

# GLOBAL EDUCATION

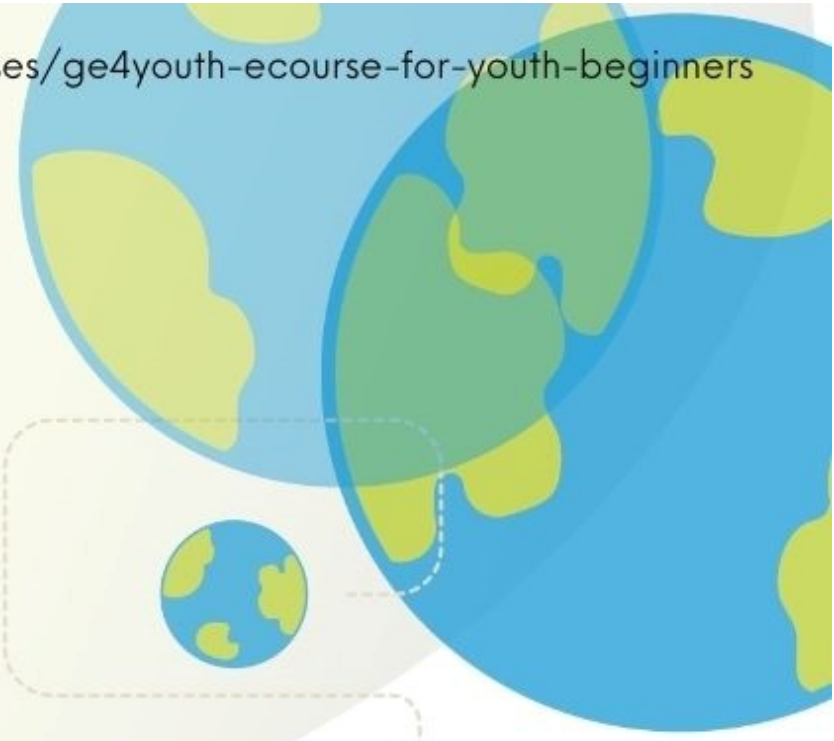
[elearning.ge4youth.eu/courses/ge4youth-ecourse-for-youth-beginners](http://elearning.ge4youth.eu/courses/ge4youth-ecourse-for-youth-beginners)

YOUTH WORKERS

E-COURSE

GE4YOUTH

beginners



## HUMAN RIGHTS

Establishing a foundation in human rights with comprehensive understanding, analytical skills, and practical application.

## DEMOCRACY

Developing a deep understanding of democracy, acquiring essential skills for advocacy, education, and accountability.

## ACTIVE CITIZENSHIP

Gaining an understanding of active citizenship, fostering moral values and community engagement.

## GENDER EQUALITY

Cultivating critical thinking to promote gender equality in personal and professional life.

## INTERCULTURAL FAITH & DIALOGUE

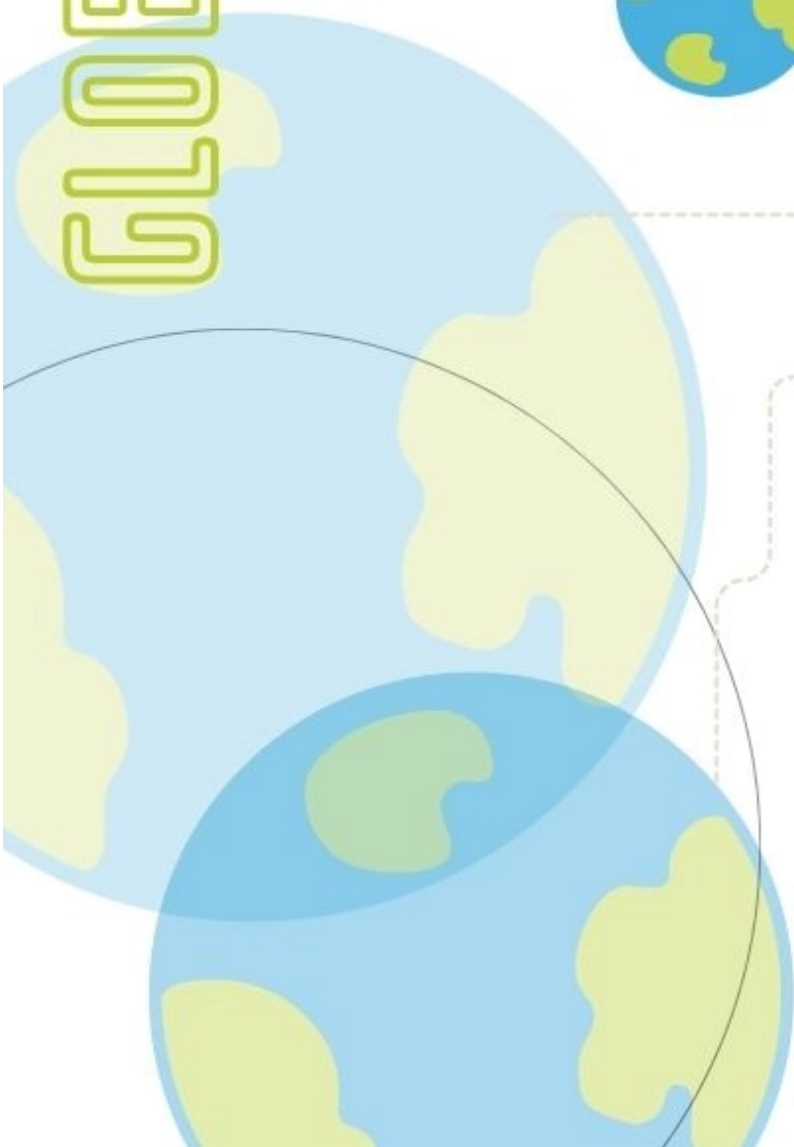
Acquiring knowledge for advocating inclusivity and peaceful coexistence in a multicultural world.

