GE4YOUTH
GLOBAL EDUCATION FOR YOUTH WORKERS

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Global Education Map for Youth Workers

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Global Education Map

for Youth Workers

Project Result 1

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I AND F EDUCATION AND DEVELOPMENT LIMITED	I&F	Ireland
GROWTH COOP S.COOP.AND	GROWTH COOP	Spain
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"Global Education Map for Youth Workers"

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About GE4YOUTH

Action type	Erasmus+ KA220-YOU - Cooperation partnerships in youth
Priority	HORIZONTAL PRIORITY: Inclusion and diversity in all fields of education, training, youth and sport "YOUTH PRIORITY: Increasing quality, innovation and recognition of youth work"

"Education and training policy should enable all citizens to benefit from quality education and to acquire and update over a lifetime the knowledge, skills, and competences needed for employment, inclusion, active citizenship and personal fulfillment. Young people from immigrant backgrounds, the disabled, and Roma children are among the most vulnerable groups affected".
The GE4YOUTH project therefore aims at creating individual and group-work training tools based on Global Education approaches, for a more efficient engagement between youth workers and marginalized youth (especially those at risks of socio-economic exclusion and/or disabilities).

Objectives:

- *To prevent the marginalization of youngsters at risk of exclusion (especially the disabled, youth of immigrant background, Roma).*
- *To reconnect disadvantaged young people into social networks facilitated by youth workers.*
- *To improve social cohesion through Global Education's digital tools.*
- *To support youth workers and institutions in the design and realization of programs on Global Education.*

Foreseen Results:

- ***A2.1 - Mapping Global Education practices**: youth workers' consultation to identify the most currently used practices with Global Educational purposes*
- ***PR2 - Elaborating Global Education Modules:***
  1. Global Education Beginners: for youth workers with little to no experience in Global Education methods.
  2. Global Education Experts: applicable among youth workers who have already experience in this kind of teaching approach.
- ***PR3 - Activating Learning Platform**: an online digital tool with a key role for both storing and publishing relevant resources for potential learners to deepen their understanding in the Global Education.*

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Executive Summary

The GE4YOUTH project foresees an initial **mapping phase** addressed to analyse the current practices, attitudes and approaches of *youth workers towards Global Education methodologies.* **The Global Education Map for Youth Workers** is thus a final report (or "PR1", Project result 1) aimed at raising awareness on the potential lying within the field of non-formal global education practices *for youth at risk of socio-economic exclusion, cognitive or physical disabilities.*

This initial mapping phase aims at understanding the **very concept of "Global Education", its fields of interests and potential applications,** within the partner countries as well as the European level. In this sense, the following document is a comprehensive "map" – built on both a literature analysis and qualitative research – that discovers and reports what kind of **global education tools are in place and what is missing within the partner countries**, as to afterwards create two ***Global Education blended training courses*** ("GE for beginners" and "GE for experts") freely available to European youth workers.

The report initially describes the **5 social contexts and youth workers' frameworks of each participating country**, while identifying a set of successful **practices and services addressed to fulfill global education** fields of interest such as human rights, digitalization, sustainability, democracy and active citizenship. Building on that, the partner organisations have consulted a total of **150 youth workers** regarding their willingness and interest in increasing their professional skills on the **intercultural awareness needed for educating "young global citizens".**

Introduction

The **Global Education Map for Youth Workers** is an international report aimed at drawing a common definition to the concept of "Global Education" (from now on, GE) at a local, national and European level. The six European partner organisations of the *Erasmus+ project "Global Education for Youth"* have mapped out attitudes and approaches adopted by their countries' youth workers towards Global Educational methodologies. Over the first year of project activities, the partnership has initially gathered **successful practices and services openly addressing global education** (the literature reviews can be found on the first chapter "Global Education: Overall Definition & National Practices"). Later on, the partnership collected and analyzed the ideas of **150 youth workers in relation to Global Education methods in their own professional life,** with the aim of raising awareness on the huge potential lying within the **field of non-formal education as a tool for Global Educational purposes.** At the beginning of September 2022, the partners have created an online survey that was submitted to **25 youth workers per partner,** regarding their interest on professional skills linked to the **intercultural awareness needed for educating "young global citizens".** The participants have been drawn from one jointly created stakeholders' map, whereas you can see a summary in the table down below this page.

Table 1 - GE4YOUTH, Research Target Group

Local, regional and national	European
Higher Education Institutions	Youth education sector
Vocational schools	Adult sector
Municipal structures	School education
Local development centres	VET institutions
National associations	Higher education Institutions
Educational organisations	Profit and Non-profit sector
Individuals interested	Public bodies

The questionnaire was built to **overview three main areas**, here called "***the GE Triangle***" (see figure one below) and including a set of skills, content areas and values/attitudes which are embedded into the very conception of Global Education.

The youth workers answered a total of **21 questions** belonging to one common Google Form Questionnaire (See **Annex I**), translated into the four partnership languages (English, Italian, Spanish, Polish, Czech). Following this elements, the questionnaire has been divided into 5 main areas:

1. **Personal and professional data**
   (age, country, professional occupation, type of organization, target group expertise);
2. **GE approaches and digital tools**
   (GE used methods, digital tools normally used, GE content areas, youth training needs);
3. **GE skills**
   (abilities/competences most employed in the youth practice, competencies the youth lack)
4. **GE values** (values youth work should transmit)
5. **Final feedback on GE methodology and potential new learning sources**

When analyzing the mosaic of answers received, the partnership decided to adopt one common framework of analysis, whereas the 21 questions have been decoded within a **double-folded list of both qualitative and quantitative indicators** (see details on **Annex II**):

QUALITATIVE Indicators

1. What is the perception of trends regarding the use of targeted skills? Are they homogeneous?
2. According to educators what skills young people are most lacking in
3. Is there a category that educators have never worked with?
4. What is the segment which educators have the most experience with?
5. Are there educators who have partial knowledge of the GE methods?
6. Is there a correlation between the learning needs identified and topics that are not dealt with?
7. Do freelance educators know GE methods? What is their proportion?
8. Which correlation emerges between the abilities most used by educators and their perception on the skills missed in the young people?
9. Is there coherence between the values that educators aspire to transit to learners and their vision of a sustainable world?

QUANTITATIVE indicators

1. How many educators are not making any lessons about some contents (ex. gender equity, health)?
2. How many educators know and have cited official sources (e.g. Council of Europe, UN) in connection with expanding their knowledge of Global Education?
3. How many educators are not using digital tools?
4. How many educators request materials for documentation?
5. How many educators are using GE methods unknowingly?

The tendencies of youth workers prove to be heterogeneous in many of the aspects analyzed, showing differences between the countries of the GE4YOUTH organisations and especially in relation to the **needs perceived most important for young learners**. In the last section of the report, the reader will find a graphic definition to the different aspects emerged from the analysis.

1. Global Education: Overall Definition and National Practices

«Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. »

Europe-wide Global Education Congress
Maastricht, The Netherlands (November 15th – 17th 2002)

In September 2015, more than 150 international leaders met at the United Nations to contribute to global development by two interlinked goals: **promoting human well-being** and **protecting the environment**. With this purpose in mind, the community of States endorsed and ratified 17 universal principles to sustainably progress human kind: the so-called **"2030 Agenda for Sustainable Development**". It is a simple graphic map (see image below[1]) based on 17 "Sustainable Development Goals" (or "SDGs") – and their 169 sub-goals – aiming to end poverty, fight inequality, socio-economic and environmental development. All countries have an obligation to make a concrete contribution in achieving, by the year 2030, these 17 objectives according to their capacities.

A similar experience of global goals (the so-called "**Millennium Development Goals**" of 2000) has shown the effectiveness of such global approach both in a *public and private sector* [2] sense, while steadily improving the lives of millions of people: e.g., with global poverty declining; better accessibility to water sources; increased access to children's education; targeted investments to fight malaria, AIDS and tuberculosis [3].

