



**Global  
Education**

DIGITAL YOUTH WORK PROJECT



# E-BOOK

GLOBAL EDUCATION –  
DIGITAL YOUTH WORK PROJECT

December 2020



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**This e-book is the output of the "Global Education - Digital Youth Work Project" for the purpose of giving a general framework on the topic of Global Education. It gives basic information about Concepts, Knowledge, Skills, Values, Attitudes, Fundamentals For Global Education Methodology, Methodological Approaches in Global Education, Recommended Practices and it also presents main topics of the Project Themes.**

## Chapter A:

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# Global Education - Digital Youth Work Project

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# Project Description

## "Global Education – Digital Youth Work Project"

Global Education (GE) is a holistic and educational approach that deals with the increasing ties between local and global realities. Aiming to develop participatory global citizenship, GE aims to enable individuals to understand world affairs, gain knowledge and skills on the basis of values and attitudes towards global problems.

Project aims to create a transformational learning process so that young people can become active global citizens with responsibility. In addition to providing young people with access to information resources to connect their daily lives with global issues, young people will also be allowed to express themselves and learn from each other through digital youth work methods.

The Solidarity Youth of Germany, based in Offenbach and its partner organisation GSM - Youth Services Center from Ankara conducted four trainings and conferences with 20 participants (15 from Turkey and 5 from Germany) in the context of the joint project "Global Education - Digital Youth Work Project". The four successful trainings on intercultural learning, gender relations, sustainability and global citizenship were led by experienced trainers and experts from both countries. Coordinated by the managing directors, coordinators and a competent team from both organisations, the project was implemented successfully.

# Organizations

## "Global Education – Digital Youth Work Project"



### The German Turkish Youth Bridge

The German Turkish Youth Bridge supports the exchange and mobility of young people from Germany and Turkey in order to foster mutual understanding and strengthen the dialogue between both countries. The Youth Bridge provides funding for exchange projects, creates network opportunities for actors in its field, and convinces decision makers of the importance of international youth exchange. The Youth Bridge has offices in Düsseldorf and in Istanbul. The Istanbul office is hosted by TOG. The Youth Bridge is supported by an Advisory Council that is comprised of members from Germany and Turkey representing ministries, civil society, arts and culture, media, and business.



### Solijugend

We – „Solidaritätsjugend Deutschlands“ – „Solidarity Youth“, nickname „Solijugend“ — are an independent youth organization based in Germany. „Solidarity Youth“ was founded in 1954 in the tradition of the workers' youth movement and has actively been involved in volunteer youth work for more than 60 years now. We offer young people an alternative to sports and engage in the areas youth culture, youth education, youth politics and international youth work.



### GSM - Youth Services Centre

GSM - Youth Services Centre, was founded in 1985 in Ankara in order to contribute to the personal, social, and cultural development of young people, and to support their active participation in social and economic life. GSM considers the young people as the primary resource and the most dynamic part of the society. GSM believes that the active participation of young people in the social life contributes to the continuation and the development of social infrastructure. GSM, makes effort for the development of youth work and youth policies with a right-based approach so that young people can become individuals who looks to the future with great hopes.



# Project Trainers

## "Global Education Project"



### Mr. Klaas Opitz

Klaas Opitz is a freelance trainer focussing international education. After his European Voluntary Service (EVS) in Poland, he studied Education Sciences as well as Polish Language and Literature at the University of Hamburg. He is active as an educational companion to international volunteers in different programmes. He's a facilitator of international, intercultural youth exchanges. Moreover he works for the Faculty of Education as a coach and trainer in the digitalization of university programmes. Intercultural learning, communication and group dynamics as well as civic and media education are the main fields of his work.



### Mr. Omer Kaya

Omer Kaya works as Turkey Country Director of an international humanitarian organization that focuses on refugees in Turkey, responsible for programs in Turkey with special focus on integration and economic empowerment. He is holding master degree on Governance and NGO Management, also holds numerous non-academic international trainings on leadership, tools of Social Intervention, lobbying and advocacy, core humanitarian standards on quality and accountability, child protection, humanitarian context, creating safe learning environments, results-based management, European Commission DG ECHO training skills. His professional career includes positions at local, national, and international NGOs, and local authorities. He also has a successful track record as a consultant, trainer, and facilitator.



### Ms. Zeynep Tugce Ciftcibasi Guc

Zeynep Tugce CIFTCIBASI GUC is a youth worker and trainer with experience in international education since 1999 and a member of the Turkish NA trainer's pool since 2004. Since then, she has concentrated on work in the field of EU Programs, and become a trainer and expert at the European level. As the youngest Erasmus Coordinator in Turkey and her work received significant recognition from the European Commission, which conferred the "Lifelong Learning ERASMUS Award in Bronze 2009 - Student Mobility" for excellence within the framework of the Erasmus. She has joined Abdullah Gül University in 2013 where she has been the director of a unique structure in Turkey "Youth Factory". Internationalization, Volunteering, Active Citizenship, Capacity Building are her main area of expertise.



### Louka Maju Goetzke (They)

Louka Maju Goetzke is a researcher, editor and educator, and a member of Club of Rome's ThinkTank30. They give talks, publish and hold workshops around the topics of gender, sexuality, relationships, and bodily integrity, currently developing a computer game on sexual and gender diversity and doing their Ph.D. on Gender Transitions at the Goethe University Frankfurt, Germany. Louka believes in self-organisation and emancipation on the way to a world in which people are no longer restricted by narrow perceptions and expectations regarding gender and in which different gender expressions are visible and valued.



### Ms. Mevlude Sahillioglu

Mevlûde Sahillioglu is a Consultant for Professional Fellows Program at American Councils based in Turkey. Previously she served at an international non-profit for 11 years in the field of civil society with a focus on member relations, outreach, networking and advocacy. She has extensive experience as an expert, trainer and facilitator on advocacy, lobbying and communication skills for civil society organizations with specific concentration on youth and women groups. She is working on Global Education for Youth Services Centre and she completed online trainings from North-South Centre of the Council of Europe; The Citizenship Dimension of Global Education and The Intercultural Dimension of Global Education. Additionally, she is a professional coach working mostly with young people on career development. She is passionate about learning and personal growth.



### Ms. Lisa Teresa Gut

Lisa Teresa Gut is a Trainer in non-formal political education. She is also a certified trainer in the democracy education approach "Betzavta" (method of the Adam Institute, Israel). She studied cultural and media pedagogy and educational science. She participated in the SALTO training of trainers within the Erasmus+ network as well as in training for facilitators and trainers organised by the Council of Europe with the focus on Human Rights Education. Her main topics include democracy education, participation and engagement and digital spaces for educational processes.



### Ms. Tugba Cansali

Tugba graduated with a degree in public administration and followed with her masters degree in International and Comperative Education. For many years, she has worked as a youth trainer and a project coordinator within diverse youth programs of the European Union. Tugba has worked with youth, disadvantaged groups, vulnerable groups, women, people with disabilities, refugees, teachers, etc. She founded her own company, which is a social business focused in developing creative and innovative learning materials and trainings. They've developed more than 50 tailor-made games and trainings on children's right, health, intercultural learning, youth entrepreneurship, active citizenship, etc. and their games are played in several countries in Europe and Latin America.



