

# Global Education Map for Youth Workers

*Summary*

*GE4Youth / Global Education for Youth Workers*

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GLOBAL EDUCATION FOR YOUTH WORKERS

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# Global Education Map for Youth Workers

Project Result 1 - Summary

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### Partners

Organization	Acronym	Country
Prism Impresa sociale s.r.l.	PRISM	Italy
IERFOP onlus, (Italy)	IERFOP	Italy
I AND F EDUCATION AND DEVELOPMENT LIMITED	I&F	Ireland
GROWTH COOP S.COOP.AND	GROWTH COOP	Spain
Jazykova skola s pravem statni jazykove zkousky PELICAN s.r.o	Pelican	Czech Republic
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# ***“Global Education Map for Youth Workers”***

## ***Summary***

### **Table of contents**

<b>About GE4YOUTH</b>	<b>5</b>
<b>Executive Summary</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>1. Global Education: Overall Definition and National Practices</b>	<b>8</b>
<b>2. Global Education approaches – what we have</b>	<b>9</b>
<b>3. Global Education approaches – what is missing</b>	<b>10</b>
<b>4. Global Education “EU Comparative Map”</b>	<b>11</b>
<b>Bibliography</b>	<b>16</b>

### **List of Tables**

*Table 1 - GE4YOUTH, Research Target Group*

**9**

<b>About GE4YOUTH</b>	
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"
<p><i>"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".</i></p> <p><i>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).</i></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● <i>To prevent the marginalization of youngsters at risk of exclusion (especially the disabled, youth of immigrant background, Roma).</i></li> <li>● <i>To reconnect disadvantaged young people into social networks facilitated by youth workers.</i></li> <li>● <i>To improve social cohesion through Global Education's digital tools.</i></li> <li>● <i>To support youth workers and institutions in the design and realization of programs on Global Education.</i></li> </ul> <p><b>Foreseen Results:</b></p> <ul style="list-style-type: none"> <li>● <b>PR1 - Mapping Global Education practices:</b> youth workers' consultation to identify the most currently used practices with Global Educational purposes</li> <li>● <b>PR2 - Elaborating Global Education Modules:</b> <ol style="list-style-type: none"> <li>1. <u>Global Education Beginners:</u> for youth workers with little to no experience in Global Education methods.</li> <li>2. <u>Global Education Experts:</u> applicable among youth workers who have already experience in this kind of teaching approach.</li> </ol> </li> <li>● <b>PR3 - Activating Learning Platform:</b> 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.</li> </ul>	

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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.

The questionnaire was built to **overview three main areas**, here called “*the GE Triangle*” 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 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**. 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

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<sup>1</sup> 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.

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 2015, UNESCO tried through a document entitled "Global citizenship education: topics and learning objectives" in which **global citizenship education** is defined<sup>2</sup> 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.

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<sup>1</sup> See Omen srl, 2020

<sup>2</sup> DiVagare, 2022

## 2. Global Education approaches – what we have

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 they 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.

### 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:

- About the target  
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).
- Contents  
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.
- Skills  
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.

## 4. Global Education “EU Comparative Map”

The European Comparative Map is a structural depiction of *Global Education methodologies, contents, skills and 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 and values which are strikingly *missing within the five partner countries*.

*[see 4 maps in the following pages]*

## MAP 1 - What is Global Education: EU definition

**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)

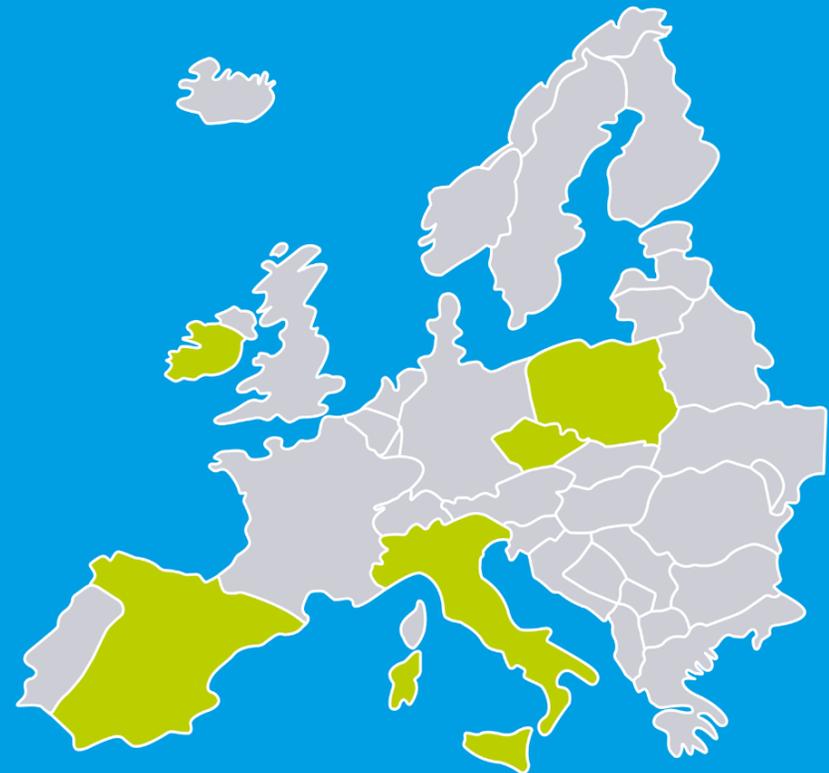
Global education is a pedagogical approach fostering multiple perspectives based on the deconstruction of stereotypes, while building on a learner-centred approach that fosters critical awareness of global challenges and engagement for sustainable lifestyles. It is a methodology aiming at the development 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".*



