



# 7th Global Education and Youth Training Course for Youth Multipliers

Within the 18<sup>th</sup> University on Youth and Development  
18<sup>th</sup> – 25<sup>th</sup> September 2017  
Mollina, Spain

## REPORT

Funded  
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COUNCIL OF EUROPE



Implemented  
by the Council of Europe

## 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 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 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 the local context in a globalised world;
- to raise awareness about the Global Agenda 2030 of the United Nations and the role that young people and youth organisations have in implementing, monitoring and evaluating the Sustainable Development Goals in their local communities;
- to facilitate the development of specific training and facilitation competences and transfer of knowledge in educational methodologies for the development of multilateral youth activities that promote peaceful and inclusive societies;
- to contribute to the NSC GE Online Resource Centre facilitating the sharing and dissemination of tools and practices to strengthen GDE.

## 2. THE FRAMEWORK OF THE TRAINING COURSE: THE 18TH UNIVERSITY ON YOUTH AND DEVELOPMENT (UYD)

The 7th edition of the Global Education Training Course for Youth Multipliers takes place in the framework of the 18th 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 2017 the theme chosen is “Developing Global Identities”. This year’s theme would allow 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 UN Agenda 2030.

You can read the full concept note [here](#).



### 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 at creating a common understanding of Global Development Education among participants, contextualising GDE to different targets groups and contexts, and exploring 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 four 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
- **Michael Adiku** (Nigeria) – Trainer/Facilitator
- **Adam Al Saud** (Syria) – Trainer/Facilitator

The team of trainers designed and implemented specific activities according to the objectives of the NSC, and the profiles of participants fulfilling the needs of different multiple intelligences, local and national contexts, and specific competences of participants.



#### 4. 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.

Their profile:

- citizens from one of the CoE member States or Southern Mediterranean region;
- aged between 18 and 30;
- able to work and communicate in English;
- supported by one youth organisation/platform or institution;



Candidates were selected on the basis of the above eligibility criteria and then evaluated according to the following evaluation criteria, which were clearly specified in the candidate's application form and recommendation letter:

- playing an active role within youth organisation platform, and plan to continue this work in the future;
- having already some experience in terms of international youth work and project work;
- having background knowledge in terms of Sustainable Development Goals (SDG), intercultural dialogue and youth-related issues;
- taking into consideration the organisation outreach and targeted beneficiaries.

After a careful selection process, carried out by the North-South Centre, 20 participants were selected and 19 participants (one cancellation due to health issues) 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.

Gender representation (including the team)



## Selected participants

FIRST NAME	SURNAME	NATIONALITY	COUNTRY OF RESIDENCE	ORGANISATION
Olta	QEJVANI	Albanian	Albania	"Children Today" Centre
Astghik	ISAKHANYAN	Armenian	Armenia	Rights Information Center NGO
Emil	JAFAROV	Azerbaijani	Azerbaijan	Bright Future Youth Public Union
Nino	UGREKHELIDZE	Georgian	Georgia	Georgian Falcons
Cornelia	PÜRSCHHEL	German	Germany	Perspektivwerk - Young Ambassadors for Global Education
Kristine	ROMANOVSKA	Latvian	Latvia	GLEN LATVIA
Jakub	ZIENTALA	Polish	Netherlands	Young Mediterranean Voices Plus
Elsa	DANIELS	British	Poland	Stowarzyszenie Projektów Międzynarodowych INPRO
Gustavo	BRIZ	Portuguese	Portugal	Rede Inducar
Alexandra	MIROSLAV	Romanian	Romania	Youth for Youth Foundation
Jelena	MILUTINOVIC	Serbian	Serbia	Association for personal training, education, development and empowerment – ALTERO
Barbora	FENCLOVA	Czech	Slovenia	European Federation for Intercultural Learning
Ilia	LAPTIEV	Ukrainian	Ukraine	Youth anti-corruption agency
Svetlana	SAVITCHI	Moldovan	Moldova	AT „SANSА"
Haris	BANDA	Montenegrin	Montenegro	Ministry of European Affairs
Vedran	DIZDAREVIKJ	Macedonian	Macedonia	Youth Educational Forum
Ramzi Abdelaziz	AHMOUDA	Algerian	Algeria	Young Arab Voices / British Council Algeria
Mohamed	MALLAHI	Moroccan	Morocco	CorpsAfrica/Maroc
Rihab	BLIDI	Tunisian	Tunisia	Y-PEER TUNISIA
Sarah	MASRI	Lebanese	Lebanon	Youth Forum for Youth Policy/ Masar Association

