



# 9<sup>th</sup> Training Course on Global Development Education for Youth Multipliers

# REPORT

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European Centre for Global Interdependence and Solidarity - Council of Europe  
*North-South Centre of the Council of Europe*

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## GENERAL OVERVIEW OF THE TRAINING COURSE

The concept of Global Development Education (GDE) is promoted by the North-South Centre of the Council of Europe (NSC) with an interdisciplinary approach where human rights, intercultural dialogue and democratic citizenship represent the main elements.

The 9<sup>th</sup> Training Course on Global Development Education for Youth Multipliers aimed at creating a common understanding of GDE among participants, but still contextualizing global development education in different target areas and groups, building upon participants' experiences and knowledge and connecting different dimensions. Global development education is in fact intended as a dynamic concept following the social, political and economic developments of the global society and responding to the needs of different stakeholders, both from civil society and institutions.

By focusing on these elements, the NSC provided youth multipliers and youth organisations with new tools and knowledge to play a greater change-making role in their communities within the current global interconnected context.

### Dates and venue

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The 9<sup>th</sup> Training Course on Global Development Education for Youth Multipliers took place between the 10 and 14 of September 2018, in Molina, Spain, in the framework of the 19<sup>th</sup> University on Youth and Development. The training course consisted of four days of activities including one-day training on Media Literacy.

### Main aims and specific objectives

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The training course had two main aims:

- to empower young people to further support the practice of global development education based on North-South Centre global development education methodology;
- to provide youth multipliers with a series of competences and tools to promote and disseminate principles of global development education to other young people and within their organisations and communities following a *glocal* approach.

The specific objectives of the course were:

- to understand the values and knowledge behind the concept of GDE;
- to explore the media literacy dimension of GDE in order to foster responsible and ethical "citizen journalism";
- to raise awareness about the United Nations 2030 Agenda for Sustainable Development (UN Agenda 2030) 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 offer a platform for youth peer-education and for the development of multilateral youth activities that promote peaceful and inclusive societies.

### The iLegend project

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The Training Course on Global Development Education for Youth Multipliers is part of the Youth dimension of the iLegend (Intercultural Learning Exchange through Global Education, Networking and Dialogue) project implemented by the North-South Centre and funded by the European Union (EU). The overall objective of the project is to strengthen global development education in EU member states and potential EU member states, by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field. The Youth Cooperation Programme the North-South Centre develops the Youth dimension of the project by design and running capacity building and awareness raising initiatives for youth multipliers from Europe and beyond.

## The framework of the training course: the 19<sup>th</sup> University on Youth and Development (UYD)

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The 9<sup>th</sup> Training Course on Global Development Education for Youth Multipliers took place in Molina, Spain, in the framework of the 19<sup>th</sup> edition of the [UYD](#) organised in partnership with the Spanish Government (INJUVE), the European Youth Forum (EYF) and other international youth organisations and youth serving organisations.

The UYD is an international and multilateral youth event integrated in the [Network of Universities on Youth and Global Citizenship](#); a partnership among several organizations facilitated and coordinated by the North-South Centre. Every year the Network agrees on a thematic annual overarching priority according to a strategic understanding of the youth global agenda. For the period 2018-2020 the Network agreed for a three-year cycle under an umbrella theme: the United Nations Sustainable Development Goal 16: “peace, justice and strong institutions” and for the year of 2018 the annual focus chosen was **“the role of young people in promoting peaceful and inclusive societies”**.

The UYD provides a platform where different organizations operating at local, national, regional and international level have a space to run their own activities within a multilateral cooperation context which encourages networking, peer education and sharing of knowledge and opportunities.

## PEDAGOGICAL TEAM AND METHODOLOGICAL APPROACH

### Trainers team

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The pedagogical team of the training course was composed by three trainers: Ms Carmen Fischer (Austria), Ms Sophia Arnaouti (Cyprus) and Mr Artur Wiczorek (Poland) under the coordination of the Youth Cooperation Programme officer, Graziano Tullio.