Today, driven by the processes of globalization and migratory phenomena, global education has assumed a key role in the process of personal growth. However**, giving an unambiguous definition of it is not easy.** It is **the SDG no. 4** we are most interested in exploring, given that investing in quality education/training is the basis for **improving people's lives, and thus for contributing to sustainable development**. In this sense, the very target 4.7 of the SDG's ensures that:

Target 4.7

> *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"*

[1] (Omen srl, 2020)
[2] (J.V.D.Hoek, 2022)
[3] (AICS Italia, 2022)

In 2015, UNESCO tried through a document entitled "Global citizenship education: topics and learning objectives" in which **global citizenship education** is defined [4] according to three intertwined dimensions namely:

- ***A cognitive dimension*** linked to knowledge, analysis and critical thinking on global, regional, national and local issues, while looking at the interdependence of different countries/peoples
- ***A social-emotional dimension*** linked to the development of a sense of belonging to one humanity sharing values and responsibility in empathy, solidarity, and respect for differences and otherness.
- ***A behavioral dimension*** linked to acting effectively and responsibly at local, national and global levels for a more sustainable and peaceful world.

In the following pages of this first chapter, the reader will look through **the definition of "Global Education"** within the partner countries including Italy, Spain, Poland, Ireland and Czech Republic. This initial mapping phase aims at understanding the **very concept of "Global Education", its fields of interests and potential applications,** within the partner countries as well as the European level.

1.1 Literature Review - Italy

The Council of Europe's definition of **Global Education (GE)** is "pedagogical approach that fosters multiple perspectives and the deconstruction of stereotypes and builds on a learner centered approach to foster critical awareness of global challenges"[5]. In this sense, the perception and actions in the Italian context is to consider GE as an approach supporting open-mindedness and leading to new thinking about the world and a predisposition to take action for change. Global education helps students develop their capacity to be informed, open-minded, and responsible people, who are responsive to diverse perspectives. Global education prepares us to address the world's most pressing issues collaboratively, equitably, and sustainably. Global education helps students understand that pressing issues must be faced in an interdisciplinary way, given the complexity of environments and competing needs and interests. Through global education, students will prepare to thrive and lead change in an interconnected world. Students will engage in dimensions of cultural diversity to reach common understandings and goals. Through a stronger awareness of global issues, students will be able to address today's greatest challenges and make a difference in the world, both collaboratively and equitably.

GE success stories:

1. Alleanza Italiana per lo Sviluppo Sostenibile ASviS

The Italian Alliance for Sustainable Development (ASviS) was established on February 3, 2016, at the initiative of the Unipolis Foundation and the University of Rome "Tor Vergata," to raise awareness in Italian

[4] (DiVagare, 2022)
[5] (Council of Europe, 2022)

society, economic actors and institutions of the importance of the 2030 Agenda for Sustainable Development and to mobilize them to achieve the Sustainable Development Goals (SDGs) through:

- the development of a culture of sustainability at all levels, orienting production and consumption patterns to this end;
- the analysis of the implications and opportunities for Italy related to the Agenda for Sustainable Development;
- the contribution to the definition of an Italian strategy aimed at achieving the SDGs (also using analytical and forecasting tools that help the definition of policies for sustainable development) and the implementation of a monitoring system of Italy's progress towards the SDGs.

The Alliance currently brings together more than 300 of the most important civil society institutions and networks, such as: associations representing social partners (business, trade union and Third Sector associations); networks of civil society associations addressing specific Sustainable Development Goals (health, economic well-being, education, labor, environmental quality, gender equality, etc.); associations of local authorities; Universities and public and private research centers, and related networks; associations of actors in the worlds of culture and information; foundations and networks of foundations; Italian subjects belonging to international associations and networks active on sustainable development issues.

The main objectives are:

- to raise awareness of the Sustainable Development Agenda among public and private stakeholders, the public, the media, and individual citizens, including by fostering widespread knowledge of current trends with respect to the SDGs and those expected in the future through the use of all media and information;
- to propose policies aimed at achieving the SDGs (even going beyond the 2030 horizon) and express opinions regarding possible legislative interventions and the level of implementation of existing policies, with particular reference to overcoming existing gaps between different areas of our country and inequalities between different socio-economic groups;
- to promote and contribute to the implementation of a lifelong learning (lifelong learning) program on sustainable development, with particular attention to the younger generation, information workers and decision makers;
- to stimulate and accompany the transformation of enterprises, public institutions and civil society organisations (starting with members) in the direction of sustainable development, promoting research and innovation for sustainable development and their experimentation on a local and national scale, as well as the adoption of good management practices;
- to develop adequate monitoring tools for the achievement of the SDGs in Italy, with reference also to specific stakeholder groups (businesses) and local territorial contexts (communities and cities), making the most of existing systems;
- to develop useful analytical tools to assess the impact of economic, social and environmental policies at national and territorial levels, and reduce the costs of the transition to sustainability as much as possible, identifying existing trade-offs between different policies and proposing interventions to make them more favorable.

2. CVM –Comunità Volontari per il Mondo

CVM's EAS sector organizes and conducts training and refresher courses in many Italian regions, starting with the Marche region. Participating teachers, to date about 6000, together with CVM staff, and in connection with University Research, plan activities to be carried out in the classroom. The UDAs - Units of Learning, oriented to the construction of World Citizenship, constitute the main proposal of a new curricular matrix in line with the directives dictated by UNESCO, May 2015, and the United Nations Agenda 2030, signed by all countries in September 2015. These call for careful teaching divided into areas concerning the current global human condition, the themes of which are to be included in disciplinary teaching as elements of epistemological revision of school subjects, which are to be fostered through the reform of thought expressed by sociologist Edgar Morin, so as to elaborate complex thinking capable of reorganizing knowledge and linking knowledge no longer confined to individual disciplines.

Teachers performing the experimentation from the EAS Sector of CVM undertake a training course divided into modules with a final seminar to disseminate good school practices, including the revitalization of Action Research, for a new relationship between Research and School in a society characterized by multiple changes and discontinuities. The results of this work are presented at the annual Intercultural Education

Seminar, which has been held in Senigallia for the past 10 years. An appointment organized by CVM in collaboration with leading realities of the institutional and cooperative world. Such dissemination and implementation now has an international dimension as well as supported by MIUR, the Regional School Office, the Marche Region and the European Union itself. This appointment, characterized by the presence of national and international University Professors, offers school teachers a range of workshops in which to exchange good practices of Global Citizenship Education (ECG).

1.2 Literature Review – Ireland

In Ireland, GE is believed to be a fundamental human right and the basis for progress in every society. Since it is perceived as a catalyst for the achievement of all the Sustainable Development Goals, education has always been central to the development of Irish society and regarded as a high priority by government and citizens. It is the **Irish Forum for Global Education (IFGE)** the body that supports Ireland's contribution to education in development and emergency.

GE success stories:

1. IFGE - Irish Forum for Global Education

It consists of a voluntary network of civil society actors, NGOs, and other trade unions, education providers, professional associations, academics and individuals committed to promoting Sustainable Development Goal 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Forum is aligned to the Global Campaign for Education – the global civil society movement to promote and defend education as a basic human right and a common good. The vision of the Forum is to promote Ireland's contribution to the SDG 4 Education 2030 Agenda and to achieve inclusive, equitable and quality education and lifelong learning for all and the realization of the wider global agenda for education - Education 2030 Agenda. The mission of the Forum is to ensure that Ireland's contribution to education in development and emergency and the wider SDG 4 Education 2030 Agenda is significant, efficient, effective, and operates within a shared ethical and human rights framework.

The Forum is committed to ensuring that governments deliver the right of everyone to a free, quality public education. For that purpose, it works **on six strategic areas:**

- Quality education with rights and social justice at its core
- Equity, non-discrimination and inclusion in education and through education
- Strong, public systems, leadership and governance in the education sector
- Financing for public education
- Transparency, accountability and the role of civil society in the education sector
- Education in contexts of conflict, disaster or systemic shock

2. IDEA - Irish Development Education Association

Established in 2004, IDEA is the umbrella body for organisations and individuals engaged in the field of Development Education in Ireland. It has over 100 members reflecting the broad spectrum of DE and civil society in Ireland, including development NGOs, community and voluntary organisations, educational institutions and networks, trade unions, educators, researchers and activists. IDEA organizes events and training and works to raise the profile of Development Education in formal and non-formal education as well as in the policy sphere. It also promotes learning from good practice in DE in a wide variety of contexts; schools, community projects, arts centers, universities, youth clubs and many more.