## FAIR-TRADE

Comprehending fair trade, sustainable consumption, and environmental awareness for social justice.

## HEALTH

Enhancing practical skills for holistic health, emphasizing lifelong well-being with societal impact.



## **BEGINNERS: Nurturing Informed and Engaged Global Citizens**

<https://elearning.ge4youth.eu/courses/ge4youth-ecourse-for-youth-beginners/>

### **Why Choose the GE4YOUTH Global Education Course?**

The 40 hours BEGINNERS Course is a transformative educational journey crafted to empower participants with essential knowledge, skills, and competencies for active and responsible citizenship in our interconnected world. Here's why it stands out:

1. **Holistic Understanding:** Delve into foundational concepts like human rights, democracy, and gender equality, fostering a comprehensive understanding of interconnected global issues. Gain insights that go beyond surface-level knowledge.
2. **Practical Application:** Bridge theory and practice through experiential learning, enabling participants to apply knowledge responsibly in real-world scenarios. Move beyond theoretical discussions to tangible, impactful actions.
3. **Advocacy and Leadership:** Empower participants to advocate for democratic values, engage in community initiatives, and foster a culture of accountability, transparency, and social justice. Develop leadership skills that drive positive change.
4. **Interdisciplinary Approach:** Explore diverse perspectives through an interdisciplinary lens, enhancing critical thinking and problem-solving skills. Embrace a holistic view that transcends traditional disciplinary boundaries.
5. **Inclusive Dialogue:** Navigate cultural diversity, religious dialogue, and promote inclusivity, cultivating effective communication and conflict resolution skills. Develop the ability to engage in respectful, open-minded conversations across differences.
6. **Sustainable Living:** Embrace principles of fair trade, sustainable consumption, and environmental awareness, empowering individuals to contribute to social justice, economic security, and conservation. Learn how personal choices impact global sustainability.
7. **Holistic Health:** Recognize health as a lifelong investment, understanding its multidimensional nature and impact on personal well-being and societal prosperity. Gain insights into fostering a balanced and fulfilling life.

### **For Whom?**

- **Youth Leaders and Advocates:** Those passionate about driving positive change and enhancing leadership and advocacy skills.
- **Community Organizers and Activists:** Individuals actively involved in social justice initiatives seeking to deepen their theoretical understanding.
- **Educators and Youth Workers:** Professionals committed to holistic youth development and incorporating global perspectives into education.
- **Students and Young Adults:** Those eager to broaden their perspectives and contribute positively to society.
- **Socially Responsible Individuals:** Advocates for ethical practices and sustainable living.

## Overall BEGINNERS Course Learning Outcomes

**Module 1 | Human Rights**. Overall Outcome: Participants establish a strong foundation in human rights, acquiring comprehensive understanding, analytical skills, interdisciplinary competence, and a sense of responsible application. The learning approach actively fosters critical thinking and facilitates practical knowledge application in real-world situations.