The trainers have many years of experience in delivering training related with youth work, global development education and human rights education, having already being involved in past activities of the North South Centre.

### Preparatory work

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The team started their collaboration with the North-South Centre’s staff immediately with its establishment, having their first joint communication on the 1<sup>st</sup> of August. The aim of this meeting was to clarify the objectives of the Training Course, create a roadmap for the preparation and ensure the connection with the overall theme of the University, namely SDG16 – **the role of young people in promoting peaceful and inclusive societies**.

Following the establishment of the conceptual and methodological framework, the Trainers’ Team worked throughout August in order to set a clear structure of the training programme, as well as the timeline of activities. The team also established communication with the [Media Literacy Task Force](#), which was responsible for delivering one-day training on Media Literacy within the framework of GDE.

During the preparatory period, the Trainers also contacted the participants to introduce themselves, give them information about the training course and ask them to prepare accordingly. A facebook group was also set up, bringing the trainers and participants closer before even arriving at the venue.

The team arrived at CEULAJ in Mollina on the 7<sup>th</sup> of September to ensure that all preparations were finalized before the arrival of the participants. A physical meeting also took place with the NSC team for final coordination.



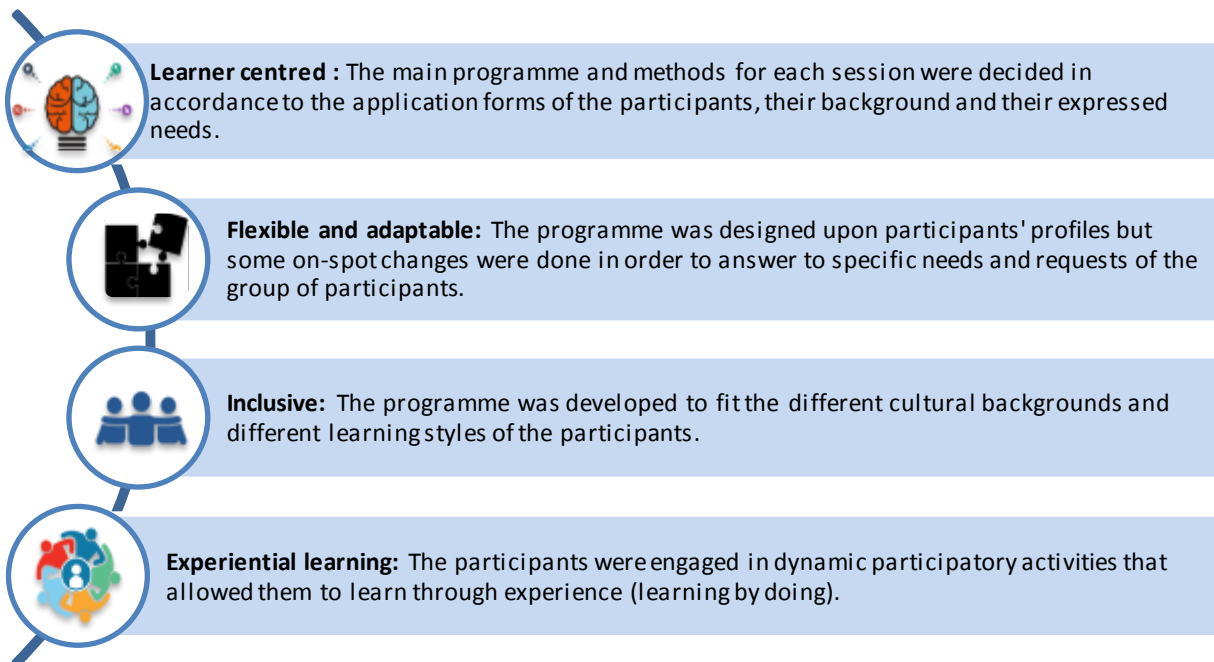
## Methodological approach

The conceptual and methodological framework of the course was based on the [Global Education Guidelines](#) systematized by the North-South Centre.