### Mr. Jörg Geier

Joerg Geier is a Partner at COBIOM, an agency focused on consulting services and leadership programs rooted in nature-inspired innovations. As a Fulbright scholar, MBA, applied researcher, and program designer, Joerg has, on behalf of start-ups, corporations, and think tanks, developed projects and initiatives in the areas of cleantech / sustainability, education, and impact investing.

Joerg is an advisory board member of the Arts & Nature Social Club, a members' club whose mission it is to sensitize leaders for challenges to our planet. As a member of the Club of Rome and its former Deputy Secretary General, he has initiated or coordinated projects questioning society's status quo, broadly focused on issues concerning environmental sustainability and interdisciplinarity. This included a collaboration with the Vatican's Pontifical Council for Culture that Joerg coordinated and operationalized: the Vatican "Watershed" conference on World Water Day 2017. At Cambridge University's Judge Business School, Joerg oversaw international and customized leadership programs. He helped drive capacity building initiatives spanning three continents.



### Ms. Carolina Sachs

Carolina has a degree in cultural studies and is a trained mediator. She has gained international experience in Poland, Argentina and India. Already over 10 years of experience in leading groups at home and abroad. She is working for Solijugend as consultant for international affairs and as a trainer for accompanying seminars international voluntary services (weltwärts, ESK, IJFD) and regularly leads seminars there in Germany and in Abroad (India). She works regularly at the digital conference re: publica.

## Chapter B:

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# What is Global Education?

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# What is Global Education?

**Global education** is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues.

There are many definitions of global education. The Maastricht Global Education Declaration (2002) states:

- **Global education** is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.
- **Global education** is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.

# Global Education Aims:

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**Global education aims at** educating citizens in social justice and sustainable development.

**Global education aims at** opening a global dimension and a holistic perspective in education in order to help people understand the complex realities and processes of today's world and develop values, attitudes, knowledge and skills that will enable them to face the challenges of an interconnected world.

**Global education helps** learners to understand some of the complex processes leading to violence and conflict at individual, collective, national and global levels and be aware of some of the ways in which these conflicts can be prevented or resolved. By promoting an understanding of different cultures and fostering the role of people as dynamic players for a more just and equal world for all, global education aims at developing attitudes that lead to constructive, non-violent resolution of conflicts.

**Global education aims at** developing learning communities, in which learners and educators are encouraged to work cooperatively on global issues.

**Global education aims at** stimulating and motivating learners and educators to approach global issues through innovative teaching and pedagogy.

**Global education aims at** challenging formal and non-formal education programmes and practices by introducing its own content and methodology.

**Global education aims at** accepting otherness and interdependency and creating the conditions for others to express themselves and build behaviour of solidarity.

**Global education helps** learners to develop alternatives when taking personal or public life decisions and reflect on the consequences of their choices, thereby cultivating a spirit of "global responsibility of the citizens of the world".

**Global education promotes** participation in action. In other words, it invites educators and learners to act dynamically for a more just and equal world for all.

# Concepts

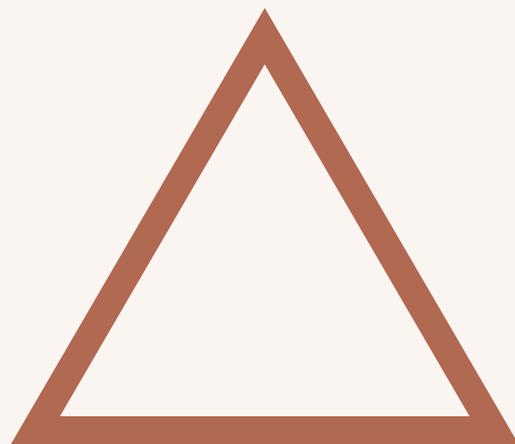
## "Knowledge, Skills, Values and Attitudes"



**Global education** is an umbrella term for pedagogical concepts related to the realities of today's world. It is therefore an open, ongoing, multidimensional concept of timely general education. Beyond that, it is also regarded as a collective, holistic response to the historical challenge of supporting active global citizens in creating and recreating a different, more equal, just, peaceful and sustainable world based on solidarity.

**Global education** enables people to develop the knowledge, skills, values and attitudes needed for securing a just, sustainable world in which everyone has the right to fulfil his/her potential.

### VALUES AND ATTITUDES



SKILLS

KNOWLEDGE

# Knowledge, Skills, Values and Attitudes

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## Knowledge:

Global education does not introduce new contents, but it enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions.

### **Knowledge of the globalisation process and the development of world society**

The focuses of global education are social justice and sustainable development to give life chances to everyone. Therefore the content areas from which global education can draw its themes include key issues such as living conditions at local level and in other parts of the world, multicultural societies, social, political, economic and cultural contexts, structural and direct violence, interdependencies between regions, countries and continents and limited natural resources, the information society and the media.

### **Knowledge of the history and philosophy of universal concepts of humanity**

Global education provides knowledge about universal concepts of humanity like: Human Rights, Democracy and Good Governance, Economics, Social Justice, Fair Trade, Gender Equality, Peace and Conflict Transformation, Citizenship, Diversity, Intercultural and Interfaith Dialogue, Sustainable Development, Health and equal access to scientific and technological achievements.

### **Knowledge about communalities and differences**

Global education provides knowledge about communalities and different lifestyles, cultures, religions and generations. People in all parts of the world have emotions, joys and sorrows. Understanding similarities and differences makes it easier to respect diversity.

## Skills:

### **Critical thinking and analysis**

Global education should help learners to approach issues with an open, critical mind, reflect on them and be willing to consider their opinions in light of new evidence and rational argument. They should be able to recognise and challenge bias, indoctrination and propaganda.

### **Changing perspectives or multi-perspective approach**

Global education should enable learners to change perspectives and look at situations from different points of view.

### **Recognise negative stereotypes and prejudices**

Global education should enable learners to recognise negative stereotypes and prejudices and actively oppose them.

**Intercultural competences in communication**

Global education should help learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved. In today's mosaic-like cultures, we have to accept the idea that every socio-cultural group can contribute to the enrichment of our community life through the exchange of identity elements, dialogue and involvement of all the members of the multicultural community.

**Teamwork and Cooperation**

Global education should help learners to appreciate the value of cooperating in shared tasks and work together with other individuals and groups towards common goals.

**Empathy**

Global education should enable learners to understand sensitively the viewpoints and feelings of others, particularly those belonging to different groups, cultures and nations from their own.

**Dialogue**

Global education should develop dialogue skills, such as active listening, respect for others' opinions and constructive assertiveness.

**Assertiveness**

Global education should enable learners to communicate clearly and assertively with others i.e. neither in an aggressive manner that denies others' rights nor in a passive manner that denies their own.

**Dealing with complexity, contradictions and uncertainty**

Global education helps learners to understand the complexity of the world, be aware of contradictions and uncertainties and understand that there are no one-dimensional solutions for complex problems.

**Dealing with conflicts and conflict transformation**

Global education should enable learners to face conflicts and deal with them in a constructive, systematic way.

**Creativity**

Global education should stimulate imagination to think and work on global issues in a creative and enjoyable way.

**Research**

Global education should enable learners to search for knowledge on global issues by using different sources.

**Decision Making**

Global education should enable learners to participate in decision-making processes and take initiatives through democratic procedures.