1.3 Literature Review – Czech Republic

In the Czech Republic, the term GE is understood as 'a process of lifelong learning which contributes to understanding the differences and similarities between people's lives in different parts of the world and facilitates the understanding of economic, social, political, environmental, and cultural processes that affect them'. It hones skills and fosters values and attitudes so that people are able and willing to actively participate in solving local and global problems.

The most important conceptual document is the Strategy for Global Development Education and Awareness of Global Contexts for the period 2018–2030. The Strategy outlines the basic visions, foundations, principles, goals, and themes of global education, including how to integrate them into formal and non-formal education. According to the Strategy, the main goal of GDE is to support people's ability to understand political, economic, social, environmental, and cultural processes at the global and local levels and to understand how they relate to each other. It also aims to raise awareness of global and development issues among experts and the wide public. The fulfilment of this goal should be ensured by cooperation with non-profit and academic sectors and the public.

The basic principles of global development education that contribute to achieving the goals and to strengthening the global dimension of educational topics include:

- global responsibility
- solidarity and social justice
- open-mindedness and critical thinking
- participation and partnership

GE success stories:

Humanitarian Aid and Development Cooperation Caritas Czech Republic

The aim of global education is to demonstrate how the whole world is interconnected and how one small event at one end of the Earth can lead to a chain reaction in all other corners of our planet. The Caritas Czech tries to show all members of society how important it is to find connections between different states, regions and continents. In global education, The Caritas Czech focuses mainly on globalization, human

rights, discrimination, racism, gender equality and global issues such as poverty and famine, and last but not least, the environment. They organize a number of lectures, panel discussions or educational seminars with experts. The Czech Republic adopted a new National Strategy for Global Development Education 2018 – 2030. This key concept document for the global development education (GDE) implementation in the Czech Republic provides the guidelines for the actions of the key GDE stakeholders in the Czech Republic. Czech Forum for Development Cooperation and its working group on GDE and awareness-raising have contributed to the outlines of the new strategy drawing up the GDE topics chapter. The cross-cutting topics include Education towards Thinking in European and Global Contexts, Environmental Education and Multicultural Education.

1.4 Literature Review - Spain

Global education is defined from a systemic and holistic approach in an integrated cycle of knowledge, analysis, criticism and proposals for alternatives and actions aimed at spreading or restoring dialogue, cooperation, solidarity, peace, human rights, interculturality, coeducation and environmental protection. The Spanish conception of Global Education integrates values associated with cooperation and mutual support, tolerance and intercultural dialogue, harmony and peace with the environment. The other realities of individuals, communities and peoples on a global scale, are a reference that we cannot forget in our immediate reality. Global Education is an integrative approach to: Environmental Education to achieve the preservation of the environment. Education for Development to eradicate poverty. Peace Education to end the culture of violence. Human Rights Education to achieve e.g. education for all. Co-education to end discrimination against women Intercultural Education to achieve e.g. freedom of movement for all.

GE success stories:

SEK International Institution

In today's society, with its seismic changes and immediate access to information, the concepts of teaching as transmission of knowledge and of the teacher as a transmitter of information lose their meaning. The scientific and educational revolution is in full swing, and SEK International Institution aims to be at the forefront, recognizing that today's society demands new benefits from educational institutions and that innovative efforts that impact the cornerstones of education –teacher, student, curriculum, and social context– are needed. As a result, SEK emphasizes the importance of meaningful learning and takes into account the teaching/learning connotations that affect educational practice.

The SEK Educational Project is underpinned by the concept of the student as an autonomous and self-directed individual who must take the reins of his or her own learning. SEK approaches learning as an active and constructive search in which not only content but also the processes by which knowledge is acquired matters. SEK believes that the acquisition of knowledge is only part of a school learning environment and supports the all-round development of students who must also adjust to the needs of today's society and prepare for the demands of the future. Therefore, SEK proposes that students:

- Learn to learn, that is, develop skills that enhance self-directed learning. Learning to know means developing metacognitive skills and being strategic.
- Learn to be. For SEK International Institution, learning to be a person means developing the values demanded by 21st-century society: well-rounded and balanced, with high self-esteem, thoughtful, independent, responsible, critical, supportive, and with a respect for pluralism.
- Learn to do. Knowledge must have a practical application and students must be aware of the usefulness of the knowledge they acquire. To that end, the processes through which knowledge is acquired and the development of specific skills and competences in the different areas of the curriculum are of particular importance.

1.5 Literature Review - Poland

There are different key institutions involved in supporting the development of Global Education issues and topics at a national level in Poland. Following the summary list provided by the GENE Report[6], the most important stakeholders involved can be defined as such:

- **Ministry of Foreign Affairs**
  Provides leadership at a national level in Global Education. Organises its own promotion of global development issues. Provides Development Education funding for NGOs, universities (academia), local administration bodies and In-service Teacher Training Centre & co-production with media.
- **Ministry of National Education**
  Facilitates GE within the formal education sector at primary and secondary school levels. Cooperates with MFA on the DE funding scheme. The National InService Teacher Training Centre is an Agency of the MoE and promotes GE and incorporates it into the in-service training system through cascade trainings and a national GE trainers network.
- **Ministry of Science and Higher Education**
  In 2009 the Ministry cooperated with MFA and MoE on the DE funding scheme addressed to academia and local administration bodies. It shares responsibility for teacher training with the MoE.
- **Ministry of the Environment**
  Involved in the related area of Education for Sustainable Development
- **Grupa Zagranica - Development Education Working Group**
  Provides leadership in Global Education in the NGO sector, coordination and a focus on quality
- **Education for Democracy Foundation**
  Since 2005 it has been awarded each year the role of implementing the MFA/MoE funding scheme for NGOs concerning Development Education.

2. Global Education approaches – what we have

[6] (GENE (Global Education Network Europe), 2015)

The second section of the "Global Education Map for Youth Workers" sheds light to the qualitative-quantitative research carried out by the GE4YOUTH partnership. At the beginning of September 2022, the six project partners have surveyed a total of **150 youth workers (25 participants per partner)** on their interest to Global Education, i.e. the development of professional skills linked to the intercultural awareness needed to educate "young global citizens".

In this chapter, we have described the current *GE trends and practices that are already employed – be it knowingly or not* – by the youth workers from Italy, Spain, Ireland, Poland and Czech Republic. The analysis provides a representative picture of these practices by identifying the **GE training activities and approaches that are currently used by the youth workers**. The information gathered is divided into three sections:

- Contents
  It refers to both the **GE topics and methods** which are daily employed by the youth workers, together with a list of *potential sources we asked to provide* and the degree of potential digitalization their have access to. The topics of global sustainability and education concern the following areas: human rights, active citizenship, gender equality, intercultural and interfaith dialogue, business and fair trade, gender equality.
- Skills
  It refers to the list of skills linked to the intercultural approach embedded in GE. The skills considered and proposed go as follows: critical thinking; changing perspective; decision-making, teamwork and cooperation; creativity & dealing with complexity; conflict transformation.
- Values
  It refers to the **values** the youth workers already embrace in their daily work which are part of Global Education. The values are: social responsibility & solidarity; open-mindedness; self-respect and respect for others; proactive and participatory community membership.

2.1 PRISM Impresa Sociale s.r.l. (Italy)

2.1.1 Contents

Global Education methods

The educators in Palermo participating in our survey show significant knowledge on Global Education methods, with the following percentages: Cooperative-based learning having 58%; Problem-based learning having 50%; Dialogue-based learning having 73%.

Topics

The tendencies of the educators regarding the lessons they organize and the learning needs of the young people are rated as follows: *gender equality, human rights, health/active citizenship*, democracy and intercultural dialogue and fair trade. The topics least dealt with are fair trade, democracy and health promotion - in this sense, the correlation between perceived learning needs and applied lesson is very strong - as fair trade demonstrates to be the least considered and gender equality is the most applied.

Sources

The analysis shows that only a very limited number of educators have a specific source they draw their lessons from. Only 2 people cite the European Commission, Cedefop, and save the children, which also offer material on global education.