The training course was built in a **learned centred** way, an environment where participants could reflect on their attitudes and behaviours by adopting the approach as stated in the GDE Guidelines, which includes three important aspects of development education: **values and attitudes, skills, and knowledge**.

The **Non-Formal Education (NFE)** methodology was used to develop collaborative and interactive dynamics which allowed the participants to contribute to the process by **acting, experiencing and reflecting upon experience**. Case studies and thematic group discussion stimulated in-depth participatory reflections, meanwhile experiential learning activities and workshops strengthened the practical side of the course.

The course was built around four main principles:



## PARTICIPANTS

The participants were 29 young professionals, whose profiles stood out of almost 1000 applications, distinguished by their passion and commitment to promote the values of GDE, raise awareness about the SDGs and willing to increase their active citizenship skills and their capacities to mobilise other young people around the main global concerns.

The selection of participants succeeded in bringing together a very passionate and excited group of youth leaders, youth workers and trainers, who were already equipped with knowledge about SDGs, had the interest in strengthening their skills and competencies on GDE and the commitment to act as multipliers after the conclusion of the course. The selection process aimed at ensuring gender and geographical balance.

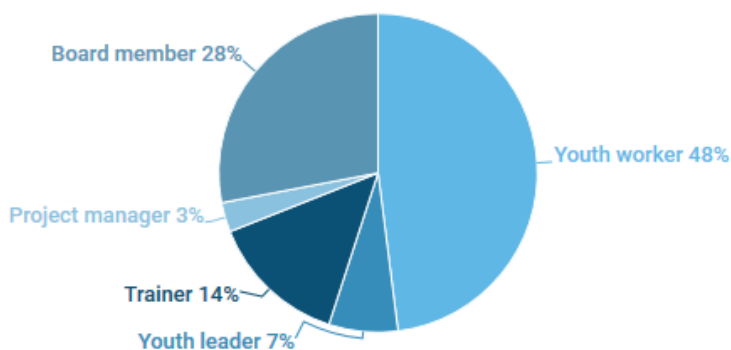
### Participants profile:

- ✓ citizens of one of the 47 Council of Europe member states, of the Southern Mediterranean region and African countries;
- ✓ aged 20-30 years old;
- ✓ representatives of youth organisations or youth-related institution;
- ✓ knowledgeable about project work, project cycle management and international youth cooperation;
- ✓ knowledgeable in terms of Sustainable Development Goals (SDGs), human rights and intercultural dialogue and youth-related policies;
- ✓ experienced in trainings and other youth activities;
- ✓ committed to act as youth multipliers after the conclusion of the course by developing a follow-up initiative with the support of his/her sending organisation/platform/institution.

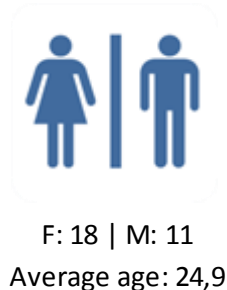
### Nationalities of the participants:

 Albania	 Bulgaria	 Finland	 Lebanon	 Poland	 Slovak Republic
 Algeria	 Croatia	 Georgia	 Lithuania	 Republic of Moldova	 South Africa
 Armenia	 Cyprus	 Germany	 Mali	 Romania	 Ukraine
 Austria	 Czech Republic	 Jordan	 Morocco	 Russian Federation	
 Azerbaijan	 Egypt	 Latvia	 Palestine	 Serbia	