**Dealing with Media**

Global education should enable learners to develop media awareness and approach information with a critical mind.

**Dealing with Science and modern Technology**

Global education should equip learners with the skills required for responsible use of new science and technology achievements.

## Values and Attitudes:

Core values allow educators to clarify the basic principles of the learning process, guiding them in choosing the contents, identifying and using sources of information, designing teaching-learning-evaluating strategies and developing fields of practical intervention for the learner.

The ultimate purpose of global education is to develop values, based on knowledge of global issues and relevant skills in order to build attitudes for responsible global citizenship at individual and collective level.

**These values could include:**

### **Self-esteem, self-confidence, self-respect and respect for others**

Global education encourages learners to develop a sense of their own worth and pride in their own particular social, cultural and family backgrounds. It also encourages them to develop a sense of worth of others, particularly of those with different backgrounds to their own.

### **Social responsibility**

Global education encourages learners to develop solidarity and a sense of concern for a more socially just, secure and peaceful world at local, national and international levels.

### **Environmental responsibility**

Global education encourages learners to care for the natural environment balance at a local and global level.

### **Open-mindedness**

Global education promotes approaching different sources of information, cultures and events with a critical, open mind.

### **Visionary attitudes**

Global education encourages learners to develop various visions of what a better inclusive world might look like in our own community, in other communities and in the world as a whole.

### **Proactive and participatory community membership**

Global education strengthens the sense of being part of a community (local-global) where individual and collective rights and responsibilities are known and respected by all, creating a feeling of mutual support and a need to participate in common decisions, thereby promoting the principles of pluralism, non discrimination and social justice.

### **Solidarity**

Global education leads to active solidarity creating world citizens aware of global realities and engaged in working for a more sustainable world, based on human rights for all, dialogue and cooperation.

## Chapter C:

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# Methodology of Global Education Concept

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Methodology, as a system of principles and rules that precede and analyse praxis, systematically studies the relationship between methods and theory in each science. A distinction between methodology and methods may help the discussion: Methodology, as the core of epistemology, is the scientific foundation and development of methods, in order to formulate fundamentals for the creation of new specific methods or for the study and analysis of existing ones. A method is a planned procedure that regulates a line of action undertaken to obtain defined objectives in a specific science.

Methodology in education, and especially in global education, is more than a discussion about teaching methods; methodology is an important pillar of education policy.

More than how to teach, or how to develop learning activities, methodology includes all the issues of what education is.

In this sense the content of any educational activity needs to be directly related to the methods that will be used within the learning group in order to accomplish the objectives of the chosen activity. This basic statement becomes crucial if we accept that each activity in each learning group, in formal and non-formal education, is the application of a wider ideological context. Therefore methodology issues have to be regarded not only in relation to particular learning activities, but as the framework of a continuous learning process related to the main objectives of education and in dynamic interaction with the evaluation process.



## “ Fundamentals For Global Education Methodology

Global education methodology has to be related to the realities of the world. This means, it is first of all based on the reality, contexts and needs of our learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnections between them. This requires first clearing all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (i.e. age, language knowledge, cultural background and physical capacities) and related to learning styles.

The objectives and the different steps of the activity have to be clear and understandable to everyone, in order to make sure that everyone can participate, but also in order to build a common understanding of the realities of the world and how they are interconnected.

**Some sample questions may help us to reflect step by step on the learning procedure:**

- Who are the people in this group?
- Where do they come from (cultural background, etc)?
- How are their cultural identity/identities perceived in the group and the society they live in?
- Why are they here?
- How do they feel in this group?
- How do they behave towards each other?
- How does each one react to the educator's behaviour?
- How does the educator feel and react to the learners' behaviour, as individuals and as a group?

# Methodological Approaches In Global Education

## Cooperative-based learning

In cooperative learning there is a positive interdependence between participants' efforts to learn. They strive for mutual support so that all group members gain from each other's efforts. There is a positive interdependence among participants' commitment to working together. The method permits learning through interaction, enhances participants' communication skills and strengthens their self-esteem.

## Problem-based learning

Problem-based methodologies encourage people to ask and answer questions, making use of natural curiosity about specific events or themes. Participants are invited to reflect on issues that do not have absolute answers or easy developments and that reflect the complexity of real-world situations. Problem-based learning opens the way for an active, task-oriented and self-controlled approach to the learning process.

## Dialogue-based learning

Dialogue creates oral interactions between participants that seeks to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space for developing thoughts, reflections and proposals even if they are opposed or different. Dialogue helps develop communication and listening skills, so it promotes understanding of different issues and points of view. It is one of the most important methods in global education.

## Criteria For Choosing And Evaluating Global Education Methods

### Global Education Methods Have To Be:

- Interesting
- Attractive
- Motivating
- Challenging
- Participative
- Collaborative
- Realistic but Optimistic
- Promising
- Reflective
- Targeted to different people
- Diverse and variable
- Learner-centred
- Creative
- Interactive
- Democratic
- Dynamic

### Global Education Methods:

- Are based on good resources
- Are coherent with GE content
- Do not "teach" but educate
- Raise awareness
- Promote the dialogue
- Give the sense of belonging
- Bring up everyone's responsibility
- Involve people
- Respect the learners
- Are based on human values
- Develop critical thinking
- Link local to global
- Stimulate actions
- Link the content to the praxis
- Are micro/macro based
- Promote human-values



# “ Important Points In Practising Global Education

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### Defining and understanding the learning group:

As in all forms of education, considering the situation and the background of the learning group is fundamental; in global education this is crucial. Age, number of participants, social and cultural diversities in connection with the themes chosen, time, materials and space available must be primarily taken into account in designing a global education programme and choosing the appropriate methods. Starting from the learner's contexts and exploring their needs co-operatively is a primary element as well. This is particularly essential in order to design global education programmes when curricula are not prescribed. Relevant discussions and baseline questionnaires are the most usual methods for identifying these needs and base the themes and the actions of the educational programme on them.

### Choosing the appropriate learning environment:

A learner-centred environment is based on the principles of democratic, participative, cooperative and experiential learning. In such an interactive environment, critical thinking, democratic dialogue and a holistic view are valued and encouraged throughout the whole educational process.

The Global Education Learning Environment Needs To Be:	The Global Education Learning Environment:
<ul style="list-style-type: none"> <li>• Democratic and dialogical</li> <li>• Participative</li> <li>• Caring and warmly supportive</li> <li>• Pleasant and hopeful</li> <li>• Stimulating and inspiring</li> </ul>	<ul style="list-style-type: none"> <li>• Creates self-confidence</li> <li>• Supports mutual understanding and trust</li> <li>• Stimulates learning from each other</li> <li>• Can be a micro-cosmos of the world</li> </ul>

### The conceptual aspect:

The main concepts related to the global issues we are dealing with have to be adequately addressed. These concepts will form a good concrete background on which interactive learning will be based.

