

Global Education online Training Course for Youth Multipliers 2022

Final report



The Global Education online Training Course for Youth Multipliers took place on the [Council of Europe HELP platform](#), from the 7th to the 25th of March 2022.

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



Implemented
by the Council of Europe

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Introduction

Youth co-operation and Global Education at the North-South Centre of the Council of Europe

Created in 1989, the European Centre for Global Interdependence and Solidarity, or “North-South Centre of the Council of Europe”, was set up with the purpose of spreading the universal values upheld by the Council of Europe (CoE) – human rights, democracy, and the rule of law – in Europe and beyond. Since its inception, the North-South Centre (NSC) has been advocating a dialogue between the North and the South, fostering solidarity, creating partnerships, and raising awareness about global interdependence.

The specific mission of the Centre is to empower civil society, in particular youth and women, through intercultural dialogue and global citizenship education.

The work of the North-South Centre develops around three Programmes: Youth Cooperation, Global Education, Women Empowerment.

The [Youth Cooperation Programme](#) of the North-South Centre promotes youth participation through training and capacity building courses aimed at facilitating young people and youth organizations’ involvement in decision and policy making processes at all levels of governance.

The Global Education Training Course for Youth Multipliers

The concept of [Global Education](#) (or Global Development Education) is promoted by the North-South Centre with an interdisciplinary approach where human rights, intercultural dialogue and democratic citizenship represent the main elements. GE/GDE is also intended as a dynamic concept following the political, economic, and social developments of the global society and responding to the needs of different stakeholders, both from civil society and institutions.

The online training course has been focused on the 2030 Agenda for Sustainable Development (2030 Agenda) and its Sustainable Development Goals (SDGs), seen as the international community’s responses to global challenges and trends in relation to sustainable development. In this context, the training course analysed the 5Ps of the SDGs: People, Planet, Prosperity, Peace and Partnership, by addressing a range of cross-cutting elements such as: human rights, youth participation, migration, media literacy, climate change, investment and trade.

The training course gave space to the participants to reflect upon political, economic, social, and environmental issues, developing in this way a critical understanding of their role, responsibility, and lifestyles in relation to a globalized and interconnected society.

Being grounded in this approach, the training course aimed at providing 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.

For this edition of the course, a new layer of skills focused on Social Innovation has been included, allowing the participants to connect with real examples and tools to enrich their ability to be representative of real change in their communities, through a hands-on approach to sustainable social projects. Social innovation refers to the design and implementation of new solutions that imply process, product, or organisational change, which ultimately aim to improve the welfare and wellbeing of individuals and communities. Many initiatives undertaken by the social economy and by civil society have proven to be innovative in dealing with socio-economic and environmental problems while contributing to economic development.

iLEGEND

The Global Education Training Course for Youth Multipliers is part of the Youth dimension of the [iLegend II](#) (Intercultural Learning Exchange through Global Education, Networking and Dialogue) project, implemented by the North-South Centre and funded by the European Union and the Council of Europe. The overall objective of the project is to strengthen GDE in EU member States and potential EU member States, particularly where it is least established, by promoting dialogue, networking strategies, capacity building and exchange of good practices in the field of global education. The Youth Cooperation Programme of 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 objectives of the course

- To understand the skills, values, and knowledge behind the concept of GE/GDE.
- To provide youth multipliers with a series of competences and tools to promote and disseminate principles of GE/GDE to other young people.
- 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 following a “global” approach.
- To offer a platform for youth peer-education and for the development of multilateral youth activities that promote peaceful and inclusive societies.

You specifically appreciated or found useful in this online Training Course...

*... the online materials carefully designed to be engaging, for example through the visual designs and animations**

... the opportunity to participate remotely and to meet young people from all over the world to compare myself and discuss with different opinion

* Quote (as the following ones) from participants' final evaluation

Methodology and working methods

The conceptual and methodological framework of the online training course was based on the [Global Education Guidelines](#) systematized by the North-South Centre, as well as on the recommendations from previous [GE training courses for Youth multipliers](#). The non-formal education methodology has been used to develop collaborative and interactive dynamics which allowed all participants to contribute to the process.

This edition has been the first fully online, using interactive multimedia and online platforms (LMS) to support a learning environment as rich as onsite learning experiences. The online environment gave more space to new team members beyond the trainers, who were supporting the design and development of the learning activities, and the learners. This element is considered a positive practice for the NSC new strategy in online learning processes. The training format allowed a new approach, more flexibility of time and space for the participants, and a potential wider indirect impact on communities.

The programme was structured in online sessions and complementary self-study content. The theoretical component was applied through micro-learning activities and the practical and social component were carried out through VILTs (Virtual Instructor Led Training sessions), in the perspective of a flipped classroom.

The total workload expected for this training was of 10 hours, including synchronous and asynchronous steps.

The activity that contributed the most to increase your understanding of Global Education has been...

... the video in session 2: having someone sharing their experience with Global Education helped me understand which kind of impact it can create and how it shifted their perception of the world around them

... the virtual rooms on the live sessions where we could know each other and learn the difference in perspectives

Main content

- What Global Education is from the perspective of the NSC, why it matters, how it was developed, what are the SDGs (5Ps) and what is the relevance of the youth sector and the role of the Youth Multipliers in that context.
- Skills to be enhanced to meet the objectives as Youth Multipliers; how is it possible to develop these same skills in other people. How to study and understand the environments, how to recognize the real needs and what is necessary to meet them.
- Some of the most efficient tools that can be used to develop activities, projects, call to actions, understand needs, and make decisions, to develop the task within the societies in which they are involved; and specially how to manage their own performance.
- Final evaluation (self-assessment on learning process and feedback on TC). Presentation of the projects created during the TC.

The online Training Course contributed to my personal and professional development as...

... it helped me to grasp the issues of my community from a different lens, and I have gained more than one skill as to how to structure the problems we experience

... I am constantly considering the fact of opening a social enterprise to help the LGBT+ community (youth and adults), and this training gave me tools I can use on how to finalise the idea and find the societal gaps that it will fill.