**Module 2 | Democracy**. Overall Outcome: Participants develop a deep understanding of democracy and good governance, gaining essential skills and competencies to actively champion these principles. The module empowers youth workers to advocate for democratic values, engage in educational activities, encourage youth participation, and instil a culture of accountability and transparency. Through experiential learning and a global education approach, participants refine critical thinking, communication, advocacy, and community engagement skills, contributing to just, equitable, and democratic societies.

**Module 3 | Active Citizenship**. Participants attain an understanding of active citizenship, its inherent connection to moral values, and the pivotal role of shared values within a community. The module imparts critical reading and analysis skills, enabling learners to apply theoretical knowledge to practical situations. They develop competencies in advocating for moral values, responsibly applying citizenship principles, and implementing activities promoting active citizenship beyond formal education. Philosophical insights from Plato's dialogues provide a robust theoretical foundation for comprehending the moral aspects of citizenship, fostering the development of responsible and engaged citizens.

**Module 4 | Gender Equality**. Participants gain understanding of gender equality, encompassing its historical context, theoretical frameworks like intersectionality, and its relevance to various aspects of life. Cultivating critical thinking skills, they challenge norms and actively contribute to promoting gender equality in personal and professional lives. The course empowers participants to advocate for human rights, diversity, and inclusion within the context of gender equality.

**Module 5 | Intercultural Faith and Dialogue**: Participants achieve a comprehensive understanding of fair trade principles, sustainable consumption, and environmental awareness. They develop skills to make informed choices, critically analyse scenarios, and contribute to fair trade and sustainable living. Acquiring competencies empowers individuals to advocate for social justice, economic security, and environmental conservation.

**Module 6 | Fairtrade**. Participants acquire knowledge of intercultural and interfaith dialogue, cultural diversity, and theories of religious diversity. Developing critical thinking and effective communication skills, they gain competencies to advocate for inclusivity, human rights, and peaceful coexistence in a multicultural world. The course empowers participants to engage in dialogue, address biases, and contribute to conflict prevention and resolution through intercultural understanding.

**Module 7 | Health**: Participants gain knowledge of holistic health, developing practical skills for physical and mental well-being. Acquiring competencies to promote health in personal and community contexts, the module emphasises a comprehensive understanding of health as a lifelong investment with long-term societal implications.

## BM1. Human Rights

Human rights are those rights to which all people are entitled simply because they are human beings. These rights are recognized in various international treaties, such as the Universal Declaration of Human Rights, and in the constitutions of many countries.

Human rights encompass a wide range of issues, including the following:

- **Civil and political rights:** include the right to liberty and security of person, the right to life, the right to equality before the law, the right to a fair trial, the right to freedom of expression, the right to freedom of religion, the right to vote, among others.
- **Economic, social and cultural rights:** these include the right to work, the right to education, the right to health, the right to housing, the right to food, the right to culture, among others.
- **Rights of vulnerable groups:** include the right of women, the right of children, the right of indigenous peoples, the right of migrants, the right of persons with disabilities, the right of the LGTBIQ+ community, among others.
- **Environmental rights:** these include the right to a healthy environment, the right to the conservation of biodiversity, the right to information and participation in environmental decisions, among others.

It is important to note that all human rights are interdependent and interrelated. Furthermore, human rights must be protected and respected by governments and societies, and individuals must be aware of their rights and responsibilities to assert these rights.

Human rights encompass a wide range of issues, as I mentioned earlier, and their importance in global education is fundamental. Human rights education aims to sensitise and raise awareness of the importance of human rights and to promote their protection and respect.

Human rights education can contribute to:

- Preventing and combating discrimination and social exclusion.
- Promote equality and non-discrimination.
- Foster dialogue and tolerance between cultures and communities.
- Promote citizen participation and democracy.
- Strengthen the culture of peace and peaceful conflict resolution.
- Promote social justice and equity.
- Raise awareness of the importance of the environment and sustainability.
- Human rights education can also contribute to the promotion of other rights, such as the right to education, the right to health, the right to decent work, among others.

In short, human rights education is fundamental to sustainable human development and the construction of a just and equitable society. Human rights education in schools can help create informed, critical citizens committed to the protection and promotion of human rights, both locally and globally.

In our activities we will work on the charter of human rights as a way to address **social justice and solidarity**. On the other hand, in another series of activities we will work on **peace and conflict transformation, security and peacebuilding**.

Methodological background

The methodology used in the study of human rights is directly related to the objective of making young people aware of the importance of defending human rights.