### Developing critical thinking:

Critical thinking is developed through the different steps and levels of learning. Firstly, learners need to recognise the realities in order to be aware of the global society and develop values regarding the right of every single person to a life of dignity. Then, they need to understand them through analysis and synthesis. Translating situations in their own reality and daily lives is essential for understanding. Analysing the situation by breaking it down into parts paves the way for questions about what and why instead of answers, dialogue based on arguments and openness towards difference. Synthesising by putting together different parts of the world puzzle is an important step towards understanding the political, social, economic and cultural dimensions of any situation and the interdependence of different people's realities and developing a sense of responsibility. Applying information and knowledge to new situations opens perspectives for a better world through active participation. Evaluating knowledge on explicit criteria, related to the result of analysis and synthesis, develops attitudes and skills for a citizen with a critical mind.

### Stimulating curiosity:

Stimulating curiosity is a very important presupposition for developing critical thinking. This can be mainly done through searching for the right questions rather than the right answers, which might not exist in an uncertain world of complex issues.

### Stimulating creativity:

Stimulating creativity is also a very important presupposition for developing perspectives and possibilities for a peaceful, sustainable world.

### The micro-macro approach:

Main forms:

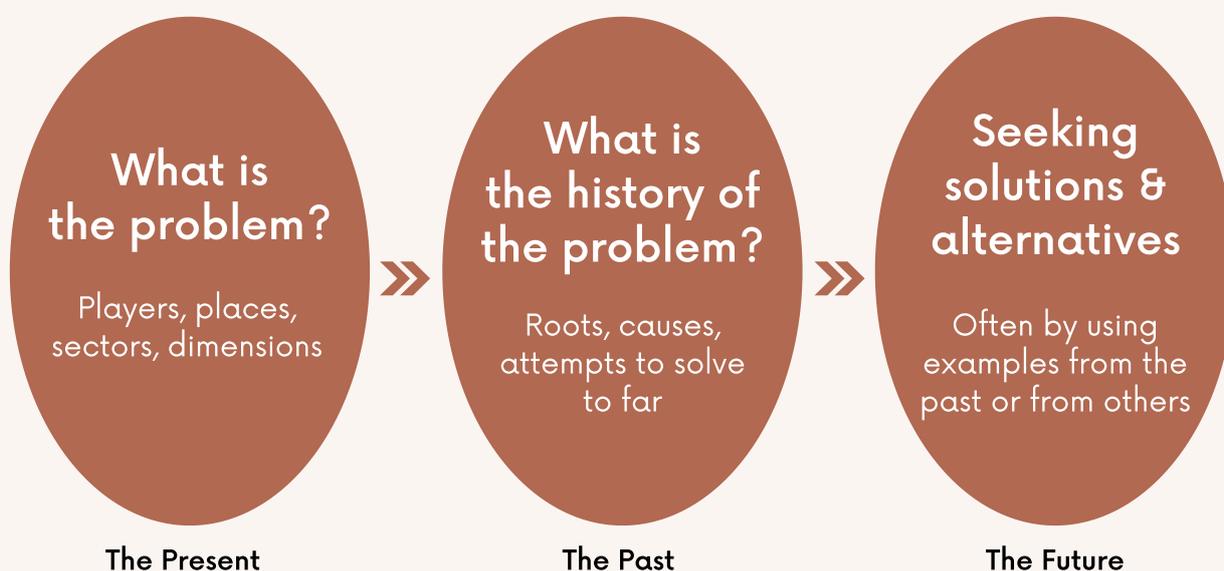
- **From local to global**, e.g. from pollution or poverty in our area we are led to the global dimension of these problems and back to the local level (glocalisation).
- **From personal to collective**, e.g. from personal stories and experiences presented by the participants in a multicultural global education programme, we are led to confront the migration problem on a collective basis.
- **From emotional to rational**, e.g. from the emotions raised on an individual level after the above migration stories, we are led to explore the general aspects of the migration problem.

**Interdisciplinary approach:**

Global issues can be developed through any subject of the curricula, formal or non-formal. Connecting specific to general knowledge and linking different data coming from various sciences permits a multi-perspective approach, which is needed to perceive knowledge as a united system and so to understand yourself and others in a complex, interdependent world, where the realities of our lives can be complementary but also contradictory. Moving from a culture of individualism to a culture of partnership presupposes the transformation of the personal criteria of the only truth to collective criteria of multiple realities.

**The three time dimensions:**

Dealing with all three dimensions is very important in approaching a global issue. For instance, initially we are naturally focused on how a problem appears at present. However, we also need to see its past and explore possibilities for the future.

**Historicity of knowledge:**

Moreover, it is important to recognise the historicity and the limits of the individual and social processes, the different stages of development of phenomena, the genesis and deterioration, the limits and the possible exhaustion and destruction of any system (ecological, social, economical, political) to achieve a reasonable comprehension of situations.

**Dealing with controversy:**

Global issues are expected to be controversial. Therefore, in dealing with such issues, controversy should not be avoided but confronted in a balanced way, aiming at a synthesis of views. This synthesis is not, of course, always possible. For example, issues connected with religion can be very controversial; and conclusions are not, perhaps, possible in a democratic debate. However, such a debate has a merit in itself. The issue of respecting diverse cultures will necessarily be discussed in the above example. And everyone in the group will realise that we live in a rapidly changing world in which we have to rethink existing beliefs, values and attitudes.

### **Confronting the issues of national or cultural identity:**

These issues are usually connected with migration, xenophobia, stereotypes and human rights and can therefore be very controversial and have to be treated very delicately. Although global education means resistance to the status quo, it should never be considered a threat but always a positive challenge that can enrich and broaden national and cultural identity.

### **Introducing the element of change:**

Constant change and, hence, uncertainty and instability are the reality in our world. Global education should prepare its learners to face this reality and adapt in a positive, constructive way. This means seeking ways of achieving a kind of good balance between stability and change. For this purpose a more holistic approach is needed which links the different dimensions of being (physical, intellectual, emotional and spiritual) with the different dimensions of the environment (natural, social, cultural, economic and political).

### **Inspiring Optimism and Enjoyment:**

Global education is optimistic and brings hope. There are many modern “prophets” who, Cassandra style, seem to prophesy the end of the world. How do we deal with pessimism? One positive way is to emphasise faith in human nature. Go back in history even two or three generations and see the progress that has been made, for example, in social security or the spread of education, in order to open positive perspectives. Global education has, also, to be enjoyable – an element related to its optimism. Humour also helps in creating a happy atmosphere.

### **Building on personal experiences or simulations:**

Personal experiences or simulations are forms of experiential learning. Pedagogical theories say that “people learn most powerfully through their own experience, in situations that involve cognition, emotion and action”. Global education simulation activities may provoke strong emotions that are not easy to deal with. That’s why the educator has to be prepared to deal with strong emotions and needs to know and understand each person in the group. Emotional activities have to be used very carefully, in a specific time schedule, either as starting points or as part of a whole programme. Otherwise, too many emotions may distance the group work from reason and reflection.

### **Stimulating active involvement:**

Stimulating active involvement is very important for a change of values and attitudes. Activities may be designed by learners, for a group of learners and for the local community, based upon an assessment of their realities and needs. Participants may try to propose solutions or even undertake collective action to promote transformation in their environment, at a micro level (classroom, school, community, village, etc), e.g. linking formal education with non governmental organisations (NGOs). Through these processes, learners can recognise how participation and the ability to respond to authentic needs improve quality of life in the community and will hopefully lead to a lifelong ethic or service and civic engagement.

