities. Youth organisations are important knowledge producers and education providers, in formal, non-formal and informal settings. The NSC activities respond to this reality and the Youth Cooperation and GE programmes are tied together through a complementary series of e-learning and residential training courses to promote the human rights, intercultural dialogue and democratic citizenship dimensions of GE.

The Global Education Training Course (TC) for Youth Multipliers is part of the iLegend project: Intercultural Learning Exchange through Global Education, Networking and Dialogue co-funded by the Council of Europe and the Civil Society and Local Authorities Programme of the European Union.

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 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.

2. THE FRAMEWORK OF THE TRAINING COURSE: THE 17TH UNIVERSITY ON YOUTH AND DEVELOPMENT (UYD)

The 5th edition of the Global Education Training Course for Youth Multipliers took place in the framework of the 17th University on Youth and Development (UYD) organised in partnership with the Spanish Government (INJUVE), the European Youth Forum (YFJ), the Spanish Youth Council (CJE) and other international youth organisations and youth serving organisations.

Since its first edition in 2000, the University takes place once a year bringing together representatives of youth organisations and youth movements who gather in the CEULAJ (Euro-Latin-American Youth Centre) to discuss, train and be trained around the main issues on the global agenda.

The University is part of the Network of Universities on Youth and Global Citizenship and is committed to further strengthening youth cooperation through a permanent dialogue between youth organisations and youth-related institutions at regional, multilateral and global level, contributing to the Global Youth Partnership for Development.

Each year, an overarching theme is chosen to connect the different Universities of the Network. In 2016 the theme was "Connecting Identities". The topic allowed young participants to reflect on how youth organisations and youth work can empower young people as global citizens to celebrate their diverse identities, face their vulnerabilities and unleash their potential to contribute to the implementation, monitoring and evaluation of the UN Agenda 2030.

3. METHODOLOGY USED

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.

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.

LEARNER CENTRED: The programme was designed aptly and tailor-made around the specifics of this group of participants.

FLEXIBLE AND ADAPTABLE: the main programme and methods for each session were decided in accordance to the application forms of the participants, their organizational background and their directly expressed needs.

INCLUSIVE: the programme was adapted to fit the different cultural background and linguistic obstacles.

PLANNED: all activities were planned beforehand and had a logical flow and session methodology arranged in a logical sequence that was constantly adapted to best ensure learning and empowering outcomes.

EVALUATED: each experiential learning session, as the whole training was evaluated through different methods, debriefing and feedback, in order to ensure the digestion of the learnt skills, knowledge and attitudes in the participants

The pedagogical team was composed of five experienced trainers, reflecting gender balance and the cultural and geographical diversity of the regions. Team selection was made having into consideration the complementarity of profiles, their experience in former 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) – Trainer/Facilitator
- **Delphine Konda** (Cameroon) – Trainer/Facilitator
- **Thales Silva De Oliveira** (Brazil) – Trainer/Facilitator
- **Mohammed Al Saud** (Syria) – Trainer/Facilitator

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, and specific competences of participants.

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

4. 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, 21 participants were selected, representing diversity in terms of gender, region, specificity of their global education involvement and type of organisation they represent.

Gender representation (including the team)

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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

5. 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	
16300 – 17,00		Coffee break				Coffee break	Evaluation	
17,00 – 18,30		Team building	Training competences			Session design	Coffee break	
							Conclusions and closing ceremony	
20,30 – 22,00		Dinner				Dinner	Farewell cheers	
Night		Joint programme	Joint programme	Joint programme		Joint programme		

5.1. LEARNING EXPERIENCES

The TC offered 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 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.

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

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

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

Learning outcomes

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

Tuesday 20ᵗʰ September

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

SDGs – Where do you stand?

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

Learning outcomes

SDG1 Video: [Ending poverty and hunger](#)
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: [Achieving Zero Hunger: Combining social protection with pro-poor investments](#)
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: [Fostering sustainable economic growth, transformation and promoting sustainable consumption](#)
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

"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

Learning outcomes

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.

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

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.