Digital tools

Among the answers, we evidenced that 5 educators have limited access to digital tools. Among them, 2 don't like using online platforms at all. It's also important to point out that 2 cannot use them for financial financial issues and/or accessibility. Lastly, 1 of the educators does use them but limits the use because of preferring face-to-face work.

2.1.2 Skills

The skills that educators use the most reveal considerable homogeneity. Coherently, *critical thinking and changing perspectives* are both felt as a need to be addressed in the youngsters' knowledge, and implemented during the youth workers' daily activities. On the other hand, we have a different standard with teamwork and conflict transformation. While *teamwork* is a daily based kind of activity even when it is not felt as a common lack, *conflict transformation is being felt as a gap but it is not addressed*, with a usage rate of 31 % - the lowest among them.

2.1.3 Values

While the proactive and *participatory community membership* is widely considered as the most important value to transmit youngsters (92% of rating), the vision of a sustainable world is inextricably linked to *social responsibility and solidarity* (61,5 %). A sustainable world - according to the participants - is moreover built around an open-mindedness (8%) and self-respect and respect for others (31 %).

2.2 IERFOP ONLUS (Italy)

2.2.1 Contents

Global Education methods

Within Sardinian context, we can see that in relation to the global education methodologies, the *dialogue-based learning* method proves to be the best known, although all three prove to be very well known (at least in their contents), in this sense the percentages are *58 for cooperation-based learning* and 51 for problem-based learning. Only 3 persons claim not to be familiar with any of the three Global Education methods.

Topics

With regard to the content of the lessons organized by the educators, they mark *active citizenship* as the most treated topic, and just below that we find *democracy and human rights*, with significantly high percentages. It is important to note that the same three topics are considered by the educators to be the most important. In this sense, there is a *remarkable correlation between what is taught and the learning needs that the educators see in the young learners*.

Sources

As regards the preferred sources from which the sample of educators draw, only 1 of them show to use European sources (in this case from the Eurodesk Network). Throughout the sample, however, a strong heterogeneity of answers is noticeable, in many cases based on the need to address specific topics resulting in topic-specific research. Other educators instead rely on open source such as Wikipedia, You Tube and more generally on the Internet.

Digital tools

The digital tools most used are *Google classroom, Miro and other digital platform*, well known by almost all of the educators. 2 of them state that they use digital games such as Kahoot, while 1 uses gamification as a teaching method. Finally, we note that only 2 of them state that they do not use it by choice.

2.2.2 Skills

The skills whereas the educators focus most of their lessons are *teamwork cooperation* 82% and *critical thinking* with 79%, slightly below that we find creativity and dealing with complexity with 58%, changing perspectives with 51% and decision-making with 41%. From the other side, it's interesting to see how their responses seem to reflect what they consider to be lacking in young learners. In fact, the same skills obtain more or less the same results with a spread of between 1 and 3 answers maximum.

2.2.3 Values

The values that educators aspire to convey most are *self-respect* and *social responsibility and solidarity*, indicated by 93% of the respondents. However, despite the high score these seem to be less important in relation to the sustainability of the world. When asked with this type of association, the marks obtained drop to 17%. Respect for self and others, on the other hand, shows a less important consideration of the

59%. It is also significant to see that open-mindedness is only loosely associated with sustainable futures, obtaining just 24% of the votes.

2.3 I&F EDUCATION AND DEVELOPMENT LIMITED (Ireland)

2.3.1 Contents

Global Education methods

The sample of educators interviewed in Ireland reveals a very homogeneous knowledge of global education methods. In fact, the most widely used method is *dialogue-based learning (82.4%),* followed by problem-based learning (70.6%) and, finally, cooperation-based learning (64.7%).

Topics

Considering the learning needs and the kind topics covered by the lessons of the educators we see that *human rights, gender equality and intercultural and interfaith dialogue*, which are learning needs, are very recurrent themes in the activities organized. What is clear is that *mental health* is one of the most urgent issues, as it is at the top of the list of young people's needs, but also of the issues addressed.

Sources

Compared to the analyzed countries here we find a larger number of sources, and in many ways we can consider it the closest to the use of official resources. Here in fact some of the educators cite directly sources such as *Youth Council of Ireland, Irish Refugee Council, Irish Department of Education*. Others educators prefer to draw on through *SPHE manuals or digital platforms* (such as YouTube) depending on the topic in question.

Digital tools

Another peculiarity of this sample is that here we do not find educators which are not using digital tools. In accordance with their responses, all of them are using digital platforms (like *Google Classroom*) or online gamification (like Kahoot).

2.3.2 Skills

All the educators interviewed think (100%) that *critical thinking* is the most important competence. This is followed by decision-making power (88.2%), cooperation and teamwork (76.5%) and creativity and complexity (58.8%). The skills least in demand are changing perspectives (23.5%) and conflict transformation (59%).

2.3.3 Values

Regarding the values that educators aspire to transmit to the learners we can see several points. Firstly, *self-respect and respect for others* is considered to be the most important value for the future of a sustainable world and also the value that most educators aspire to transit. Same with *social responsibility*

and solidarity. At this point, both answers converge. However, although open-mindedness is the second most important value to convey, it does not even appear to be seen as important for the future of a sustainable world).

2.4 GROWTH COOP S.COOP. (Spain)

2.4.1 Contents

Global Education methods

The Spanish sample shows a homogeneous use of Global Education methods, with characteristics common to the other countries, inasmuch half of the *educators believe to use the GE methods*, although it is not clear whether this is exactly what global education means. As in the others countries not all educators know all or apply all methods *Dialogue-based learning, Problem-based learning* and *Cooperation-based learning.*

Topics

The topics most discussed by Spanish educators show different tendencies from other countries, whereas *active citizenship, intercultural and religious dialogue, gender equality and health and well-being* are the most rated topics for more than half of the participants. Just below, Democracy and Human Rights, and lastly Enterprise and Fair Trade are lesser discussed

Sources

Regarding sources, no significant aspects are noted. The majority of respondents said that they do not use any type of source to plan their activities and only one person answered that they use "internet" resources, without specifying which ones.

Digital tools

The outline shows that 12 of the respondents *do not use any kind of digital tool*, 8 do not use them for economic or accessibility reasons. Lastly, but really meaningful, 4 educators do not use digital tools because they do not consider them useful.

2.4.2 Skills

Homogeneity characterizes the responses received in relation to the skills of the Spanish sample. Here we find that, while *creativity and complexity management* reach the 58%, critical thinking, changing perspective, teamwork, conflict transformation, decision making, are all included between 40 and 48 percent. The lowest ratings were: tolerance and time management, empathy and assertiveness.

2.4.3 Values

We find an almost perfect correlation among the values that educators aspire to transmit to their learners. Thus the themes of: *social responsibility and solidarity*, *respect for oneself and others*. Being a proactive member of the community are the most rated. The relationship between these skills and the future sustainability of the world shows a strong coherence of view. In this sense, the highest rated becomes respect for oneself and one's neighbor, almost equal to social responsibility and solidarity.

2.5 Pelican (Czech Republic)

2.5.1 Contents

Global Education methods

Knowledge of global education methods proves to be widespread among the educators in the Czech Republic sample, in fact only two respondents had no knowledge of global education methods.

Topics

Regarding the topics, they consider essential to Global Education we can notice Democracy answers are quite consistent, in terms of lesson taught. "Human rights' and “Intercultural and Interfaith Dialogue” – have also a positive correlation between the need felt and the topics taught to students. Gender Equality is quite rated as a topic, with only 6 respondents that don’t use it to address it.

Sources

The respondents did not share any specific official source. Three of them mentioned the internet in general, including YouTube, and one of the respondents mentioned that he or she looks for the activities on the internet and then they do them in the class with students. The other 21 respondents, which is 84 %, did not answer.

Digital tools

6 respondents (24 %) out of all do not use online tools because they do not like them or they do not find them useful. Nowadays, when everything is digital, we find this information quite interesting. But what is even more interesting is that 5 respondents (20 %) cannot use digital tools due to financial, availability or other obstacles. As I said before, in the actual digital era these results are quite surprising for us.

2.5.2 Skills

Czech educators demonstrate differentiated opinions, with the strongest skills being *teamwork and cooperation* (chosen by 18 participants, standing at 72 %) and *creativity and dealing with complexity,* standing at 60 % with 15 responses. In regards to the other options, critical thinking has 11 responses (44 %), Decision-making 8 responses (32 %) and changing perspective and conflict transformation, both with 7 responses (28 %).