### **Networking among peoples:**

While practising global education, creating links with other countries, cultures and societies is very important. These links mean visible, concrete solidarity of groups working together. They can, for example, assist people in developed regions to appreciate village versus town life and people in less developed countries to understand that not all people in developed countries were born with a silver spoon in their mouths. On the other hand, migrants from various countries exist everywhere. By involving them in the education process we bring in different voices, thereby actively showing our interdependence and the need for solidarity.

**Using multiple resources:**

Educators practising global education should use a wide variety of resources, according to the realities of the learning environment (where, when, who, what, and also content and context of the programme). Very often objective difficulties eliminate the possibility of choosing resources. Global educators have to be flexible and adapt their activities to existing resources and the activity. What is important in global education is not the tool, but how you use it.

**Using the media:**

Getting information from the media (press, TV, internet) is part of our everyday lives. Global education through the media is both a means and a goal - a means because of the huge quantity and diversity of information coming from various complementary sources and a goal because learning about the world through mass media sources is the best way to develop media awareness, which is absolutely necessary for global citizens today.

**Dynamic process:**

Global education activities follow a process of continual preparation, action and reflection. All participants of this type of education will conduct needs assessments, develop proposals, create action plans and reflect on and share the results of their action with their peer group. Internal evaluation is an important pillar of the whole process, based on reflection and linked to the objectives of the activity. Evaluation results can be the starting point for re-designing an activity or a project, for new perspectives and plans. Global education is not a static, repetitive procedure, but a continuous and dynamic process of reflection and action, that is to say praxis.

# Recommended Practices

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### 1) The project method

Working around a common global theme, or aspects of it, is a very creative task for learners in the formal and non-formal sector. The work can include certain elements, like informative texts, poems or prose, photographs, drawings, graphics, comic strips, cartoons, extracts from newspapers or magazines, collages, a class newspaper, music, role playing and even the production of audiovisuals or of a CD-ROM. Even if the project is carried out individually, it must have a collective dimension including a final presentation, discussion and evaluation by the class. However, it is better if it is the result of team work where the participants can contribute some or all of the above elements according to their interests and talents. Field work is also welcome, starting, where possible, from local situations. The final result can be an exhibition of the whole project in the place where it was created or on a local community level.

### 2) The world-links method

This method can give real substance to the previous one. As generally stated above, bringing the global reality into the classroom (or any other learning space) for active cooperation is of vital importance in global education programmes, in the formal and non-formal sector.

It can be done in many ways:

- bringing people from other countries to the educational process or even visiting other countries where a group visit is possible;
- creating links and networks with people from different parts of the world through mail or e-mail correspondence;
- welcoming visitors from different cultures, e.g. migrants living in your country, into the staffroom and classrooms of schools or the venue of the informal global education (GE) programme;
- organising multicultural events, feasts, exhibitions or other activities in schools or public places and involving people of different cultures in such activities, including different styles of food, music, dance and, perhaps, drama;
- bringing learners to areas where needy people live, so that they experience the situation and, if possible, cooperate with them in confronting local problems;
- involving learners in activities aimed at helping needy people or volunteer work initiated by non-governmental organisations, particularly in formal education;
- organising meetings of teachers, students and parents for learning sessions about multicultural themes.

### 3) International school partnerships

This practice completes the previous one. There are hundreds of bilateral links between southern and northern and eastern and western schools. Several international school-linking organisations are in the process of establishing triangles and (eventually) networks of school links, which provide websites, ideas, written experiences and reports. In most European countries there are national agencies or non-governmental organisations that provide support for schools that are interested in international school-partnerships. Especially north-south school partnerships offer many possibilities for global education.

**From our point of view these partnerships permit:**

- a better understanding of global interdependency through direct contacts between students and teachers in the partner countries and schools
- an overcoming of mutual stereotypes and prejudices
- an increase in students' and teachers' motivation
- a new teaching and learning culture e.g. by subject-connecting/overlapping teaching
- further development of important key-competences for all involved, e.g. modern communication technologies, project management, foreign-language skills, international communication between students and teachers

**From the methodological point of view, north-south school partnerships offer many possibilities for concrete classroom activities:**

- exchanging letters (handwritten, emails)
- designing and using interactive websites (including discussion forums and chat rooms)
- exchanging the results of project work with partner schools
- inviting an expert from the country of your partner school, who lives in your village or town to the classroom to get more information about partner countries
- planning mutual visits between the partner schools

#### 4) Debate competitions

Debate competitions are a very attractive method through which learners in formal or non-formal education can be made aware of contemporary global education issues. They can be organised on a group, school, local, national or international level, according to funds available.

##### **Aims of the competition:**

- To develop speech and argumentation skills based on critical thinking
- To sensitise students on contemporary issues and lead them to raise questions through exploration of these issues
- To cultivate a critical mind
- To be critical receivers of messages and develop critical resistance to manipulation.

##### **Evaluation Criteria:**

- Content (persuasion, arguments, speech level)
- General presence (voice, posture, gestures, expression)
- Time (keep to the time limits).

General comment: the most important element in this kind of competitions is not winning but participating. Participants have to understand that the merit is in the stimulating journey itself, not in the destination. Through this journey they gain experience and knowledge which upgrade them as enlightened global citizens.

#### 5) Participative arts

Participative arts (PA) have the role of an interface where facilitators (artists and/or other persons having specific background) and non-artists interact using rules and instruments specifically for the performance. This collective educational experience leads participants to another kind of self-improvement by promoting principles creating a common, secure space of physical and mental comfort. In this space, educators (trainers, teachers, psychologists, artists) and learners will work together in a partnership based on respect and equality. This kind of artistic-formative activity comes as an answer to group needs, previously identified and established before through specific procedures. Relating to the educational goal, in participative arts, the process is as important as the final result (performance, happening, graffiti, social theatre, etc.). PA methods will dissolve any inhibitions and replace them with satisfaction about affirming possibilities/ personality and personal achievements.

Theatre–forum, as PA is a method in different contexts and for diverse problems that confront different groups, with different interests, coming from different socio–professional categories. Trainers use PA as an efficient way to stimulate activism/involvement at social, political and educational levels. The method is based on the language of theatre and on aesthetic space in order to stimulate the interactivity of all participants. They become spectators and actors (spect-actors), united in exploring, analysing and reconsidering most of the problems of the group to which they belong.

To begin with, we show a scene containing a problem (model) which will show action as a stimulant and make spect-actors respond and try to find solutions or possible alternatives by replacing the main character and/or other characters, therefore bringing new developments to the action. The model scene/problem must contain at least one unacceptable approach (violence, discrimination, non-participation, etc), which will be changed and replaced by a normal approach by the participants.

The forum proves to be useful in analysing the situation, even if the possible solutions are not developed to the end. Yet positive approaches are already a satisfying result. In any case, the debate, forum and the process itself are more important than the proposed solution because the simple confrontation of ideas and the exchange of reasons and arguments stimulate and train the participants for action in real life. The forum simulation will be a valid solution for real life.

### 6) Community learning

This technique involves community service and reflection on that service. It nurtures social responsibility and commitment towards closer reality. Community learning can also be used to apply knowledge and skills to specific issues or to learn how to transfer specific situations. It is related to the idea of practical actions linked to the process of building knowledge. Contents are learnt not only from a theoretical approach but also from a plus value coming from a new component – field work and practices that deepen the concepts learnt in the theory by strong notions experienced in the reality.

