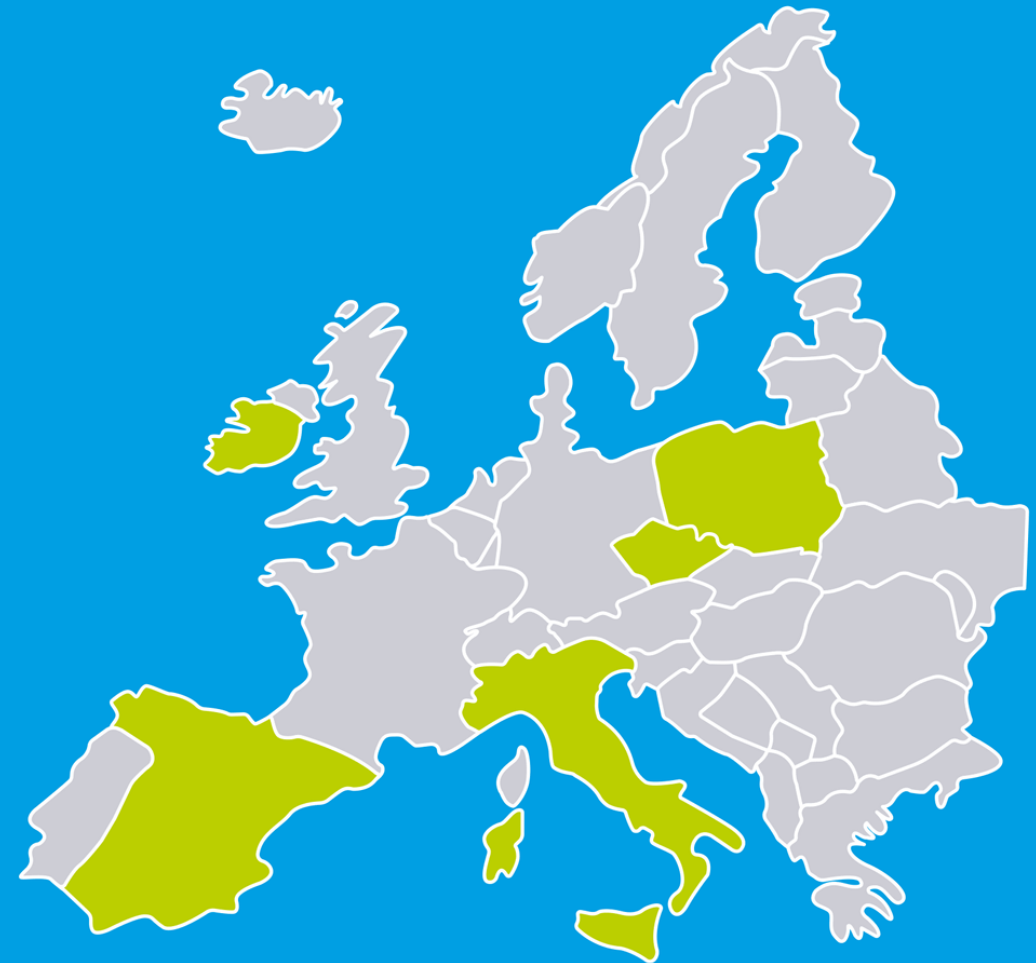


Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

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”.



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.



In the Czech Republic, the term GE is understood as a process of lifelong learning which contributes to understanding international differences and similarities, and facilitates the socio-economic, political, environmental, and cultural processes that affect them.