Preparation

Selection of BTS

For the design, preparation and implementation of the activity, the North-South Centre of the Council of Europe contracted [BTS Blended Training Services](#), a Portuguese company with about 20 years of experience in setting up online learning strategies, through methodologies that involve and motivate the experience through games, case simulation and problem solving, peer learning, social learning, micro learning, etc.

The project workgroup was defined in December 2021, after a selection of trainer profiles validated by the NSC coordination team. On behalf of BTS, the team included expertise in the online delivery of the course, as well as experience in working with youth leaders/trainers.

The team of BTS included an E-learning Unit Coordinator, an Instructional Designer, an E-learning and Multimedia Designer, and two trainers:

- Maria Silva - E-learning Consultant and Learning Designer
Graduated in Sciences of Education and Master degree on School administration. Experience in corporate training and technical support to trainees on LMS platforms. Some of the main activities performed are the pedagogical design of storyboards, validation of functionalities, navigability and layouts, LMS platform consulting to interested clients, notably, Moodle and Talent LMS.
- Pedro Freitas – Learning Designer & Support
Psychologist and Coach, is a learning consultant for more than 10 years in Portugal and Brazil. In his experience we can highlight being a trainer for the development and onboarding of young people in several organizations with multinational context. Has a strong experience and knowledge with virtual methodologies. Learning designer consultant for the course on Intercultural School Development, a practical course where the trainers see how to build a good action plan to develop an intercultural environment.
- Pedro Ferreira – Trainer
Coach and certified Trainer with TTT level for the "Leadership Development for Individuals, Teams and Organizations" by the Oxford Leadership Academy and in the Theory U "Integral Leadership Change" by the Presencing Institute. Also, is a certified trainer in the Masterclass "The Art & Craft of Designing & Facilitating Learning Spaces" by KaosPilots danish school. Since 2012 he has been involved with Nova Business School and Tias Utrecht Business School designing and facilitating educational programs for students with Master degrees stimulating the connection between the community and the business in the files of leadership, innovation and social responsibility.
<https://www.linkedin.com/in/pedro-ferreira-6222798/>



Re: Season's Highlights!

by GALIA GUAJARDO GONGORA - Saturday, 12 March 2022, 5:57 PM

The concepts of Global Educations presented in the self-learning platform are really useful to understand how human rights and the sustainable development goals can be useful to contribute to building a fairer, and more equitable world through all of our daily activities, and how even businesses can contribute.

[Permalink](#) [Show parent](#) [Edit](#) [Split](#) [Delete](#) [Reply](#)

Participants' selection process

The training course targeted 30 participants. The eligibility criteria set for the selection process were:

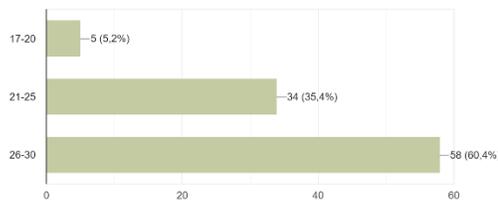
- aged 18-30 years
- able to fluently communicate in English
- with an active role within a youth organisation/platform or a youth-related institution
- supported by an organisation or part of a youth project or initiative which has youth as main target group, and which will support the candidates in the follow-up phase

The call was open to citizens of the 47² Council of Europe Member States. However, a 20% quota was available for citizens from other countries. Deadline for application was on the 16th of January 2022 (23:59 UTC – Lisbon time).

The call for participants was launched in December 2021, and it was open until the 16th of January 2022.

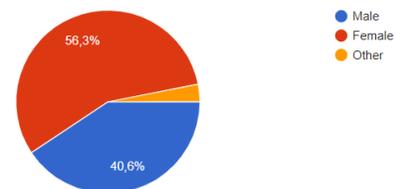
General information about the candidates:

Age
96 respostas



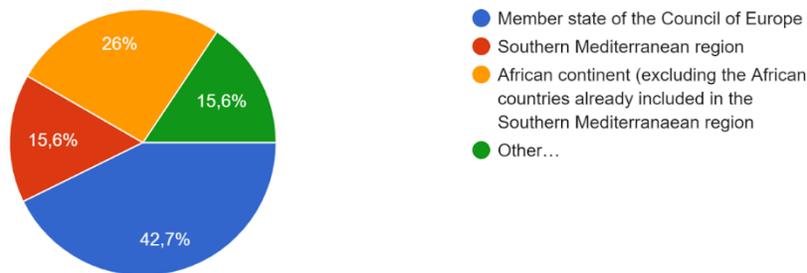
Gender

96 respostas



From which of these three groups of countries are you citizen of? (Please read the call for participants in order to determine if your country is eligible and to which groups it.

96 respostas



² The call for participant took place before the decision taken by the Committee of Ministers (1428ter meeting, 16 March 2022) on the [consequences of the aggression of the Russian Federation against Ukraine](#).

The 96 applications were geographically distributed as following:

Council of Europe member states	
Albania	4
Azerbaijan	2
Belgium	5
Bosnia and Hercegovina	2
Croatia	3
Cyprus	2
Denmark	1
Finland	1
France	2
Germany	1
Greece	1
Ireland	2
Italy	3
Lithuania	1
Poland	4
Portugal	5
Serbia	2
Spain	2
Switzerland	1
Turkey	6
UK	1
Total	51

Americas	
Mexico	1
Total	1

Southern Mediterranean region	
Algeria	3
Egypt	1
Lebanon	1
Libya	1
Morocco	3
Palestine	1
Tunisia	12
Total	22

Africa	
Cameroon	1
Democratic Republic of the Congo	6
Kenya	2
Madagascar	1
Mauritius	1
Senegal	1
Tanzania	1
Uganda	4
Total	17