Community learning is an excellent practice in global education learning, providing information and developing skills for training in “real situations” of daily life and society.

### 7) Sports

Sports can promote equality, participation and inclusion and enhance the social values and goals of individuals such as hard work, fair play, character development and team work. Participation in sports has been shown to create an increased commitment to the community, improved interpersonal relationships and a greater tendency to assume leadership roles. Because sports also promote social cohesion and mutual understanding and respect, they can also be used to communicate messages of understanding in diversity and to help find non-violent means when facing difficult situations.

Global education also has to enrol sports activities as a major resource based on the interest and enthusiasm they create in children and youth and the possibilities this interest opens for creating open spaces for dialogue, research and study in between groups of diverse cultural, religious and ethnic backgrounds characteristic of the globalised world.

# Evaluation

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"Evaluation is a necessary process in global education"

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Evaluation is a necessary process in global education, which empowers practitioners by raising their awareness of the effectiveness of the global education programme they are involved in. Evaluation is not an end itself. It has to be a continuous, never-ending reflection/action process, related to global education methodology and goals, enabling people to continuously learn, improve the quality of their methods and strengthen global education in their environment.

The evaluation process can be implemented in different ways, on some or all aspects of global education activities or projects, responding to multiple functions and a large, variable spectrum of needs.

## **What is the subject of the evaluation process?**

All aspects of global education may be evaluated - learning methodology, resources, tools, learning environment, curriculum issues, educators' competences, learners' knowledge, type of actions, planning, communication strategy, people's involvement, impact on local realities, etc.

What is important in the end is to recognise within our learning group tendencies or signs of a shift from the culture of individualism to a culture of partnership based on dialogue and cooperation, as described in the relevant chapter. People often ask what makes a global education evaluation process different from any other evaluation process on education. It is not necessary to look for the answer outside the borders of the contemporary pedagogical and evaluation theories. The answer can be found in the coherence between global education aims, objectives and methodology and the "why, what for and how" a global education evaluation process is taking place.

## Chapter D:

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# Global Education - Digital Youth Work Project Themes

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# Intercultural Learning

## "Culture"

### What is culture? And what, then, is intercultural?

All ideas about intercultural learning build on an implicit or explicit idea about culture. They all have in common that they perceive culture as something human-made. Culture has been referred to as the “software” which people use in daily life; it is commonly described as being about basic assumptions, values and norms that people hold. There are many theoretical and practical arguments and discussions about concepts of culture.

Is culture necessarily linked to a group of people, or does “individual culture” exist? What are elements of culture? Can one establish a “cultural map” of the world? Do cultures change? Why and how? How strong is the link between culture and actual behaviour of individuals and groups? Can one have several cultural backgrounds – and what does that imply? How flexible is culture, how open for individual interpretation?

# The Iceberg Model of Culture

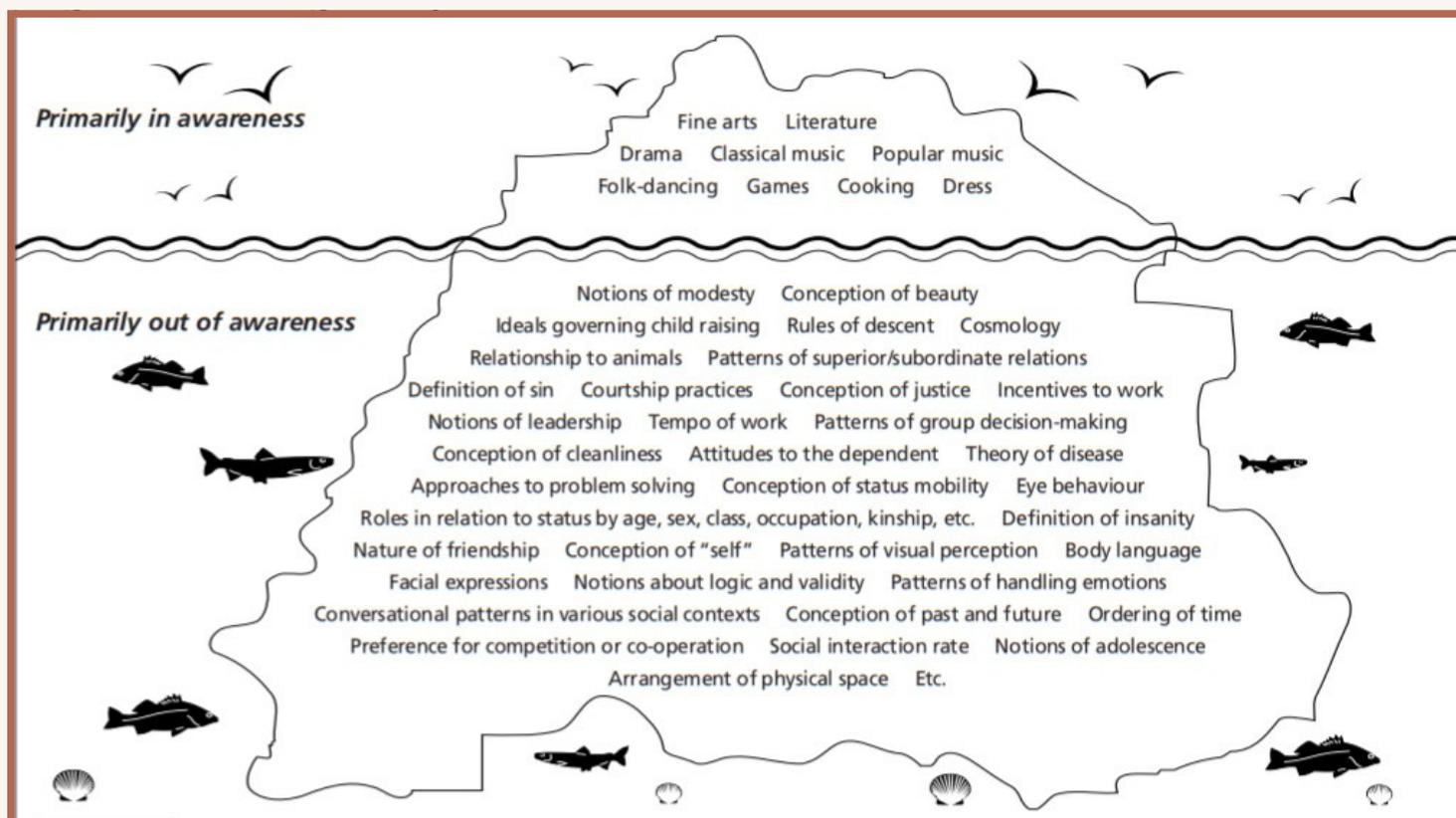
One of the most well-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation.

Also in culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc.

The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see what are the foundations that these parts rest upon.

On the other hand, the iceberg model leaves a number of the questions raised above unanswered. Most of the time, it is used as a starting point for a more in-depth look at culture, a first visualisation of why sometimes it is so difficult to understand and “see” culture.