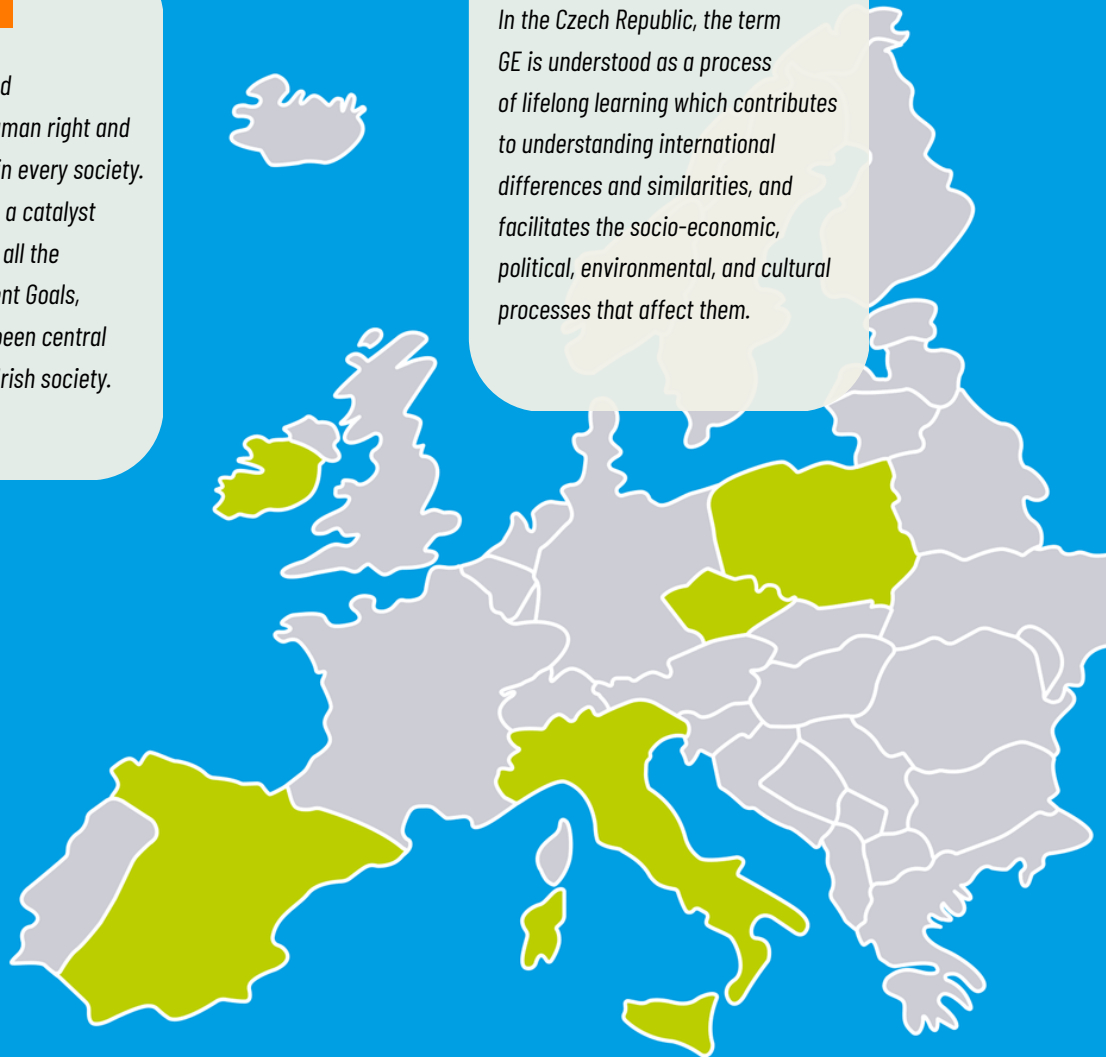
Poland's definition of GE follows the European Commission, and there are different key institutions involved in supporting the development of Global Education issues and topics at a national level, like the Ministry of Foreign Affairs, Ministry of National Education or the Ministry of the Environment.



The Spanish conception of GE integrates values of cooperation and mutual support, tolerance and intercultural dialogue, harmony and peace with the environment. It is an integrative approach of environmental education, education for development and peace and human rights.



Italy's definition of GE draws on the European Commission's idea of an approach supporting open-mindedness and leading to take action for change. GE helps students develop their capacity to address the world's most pressing issues collaboratively, equitably, and sustainably.





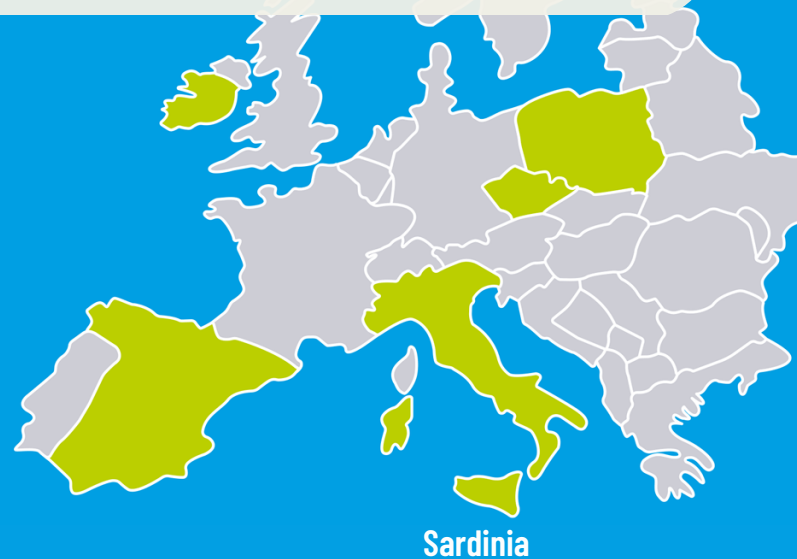
- **Contents:**
 - Dialogue-based learning is the most adopted teaching methodology
 - Mental Health and Human Rights are the topics mostly taught
 - The digital tools are mostly used, in particular the platforms Google Classroom and Kahoot
 - Among the resources the youth workers draw mostly we can 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



- **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



- **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

Sicily



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

Sardinia



- **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



GE4YOUTH

GLOBAL EDUCATION FOR YOUTH WORKERS



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