## MAP 2 - What is Global Education: national definition



## MAP 3 – Global Education: What We Have



- **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 workers 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

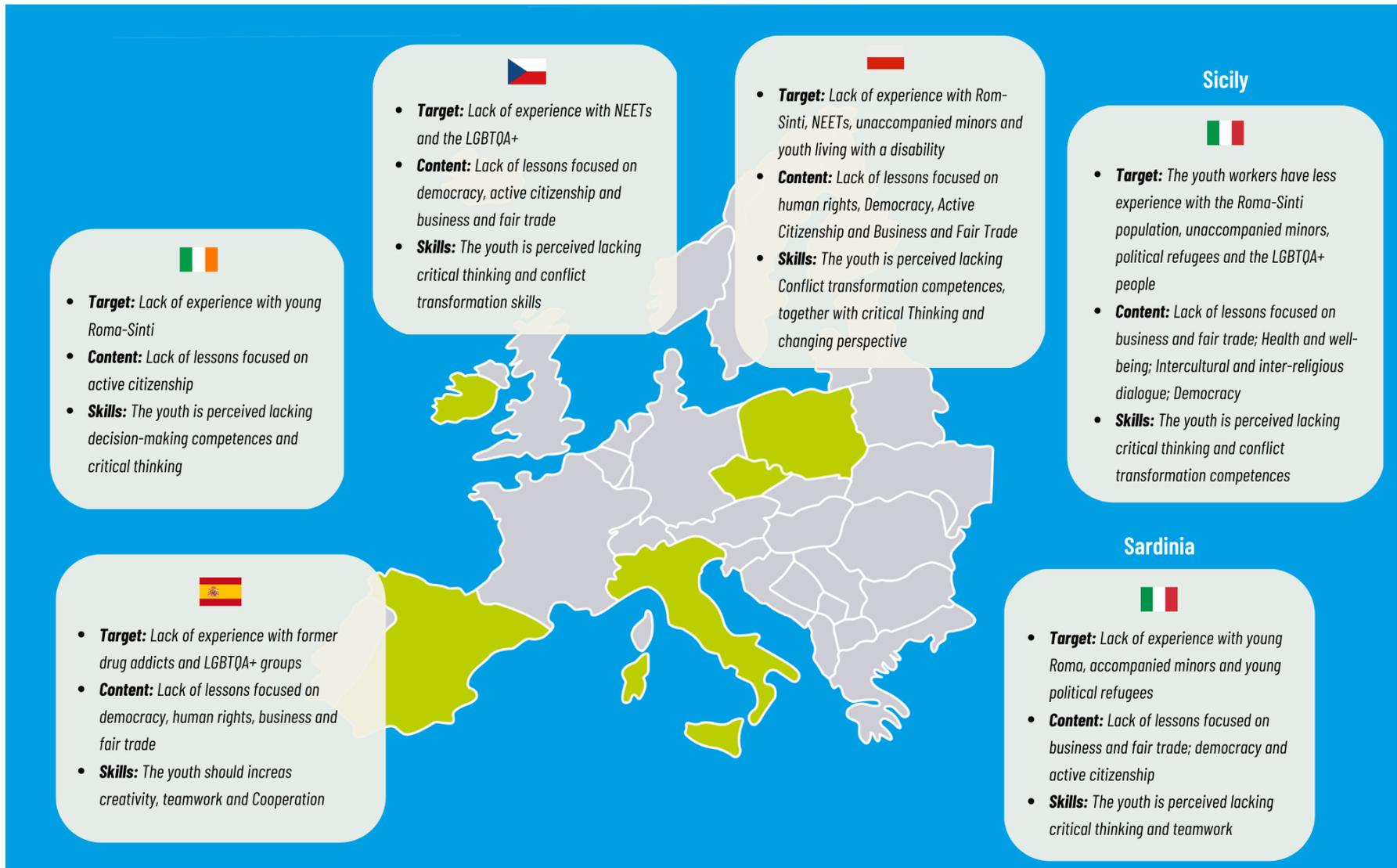
### Sardinia



- **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



## MAP 4 – Global Education: What Is Missing



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