Global Education and Youth Training Course for Youth Multipliers
6th edition – Training Course

In the framework of the 5th Mediterranean University on Youth and Global Citizenship (MedUni)
Hammamet, Tunisia - 3-8 July 2017

REPORT

1. BACKGROUND OF THE TRAINING COURSE

The concept of global development education has been largely promoted by the North-South Centre of the Council of Europe as an interdisciplinary and intercultural educational paradigm based on active and participative methods. The Global Education programme of the North-South Centre brings together different stakeholders to strengthen global development education through intercultural learning, dialogue and networking in Council of Europe's member states and neighbouring regions.

Among the relevant stakeholders, the North-South Centre acknowledges that youth organisations are important knowledge producers and education providers, in formal, non-formal and informal settings. Youth organisations have the expertise and the capacity to reach out to other young people in their communities and in a 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.

The North-South Centre`s activities respond to this reality and its Youth Cooperation and Global Education programmes are tied together through a series of complementary e-learning and residential training courses to promote the human rights, intercultural dialogue and democratic citizenship dimensions of global development education.

The Global Education Training Course 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.

2. THE FRAMEWORK OF THE TRAINING COURSE: THE 5TH MEDITERRANEAN UNIVERSITY ON YOUTH AND GLOBAL CITIZENSHIP (MEDUNI)

The 6th edition of the Global Education Training Course for Youth Multipliers took place in the framework of the 5th Mediterranean University on Youth and Global Citizenship (MedUni) organised by the North-South Centre in collaboration with the Observatoire National de la Jeunesse de Tunisie (ONJ) and in cooperation with other youth-led and youth-serving organisations active in the Euro-Mediterranean youth cooperation field.

Based on the idea of global citizenship and identity, the MedUni is part of the Network of Universities on Youth and Global Citizenship that provides a space where young people and youth workers from both shores of the Mediterranean come together as part of a global youth movement that works for more sustainable and inclusive societies. The MedUni is committed to further strengthening youth cooperation through a permanent dialogue between youth organisations and institutions at regional, multilateral and global level.

Each year, an overarching theme is chosen to connect the different Universities of the Network. In 2017 the theme chosen was "Developing Global Identities". The topic allowed participants and political

representatives 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 United Nations 2030 Agenda for Sustainable Development.

3. OBJECTIVES OF THE TRAINING COURSE

The specific objectives of the training course were:

- to understand the skills, values and knowledge behind the concept of global development education and its intercultural dimension;
- to develop a better understanding of intercultural education, intercultural learning and intercultural competences;
- to offer a platform to reflect on the role of intercultural education and the challenges posed by local contexts in a globalised world;
- to raise awareness about the United Nations 2030 Agenda for Sustainable Development and the role that young people and youth organisations have in implementing, monitoring and evaluating the United Nations Sustainable Development Goals (UN SDGs) in their local communities;
- to facilitate the development of specific training and facilitation competences and the transfer of knowledge in educational methodologies for the development of multilateral youth activities that promote peaceful and inclusive societies;
- to contribute to the North-South Centre's Global Education Online Resource Centre sharing and disseminating tools and practices.

4. METHODOLOGY USED

The educational model of the training course was largely inspired by the Global Education Guidelines[1] systematized by the North-South Centre and the framework provided by Council of Europe's Recommendation on education for global interdependence and solidarity[2].

Supported by different Council of Europe's manuals and handbooks for practitioners in the field of Non-Formal Education, Human Rights Education and Intercultural Learning, the programme was developed by the North-South Centre with a professional pedagogical team, aiming at creating a common understanding of global development education among the participants taking into consideration their different experiences and contexts.

The pedagogical team was composed of four experienced trainers reflecting gender balance and

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[1] The North-South Centre of the Council of Europe (2012), Global Education Guidelines, available here, accessed 25 January 2017

[2] Recommendation CM/Rec(2011)4, Committee of Ministers to member states Council of Europe, *On education for global interdependence and solidarity*, available here, accessed 25 January 2017
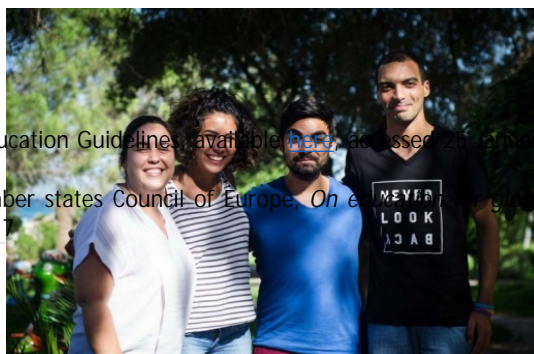
cultural and geographical diversity. The North-South Centre carried out the selection of the team taking into consideration the complementarity of their profiles, their experience and their competences related to global youth work and global education.