### Professional background



### Gender balance



List of the participants with their supporting organisation

First Name	Surname	Organisation	Country
Sophie	HAMMER	Austrian National Youth Council	Austria
Ralitsa	DIKANSKA	United Nations Association of Bulgaria	Bulgaria
Josipa	ARAPOVIC	IAAS World	Croatia
Nataly	TZIRZIPI	Cyprus Youth Board	Cyprus
Milan	MAUSHART	IYNF- International Young Naturefriends	Germany
Denis	KOSIAKOV	Ultrahack	Finland
Lidija	CAGURA	Young Folks LV	Latvia
Zivile	MIEZYTE	Youth For Understanding Lithuania	Lithuania
Zuzanna	NOWAK	Youth For Understanding Polska	Poland
Andreea	DAHLQUIST	The Romanian Association for Baltic and Nordic Studies	Romania
Anton	CHODELKA	Association of Social Entrepreneurs of Kyrgyzstan	Slovak Republic
Adela	PICHOVA	ARPOK, o.p.s.	Czech Republic
Andrii	MIKHEIEV	European Youth of Ukraine	Ukraine
Sonila	DUBARE	World Vision Albania and Kosovo	Albania
Lilit	MKHITARYAN	Stepanavan Youth Center NGO	Armenia
Ramin	HABIBZADE	Azerbaijan Student Youth Organizations' Union	Azerbaijan
Dachi	LEPSVERIDZE	Youth Association DRONI	Georgia
Ana	MOSIASHVILI	Georgian Youth Development and Education Association	Georgia
Tatiana	IASCOVA	Agency for Regional Development of Transdnistria	Republic of Moldova
Ekaterina	PERFILYEVA	Open School of Sustainable Development	Russian Federation
Dajna	MARINKOVIC	Center for Youth Work	Serbia
Fares	BOULOUDANI	Sustainable Youth Development (SYD) association	Algeria
Ahmed	GENIDY	Youth and Development Consultancy Institute	Egypt
Osama	ALJABER	Activista Network	Jordan
Moad	BABAALI	Mediterranean Forum for Youth - FOMEJE	Morocco
Nour	ARAJI	American Near East Refugee Aid - ANERA	Lebanon
Enas	DARYACOUB	Y-PEER Network	Palestine
Ntombovuvu	LINDA	Thabo Mbeki Foundation (TMF) Youth Hub	South Africa
Amadou	SIDIBE	Move Together Mali(MT-Mali)	Mali





## THE PROGRAMME

The training course consisted of four days of activities including one-day training on Media Literacy. At the end of each day, participants were forming reflection groups where they discussed independently with the guidance of three questions in order to reflect on the learning journey of the day. The trainers were taken the everyday reflections daily before finalising the next day's sessions.



## DAY 1

### Session 1: Introduction and Breaking the ice

#### Purpose of the session

- To break the ice
- To present the participants and the training team
- To build the group's cohesion and ability to work together during the week
- To introduce the UYD and the training course, its aims and objectives
- To set the tone of the activity and present the basic information about the logistics of the training

#### Structure and Activities

The participants had the chance to get to know each other by sharing some information about their personal and professional background. Creative and artistic activities allowed participants to share information about themselves, pointing out links and connections between participants. The activities included a set of exercises that allowed participants to gradually get to know each other while simultaneously engaging them in fun and light activities.

Logistic information was shared at the end of the session.

#### Learning outcomes

- Personal and professional information about the group of participants
- Wide understanding of the overall topic of the 2018 edition of the UYD, and the framework of the training course

## Session 2: Official Welcome and Sharing Expectations

### Purpose of the session

- To introduce the North South Centre and its main activities , particularly in the field of Youth
- To get a deeper understanding of the UYD and the framework of the training course
- To get a common understanding of the overall topic of the 2018 edition of UYD
- To share participants' expectations about the training course

### Structure and Activities

The session was opened with warm welcoming words by Mr José Caroço, the Director of the NSC and by Mr Graziano Tullio – NSC Youth Cooperation project coordinator - who presented the general framework of the training course and also gave some insights about the iLegend project.

The rest of the session was devoted to teamwork activities aiming to reflect on participants' expectations about the training course, as well as deciding and setting their social contract for the week.