To this end, a multidisciplinary approach has been adopted, using mainly individual and collective, participative dynamics, encouraging critical analysis, understanding and assimilation of theoretical and doctrinal concepts.

Among the different approaches taken into consideration, we should highlight the following:

**Historical approach:** This methodology focuses on the study of the evolution of human rights over time, from their origin to their current development. This approach allows us to understand the evolution of human rights and the struggles that have been carried out for their recognition and protection.

**Normative analysis:** This methodology focuses on the study of national and international legal instruments that recognize and protect human rights. It provides insight into international norms and standards for the protection of human rights and their application in different national contexts.

**Comparative approach:** This methodology focuses on the comparative study of the legal and political systems of different countries with respect to human rights. It provides insight into the similarities and differences in the protection of human rights in different contexts and how they are applied in different cultures and legal traditions.

**Empirical research:** This methodology focuses on conducting empirical research to understand the actual human rights situation in a specific context. This methodology allows for the identification of barriers and obstacles to the protection of human rights and best practices for their promotion and defense.

**Interdisciplinary approach:** This methodology focuses on the study of human rights from an interdisciplinary perspective, which integrates knowledge and perspectives from different disciplines, such as philosophy, sociology, anthropology, law and politics. This methodology makes it possible to understand human rights from different angles and perspectives.

During implementation, it is important that facilitators use the selected methodologies appropriately and that the theoretical contents are presented in a clear and understandable way. It is important to create an atmosphere of trust and respect so that participants feel comfortable and willing to participate actively.

**Evaluation:** Finally, the training action should be evaluated in order to know if the established objectives have been achieved. Evaluation can be quantitative (through questionnaires and tests) and qualitative (through observation and feedback from participants). It is important to collect the results of the evaluation and use them to improve future training actions.

The methodology used is based on "read, understand and act", a pedagogical approach that seeks to encourage the active participation of students in their learning process and in the practical application of the knowledge acquired.

**This methodology is based on three main steps:**

- I. **Read:** In this first step, students should carefully read information related to the topic or issue to be addressed. This may include texts, news, official documents, testimonies, among others. **Activity Understanding Human Rights**
- II. **Understand:** Once students have read the information, they should analyse and understand it thoroughly. To do this, they can use different study techniques, such as underlining, synthesis, summarizing, among others. **Activity Film Forum**
- III. **Act:** The third and final step is the practical application of the knowledge acquired. In this case, students must identify opportunities to put what they have learned into practice, either individually or collectively, and take concrete actions to solve the problem or improve the situation in question. **Amnesty International's Urgent Actions**

The methodology based on "read, understand and act" encourages critical thinking, active participation and creativity of students, and provides them with the tools to apply the knowledge acquired in real situations. In addition, this methodology also contributes to the development of social and emotional skills, such as empathy, social responsibility and leadership skills.

Human rights are fundamental to ensuring the dignity and equality of all people, regardless of their cultural, educational, social or economic status. It is therefore important to explain human rights in a way that is relevant to their knowledge and skills in Global Education.

## **BM2. Democracy**

Democracy and good governance are essential concepts that have a significant impact on the way societies work. Democracy refers to a system of government where power is vested in the people, and decisions are made through a process of free and fair elections. On the other hand, good governance refers to the processes and systems that enable a government to serve the best interests of its people, including transparency, accountability, and responsiveness.

Understanding these concepts is critical for youth workers as they play an essential role in promoting democratic values and good governance in their communities. This chapter will provide an overview of these concepts, exploring their importance, key principles, and how they can be promoted.

### The Importance of Democracy and Good Governance

Democracy and good governance are essential for several reasons:

- They promote human rights and fundamental freedoms, including freedom of expression, association, and assembly.
- They enable people to participate in the decision-making process, giving them a voice and agency in the political process.
- They promote accountability and transparency, ensuring that those in power are answerable to the people they serve.

### Principles of Democracy and Good Governance

There are several principles that underpin democracy and good governance. These include:

- **Rule of law:** The rule of law refers to the principle that all individuals and institutions, including the government, are subject to the law. This principle is essential for promoting accountability and transparency, as it ensures that those in power are bound by legal frameworks and cannot act outside them.
- **Participation:** Participation refers to the principle that all citizens should have the opportunity to participate in the decision-making process. This principle is essential for promoting democracy, as it ensures that citizens have a voice in the political process.
- **Transparency:** Transparency refers to the principle that all government actions should be open and accessible to the public. This principle is essential for promoting accountability, as it ensures that those in power are answerable to the people they serve.
- **Accountability:** Accountability refers to the principle that those in power should be answerable for their actions. This principle is essential for promoting good governance, as it ensures that those in power are responsible for their decisions and actions.