Asia and Oceania	
Bangladesh	1
Japan	1
Philippines	3
Total	5

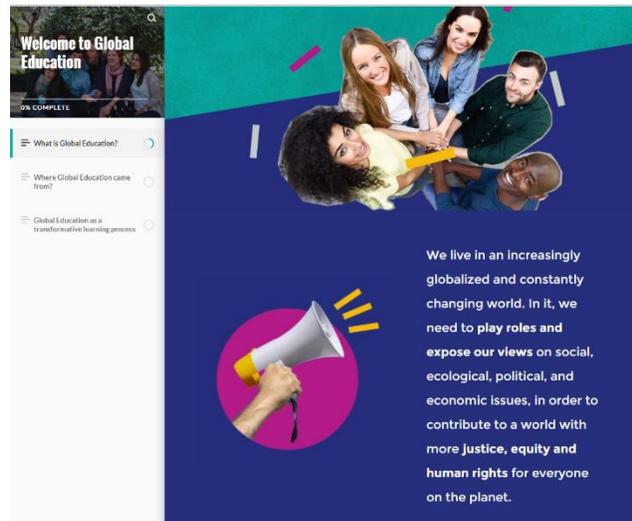
The selection of participants took place at the beginning of February 2022. The selection criteria were:

- to have already some experiences as trainers, youth worker or youth leader
- to have basic knowledge of project work, project cycle management and international youth cooperation
- to have background knowledge in terms of Sustainable Development Goals (SDGs), human rights and intercultural dialogue and youth-related policies
- to be committed to act as youth multipliers after the conclusion of the course by developing a follow-up initiative with the support of their sending organisation/platform/institution

Participants received their notification email regarding their selection on the 7th of February 2022.

30 participants have been selected, geographically distributed as following:

Country of residence	Male	Female
Albania	1	
Algeria		1
Azerbaijan		1
Belgium	1	1
Bosnia and Hercegovina		1
Croatia		2
Cyprus	1	1
Denmark		1
Finland		1
France		1
Greece		1
Ireland	1	
Italy	1	
Lithuania		1
Mexico		1
Philippines	1	
Poland	1	
Portugal	2	
Serbia		1
Spain		1
Switzerland	1	
Tunisia	1	
Turkey		2
Uganda	1	
UK	1	
Total	13	17



Preparation of the activity

The course structure and learning activities were designed and validated in December 2021, allowing a more in-depth preparation and design of both self-learning materials and activities and the VILTS learning plans. As from January 2022, the NSC Global Education Unit and BTS team focused on the validation of the storyboards for each learning activity that would support the self-learning components of the course. In February, the VILTS learning plans were developed and improved, following weekly meetings of collaborative work and discussion to provide the best strategy and non-formal approach the course should address to the target audience. The preparatory meetings continued until the first week of March 2022. The training course was hosted on [Council of Europe HELP platform](#).

Introduce yourself!

Settings Search forums

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Introduce yourself!
Wednesday, 23 February 2022, 2:39 PM

Congratulations on joining us in the **Global Education online Training Course for Youth Multipliers!**

Before we start, we would like you to introduce yourself to the other participants. To do so, we invite you to post in this forum:

- Name;
- Organisation;
- General interests.

If you are not familiar with posting to forums like this, check out this [video tutorial](#).

We also invite you to update your profile image. To do so, check out this second [video tutorial](#).

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Re: Introduce yourself!
by Caterina Rende Dominis - Monday, 7 March 2022, 10:45 AM

Dear all,
My name is Caterina and I am part of the Youth Association "Youth in the EU", which operates in Šibenik, Croatia. I am a volunteer mentor and coordinator of the local Youth Center. I very much look forward to the training and to meeting the other participants.

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Re: Introduce yourself!
by Riccardo Gulletta - Monday, 7 March 2022, 11:27 AM

Welcome Caterina!

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Re: Introduce yourself!
by FILIPPO POMPEI - Tuesday, 8 March 2022, 8:04 PM

Great!

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Re: Introduce yourself!
by Pedro Freitas - Thursday, 10 March 2022, 10:16 AM

Hi Caterina! Welcome! What a great background! Hope you share with us and the other youth multipliers as much as you can about your experience! This will be great! See you at the Live Session

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The pedagogical approach and the main content of the activity relied on the on the [Global Education Guidelines](#); for the online approach, microlearning has been prioritized, together with VILT (Virtual Instructor Led Training) sessions. Microlearning is a way of providing short, focused pieces of content to an audience, ideally where and when they need it. Microlearning adopts a “little and often” approach: learners are much more likely to retain information if it is broken up into digestible pieces that they can revisit on a regular basis. The VILTS have been designed as more practical session, where the participants could work together on their skills, exchange knowledge, experience the theoretical contents, through a very interactive and interesting format based on the principles of “flipped classroom”.

The activity programme has been structured in “seasons” of an imaginary show called “Impulse! Stepping up multipliers’ skills”, as based on current and most consumed TV shows by young people. The show was divided into 4 seasons (4 modules), and each season had a sequence of “episodes” that

represented the topics offered to participants. Some of the episodes were recorded “live” (VILTS).

An element that had a negative impact in the design of the content of the activity programme was, at the beginning of the preparation phase, the confusion between the old edition of the Global Education Guidelines and the new one. This situation generated some inconsistencies, that luckily have been rectified on time.