### Learning outcomes

- General insight about the North South Centre, its priorities and political dimension
- Deeper understanding of the UYD and Training Course framework
- Share of knowledge about topics within the SDGs
- Establishment of a common understanding and definition of youth work and youth multipliers



### Session 3: Formal, Non-formal, Informal Education and “what is a peaceful society for you?”

#### Purpose of the session

- To discuss, reflect and clarify the terms of *formal, non-formal and informal education*
- To explore methodological approaches useful to develop GDE activities
- To identify key concepts in the field of the UYD’s theme
- To reflect upon the UYD’s theme: **the role of young people in promoting peaceful and inclusive societies**

#### Structure and Activities

The trainers introduced the terms of *formal, non-formal and informal education*. Afterwards, participants worked in small groups on the definitions and discussed potential opportunities for youth participation in the different forms of education.

Participants were also asked to reflect on the meaning and attitudes needed to build a more peaceful society.

#### Learning outcomes

- Clear understanding of *formal, non-formal and informal education*
- Knowledge of the value of non-formal education activities in the context of youth work
- Design and plan GDE activities in a non-formal education setting.
- Insight on the UYD’s theme and development of critical thinking about attitudes to foster in the process of creating a peaceful society



## DAY 2

### Session 4: *Jeu de chaises* – A game about global inequalities

#### Purpose of the session

- To experience wealth, resources and power distribution through a vivid simulation
- To reflect on inequalities between countries, continents, people and draw lines to their own community's realities
- To discuss about global interdependencies at macro and micro level

#### Structure and Activities

This simulation aimed at raising awareness about the inequalities in economic, demographic and health development through an interactive exercise. One by one, the steps of the game show the distribution of population, wealth and ecological footprint in each continent.

#### Learning outcomes

- Better understanding of global inequalities in terms of wealth, power and resources distribution
- Deeper reflection on inequalities and the need to address them in order to tackle some of the major global challenges
- Discussion and reflection on social injustice participants witness in their communities

### Session 5: The SDGs in our daily life

#### Purpose of the session

- To gain basic knowledge on the 17 SDGs and the UN 2030 Agenda
- To understand the concept of global interdependencies

#### Structure and Activities

This session was dedicated to present the 2030 Agenda and the SDGs. An introduction video to the political process and the principles of the SDGs and UN 2030 Agenda was presented and followed by a discussion about the interconnectivity of all the 17 goals. The participants were asked to share their experience and opinions about the SDGs and one participant and former UN Youth Delegate shared her experience about youth participation and the follow up activism.

Afterwards, participants were set to a task which allowed them to analyse global interdependencies between countries and people.

#### Learning outcomes

- Knowledge about 2030 Agenda and the SDGs
- Capacity to translate a global issue to participants' local activism
- Capacity to identify global interdependencies



## Session 6: Bringing it all together

### Purpose of the session

- To explore why GDE is needed
- To discuss the value of GDE in youth work
- To ensure participants established a common basis on the basic concepts behind GDE
- To present the GDE Guidelines and the current process of revision
- To present and explore the concept of *knowledge, skills, values and attitudes*

### Structure and Activities

This activity brought together the GDE concepts, the Guidelines and the need for the revision of the Guidelines. The session was conducted in the form of an interview with Miguel Silva, the NSC Programme Coordinator for GDE, who explained what the Guidelines are and the process of revision.

Afterwards, the participants worked in small groups utilizing the Guidelines and three guiding questions to discuss in their groups, looking at how GDE connects with what their organisation does, how useful the guidelines are for their work and how their organisation is contributing to the SDGs implementation.