2.5.3 Values

Self-respect and respect for others is the value which respondents want to transmit to their learners the most, as it was chosen by 84% of the respondents. Similar results can also be seen in the second question, related to what value is the most important for the future of a sustainable world: the very same result could be traced here, as self-respect and respect for others was chosen by 52% of all respondents.

2.6 Diversity Hub (Poland)

2.6.1 Contents

Global Education methods

The outline emerging from the trends of educators in Poland show that each methods of Global Education are applied by more than 50% of respondents, with *Cooperative-based learning*: 69,2% (18 respondents); *Problem-based learning*: 61,5% (16 respondents); *Dialogue-based learning*: 84,6% (22 respondents). From the sample surveyed only 2 people didn't know any of those methods.

Topics

Here we can see a strong positive correlation between the lessons organized and the learning needs of young people. In this sense can observe in the area of *human rights*: 19 respondents either have never worked on this topic or they reported was used rarely, while 20 respondents rated higher *need of providing this subject towards young people*. The similar correlation exists in the area of democracy with 20 respondents either was never applying this topic or was doing that rarely, while 16 people marked the need for providing it towards young people. Also according to 16 respondents *Active Citizenship is important for young people to be educated*, while 18 respondents are providing or rarely applying this subject. According to Youth Workers the most important topics which should be developed among young people are *Wellbeing and Gender Equality*, although those are subjects with highest rates of applying.

Sources

Only one respondent provided direct sources: two polish NGOs with expertise on social education and support for youth. One respondent relied on preventive programs, although they did not mention any sources. 3 respondents most often have been using books. No one cited any direct Global Education sources.

Digital tools

From this sample we found 2 respondents (7,7 %) that have never used any digital tools and one person (3,8 %) not having any accessibility in using them.

2.6.2 Skills

Most common strengthened competences are*: changing perspective* (96,2%), *teamwork and cooperation* (88,5 %) and *conflict transformation* (76,9 %). 3 other competences are less often applied: Creativity (57,7%), Critical thinking (53,8%), decision making (50%). One respondent noted that is applying creativity

but without dealing with complexity. To sum up, all competences are transferred by more than 50% of Youth Workers.

2.6.3 Values

Self-respect and respect for others is rated as most important value (46,2 % of respondents) and in the same time mostly passing to young people (96,2 %). *Open-mindedness*, likewise, stands as second most important value (19,2% of respondents) and 92,3 % of Youth Workers want to pass this value to young people.

3. Global Education approaches – what is missing

The third section of the "Global Education Map for Youth Workers" highlights the current **deficiencies to the implementation of GE approaches within the youth education field**. Following the indicators' framework proposed during the quali-quantitative analysis (see **Annex II**), the GE4YOUTH partners have analyzed their countries' needs and gaps to professional skills aimed at educating "young global citizens". In this sense, within this chapter, the reader will find a summary of the *GE trends and practices that are found to be missing* within the youth workers daily life in Italy, Spain, Ireland, Poland and Czech Republic.

The analysis presented shows **the most excluded youth targets**, the **least employed GE content areas** and the **least utilized skills linked to Global Education approaches**. The information here gathered has thus been divided into three sections:

- <u>About the target</u>
  It refers to the youth categories most difficult to reach among Young NEETs (Not in Education, Employment or Training), Socio-economic disadvantaged youth (urban/rural), Young LGBTQA+, Youth Living with a disability, Young Roma-Sinti, Unaccompanied Minors (UAMS), Young Political Refugees, ethnic/cultural minorities (subcultures).

- <u>Contents</u>
  It relates to the lesser-covered topics linked to global sustainability and education. We have considered and overviewed the following areas: human rights, active citizenship, gender equality, intercultural and interfaith dialogue, business and fair trade, gender equality.

- <u>Skills</u>
  This section investigates the lack of skills which are component to GE methods and go as follows: critical thinking; changing perspective; decision-making, teamwork and cooperation; creativity & dealing with complexity; conflict transformation.

3.1 Research results – PRISM

3.1.1 About the target

One aspect concerning the target group that emerges from our analysis is that there are no participants with experience with the Roma-Sinti population, and only 1 from each of the following categories: young students and travelers, employees of large companies, and wealthier young people. Only 15% worked with unaccompanied minors and political refugees; 19% worked with LGBTQA+.

3.1.2 Contents

Topics

The activities carried out and organized by the educators in Palermo show that there are various contents that are never dealt with by some educators: in order, do fewer lessons on the following topics: Business and fair trade (10 people have never done it); Health and well-being (7 people have never done it); Intercultural and interreligious dialogue (6 people have never done it); Democracy (4 people have never done it); Human rights, active citizenship and gender equality (3 people have never done it). Looking at the learning needs perceived by the educators, it can be seen that the correlation between perceived learning needs and applied lessons is very strong - with Fair Trade being the least considered and Gender Equality the most applied.

Sources

Although there is a far from significant number of educators using official material in the sample, there is also a lack of demand.

3.1.3 Skills

On the negative side, most educators see critical thinking, conflict transformation as most lacking skills in young people. With some of them seeing young people as lacking even more skills, pointing also to decision-making and creativity and dealing with complexity.

3.2 Research results – IERFOP

3.2.1 About the target

The profiles with which educators have less experience are, in equal measure (6.9%): young Roma, accompanied minors and young political refugees.

3.2.2 Contents

Topics

The least treated topic of all is enterprise and fair trade, which as many as 10 educators say they have never treated. Furthermore, despite the correlation highlighted, it should be noted that there are also educators who never or almost never deal with topics such as democracy, active citizenship, and human rights, gender equality, interreligious and intercultural dialogue (11, 10, 7, 13 educators respectively). The picture that emerges thus clashes with the perceived needs of young learners, taking the example of democracy, it is

considered very important (and given the highest score) by 14 educators. In contrast, only 4 of them deal with it often. The same happens with human rights: considered important by 14 educators but only treated by 3.

Sources

In the face of a low consensus regarding the future use of Global Education methodologies (only two educators say they will use them), the demand for materials also proves to be extremely low, in fact from the sample subject of our analysis only one educator considers himself interested.

3.2.3 Skills

Critical thinking and teamwork are the skills considered most lacking in young people by educators. Then there is a second group of skills seen as lacking which are conflict transformation, creativity and complexity management and decision-making (with % ranging from 30 to 40).

3.3 Research results – I&F

3.3.1 About the target

About the profile category that educators have never worked with (and consequently with whom they have less experience, none of the respondents have ever worked with young Rom-Sinti.

3.3.2 Contents

Topics

An interesting aspect to note is that active citizenship, for example, is one of the most pressing needs of young people, but also one of the issues never addressed by some participants. In this sense the correlation between the learning needs and topics organized show a lack.

Sources

As we have seen, the Irish sample shows a greater awareness of global education methodologies. Similarly, with other countries, there are no educators requesting material.

3.3.3 Skills

Considering that the majority opinion is split in two: on the one hand, 82.5% think that decision-making is the competence youngest people lack, while the other half (76.5%) think it is critical thinking. This is followed by teamwork and cooperation (70.6%), changing perspective (52.9%), creativity and complexity (41.2%) and conflict transformation (17.6%). It is interesting to see that the three skills (critical thinking, decision-making and teamwork and cooperation) most employed in daily practice are the three most lacking among young people.

3.4 Research results – GROWTHCOOP

3.4.1 About the target

Former drug addicts and people at risk of exclusion are the ones with whom Spanish educators have worked the least (only 4%) and below 30% we find LGBTQA+ groups, unaccompanied minors, young people with disabilities and young refugees.

3.4.2 Contents

Topics

It is interesting to see how there is symmetry between the subjects taught, giving in this responses that fully cover the perceived needs in the learners. In this sense, the Spanish case shows more consistency as well as adequacy in the responses to the learning needs that educators perceive in the learners. Nevertheless, it is important to note that democracy, human rights, business and fair trade are the least covered issues

Sources

Concerning the resources used by the sample of Spanish educators, we note that the majority of respondents stated that they do not use any kind of source to plan their activities. Among them, only one person answered that they use 'Internet' resources, without specifying which ones.