Implementation

Activity programme



Module	Aim	Activities
Preparatory work		Individual research on a well-known activist or project, regarding who they are, what they do, what is their main objectives and how they work (PAX will be advised to bring this research further in the course)
Season 1: Preparation!	The first season aims to disseminate knowledge about Global Education, why it is important, how it was developed and what is the role of the Youth Multipliers in this context.	<ul style="list-style-type: none"> • Presentation – What is Global Education? • Presentation (Storytelling) – Personal experience on Global Education • Presentation (Infographic) – 5 Ps • 1st VILT <ul style="list-style-type: none"> ○ Getting to know each other (through preparatory research) ○ Reflection activity on how the multiplier is working today and what is needed to improve in terms of performance. As manner to instigate partnership, PAX will be invited to work in peers and discuss how the college may

		<p>help</p> <p>The following topics will also be covered:</p> <ul style="list-style-type: none"> • Overview of the first season's contents • Goals of Global Education in practice • What are and how to develop Global Education Skills, Knowledge and Values
Season 2: Ignition!	The second season aims to highlight what are the skills needed to be enhanced and how is it possible to develop these same skills in other people.	<ul style="list-style-type: none"> • Presentation – Competences • Individual activity where the multipliers have to research each of the competences and determine how each one of them could be developed by themselves. • 2nd VILT <ul style="list-style-type: none"> ○ Presentation of the results of the individual reflection on competences, for further feedback from the group ○ Presentation of some tools to develop these same competences among people influenced by them ○ “Learning how to look” which means the understanding of the environment and its people to start having ideas of projects, activities or business that can developed within the society ○ Presentation Facilitation Skills, Classroom Management and Group Facilitation
Season 3: Impulse!	The Youth Multiplier will be presented with some of the most efficient tools for it to develop the task within the societies in which they are involved.	<ul style="list-style-type: none"> • Presentation – Methodology and methods • Individual exercise - choose one of the presented tools and fulfil using their own community as an example • 3rd VILT <ul style="list-style-type: none"> ○ Presentation of the tools selected by PAX ○ Presentation of best practices ○ Presentation of Presentation Skills, Facilitation Skills, Training Design and Visualization ○ WG for developing a complete plan to an action or activities according to their realities and values • Developing personal/group project
Season 4: Apogee!	To complete the series, the Youth Multiplier will be asked to conduct a self-assessment of their performance as well as critical feedback. Besides that, this is the moment where will be presented the first projects created during the program.	<ul style="list-style-type: none"> • Self-assessment learning process • Final evaluation TC (Questionnaire) • 4th VILT <ul style="list-style-type: none"> ○ Closing

VILT 1 – Kick Off

Theme	Objective	Format	Application	Workload (in minutes)
Opening	<ul style="list-style-type: none"> Welcome the participants to the class. Instructor self-presentation and CV 	Exposition	With open camera, the instructor will welcome all the participants to the VILT and present him-self with a brief history of his experience as an instructor.	2 min
Introduce Yourself	<ul style="list-style-type: none"> Getting to know the group. 	Activity	<p>The instructor will ask the participants to introduce themselves answering the question:</p> <ul style="list-style-type: none"> What is your name? How old are you? Where do you come from? What do you expect to learn in this program? 	20 min
Project presentation	<ul style="list-style-type: none"> Explain the main purpose of the program to enhance knowledge of what are expected from the youth multipliers. 	Exposition	In summarize way, the instructor you reinforce why the learners are there, explaining what the programs' objective is, what the learners will see and what is expected from them after the course.	10 min
Introduction to social entrepreneurship	<ul style="list-style-type: none"> Describe what social entrepreneurship is and its relevance to a youth multiplier. Provide some examples of projects developed worldwide by organizations with high impact. Describe the processes followed by the organizations/activists until the concretization of the project. 	Exposition	<p>In a game-based format, the instructor will present a board with 4 cards with a brief description of the case behind it. Using the platform's voting tool, will be asked for the learner to choose one. The most voted card will be turned, and the instructor will present the case with special highlight in the process used by the chosen organization from the beginning of the project until its concretization.</p> <p>After the showcase, the learner may participate with some thoughts about what called their attention in the case.</p>	30 min
Showcase of the previous studies	<ul style="list-style-type: none"> Recognize important aspects in an activist activity and processes. 	Group Activity	The learners will be divided in groups. Using the research asked on the EP 1 of the season, each group will analyse the activists and projects researched by their colleagues and choose one to go deeper, try he retrace the steps of the chosen activist/projects aiming to determinate motivation, needs recognition, what were	20 min

			the impact upon the society and what could the group learn from it.	
Debriefing	<ul style="list-style-type: none"> Validate the learning process. Provide a feedback moment. 	Exposition	After the activity, each group will present their findings to the whole group. After each presentation, the colleagues may contribute with ideas and thoughts or any additional information tutored by the instructor	20 min
Q & A	<ul style="list-style-type: none"> Answer to learners' questions together. 	Questions table	The instructor will open a space to learner ask questions about the social entrepreneurship and answer to them with the help pf the other learners.	10 min
Conclusion	<ul style="list-style-type: none"> Complete the line of reasoning of the main theme of the VILT as a way of condensing the information presented 	Exposition	The instructor will ask the learners to remember the high points of the section from them, exposing why they choose that topic.	10 min

VILT 2 – Global Education Competencies				
Theme	Objective	Format	Application	Workload (in minutes)
Opening	<ul style="list-style-type: none"> Start the session and spark student interest. 	Instructor Exposition	Start of the session with reception of students in the training room and initial icebreaker chat.	5 min
Review mirror	<ul style="list-style-type: none"> Review to the most important points seen in the previous session. 	Group Discussion	The instructor will make a brief presentation reminding the students of what was seen in the previous session and will open the space for the students to participate, highlighting what was most relevant to them and if they have already been able to perceive differences in their ways of thinking and acting according to the that was discussed earlier.	10 min
Global Education and Global Competence - Case Based	<ul style="list-style-type: none"> Identify and understand which and how RFCDC competencies can be observed in practical cases. 	Exposition	Following the review, students will be asked about the online lesson where they got to know RFCDC and remember the 20 skills presented. From the answer, 4 study situations will be presented for the	15 min