### Learning outcomes

- Knowledge of the basic concepts behind GDE
- Reflection on the value of GDE in youth work
- Better understanding of how to design a GDE activity based on non-formal methodologies



## DAY 3

### Session 7: My Utopia

#### Purpose of the session

- To reflect in how to implement GDE within participants' daily activism
- Identify participants' Utopia/Dystopia in about 50 years from now
- To take participants on a journey towards their act for social change

#### Structure and Activities

After presenting their group work on the questions of how the GDE approach is feeding back into their own activism and on what level it will be useful for them, participants are taken on a dream journey. The setting of the training in that moment allowed them to dream and imagine their Utopia/Dystopia in about 50 years from now.

#### Learning outcomes

- Reflection on participants' engagement with GDE
- Reflection on the world participants would like to live in in 50 years time

### Session 8: The roadmap to the future

#### Purpose of the session

- To reflect on how participants can contribute to a more peaceful society
- To draw lines between participants' vision of the world and the SDGs

#### Structure and Activities

After envisioning their personal utopia/dystopia in the activity before, participants will now identify the factors of change towards their personal utopia. After a brief introduction to the theory of change, they are asked to design a road map showing milestones, enablers and obstacles on the way and connect their roadmap to the different thematic fields/ SDG's they are interacting with on their journey

#### Learning outcomes

- Production of a roadmap
- Clear vision of what has to change in the society



## Session 9: Media Literacy in the context of GDE

The North-South Centre of the Council of Europe established in November 2017 a Media Literacy Task Force for Global Development Education (MLTF): a group of six international experts holding different but complementary expertise related to social media, media literacy, journalism, youth work, digital citizenship and global development education.

The main objectives of the task force are to promote awareness and knowledge about the media literacy dimension of global development education, improving at the same time the impact and the outreach of the actions developed by the Youth and Global Education programmes of the North-South Centre of the Council of Europe.

The task force will be active for 12 months and it is expected to contribute for the revision of the North-South Centre Global Education guidelines, for the design and the implementation of a media literacy social media campaign during the Global Development Education Week 2018 and for the development of an educational tool-kit on media literacy for Global Development Education in order to further enrich the future editions of the Global Development Education training course.

For the purpose of developing the education too-kit for trainers in media literacy for Global Development Education, the MLTF delivered a 1-day workshop. The workshop had the objective to test and receive feedback regarding some of the activities that the MLTF is developing for the tool-kit.

### Purpose of the session

- To provide tools and knowledge in media literacy within the context of GDE
- To test activities from the Media Literacy Toolkit and get feedback from the team of trainers and participants

### Structure and Activities

The media literacy concept was introduced with a special focus on media literacy within the context of GDE. Then the participants worked in separate groups testing a number of activities from the Media Literacy Toolkit aiming at raising awareness about information crisis, biases and stereotypes, digital participation and digital footprint.

### Learning outcomes

- Understanding of the media literacy's concept and of its main dimensions
- Competences useful to deconstruct biased information
- Skills for producing and reporting media content related to global development education
- Participants are encouraged to organise their own media literacy activities



## DAY 4

### Session 10: Multipliers Dating Bazaar

#### Purpose of the session

- Participants share their experience in youth participation
- Participants get motivated to promote and disseminate principles of global development education to other young people and within their organisations and communities following a *glocal* approach

A bazaar-style activity where some participants presented their work with their peers and discussed in small groups about the links between their work and the focus of this course – youth participation in contributing to inclusive and peaceful societies. Afterwards, the participants contributed with new ideas to the work of their peers, giving them some support and inspiration.

#### Learning outcomes

- Participants got encouraged to take action *glocally* by knowing the on-going projects of their peers
- Ideas and potential synergies

### Session 11: Getting ready, Set, Go Take Action!

#### Purpose of the session

- To assess participants' personal development through the training and their needs for further development
- To share ideas for activities in their own communities
- To provide some management tools participants can use to plan an activity

#### Structure and Activities

After a first individual reflection on their personal development through this training course, the participants were given the time to share ideas for activities in their own communities and plan the next steps in order to implement them.