The course was a week-long programme that comprised a variety of experimental methods such as simulation exercises, group's dynamics, interactive role plays, examples of good practices, etc.

Ms Joana Pinto (coordinator, Portugal), Mr Cihan Kiliç (trainer, Turkey), Ms Nashwa Azzam (trainer, Egypt) and Mr Ahmed Ben Nejma (trainer, Tunisia)

LEARNER CENTRED: The programme was designed aptly and tailor-made bearing in mind the specifics of the group of participants.

PLANNED, FLEXIBLE AND ADAPTABLE: all activities were carefully planned and had a logical flow. The main content and methods for each session were adapted in accordance to the application forms of the participants, their organizational background and their needs and expectations.

INCLUSIVE: the programme was adapted to fit linguistic challenges and cultural differences.

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

5. PARTICIPANTS

The participants in this training course were representatives of youth organisations or participants involved in projects or initiatives that have a multiplying effect with young people. They were citizens from one of the Council of Europe's member states or from the Southern Mediterranean region (15%) aged between 18 and 30.

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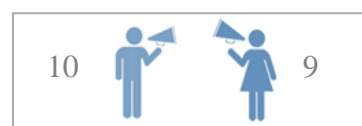
The selection was carried out by the North-South Centre and 19 participants successfully took part in the training course representing diversity in terms of gender, region, specificity of their global education involvement and type of organisation they represent.

First Name	Surname	Nationality	Country of residence	Organisation
Alaeddine	OUESLATI	Tunisian	Turkey	YaLa Young Leaders
Aldin	HODŽIĆ	Bosnian	Bosnia and Herzegovina	The Srebrenik Municipality Youth Council
Antonio	MARTIS	Italian	Italy	Associazione TDM 2000
Dimitra	MISSIRA	Greece	Austria	KAICIID International Dialogue Centre
Hana	HUDAK	Serbian	Serbia	INAT Centre

Hatim	EL OTMANI	Moroccan	Kingdom of Morocco	The Sustainable Development's Youth (The SDY)
Inês	MARQUES AMARAL BASTOS	Portugal	Portugal	Coatl - Development Consulting
Irina	BURUIANA	Romanian	Spain	Youth for Understanding (YFU)
Leila	BENABDALLAH	Moroccan/French	France	Office franco-allemand pour la Jeunesse
Mai	MAGDY ABD EL HAKEEM	Egyptian	Egypt	Y-Peer Egypt (Youth Peer Education Network)
Marie-Pierre	MUSMIKIWABO-KARANGWA	Belgian	Belgium	Shift & Twist
Marvin	MÜLLER	German	Germany	Organising Bureau of School Student Unions (OBESSU)
Mustafa Musa	TAYIB	Irish	Ireland	African Diaspora Youth Network in Europe (ADYNE)
Ramiz	ALIYEV	Azerbaijani	Azerbaijan	Common Sense
Saad Islam	REMANI	Algerian	Algeria	Youth Capacities Development Association
Serdar	SEYTAPTIEV	Ukrainian	Ukraine	Youth of European Nationalities (YEN)
Staša	BENKO	Slovenian	Slovenia	Srednja sola Veno Pilon Ajdovscina
Tuğçe	CANER	Turkish	Turkey	Voices of Young Refugees in Europe
Wiem	CHAMSI	Tunisian	Tunisia	Tunisian Red Crescent

6. PROGRAMME AND HIGHLIGHTS OF THE WEEK

The schedule of the week was the following:

	Sunday 2	Monday 3	Tuesday 4	Wednesday 5	Thursday 6	Friday 7	Saturday 8	Sunday 9
8:00-9:00	A R R I V A L S	Breakfast						D E P A R T U R E S
9:00-11:00		Informal opening *1 hour*	Project presentation: Capacity building challenges in a global framework	GDE simulation	Joint session	SDGs	Group presentation and feedback	
11:00- 11:30		Coffee break						
11:30-13:30		Getting to know each other	Intercultural Dialogue	GDE debriefing	Joint session	Participative tools and good practices	Open space	
13:30-15:00		Lunch break						
15:00-16:30		Team building	Intercultural Dialogue	GDE explanation	Study trips	Project preparation	Evaluation	
16:30-17:00		Coffee break				Coffee break		
17:00-18:30		Opening ceremony	Organisations and donors fair	Media literacy		Project preparation	Closing ceremony	
19:00-19:30		Reflection time				Reflection time		
19:30-21:00		Dinner						
21:00	Welcome evening	Developing global identities	Free evening	Developing global identities	Free evening	Developing global identities	Farewell evening	

★ Dark blue – training course sessions
★ Light blue- Joint sessions in the framework of the 5th MedUni

The training course offered the young participants the opportunity to live in an intercultural and international context for a week, where everyone arrived with her/his own identity and beliefs and left with multiple identities empathizing with geographically distant people and places.