Learning			following activity.	
Group Activity	<ul style="list-style-type: none"> Reflect on the skills that most have difficulties and see them in practice. 	Group activity	<p>Students will be divided into smaller groups according to the result of the self-assessment performed previously and each group will decide in which case they will work on.</p> <p>This activity's objective is to understand the case and identify the competencies in the actions taken by the company and how they are related to the RFCDC. They will highlight these competencies presenting the actions and examples.</p> <p>At the end, they should elect a representative to speak to the group and present the conclusions of the case study with a special focus on what they would do differently or which skills in that situation need to be better worked on so that the outcome of the story would be more interesting.</p>	30 min
Showcase	<ul style="list-style-type: none"> Share the conclusions with the rest of the group. 	Exposition	The group representatives will have a moment to speak and present the conclusions with small interventions from the instructor.	30 min
Debriefing	<ul style="list-style-type: none"> Condense the information from all groups and reflect on the results of the activity. 	Group Discussion	<p>Conclusion of the activity with a round of questions from the instructor to the group to check understanding and any doubts.</p> <p>Then, students will be guided on how important it is for competences to be developed internally as they must be reflected in practical activities. For this, they will be asked to transfer the same competencies to their own research, asked at the beginning of the course, and relate them to what they need to develop</p>	10 min

Stakeholder s Map	<ul style="list-style-type: none"> Start using tools to build their own initiatives 	Group Discussion	<p>To connect season 2 with 3, the instructor will present the first tool that may help the multipliers to build their own project: the stakeholder map.</p> <p>Using this tool, they will learn about the importance of gathering stakeholders to take out their projects from the paper, learning to recognize who may help them to build the job.</p> <p>As an activity, they will be asked to construct their own stakeholder's map with their own projects in mind.</p>	10 min
Conclusion + Q&A	<ul style="list-style-type: none"> Clarify doubts and kick off the next task. 	Exposition	<p>Final session of questions and answers to any doubts and closing.</p> <p>Riccardo's announcement.</p>	10 min

VILT 3 – Tools for acting Social Change				
Theme	Objective	Format	Application	Workload (in minutes)
Opening	<ul style="list-style-type: none"> Start the session and spark student interest. 	Instructor Exposition	Start of the session with reception of students in the training room and initial icebreaker chat.	5 min
Review mirror	<ul style="list-style-type: none"> Review to the most important points seen in the previous session. 	Group Discussion	The instructor will make a brief presentation reminding the students of what was seen in the previous session and will open the space for the students to participate, highlighting what was most relevant to them and if they have already been able to perceive differences in their ways of thinking and acting according to the that was discussed earlier.	10 min
Tools for acting social change	<ul style="list-style-type: none"> Introduce the most common tools used in the market. Explain how each tool work and application. 	Instructor Exposition	To start the session, the instructor will present the importance of the tools for the development and construction of a project to create a concrete basis to move on and establish a path to be followed.	10 min

			<p>Following the explanation of what is a tool, the instructor will present the most common tools used to the purpose of designing an action, a project, or a simple social initiative, such as:</p> <ul style="list-style-type: none"> • Stakeholder's map • Canvas • Iceberg • Call to action 	
Work group	<ul style="list-style-type: none"> • Practice the use of the tools in group. 	Group Activity	<p>In a group, the multipliers will be asked to present the projects they researched and perfected during the course and must choose one to work on.</p> <p>Once they decided in which project they will work, the learners must select one of the presented models to apply, trying to work backwards and recreate the case.</p>	50 min
Showcase	<ul style="list-style-type: none"> • Express the results to the hoke group and share findings 	Group Discussion	<p>Each group will showcase their findings and what were the results of the application of the model followed by the tutor's feedback.</p>	30 min
Conclusion + Q&A	<ul style="list-style-type: none"> • Clarify doubts and kick off the next task. 	Exposition	<p>Final session of questions and answers to any doubts and closing.</p> <p>At the end of the sections, the instructor will talk about the last activity which is developing their own activity using all the knowledge they acquire during the course and reinforce the need to submit the activity for evaluation.</p>	15 min

Participants' involvement

Out of the 30 participants enrolled in the online training course, two participants did not complete any planned activity, six participants completed 50% or less of the activities. According to these numbers, the dropout rate of the course was of 26,7%. On the other hand, 22 certificates have been issued, corresponding to 73,3% of participants.

During the course, it was evident a strong engagement level in the initial learning activities and VILT sessions. Participation was fostered by a constant communication from the support team, via email and WhatsApp (a very active channel of communication).

As the course progressed, some participants started manifesting difficulties to complete the activities and be present in the online sessions. In the season finale VILT only 53% of the participants assisted live to the session.

This decreasing rate of engagement along the course led to a reflection within the project group regarding the balance of LIVE sessions along a 3-week span, which may conflict with the personal agenda of the participants. Although they were explained and scheduled right at the beginning of the course (and highlighted in the agenda provided), it was clear by the group discussion that a constant presence on the VILT is a critical issue to consider in future courses.

It is important to highlight the ongoing support given to learners to ensure the participation and fulfilment of proposed learning activities. Constant monitoring of their progress, possible due to the reports and tracking mechanisms available in the online platform, allowed the team to communicate and support the participants to be kept on track with their individual activities and the group activities.

The creation of the WhatsApp group, allowed the group to interact and share ideas, reinforcing the learning community approach desired during the 3 weeks of collaborative work.

Observing the answers given, support was one of the positive aspects of this course. Even in a blended learning model (with its pros and cons in personal time management) the output can be considered as a base model for future online courses.

Regarding planning, it has been considered for future edition the possibility of a wider schedule (at least one week). Although the time frame of the 3 weeks was designed for an intensive course and did not affect too much personal agenda, the feedback suggests that an additional week could give more breathing time for activities and group discussions.

2. Season 2 - Ignition!

→ 🔍 ✕ 🔔



Dear Youth Multiplier

Welcome to Season 2 - Ignition

As you can imagine, once you are prepared with the concept of Global Education, now it's time to start your engines... but what are the engines?

Your **engines** are the **competencies** you **need to develop or improve as a Youth Multiplier**. That is, your **capacity to critically think, communicate with culturally different groups, work together with your peers**, and so on.

To see a bit more about it, **click on play below** to watch the video.