Learning outcomes

"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 much 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.
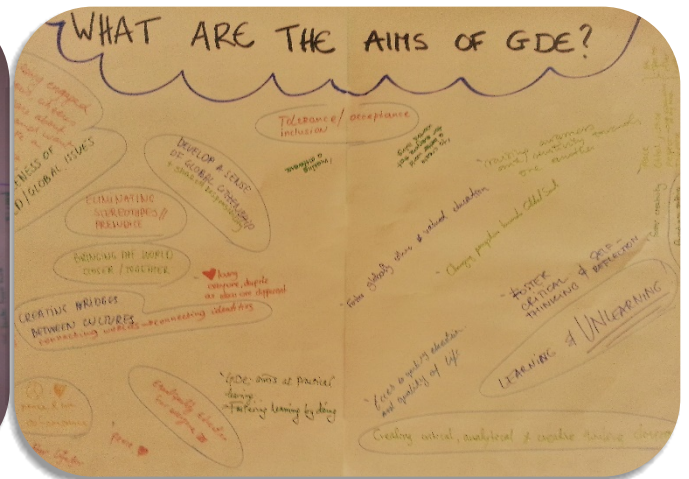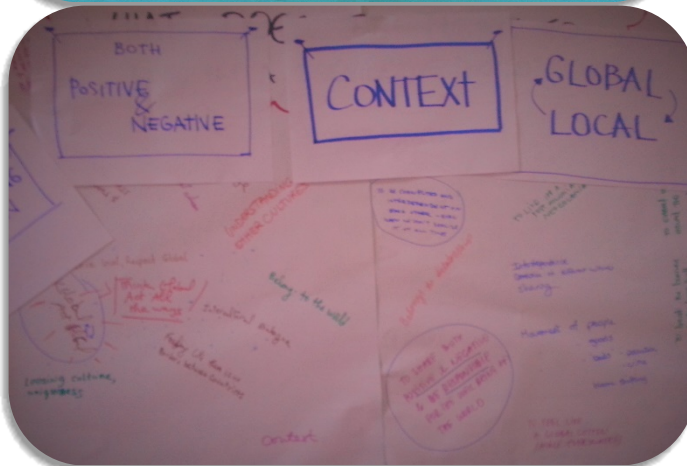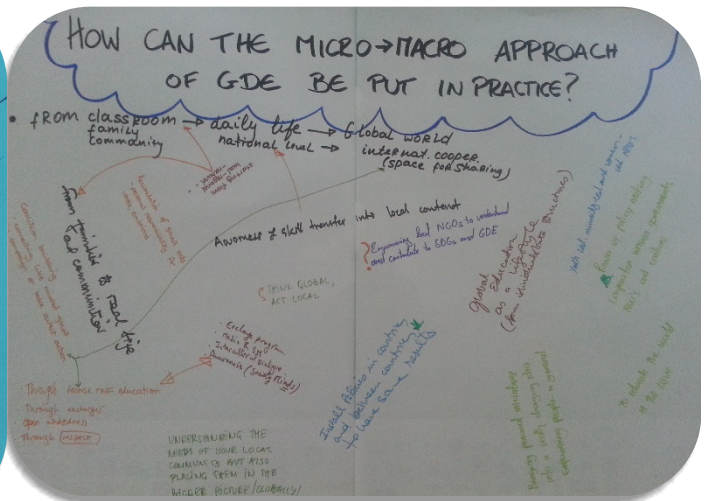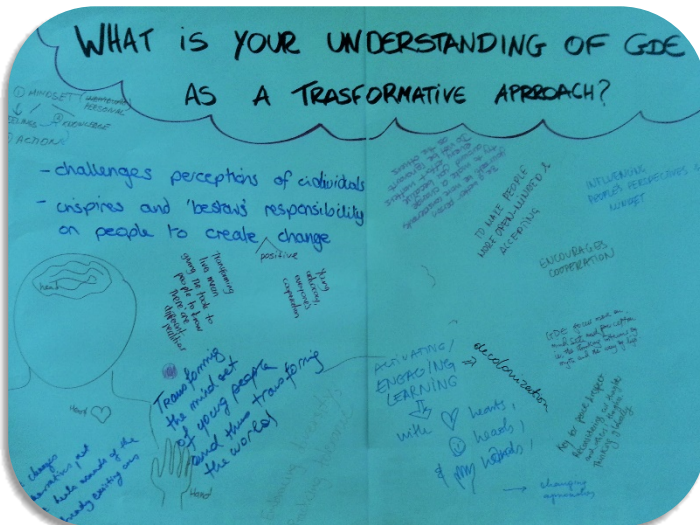
Wednesday 21st September

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
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

Learning outcomes
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 22nd of September

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
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.

Learning outcomes
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 23rd of September

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.

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How

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.

Learning outcomes

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 24th of September

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

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.

Learning outcomes

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.

6. 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, participants had the chance to share answering three statements which were "the biggest challenge...", "I enjoyed most…" and "I would like to say…".

In terms of the challenges, participants referred to the language and cultural barriers. The first one was Camila, a Brazilian girl who biggest challenge was English language.

Most of the participants 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.