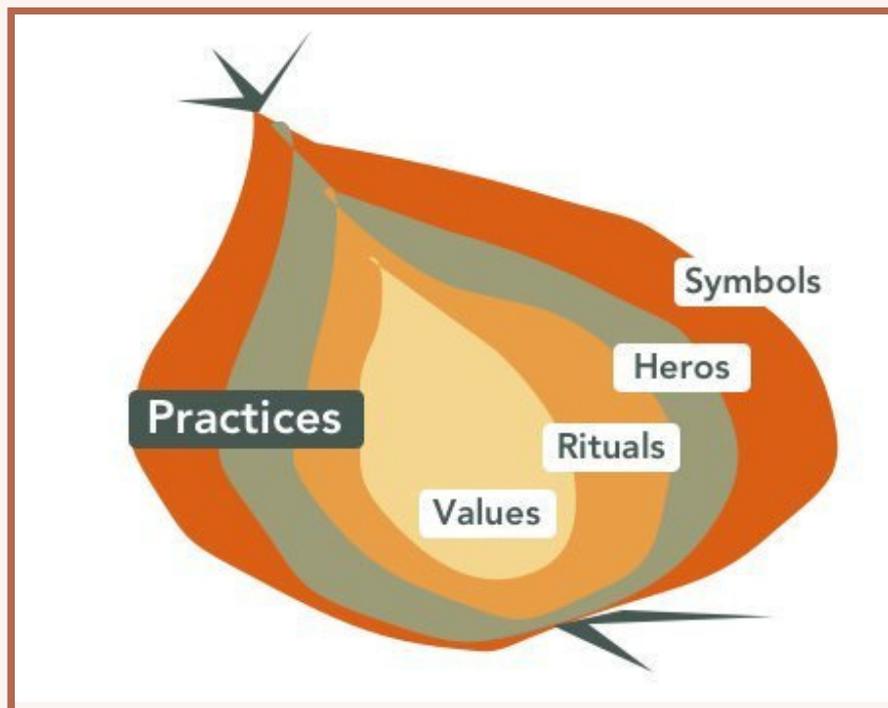
# The Onion Model of Culture

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The image of onion is often used to describe the different layers of culture. Culture can be broken down into layers: The outer layers are composed of the artefacts and products as well as patterns of behaviour.

The next layer encompasses the beliefs, norms and attitudes of that culture. The middle of the onion represents the underlying cultural assumptions and values. As the most hidden layer, these aspects of culture are much harder to recognise and understand, but all of the other layers are built upon the centre of the culture onion.

Therefore, careful analysis and a better understanding of the different layers as well as how they interact and influence each other is necessary. Intercultural training can help to understand the different layers of culture and their significance.





# Gender

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"Where does gender come from?"

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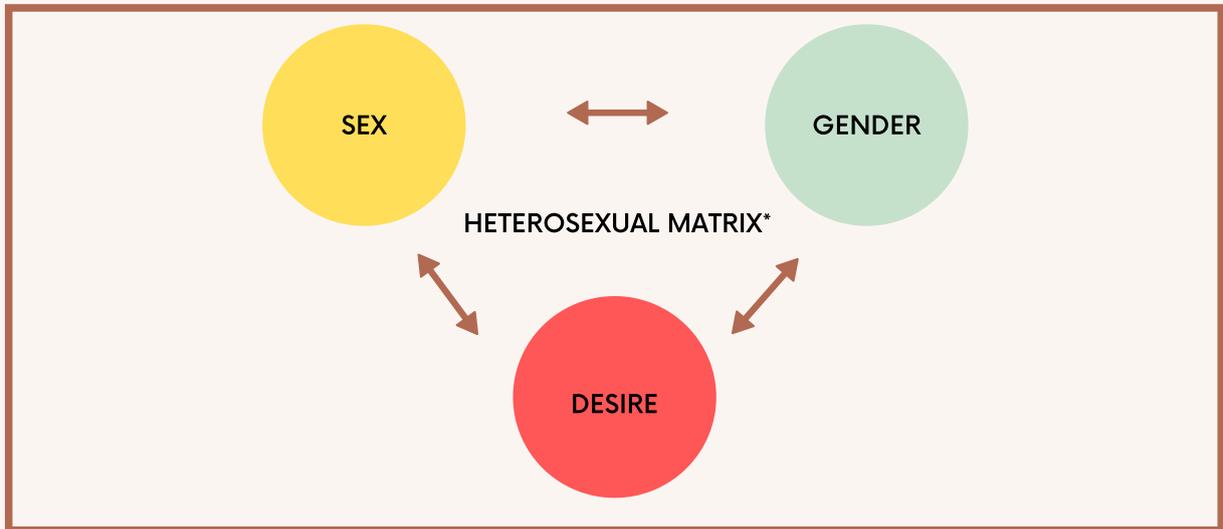
**Have you heard about Sex & Gender?**

In German we mostly use: Geschlecht

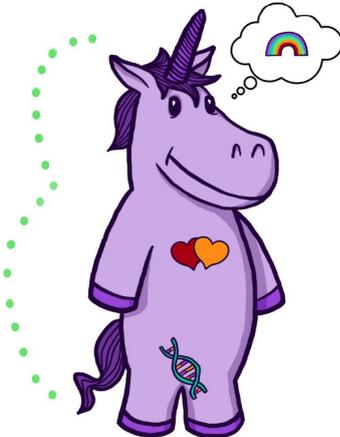
In Turkish we mostly use: cinsiyet

SEX =  
biyolojik Geschlecht  
biyolojik cinsiyet

GENDER =  
soziales Geschlecht  
toplumsal cinsiyet



## The Gender Unicorn



**Gender Identity**

- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

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**Gender Expression**

- Feminine
- Masculine
- Other

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**Sex Assigned at Birth**

Female      Male      Other/Intersex

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**Physically Attracted to**

- Women
- Men
- Other Gender(s)

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**Emotionally Attracted to**

- Women
- Men
- Other Gender(s)

# Gender Equality & Equity

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**Gender Equality:**  
Refers to the absence of  
discrimination on the basis of sex.