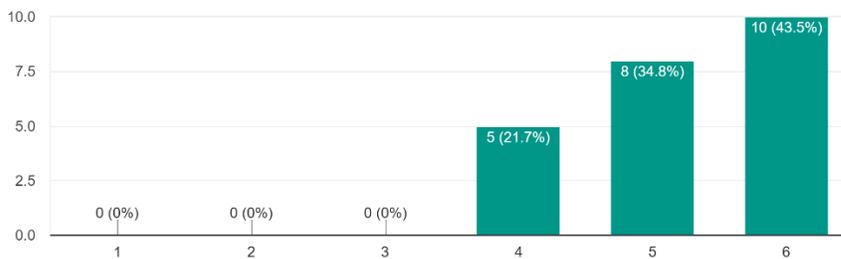
Evaluation

Here you have some facts and figures from participants' final evaluation forms, based on a 1 to 6 satisfaction scale. 22 forms were submitted.

On the objectives and the activity programme

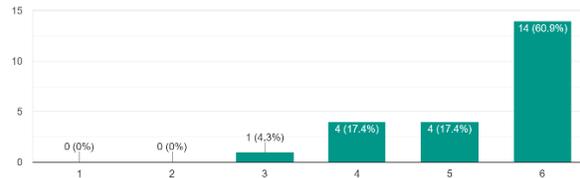
To what extent has this online Training Course met your expectations/needs?

23 responses

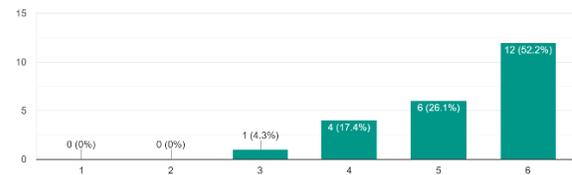


How much the online Training Course achieved the following objectives:

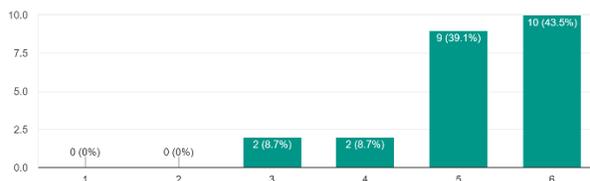
To understand the skills, values, and knowledge behind the concept of GDE
23 responses



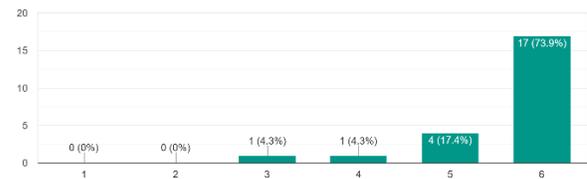
To provide youth multipliers with a series of competences and tools to promote and disseminate principles of GDE to other young people
23 responses



To raise awareness about the United Nations 2030 Agenda for Sustainable Development (UN Agenda 2030) and the role that young people and y...r local communities following a "global" approach
23 responses



To offer a platform for youth peer-education and for the development of multilateral youth activities that promote peaceful and inclusive societies
23 responses

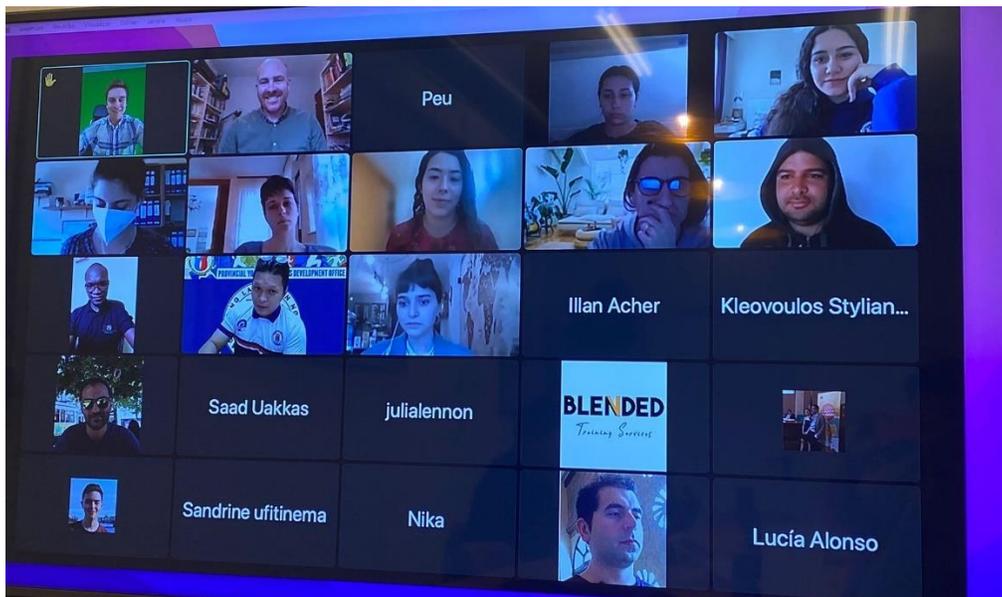


Which were the strengths and weaknesses of the online Training Course, regarding its main topic and contents?

Strengths	Weaknesses
<i>The topic of social entrepreneurship presented in an illustrative way, including through examples</i>	<i>Not enough discussions on the idea of global education during the Zoom sessions</i>
<i>Focusing on social business was interesting</i>	<i>The information provided on the online platform was a bit superficial</i>
<i>Real life examples and case studies</i>	<i>More diverse examples from other countries/realities</i>

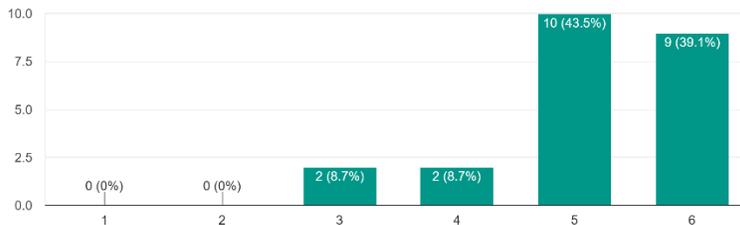
Which were the strengths and weaknesses of the online Training Course, regarding the learning flow, i.e. the building up and the coherence of the sessions/activity programme?