3.4.3 Skills

Looking at the competencies most employed by educators and the corresponding learning needed to the learners there is some correlation between the themes. Thus, the most frequently addressed topics are creativity, which as we saw was one of the topics they found most lacking. The same is true for teamwork and Cooperation and Critical Thinking.

3.5 Research results – PELICAN

3.5.1 About the target

From the Czech sample we can see a different situation regarding the learners. Surprisingly there is one category, which our respondents never worked with. This category is "Young NEET". It has to be said that the respondents have also almost no experience with "Young LGBTQA+" and "Unaccompanied Minors (UAMs)". As there was an option "others", two respondents answered with their own opinions - "Roms and majority children" and "Young people".

3.5.2 Contents

Topics

In this section we see there are many topics that are not addressed by the educators. Half and more than half of the respondents answer they have never made lessons about almost all the topic (human rights, democracy, active citizenship, intercultural and interfaith dialogue, business and fair trade).

Here we can see the inconsistency of answers – because more of the respondents, who chose 4 or 5 regarding the importance of the topic answered that they organize the lessons regarding this topic only sometimes or less often. If comes of Wellbeing, this is the topic that every respondent has experience with making a lessons, only 2 answered that was doing it rarely.

Sources

Similarly, to what we have seen in the other countries, we find also here the demand for materials in Poland to be limited to only one youth worker.

3.5.3 Skills

On this point, related to the question of the survey with multiple choice where we asked to educators which abilities/competencies do they most employed in their daily practice, the results are fairly balanced. 44% of the respondents chose an option critical thinking and the same proportion of the total responses has the answer conflict transformation. On the second place with 40% respondents were changing perspective and decision-making. But it is necessary to say that teamwork and cooperation and creativity and dealing with complexity are not too far behind: first answer chose 28 % and the second 24 % of respondents.

3.6 Research results – DIVERSITY HUB

3.6.1 About the target

Considering the profile segment with which educator are experience with, we can see that from the polish sample even there is no profile of young people that Youth Workers have never worked with, on point is about the Least often marked group identified, here as in the other in countries, is Rom-Sinti (7,7%), Young NEET and Unaccompanied Minors – both 5 respondents (19,2 %). Also only 23% of respondents have worked with Youth Living with a disability.

3.6.2 Contents

Topics

Polish educators do many lessons about the topics composing the Global Education. Looking at it much specifically we note there are same lacks we noted. For example, 10 people have never made lesson about human rights, and 11 respondents have never made a class Democracy. As heart of Global education topic also active Active Citizenship is not addressed by 13 educators. From the other matters Business and Fair Trade – 16 respondents. At the same level we find Intercultural and interfaith dialogue, and Gender Equality with 6 respondents. Lastly, Wellbeing is dealt by only 2 respondents that were doing it rarely.

Sources

Considering the situation of Global education awareness described before, we also see from our sample that 12 respondents (out of 26) reported to already use some methods of GE. 10 of them reported to use only some methods or passing some values/skills (most likely those ones were using GE unknowingly), while 2 respondents said only "yes" to this question. Moreover 2 respondents weren't sure about their experience with GE and other 2 respondents reported to providing those methods to a small extent. Another point we noted is that only one respondent asked for materials.

3.6.3 Skills

Regarding same of the skills that educators felt as missed by young people we can observe that 84,6 % of respondents have indicated that youth should be mostly educated in the area of Conflict transformation. Also by the opinion of Youth Workers Critical Thinking (53,8%) and Changing Perspective (65,4 %) are poorly developed among young people. Another significant correlation we can observe in Changing Perspective area - 65,4% of respondents (17 people) marked this skill as poorly educated, while 96,2% reported to work on this area with young people.

4. Global Education "EU Comparative Map"

The European Comparative Map is a structural depiction of *Global Education methodologies, contents, skills ad values* over the five project partner countries: Italy, Spain, Poland, Czech Republic and Ireland. The graphic here presented shows a summative representation of the quali-quantitative results, as emerged from both **GE4YOUTH's literature review and project research**. In the case of Italy, as the partnership includes two regions (Sicily for PRISM Impresa Sociale srl; Sardinia for IERFOP Onlus) shedding light on different questionnaires' results, they will be divided within the third and fourth section of the map.

The map explores and is divided into three complementary sections:

- **What is Global Education?**
  The section stems from the definition of *what Global Education is perceived to be*, both at an international level and at the partnership national level.
- **What we have**
  It includes the research results describing the Global Education methodologies, contents, skills and values *already in place within the five partner countries.*
- **What is missing**
  It includes the research results describing the Global Education methodologies, contents, skills ad values which are strikingly *missing within the five partner countries.*

  [see 4 maps in the following pages]

GE4YOUTH
GLOBAL EDUCATION FOR YOUTH WORKERS

MAP 1 - What is Global Education: EU definition

Co-funded by the European Union

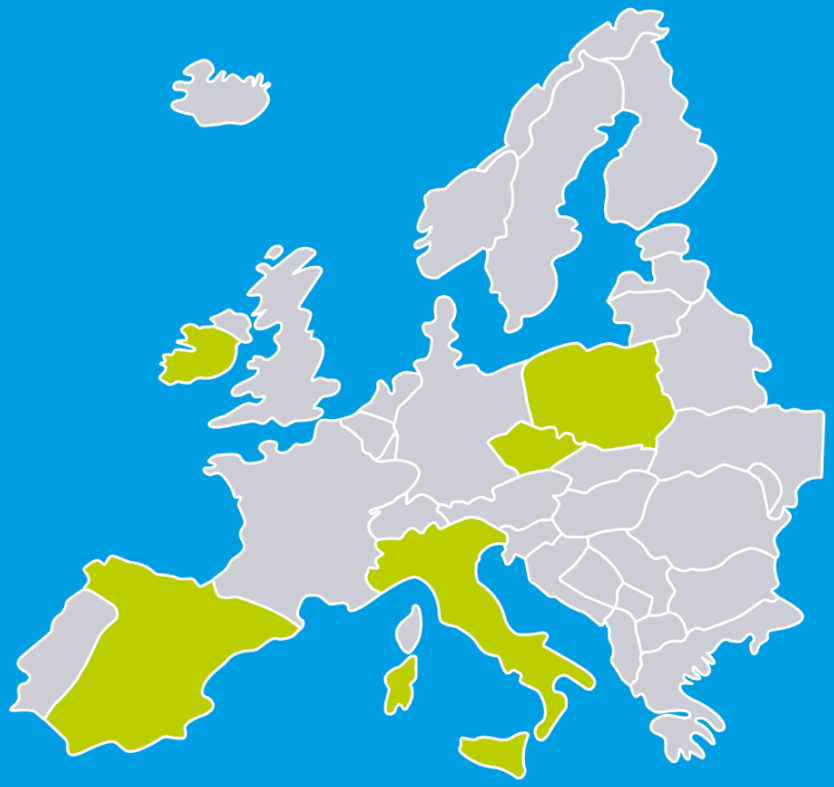
Global Education *is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
Europe-wide Global Education Congress (2002)

Global education is a pedagogical approach fostering multiple perspectives based on the deconstruction of stereotypes, while building on a learner-centred approach that fosters critical awareness of global challenges and engagement for sustainable lifestyles. It is a methodology aiming at the development of a more inclusive education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education.

It is on the United Nation's Sustainable Development Goal no. 4.7 we can find a decisive movement towards the development of a Global Education:

Target 4.7

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".