## Preparatory meeting

The North South Centre of the Council of Europe, on the 8<sup>th</sup> and 9<sup>th</sup> of September, provided a space for NSC's staff and the team of trainers to meet and discuss together important details to develop a training programme suiting organisational and participants' needs and priorities. Relevant in terms of course development was the brainstorming in relation to media literacy and the specific skills the TC should have focused on. Due to the composition of the group and the international context, it was agreed to focus more on community organising, storytelling, social media campaigning, rather than facilitation and training skills. Following the meeting the team of trainers started to work on the specific objectives and the structure of the programme.

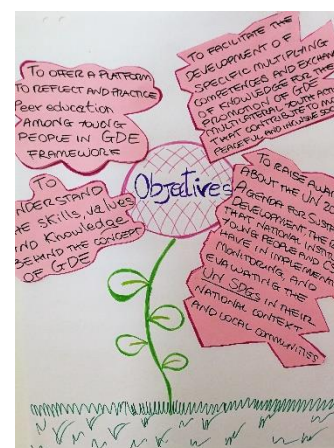
## 5. PROGRAMME

	17 <sup>th</sup> Sun	18 <sup>st</sup> Mon	19 <sup>nd</sup> Tue	20 <sup>rd</sup> Wed	21 <sup>th</sup> Thru	22 <sup>th</sup> Fri	23 <sup>th</sup> Sat	
9,00 – 11,00	Arrivals	Opening ceremony	NFE and facilitation	Global Market	Joint programme session	Multiplying A to Z	Multiplying needs	
		Coffee break - 11,00 – 11,30						
11,30 – 13,00		Getting to know each other	Global challenges SDGs	Global Market	Joint programme session	Multiplying A to Z	Multiplying plans	
		Lunch - 13,00 – 15,00						
15,00 – 16,30		Team building	Global Development Education	Global / Local issues	Free Afternoon	Multiplying A to Z	Evaluation	
		Coffee break - 16300 – 17,00				Coffee break	Coffee break	
17,00 – 18,30		Team building	Joint programme session	Introducing our Organisations		Multiplying A to Z	Conclusions and closing ceremony	
18,30 – 19,00		Reflection groups	Reflection groups	Reflection groups		Reflection groups		
		Dinner - 20,00 – 21,30				Dinner	Farewell cheers	
Night		Welcome	Joint programme			Joint programme	Interaction with local community	

### 5.1. LEARNING EXPERIENCES

The Global Education Training Course for Youth Multipliers, in the framework of the UYD, offered young people the opportunity to experience a week living in a global community, where individual and collective identities were continuously challenged through sharing experiences from different national and international contexts, learning from each other to deconstruct stereotypes, looking at global issues from different perspectives, developing common actions to raise awareness about global issues while supporting local communities.

The UN 2030 Agenda has been the reference legal framework both within the training course and during all the activities promoted by the Joint Programme Team of the University. SDG's have been explored not only in terms of objectives and target groups, but in all their dimensions through the Global Development Education methodology: emotional to rational, individual to collective, global to local impacts and vice versa.