Strengths	Weaknesses
<i>Online materials very coherent</i>	<i>Lack of team-building activities</i>
<i>Good engagement of tutors on WhatsApp, forums, during online sessions, etc.</i>	<i>A disconnection between the live sessions and content on online platform, as the focus on social entrepreneurship was not reflected on the platform</i>



On the learning process and participation

In terms of personal development and learning process, how much do you feel that this online Training Course has/will influence your competences and attitudes?
23 responses



What are the main skills/competences you have developed throughout this online Training Course?

Critical thinking

Autonomous learning skills for the e-course

Advocacy skills

Teamwork and cooperation skills

Communication skills and public speaking

Intercultural communication

Flexibility and adaptability

Project's planning

Problem solving

What are your main lessons learned from this online Training Course?

The idea of "social entrepreneurship" gives perspectives on how to make a project self-sustained, while at the same time being geared towards solving a social problem.

The courage and more knowledge to make my idea reality

Theoretical aspects of global education, such as how SDGs are related to democratic and human rights values

I feel more confident with more skills to become a youth multiplier and transfer this knowledge to the organisation I volunteer

Different points of view with the multiculturalism that we had in the TC

I learned how to consider the course critically and reflected a lot on

Your own participation and contribution in this online Training Course...

... I sought to participate actively during live sessions, bringing in my views even when those could be slightly at odds with others', and so I contributed to a lively and diverse learning environment

... I was able to get new competences during lessons and activities. The last activity to establish our own project was the best demonstration and application for what we learned

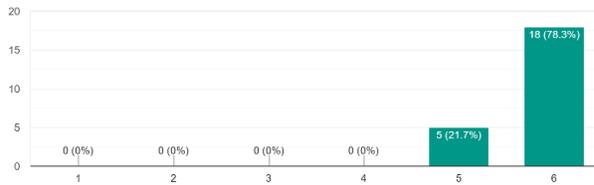
The group dynamics and the intercultural dimension of the Training Course...

... The participants' diverse backgrounds enriched the discussions, as participants could present examples of initiatives from their home countries. Because the sessions were online, it was not easy to establish personal connections with other participants

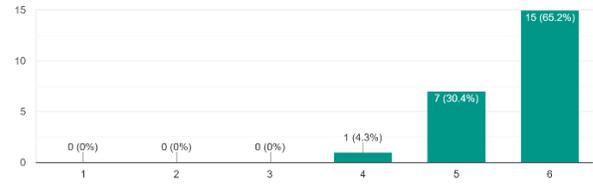
... It was very interesting to have participants from all over the world as we saw different perspectives and not only Europeans. I have participated in many European projects, so it was a plus to have participants from out of EU and discussed about environment, migration etc.

About the facilitators

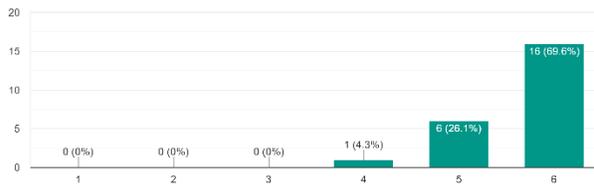
Professionalism
23 responses



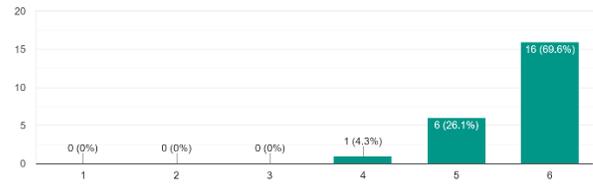
Group management
23 responses



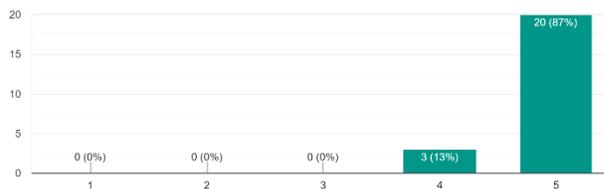
Communication and intercultural skills
23 responses



Knowledge of the main topics
23 responses



Training and facilitation skills
23 responses



On the impact and follow-up

What is a multiplier and how much you now consider yourself a multiplier...

... A multiplier is a person that understands knowledge and skills not only as something that they absorb and there the process stops, but as something that they want to keep transferring to others. In this way they make sure that the change that they want to see in the world keeps spreading and involving more people

... A multiplier is a person that teaches others and shares her or his knowledge with a wider community. I now consider myself one because I am eager to share this knowledge with more young people in my country and within my international networks

... In my understanding, a multiplier is someone who understands the interconnectivity of the world and of our actions. The choices we make (both in our private and professional lives) affect others so a multiplier integrates that in their choice making process in order to create a good impact around them

... To me, it is understanding global challenges, recognizing the need to take action, being able to plan and put into action an initiative that can connect people that wish to work towards a common goal that will ultimately benefit the community (local or global). It is also being able to disseminate the knowledge, to inspire others to take initiatives too.

Your participation in this online Training Course impacts the future work of your organization...

... By being able to structure ideas differently and to put together other projects taking into account the frameworks taught in the course

... As a part of an organization that champions youth engagement and development, my participation can strengthen the vision of what alternatives to dominant models might look like

You plan to follow-up this online Training Course...

... I want to keep in touch with other participants and be able to create new projects together. And to continue attending courses from the North-South Centre

... Creating local and regional initiatives for global education for young people to introduce the concept to them

The North-South Centre can support you/your organisation in your follow-up activity...