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MAP 2 - What is Global Education: national definition

Co-funded by the European Union

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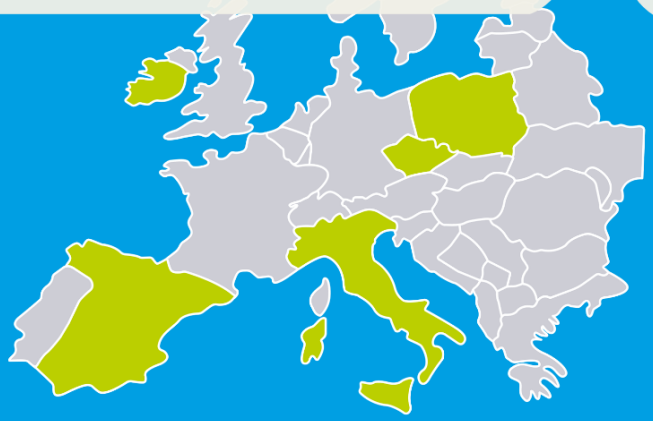
MAP 3 – Global Education: What We Have

Co-funded by the European Union

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Mental Health and Human Rights are the topics mostly taught*
  - *The digital tools are mostly used, in particular the platforms Google Classroom and Kahoot*
  - *Among the resources the youth workiers draw mostly we can find: the Youth Council of Ireland, the Irish Refugee Council, the Irish Department Of Education and the SPHE manuals*
- ***Skills:*** *Critical Thinking is the skill the youth workers mostly focus on, in their lessons*
- ***Values:*** *Respect (for self and others) is the value the youth workers build their lessons on*

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Human Rights, Gender Equality and Interfaith Dialogue are the topics mostly taught*
  - *About 20% of the participants admitted not to use any online tools or considering them "not useful"*
  - *Among the quoted teaching resource, the participants have quoted internet*
- ***Skills:*** *Teamwork and creativity are the skills the youth workers mostly focus on, in their lessons*
- ***Values:*** *Respect (for self and others) is the value the youth workers build their lessons on*

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Health and wellbeing and Gender Equality are the topics mostly taught*
  - *The digital tools are considered quite accessible to the youth workers*
  - *The teaching resources used by the youth workers relate mostly linked to informal knowledge offered by other NGOS*
- ***Skills:*** *Changing perspective, teamwork and conflict management are the skills the youth workers mostly focus on, in their lessons*
- ***Values:*** *Respect (for self and others) and open mindedness are the values the youth workers build their lessons on*



Sicily

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Gender equality and human rights are the topics mostly taught.*
  - *20% of the GE4YOUTH survey participating youth workers don't have internet access, and use little to no digital tools*
  - *The teaching resources used by the youth workers are official sources linked to the EU, CEDEFOP, Save The Children.*
- ***Skills:*** *Critical Thinking, Teamwork, Changing Perspective are the skills the youth workers mostly focus on, in their lessons*
- ***Values:*** *Participatory Community, Social Responsibility*

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Active Citizenship, health and intercultural dialogue are the topics mostly taught*
  - *Internet accessibility is not always granted*
  - *The sources are mostly related to internet search*
- ***Skills:*** *Critical thinking and creativity are the skills the youth workers mostly focus on*
- ***Values:*** *Social responsibility & solidarity and respect (for self and others) are the values the youth workers build their lessons on*

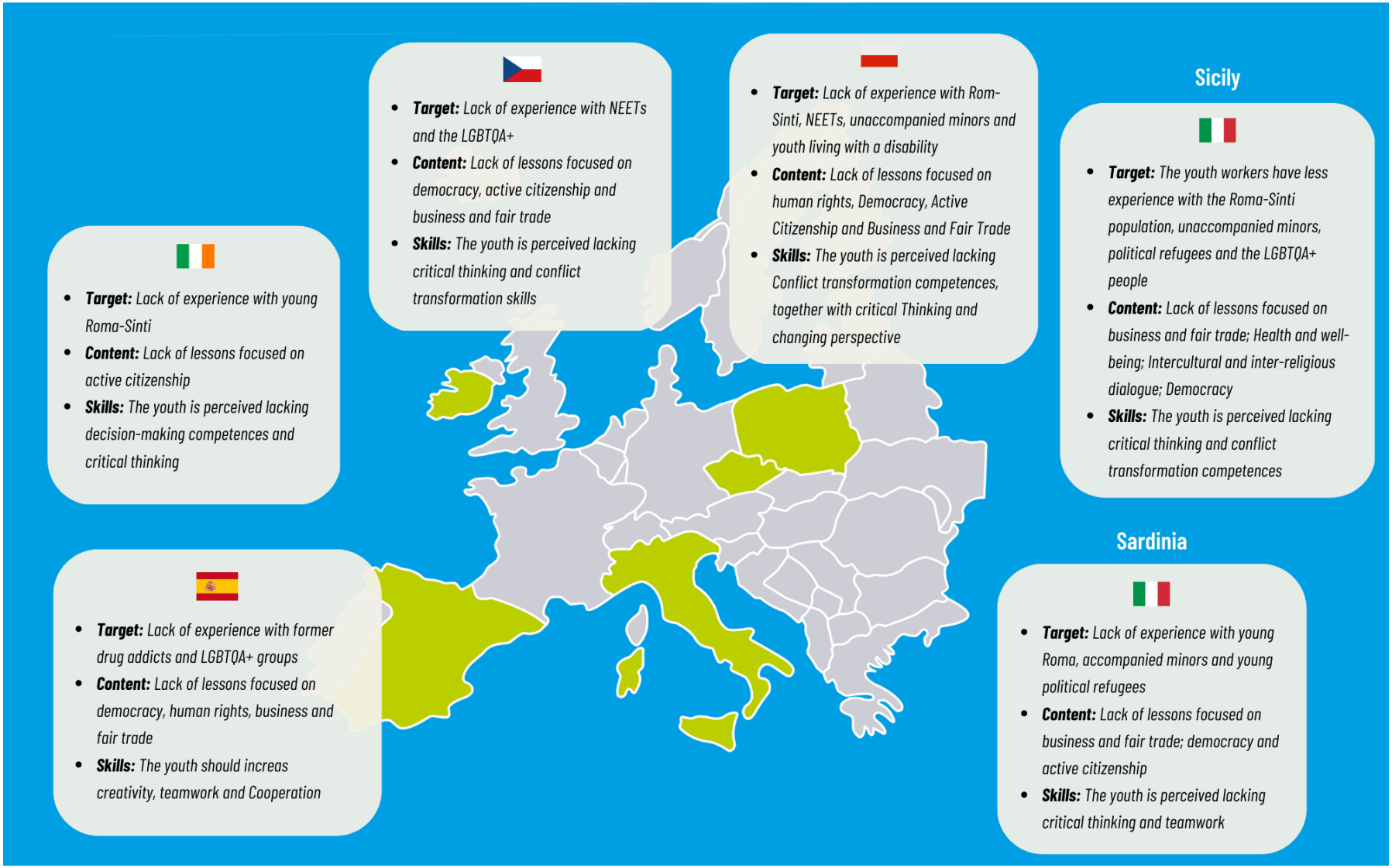
Sardinia

- ***Contents:***
  - *Dialogue-based learning is the most adopted teaching methodology*
  - *Mental/physical health and human rights are the topics mostly taught*
  - *The digital tools are mostly used, in particular the platforms Google Classroom and Mirò*
  - *The teaching resources used by the youth workers relate mostly to Internet and Eurodesk*
- ***Skills:*** *Teamwork cooperation and critical thinking are the skills the youth workers mostly focus on, in their lessons*
- ***Values:*** *Self-respect and solidarity, social responsibility are the values the youth workers build their lessons on*

GE4YOUTH
GLOBAL EDUCATION FOR YOUTH WORKERS

MAP 4 – Global Education: What Is Missing

Co-funded by the European Union



- ***Target:*** *Lack of experience with young Roma-Sinti*
- ***Content:*** *Lack of lessons focused on active citizenship*
- ***Skills:*** *The youth is perceived lacking decision-making competences and critical thinking*

- ***Target:*** *Lack of experience with NEETs and the LGBTQA+*
- ***Content:*** *Lack of lessons focused on democracy, active citizenship and business and fair trade*
- ***Skills:*** *The youth is perceived lacking critical thinking and conflict transformation skills*

- ***Target:*** *Lack of experience with Rom-Sinti, NEETs, unaccompanied minors and youth living with a disability*
- ***Content:*** *Lack of lessons focused on human rights, Democracy, Active Citizenship and Business and Fair Trade*
- ***Skills:*** *The youth is perceived lacking Conflict transformation competences, together with critical Thinking and changing perspective*

- ***Target:*** *The youth workers have less experience with the Roma-Sinti population, unaccompanied minors, political refugees and the LGBTQA+ people*
- ***Content:*** *Lack of lessons focused on business and fair trade; Health and well-being; Intercultural and inter-religious dialogue; Democracy*
- ***Skills:*** *The youth is perceived lacking critical thinking and conflict transformation competences*

- ***Target:*** *Lack of experience with former drug addicts and LGBTQA+ groups*
- ***Content:*** *Lack of lessons focused on democracy, human rights, business and fair trade*
- ***Skills:*** *The youth should increas creativity, teamwork and Cooperation*

- ***Target:*** *Lack of experience with young Roma, accompanied minors and young political refugees*
- ***Content:*** *Lack of lessons focused on business and fair trade; democracy and active citizenship*
- ***Skills:*** *The youth is perceived lacking critical thinking and teamwork*

Annex I – Google Form Questionnaire

GE4YOUTH - Global Education Mapping Survey

Welcome to the "Global Education for Youth" Erasmus+ project Survey!