Selected participants came from very different backgrounds, but they all had something in common: the idea that young people can make the difference if they are engaged, and the conviction that meaningful

progress in relation to the UN Sustainable Development Goals can be achieved through global development education.

Focus: Intercultural Dialogue

During the second day, the focus of the training was to allow participants to get connected in different dimensions, at a professional level, but also to further explore the multiple identities and cultures in the room, in order to discuss intercultural competences and intercultural dialogue as mechanisms to tackle some of the challenges that participants face as youth workers.

Participants had the chance to share the work they are involved in within their organisations and they were presented with the Dune Model of Culture, that suggests that culture can be defined in three different layers that can be classified from heavy sediment (the slow to change elements) to shifting sands (rapidly moving aspects). They also played "Switch and Exist", a card game to reflect on how people see culture and how they position themselves towards the unknown.

Participants learnt the difference between intercultural learning, intercultural communication, intercultural education and intercultural competences. They learnt that culture is fluid and cannot be perceived as a block anymore but rather as a dynamic system gaining a new shape with each small change. Those changes can be intercultural learning opportunities, direct or indirect (related to nationality or not at all). Participants highlighted as being intercultural competences: the ability to think differently, critical thinking, leadership, effective communication, public speaking, reducing stereotypes

and prejudices, tolerance, patience, learn to learn, flexibility, language skills, empathy, ability to adapt, curiosity, courage, self-evaluation, ability to recognize outcomes, personal growth, lifestyle habits, socio-political systems, navigating in a foreign environment, open-mindness and negotiation skills, underlining that those are the key competences they have to work with their target group in order to tackle cultural challenges. Those competences are worked on through global development education.

The world market simulation

The world market simulation aimed at diving into the mechanisms of distribution of resources as well as their impact and consequences at different levels (social, economic, political, etc.) and both on a national and global scale. Participants thus had the opportunity to explore their individual tendencies towards cooperation and solidarity, as well as the group behaviours.

In this simulation there is the World Bank which manages and facilitates all the dynamics (the financial directors of the Bank are the facilitators). Countries should produce geometric shapes (triangles, squares and circles with specific measures) and sell to the Bank, being obvious that the Bank only wants to buy quality products and according to the needs of consumers. The Bank also has the responsibility to make a commitment to education and training with these countries, train and instruct them for their development.

In the debriefing, participants had the chance to reflect upon their behaviours and reshape the way they position themselves towards inequality. In the afternoon some questions were explored in a deeper way, mainly as to the role of media in influencing world issues and how to promote GDE in non-democratic systems and how they could contribute in their role as youth multipliers.

Participants learnt about discrimination, negotiation, illegal immigration, south-south cooperation, media (non-independent media), north-south cooperation, movement of resources from one country to another (import and export), sustainability, human rights, responsible consumption and political and economic as well as the role of each one of the participants in improving the reality around them.

Participants also had the chance to understand that a more collaborative world can contribute to the values promoted by global development education and that it is hard to achieve in a win/lose economic system, influenced by media that are frequently not impartial. Participants learnt as well competences on media literacy such as how to deal with media, how to find reliable sources of information and to identify fake news in order to break the cycle of mainstreaming wrong information.

The UN Sustainable Development Goals (SDGs)

On Friday participants focused on the UN Sustainable Development Goals as a framework. The aim was for participants to experience SDGs-related issues "in their skin" and to bring a more rational look on them, keeping that experience as a reference. With an agree/disagree activity, trainers aimed at

providing participants with a better understanding of the SDGs and why they are needed, as well as of interconnectedness, to show that the challenges in the north or south are not independent from each other, rather they affect the different regions. That day was also dedicated to concretely understanding what global development education is, how it can be implemented, including some good practices, and the role participants can play in its promotion.

Participants shared that each one of them has a role in reshaping their realities. The group identified responsible consumption and sustainable development as the dimensions in which to invest in order to rebalance wealth distribution in the world, implying that awareness of the role that everyone has as a citizen, and thus global development education, are essential. Participants learnt the difference between growth and development, equity and equality, and they better understood the concept of opportunity gap.

In a world café setting, trainers also prepared good practices organised according to the global development education areas (development education, human rights, education for sustainability, education for peace and conflict resolution and intercultural education) plus SDGs as a framework per se. Participants learnt about projects that contribute to improve SDGs indicators and marking a positive impact in people's lives.