Afterwards, participants were provided with a range of tools which are useful when planning a short-term or long-term activity, campaign, advocacy action etc. The management tools presented were the following ones: Stakeholder Mapping, SWOT analysis, Eisenhower Matrix, Action Priority Matrix, and Timeline.

#### Learning outcomes

- Reflection on participants' personal development of knowledge, skills, values and attitudes through the Training Course and their needs to further development
- Knowledge on management tools to plan and monitor an activity
- Participants are able to share and use the management tools in their own organisation



## Session 12: Training Course Evaluation & Closing

### Purpose of the session

- To reflect on participants' learning process and overall training engagement
- To assess the training course and provide feedback on the quality-related content
- To inspire participants to multiply the knowledge gained throughout the Training Course within their own communities and organisations

### Structure and Activities

A set of exercises allowed participants to first reflect on their own development and contributions to group work and then share that reflection with other participants.

The session closed with the certificate award ceremony in a presence of Ms Rocio Cervera, the Director Executive of the North-South Centre.

### Learning outcomes

- Participants have better understanding of their competencies and their role in group work
- Participants are motivated to be GDE multipliers in their own societies



## MAIN LEARNING POINTS AND TRAINING OUTPUTS



### Global Development Education

- Knowledge about global development education and its connection with the SDGs and the UN Agenda 2030
- Knowledge about the global approach on global development education, becoming aware of the relation between the *global* and the *local* level and of the need of actions at local level
- Practical instruments to act as multiplier translating global development education concerns into youth initiatives
- Knowledge of the work of the North-South Centre and how it supports the work of youth organisations
- Higher awareness about media literacy dimension and the danger of stereotypical images and biases channelled and reinforced through social media



### SDGs

- Deeper understanding of the SDGs and of their mutual interconnectedness
- New ways to contribute for the achievement of the SDGs through individual efforts
- Capacity to design project promoting SDGs and global awareness at local level through youth-related organisations
- New insights on how to use the narrative of SDGs for local advocacy efforts
- New insight on how a youth workers can contribute for the SDGs not just by educating other youngsters but also by acting as role models in their own community



### Youth multiplier

- New competences to act as global development education practitioners
- Improvement of skills on team cooperation, networking and peer-education
- New competences to work on advocacy, social inclusion and awareness raising
- Acquisition of new tools to translate social concerns into investible projects
- Capacity to transmit personal knowledge and experiences to other young people through peer-to-peer methodology
- New competences and tools based on the non-formal education approach to work on global development education

*From the final evaluation of one of the participants*

## TRAINING OUTCOMES, MULTIPLIER EFFECT AND FOLLOW-UP

### Professional development

*«I feel very much empowered to further continue working with youth. The course also gave me confidence to implement new projects in my own organisation. With the knowledge I acquired in project planning tools I feel now more prepared to plan a project»*

### Media Literacy

*«The media literacy workshop was one of the best in the entire program, besides the information and knowledge that we acquired, it was an incredible exercise to develop our emotional intellect, the way we respond to the streams of information, the way we engage in the processes. I can freely say that the media literacy workshop was one of the most interesting and impactful that I have ever taken part»*

### Global citizenship

*«From now on, I will pay much more attention to the methods used at our events and use more non-formal education methods. I will also try to incorporate concepts of GDE and global citizenship to all the activities within my organisation»*

### Global Development Education and social activism

*«As far as I found out, GDE is really connected to my social work so basically it was really important for me to fully understand this concept and what it covers under its umbrella. Now I will definitely mention GDE as a mission/goal of my social activism»*

### Network and partnerships

*«The training course taught me about the importance of networking and gave me courage to explore cross-border cooperation»*

### Multiplier effect

*«I feel the responsibility of sharing the knowledge I obtained during training in Molina within my community, my organisation and friends»*

### Life changing

*«I feel extremely lucky that I had this opportunity! This was a great break also from work and a relaxation for the mind - when learning happened in informal ways! I believe Mollina changed me in a way and I am sure it will help me in the future in every aspect of my life.*







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