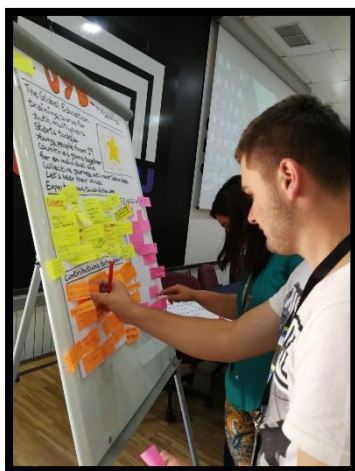


Detailed training session outlines with the activities designed for the course as well as the outcomes and the evaluations are available in the TSOs file in attachment. The final evaluation document is also sent in attachment in order to give an overview of participants and trainers evaluation. An insight of daily activities of the course is available in the following pages.

## Monday 18<sup>th</sup> September

### **Purpose**

Following the Opening Ceremony of the UYD, the whole day was dedicated to activities aiming to provide space for personal introduction and intercultural understanding to build trust and a safe environment where participants could express and challenge themselves throughout the week with a peer learning methodological approach. Team building was structured as an informative and comparative process aiming to challenge participants since the very beginning about their knowledge on global issues in relations to the SDGs and Agenda 2030.



### **How**

A set of getting to know each other games [TSO 1.1], getting started with global issues [TSO 1.2], developing individual and collective narratives through storytelling techniques [TSO 1.3] allowed participants to interact and to understand how they functioned as a group, while focussing on different aspects related to the SDGs, such as the 5Ps and the statistical global distribution of people, wealth and hunger. The UYD framework

and the NSC institution were introduced to participants by Graziano Tullio, project assistant of the Youth and Cooperation programme.

### **Learning outcomes**

Participants learnt about UYD, the NSC, the objectives, the programme of the training in relation to competences' development. They agreed on basic rules to live together and caring for each other. They explored the real impact of statistical research seeing "people" behind numbers and overcoming several prejudices based on media narratives.

They also learned more about storytelling techniques describing their emotions and personalities sharing their personal life stories in a page with a short amount of time. Some participants shared those stories in plenary, explaining



their challenges and frustrations when willing to study abroad

without having the "right" passport to get a visa, or telling everyone how difficult it was to admit to be homosexual and coming out to family, friends and society. They learned how to deal with and communicate positively deep personal emotions.

***"Major surprise was the level of hunger in Asia". "When I think of Africa I always think in starving children and I did not take into consideration Asia population". "It's hard to grasp that Asia has 67% of the world population." "Migration and many other issues make it hard to calculate these percentages and it was very confusing for me". "I understood the way that social media conditions the way we see poverty in the world."***



Tuesday 19<sup>th</sup> of September

### **Purpose**

The second day aimed to give participants the opportunity to understand better the methodology that supports this particular training, as well as Global Development Education in the way the North-South Centre of the Council of Europe perceives it and how it relates to the SDG 4.



### **How**

During the first session in the morning [TSO 2.1], participants shared their knowledge on formal, non-formal and informal learning, with a specific focus on non-formal education techniques. The proceeding session [TSO 2.2] was dedicated to global changes and the SDGs: from 1980 to 2017 how globalization had an impact at individual, national and global level (positively and negatively) according to the economic, political, social, environmental aspects. It followed a debriefing introducing the SDGs and discussing why they are relevant for our future.

***“It is very interesting that the negative effects were on the economic, social and environmental, but we don’t see any negative impact on the politics and the positive ones are very focused on us, the people.”***

Thanks to an agreement with the team of trainers of the Seminar on "*Diaspora youth as agents for inclusive societies and global development education*" organised by the NSC, a joint session among the two groups was organised introducing Global Development Education as a topic through a presentation and a world café [TSO 2.2]. In the last part of the day, participants attended a sharing workshops session organised by the joint programme team. Two members of the pedagogical team proposed a workshop, one on Ubuntu as African culture and another one on refugees' inclusion in Europe.

### **Learning outcomes**

Some participants were not familiar at all with the concept of non-formal education and they interpreted GDE as an academic subject, while others were experienced trainers. The day focused on how to leverage those differences while continuing getting to know each other's' realities, building a common glossary on globalization, global issues, impacts of political decisions and conflicts, social changes, and the importance of quality education to be able to critically analyse reality and act towards injustice for a positive societal transformation.