Global Education is an innovative approach posing learners at the center of a multicultural perspective on global issues. Do you think you already use it, or you might be unknowingly doing so?

Our survey will answer this question!

The study is a unique opportunity to explore the extent in which you, and your fellow youth workers in Europe, adopt Global Education in daily work life.

The GE4YOUTH Team thanks you for your precious help - through your feedback we are going to build up two Global Education Online Courses!

Want to know more? Contact

[name of the organization]

[name of the project manager + email]

*Mandatory Field

Privacy Policy (GDPR)

Pursuant to art. Article 4 of EU Regulation 2016/679, your personal data will be processed by I&F Education and will not be disclosed to third parties. The data can be used to inform internal project consortium members.

Your personal data

1. Title *

Ms.

Mr.

Other
:

2. Name and Surname *
3. City and Country *
4. Email
   not compulsory, but useful to involve you in future activities

5. Age

   18-25

   25-30

   30-40
   50+

Professional Profile

6. Professional Occupation *

7. Are you part of an organisation? *

   NGO/Association

   Civil Society Organisation Social

   Enterprise

   School

   VET Centre (Vocational Education and Training)

   Higher Education Institutions

   No, I am not part of any organisation: Freelance

   Other:

8. If yes, what is your organisation about?
   You can also share the link to your organizational website

9. With what profile segment do you usually work with, are experience with? *

Young NEET (Not in Education, Employment or Training)

Socio-economic disadvantaged youth (urban/rural)

Young LGBTQA+

Youth Living with a disability

Young Rom-Sinti

Unaccompanied Minors (UAMS)

Young Political Refugees

Other ethnic/cultural minorities (subcultures)

Other: _____

10. Age range of the youth you work with *

0-10

10-15

15-20

20-25

25-35
Other:

Global Education: APPROACHES and DIGITAL TOOLS

What is Global Education?

Global education is a pedagogical approach based on a learner-centered perspective, and aiming at the deconstruction of stereotypes and cultural engagement towards sustainable lifestyles. It helps students develop their capacity to be informed, open-minded and responsible people, who are responsive to diverse perspectives in an interdisciplinary and multicultural way.

11. Which of the following Global Education methods are you familiar with? *
Multiple choice is possible

COOPERATIVE-based learning: it refers to learning in groups where each member of the team contributes their part of the assignment so the whole group can be successful

PROBLEM-based learning: it encourages people to ask and answer questions, making use of natural curiosity about specific events or themes

DIALOGUE-based learning: it creates oral interactions between participants that seek to stimulate the exchange of ideas.

Other:

12. Which of the following digital tools have you already used in your activities? *
Multiple choice is possible

Online platforms (E.g. Miro; Google Classroom)

Games (E.g. Kahoot)

I don't like using online platforms - they are not useful to my work

I cannot use them (financial issues; accessibility; other reason)

Other:

Global Education - Content Areas

13. Do you organize lessons/activities on these topics? *

	Never	Rarely	Sometimes	Often	Really Often
Human rights					
Democracy					
Active Citizenship					
Intercultural and Interfaith dialogue					
Business and Fair Trade					
Health and Wellbeing					
Gender Equality					
Other					

14. YOUTH TRAINING NEEDS: rate the importance of topics that should support * the development of their capacity to be informed, open-minded and responsible people in an interdisciplinary and multicultural way.

15. According to your knowledge and experience, what are the learning needs of the young people you work with?

1. **not important** **5. very important**

Human rights

Democracy

Active Citizenship

Intercultural and Interfaith dialogue

Business and Fair Trade

Health and Wellbeing

Gender Equality

Other

Global Education - SKILLS

16. You as a professional, which of the below abilities/competences do you most * employed in your daily practice?

Multiple choice is possible

Critical Thinking

Changing perspective

Decision-making

Teamwork and cooperation

Creativity & dealing with complexity

Conflict transformation

Other:

17. Which of these abilities/competencies are poor or missing in the young people* you work with?

    Youth are in need to further develop... Up to 4 choices

Critical Thinking

Changing perspective

Decision-making

Teamwork and cooperation

Creativity & dealing with complexity

Conflict transformation

Other: _____

Global Education - VALUES

18. What values do you aspire to transmit your learners? *
    Multiple choice is possible

Social responsibility & solidarity

Open-mindedness

Self-respect and respect for others

Proactive and participatory community membership

Other:

19. What value you think is most important for the future of a sustainable world? *

Social responsibility & solidarity

Open-mindedness

Self-respect and respect for others

Proactive and participatory community membership

Other:

Conclusion & feedback

20. Do you think you are using Global Education methodologies? *
    If yes, how so?

21. Do you have any favorite sources, websites or publications where you get inspired to plan your activities?
    If possible, please provide us a link/title

22. Any other comment, remark, feedback or suggestion?
    Feel free to share

Thank you so much for your time and response!

Annex II – Research Indicators

Quantitative indicators		
Context/topic	**Question from the survey**	**Indicators**
Contents	«*Do you organize lessons/activities on these topics?*»	1. How many educators are not making any lessons about some contents (ex. gender equity, health)?
Growth, development of Youth workers knowledge	«*Do you have any favorite sources, websites or publications where you get inspired to plan your activities?*»	2. How many educators know and have cited official sources (e.g. Council of Europe, UN) in connection with expanding their knowledge of Global Education?
Digital tools	«*Which of the following digital tools have you already used in your activities?*»	3. How many educators are not using digital tools?
Sources	«*Any other comment, remark, feedback or suggestion?*»	4. How many educators request materials for documentation?
Awareness of GE	«*Do you think you are using Global Education methodologies?*»	5. How many educators are using GE methods unknowingly?

Qualitative indicators		
Context	**Questions from the survey**	**Indicators**
Targeted skills competencies	«*You as a professional, which of the below abilities/competencies do you most employed in your daily practice?*»	1. What is the perception on trends regarding the use of targeted skills? Are they homogenous?
Skills	«*Which of these abilities/competencies are poor or missing in the young people you work with?*»	2. According to educators what skills young people are most lacking in?

Qualitative indicators		
Excluded categories (higher risk of exclusion)	«*With what profile segment do you usually work with, are experience with?*»	3. Is there a category that educators have never worked with? (and consequently with whom they have less experience)
Categories with much experience with	«*With what profile segment do you usually work with, are experience with?*»	4. What is the segment which educators have most experience?
GE methods	«*Which of the following Global Education methods are you familiar with?*»	5. Are there educators who have partial knowledge of the GE methods?
Contents	«*Do you organize lessons/activities on these topics?*» «*According to your knowledge and experience, what are the learning needs of the young people you work with?*»	6. Is there a correlation between the learning needs identified (subjects to which they answered with "4" and "5") and topics that are not dealt with?
Awareness of GE out of organisations	«*Are you part of an organisation?*» «*Which of the following Global Education methods are you familiar with?*»	7. Does freelance educators that know GE methods? What is their proportion?
Targeted skill competencies	«*You as a professional, which of the below abilities/competences do you most employed in your daily practice?*» «*Which of these abilities/competencies are poor or missing in the young people you work with?*»	8. Which correlation emerges between the abilities most used by educators and their perception on the skills missed in the young people?
Values	«*What values do you aspire to transmit your learners?*» «*What value you think is most important for the future of a sustainable world?*»	9. Is there coherence between the values that educators aspire to transit to learners and their vision of a sustainable world?

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