... Creating follow up sessions or mentorships for groups created from the course

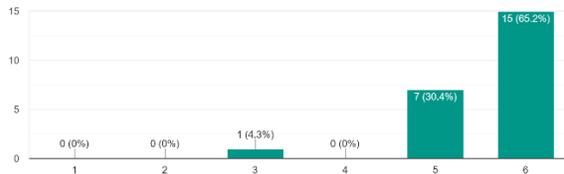
... Getting access to existing training materials that could be used or applied

... Through support in terms of enlarging the scope of the project in the future, and aid with the development of it, if necessary, especially from a cooperation standpoint

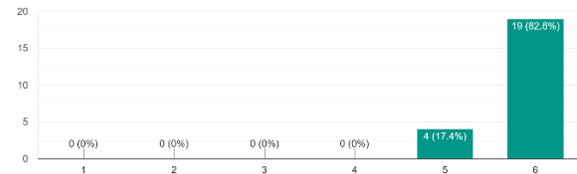
... By providing resources on global education and training opportunities

On the preparatory process and implementation of the online Training Course

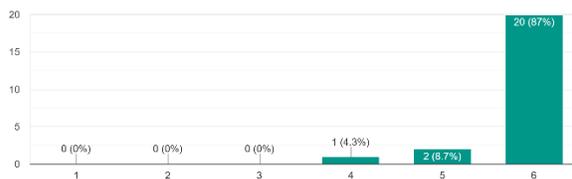
Clarity of the Call for Participants
23 responses



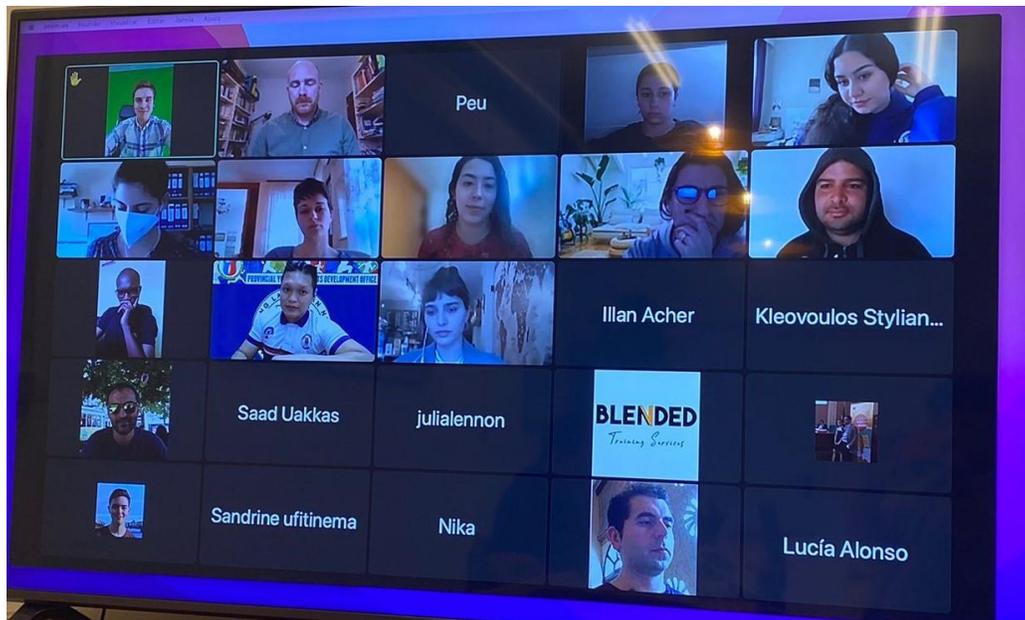
Communication with the North-South Centre
23 responses



Support from the North-South Centre during the activity (if needed)
23 responses

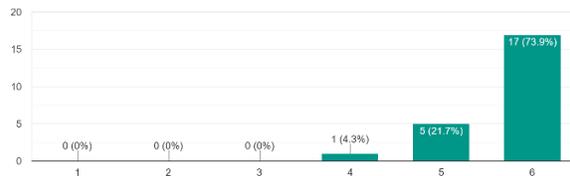


The NSC has been very supportive and engaging. I look forward to one day physically engaging in the NSC's programmes and other activities

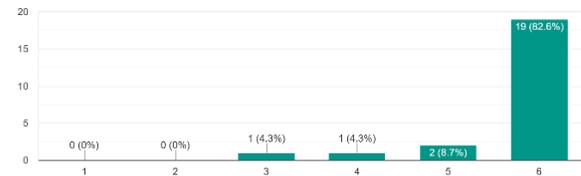


On the online platform

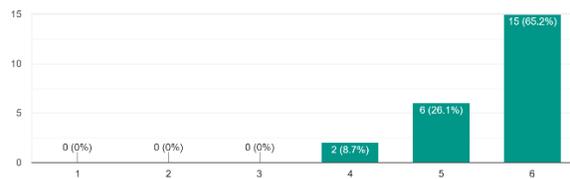
Graphic and layout
23 responses



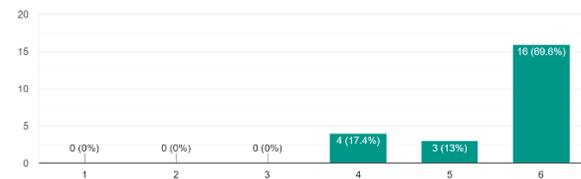
User-friendly
23 responses



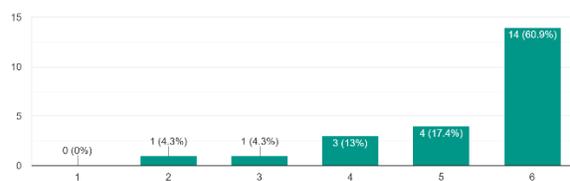
Clarity of information/instructions
23 responses



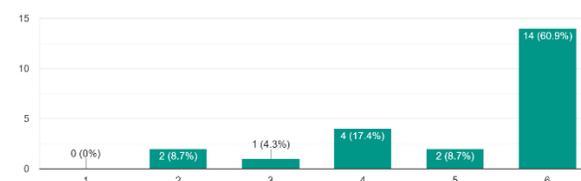
Features that support communication and interaction with the facilitators and among participants
23 responses



Calendar of the activities
23 responses



Agenda and schedule of live sessions
23 responses



Timetable of exercises and cooperative work
23 responses