### Promoting Democracy and Good Governance

Youth workers play an essential role in promoting democracy and good governance in their communities. Here are some ways in which they can do this:

- **Educate and raise awareness:** Youth workers can educate young people about democracy and good governance, raising awareness about their importance and the principles that underpin them. This education can take various forms, including workshops, seminars, and training programs.

- **Encourage participation:** Youth workers can encourage young people to participate in the decision-making process, providing them with opportunities to engage in the political process and have their voices heard.
- **Promote accountability:** Youth workers can promote accountability by encouraging transparency and holding those in power to account for their actions. This can include monitoring government decisions and actions, reporting on them, and engaging in advocacy efforts.
- **Foster democratic values:** Youth workers can foster democratic values by promoting respect for human rights, diversity, and tolerance. They can also encourage young people to engage in civic activities, such as volunteering and community service.

In a nutshell, democracy and good governance are critical concepts that underpin the functioning of society. Youth workers have an essential role to play in promoting these values, educating young people, encouraging participation, promoting accountability, and fostering democratic values. By doing so, they can help to build more just, equitable, and democratic societies, both locally and globally.

### **Methodological background**

The methodology for the created activities focuses on promoting the principles of democracy and good governance among youth workers through practical exercises. The activities are designed to be interactive and participatory, with an emphasis on experiential learning and peer-to-peer engagement.

The activities are focused on promoting accountability, participation, transparency, and the rule of law as key principles of good governance. The methodology used involves a combination of individual and group work, research, discussion, and reflection.

The activities are designed with a global education approach, which emphasizes a holistic view of the world and promotes understanding of global issues and their local impact. The activities encourage the participants to think beyond their own communities and to develop a global perspective on the principles of democracy and good governance. The approach used in the activities is learner-centered, promoting active engagement and empowering the participants to take ownership of their learning.

Through the activities, the participants develop skills such as critical thinking, communication, advocacy, and community engagement. They also develop knowledge and understanding of the principles of democracy and good governance, as well as their local and global impact. The activities promote personal and social development, encouraging the participants to become responsible and engaged citizens.



### **BM3. Active Citizenship**

The module on active citizenship illustrates how it is linked to moral values that people must possess in order to live peacefully and correctly, and how its implementation improves our relational life by raising the quality of civil coexistence.

Everyone has their own values, that is, something they consider important for themselves and for building their future: some people focus on affection, some on culture, some on money...

But while everyone may have different values, a community must share some of them. To live in an atmosphere of serenity and security, all members of the community must pursue, for example, the values of legality, peace, justice... And everyone must make a contribution to the growth of these values, no matter how small or large.

Responsible behavior is proper to free people. Freedom, in fact, does not mean satisfying one's desires all the time. Being free means being able to control impulses and behavior, being able to give up something to achieve an important goal, being able to impose rules on oneself. Without rules, human society would live in chaos and insecurity.

Active citizenship is also considered a transversal competence; in fact, it is part of the European objectives born with the Lisbon Strategy 2000. And its importance is increased by the realization that it can also educate for participation in social life so it extends the value of education outside and beyond the school setting. Active citizenship, moreover, can and should continue well beyond compulsory schooling since it consists of a mix of formal as well as non-formal and informal learning.

#### Methodological background

The methodology used is centred on the reading and analysis of two excerpts from Plato's dialogues, Protagoras and Republic, which is fundamental to be able to frame in a theoretical sense and with a moral emphasis the meaning of citizenship.

The theoretical background is philosophical, and in fact there is also an introduction to Plato's philosophy. The study and exposition of the concepts contained in the two dialogues will be important as it will provide tools for a critical reading of moral values and the importance they have within a community, having a regulatory and in some cases deterrent function for actions that would undermine the quiet life.

The third part, is practical activity that will stimulate students to critically observe the surrounding environments and situations of everyday life always holding firm to the objective of the entire module and that is the development of active citizenship.

## BM4. Gender Equality

Gender equality is a fundamental human right and critical issue affecting individuals, families, communities, and nations worldwide as it refers to the state of equal access to opportunities and resources regardless of gender. Even if gender is a multifaceted concept that varies across cultures and time periods, it is enshrined in international law and supported by numerous global organizations, including the United Nations. Gender equality aims to eliminate discrimination and inequality based on gender, including unequal treatment in social, economic, and political spheres. Achieving gender equality requires a transformation of these social structures and attitudes, as well as policies and legislation that promote equal access and opportunities for all genders.