**Gender Equity:**  
The process of being  
fair to all genders

## Gender Lens:

Awareness

Knowledge

Language

Attitudes

## Gender Mainstreaming:

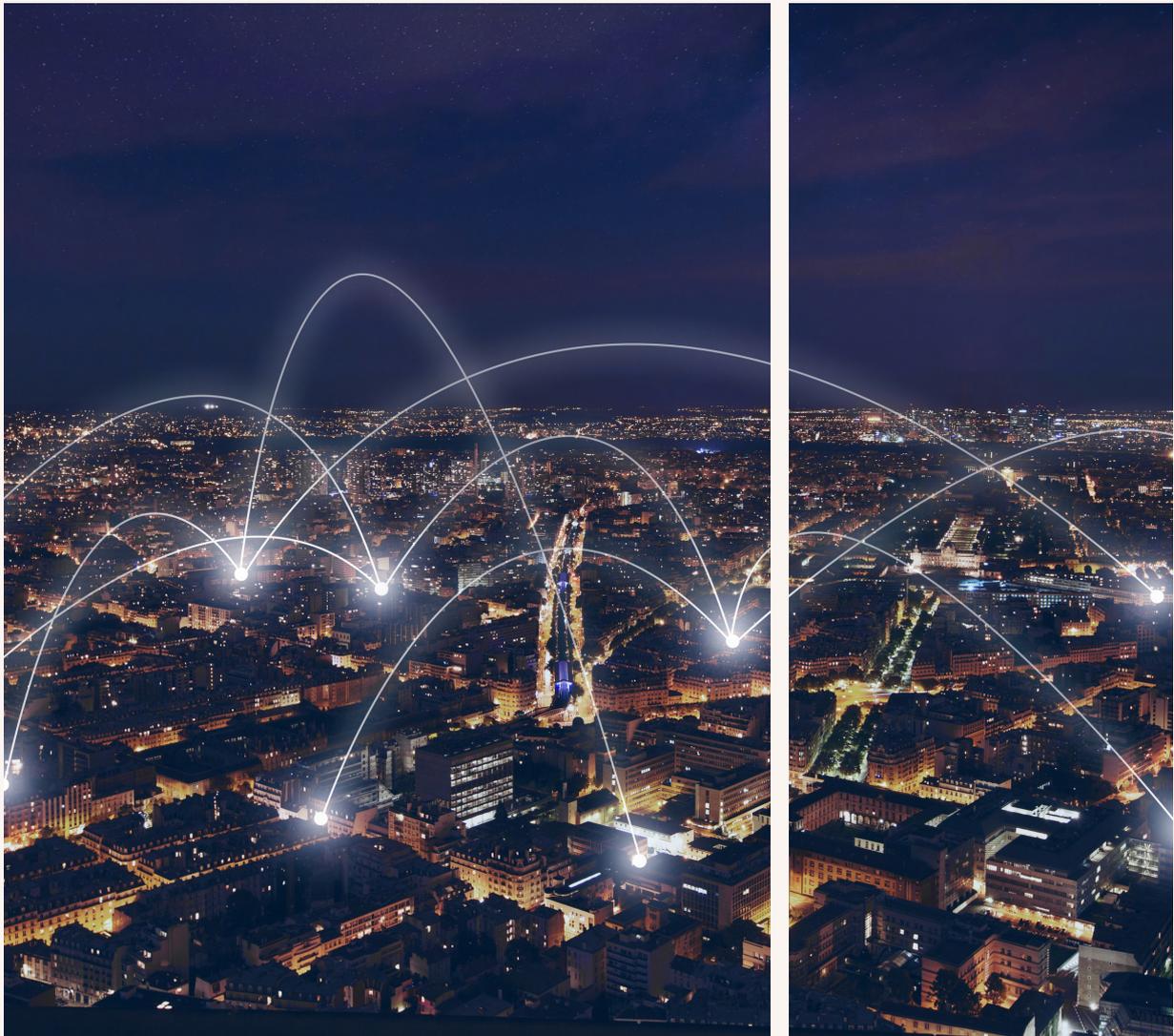
It is a strategy for making all genders' concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs

Policy

Culture

Education

Economy



# Global Citizenship

## "Citizen Diplomacy"

What is the role of citizen diplomats?

"Networked communications among civil societies [which] take advantage of two-way communications and peer-to-peer relations to overcome cultural differences."



# What is the role of citizen diplomats?

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"Cultural diplomacy is a type of public diplomacy and soft power that includes the "exchange of ideas, information, art, language and other aspects of culture among nations and their peoples in order to foster mutual understanding."

## Youth Programmes

How can you engage?

<b>Climate Activism</b>	<u>Fridays for Future:</u> <a href="https://fridaysforfuture.org">https://fridaysforfuture.org</a>
<b>Education</b>	<u>US Exchange Programs:</u> <a href="https://exchanges.state.gov">https://exchanges.state.gov</a>
<b>Intl. / Inter-Disciplinary</b>	<u>World Economic Forum Global Shapers:</u> <a href="https://www.globalshapers.org">https://www.globalshapers.org</a>
<b>National / Inter-Disciplinary</b>	<u>think tank 30:</u> <a href="https://thinktank30.de">https://thinktank30.de</a>

## Entrepreneurship

Are you a creative & innovative thinker?

<b>School Challenge</b>	<u>School Enterprise Challenge:</u> <a href="https://www.schoolenterprisechallenge.org">https://www.schoolenterprisechallenge.org</a>
<b>Student-Led Innovation Contest</b>	<u>Big Ideas Contents:</u> <a href="https://bigideascontest.org">https://bigideascontest.org</a>
<b>Incubation / Acceleration Support</b>	<u>Miller Center for Social Entrepreneurship:</u> <a href="https://www.millersocent.org">https://www.millersocent.org</a>
<b>Social Entrepreneurship Network</b>	<u>Ashoka:</u> <a href="https://www.ashoka.org">https://www.ashoka.org</a>

## My Own Experience

What are my own lessons learned as far as global citizenship is concerned?

[www.joerggeier.com](http://www.joerggeier.com)



# Sustainability

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"What is Sustainability?"

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Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. In addition to natural resources, we also need social and economic resources. Sustainability is not just environmentalism. Embedded in most definitions of sustainability we also find concerns for social equity and economic development.

## Where does the term come from?

While the concept of sustainability is a relatively new idea, the movement as a whole has roots in social justice, conservationism, internationalism and other past movements with rich histories. By the end of the twentieth centuries, many of these ideas had come together in the call for 'sustainable development.'

# Three Pillars of Sustainability

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- **Environmental Sustainability:** Ecological integrity is maintained, all of earth's environmental systems are kept in balance while natural resources within them are consumed by humans at a rate where they are able to replenish themselves.
- **Economic Sustainability:** Human communities across the globe are able to maintain their independence and have access to the resources that they require, financial and other, to meet their needs. Economic systems are intact and activities are available to everyone, such as secure sources of livelihood.
- **Social Sustainability:** Universal human rights and basic necessities are attainable by all people, who have access to enough resources in order to keep their families and communities healthy and secure. Healthy communities have just leaders who ensure personal, labour and cultural rights are respected and all people are protected from discrimination.

## Why sustainability?

The motivations behind sustainability are often complex, personal and diverse. It is unrealistic to create a list of reasons why so many individuals, groups and communities are working towards this goal. Yet, for most people, sustainability comes down to the kind of future we are leaving for the next generation.

Sustainability as a value is shared by many individuals and organizations who demonstrate this value in their policies, everyday activities and behaviours. Individuals have played a major role in developing our current environmental and social circumstances. The people of today along with future generations must create solutions and adapt.

## What are the primary goals of sustainability?

The sustainable development professional network thinks, acts, and works globally. The United Nations Conference on Sustainable Development met to discuss and develop a set of goals to work towards; they grew out of the Millennium Development Goals (MDG) that claimed success in reducing global poverty while acknowledging there was still much more to do. The SDG eventually came up with a list:

- The end of poverty and hunger
- Better standards of education and healthcare - particularly as it pertains to water quality and better sanitation
- To achieve gender equality
- Sustainable economic growth while promoting jobs and stronger economies
- All of the above and more while tackling the effects of climate change, pollution and other environmental factors that can harm and do harm people's health, livelihoods and lives.
- Sustainability to include health of the land, air and sea.

Finally, it acknowledged the concept of nature having certain rights - that people have stewardship of the world and the importance of putting people at the forefront of solving the above global issues (9) through management of the environment and of consumption (for example, reducing packaging and discouraging food waste as well as promoting the use of recyclable materials).



**Global  
Education**

DIGITAL YOUTH WORK PROJECT



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