Sharing ideas and good practices

The last day participants had the opportunity to be leaders of their own development process. Participants were given instructions to get together in groups up to four people to develop cooperation ideas in order to promote global development education and to contribute to the achievement of the SDGs.

They also had the chance to share in the "Open Space Technology" tools, projects and ideas. There were 4 suggestions:
- Presentation of the Coloured Glasses Manual: that contains ready-to-use workshops on intercultural learning for use in secondary schools (14-18 year olds). The manual explores in through different exercises, values, cultural differences, stereotypes, non-verbal and verbal communication as well as identity.
- Examples of SDGs projects in Tunisia: sharing the design and implementation process of a recent SDG related project.
- Advocacy methods and digital activism: How to employ digital tools as a youth multiplier.
- Gender neutral pronouns: The importance of using gender neutral pronouns as a youth multiplier.
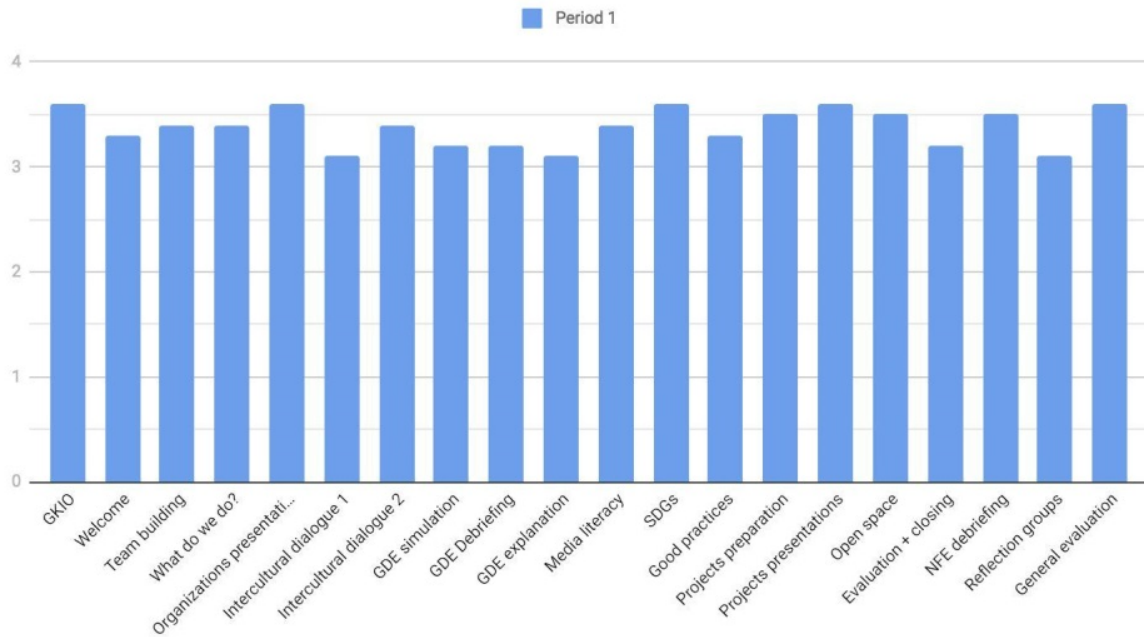
7. EVALUATION

Overall participants have evaluated positively the achievement of the specific objectives (see section 3) on a scale from 1 to 4 (1 very dissatisfied, 2 dissatisfied, 3 satisfied, 4 very satisfied).
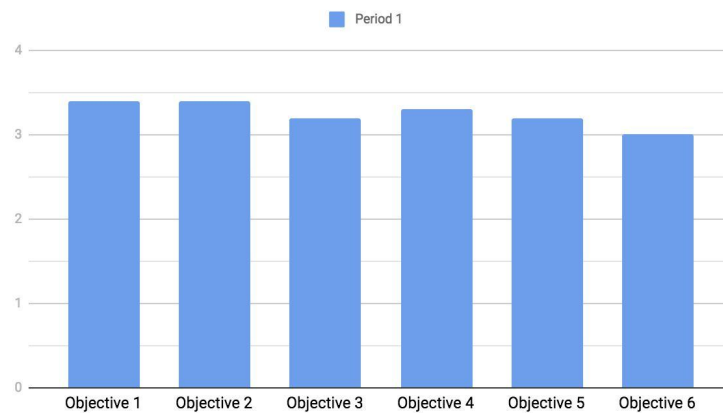
The specific program elements were evaluated also with the same criteria (1 very dissatisfied, 2 dissatisfied, 3 satisfied, 4 very satisfied) and the overall feedback was:

Sessions evaluation

Participants have evaluated from 1 to 4 the performance of the pedagogical team concerning the factors in the legend of the following charter:

Pedagogical team evaluation