Wednesday 20<sup>th</sup> September

**Purpose**

The world market simulation [TSOs 3.1] is a good practice of the GDE TC therefore trainers agreed to organize it together with the team of trainers and the participants of the Diaspora Seminar. It allows participants to experience unequal distribution of resources and its structures/forms, as well as different reactions to power; the consequences of injustice and to reflect on the bridge with reality, concerning their real relation to power and to privilege while exploring the role of media in a global context; but also exploring root causes of migration in relation to unequal distribution of resources, the role of migrant population in host/original communities, and to better understand the role of CSOs and youth organisations in society.



**How**

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 are instructed to 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. The countries represented in the simulation were: France, USA, Bulgaria, Bangladesh, Brazil, Egypt, Burundi. During the rest of the day we had activities to further explore the results of the simulation as well as its parallel to reality in connection to the SDGs and participants' organisations.



In the debriefing, participants had the chance to reflect upon their behaviour 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.



**Learning outcomes**

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.

***Power reproduction of what power relations are. The north is totally fine and south totally bad. In one there is human rights and in the other no, but it is really not like that because there were people that were not being paid for their work!***

Participants also had the chance to understand that a more collaborative world can contribute to the values promoted by GDE and that it is hard to achieve it 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 identify fake news in order to break the cycle of mainstreaming wrong information. Afternoon discussions offered participants the opportunity to further explore the main hot topics of global inequalities and to introduce how their own organisations tackle those issues at local level.



### Thursday 6<sup>th</sup> July

Participants spent the day in the activities of the joint program exploring in depth the concept of “*Developing Global Identities*”. The morning was structured with two plenary moments at the beginning and at the end, with different workshops proposals for participants to attend.

### Friday 7<sup>th</sup> July

#### **Purpose**

On Friday participants have been introduced a variety of tools that they can use to multiply GDE, including: community organizing, campaigning, storytelling, social media, and audio-visual production [TSO 5.1].

#### **How**

Starting from analysing the current global situation, participants reflected on how decision making and media influence public opinion creating legitimacy over political decisions. Over the day each session introduced a specific tool / method to multiply GDE values with practical exercises, both online and through experiential learning activities.

#### **Learning outcomes**

Participants learned about new tools and developed specific information technology and communication (ITC) competences to be used both for networking and awareness raising purposes. The day was really intense. They developed 3 main multiplying action proposals:

1. A flashmob action during Friday's night parade with each participant wearing an SDG as a hat and explaining to local community the meaning of those symbols written on the hat
2. Preparing the TC presentation for the Closing Ceremony of the UYD, sharing the main learning points and raising awareness on the role of GDE for the implementation of the SDGs
3. Creating the Facebook group [“Youth Multipliers of Global Education”](#)



### Saturday 8<sup>th</sup> July

#### **Purpose**

The last day aimed to provide space for summary presentation of the activity of the previous day, reflect and write about how they can apply their learning to specific needs in their local context, indicate how they can support one another to implement their activities that will multiply GDE.

The remaining time of the program was dedicated to evaluation and closing [TSO 6.2]. The group took the time to evaluate the training and the learning outcomes, as well as prepare a presentation for the remaining participants of the university.

### ***How***

Participants filled in a form to self-assess the needs related to GDE at local level and the competences they developed supporting the development of specific actions in their contexts. It followed a one-minute pitch presentation where they asked the group for support and cooperation on those actions. Consequently, small groups business meetings were organized to agree on how to further implement cooperation proposals when they return to their countries.

### ***Learning outcomes***

Participants self-assessed their learning while co-developing projects and networking proposals at multilateral and regional level. They also took time to assess and evaluate the whole week of training.



## **6. EVALUATION**

Evaluation took place online via google form and it is available at this [link](#) and in a separate attachment