The module on Gender Equality aims to explore the history, concepts, frameworks, and challenges surrounding gender equality from a beginner point of view. The course is divided into five sections, each focusing on a different aspect of gender equality. In the first section, we will provide an introduction to the course, discussing the history and political values of feminism, gender concepts to get started, and international frameworks for gender equality, including the 2030 Agenda. The second section will focus on identities and the importance of intersectionality. We will explore how gender intersects with other aspects of identity, such as race, ethnicity, religion, class, and sexuality. The third section of the course will focus specifically on sexuality, while discussing the importance of diversity and inclusion against stereotypes and biases. We will also explore the crucial issue of sexual and reproductive health and rights, and encourage participants to reflect on their understanding of gender and how it shapes their attitudes towards sexual and reproductive health and rights. The fourth section of the course will focus on violence against women and girls and women's peace and security. We will explore the UN Women frameworks on violence against women and girls and women's peace and security, including the critical role of women in conflict resolution and peace-building. An interactive activity will challenge participants to reflect on their attitudes towards gender-based violence and the role they can play in preventing it. The fifth and final section of the course will focus on economics and gender equality in the world of work. We will explore the UN Women framework on women's economic empowerment and the ILO framework on gender equality in the world of work.

In conclusion, this module aims to provide participants with an in-depth understanding of the issues surrounding gender equality from a beginner point of view. Through a combination of academic readings, interactive activities, and discussions, participants will be encouraged to reflect on their attitudes towards gender and how it impacts individuals, families, communities, and nations. The course will empower participants with the knowledge and skills necessary to advocate for gender equality in their personal and professional lives.

### Methodological background

The module is divided into the following 5 sections and 11 subsections. At the end of each, there is a self-assessment made of 15 multiple-choice quiz. These are the contents:

#### **1. Introduction to Feminism (length: 1,5 h)**

- Feminism 101: History and political values
- Gender concepts to get started
- 2030 Agenda and International frameworks for gender equality

#### **2. Identities (length: 1 h)**

- The importance of Intersectionality
- Sexual and gender diversity and human rights

### 3. Sexuality (length: 1 h)

- Gender and Sexuality: Diversity and Inclusion
- Sexual and reproductive health and rights

### 4. Violence (length: 1 h)

- Violence against women and girls
- Women, peace and security

### 5. Economics (length: 1 h)

- Women's economic empowerment
- Gender equality in the world of work

The methodology of the course "Introduction to the Module: Gender Equality" is designed to provide participants with a comprehensive understanding of gender equality from a beginner's perspective. The course utilizes a combination of readings, interactive activities, and discussions to engage participants and foster their reflection on the topic. The course design draws on the following theoretical frameworks and approaches:

- **Intersectionality:** The course recognizes the importance of intersectionality, a theoretical framework that acknowledges how multiple aspects of identity, such as gender, race, class, and sexuality, intersect and influence individuals' experiences. By incorporating intersectionality into the course content, participants gain a deeper understanding of how gender intersects with other social categories and shapes individuals' experiences of discrimination and privilege.
- **Feminist Theory:** Participants are introduced to the history and political values of feminism, which provides a foundation for understanding the social, political, and economic dimensions of gender inequality. Feminist theory also informs discussions on gender concepts and frameworks, empowering participants to critically analyse and challenge existing gender norms and power structures.
- **Human Rights Perspective:** The course emphasizes the importance of gender equality as a fundamental human right. By adopting a human rights perspective, participants learn about the international frameworks and declarations that advocate for gender equality, such as the 2030 Agenda and the work of the United Nations. This approach underscores the significance of legal and policy frameworks in promoting gender equality and guides participants in analysing the gaps and challenges in implementing these frameworks.
- **Critical Analysis and Reflection:** Throughout the course, participants are encouraged to engage in critical analysis and reflection. They are prompted to question and challenge societal norms, stereotypes, and biases related to gender. By engaging in discussions and interactive activities, participants develop the skills to critically examine their own attitudes, beliefs, and behaviours regarding gender equality. This self-reflection encourages personal growth and the development of a more inclusive and equitable mind-set.
- **Application to Personal and Professional Lives:** The course methodology aims to ensure that participants can apply the knowledge and skills gained to their personal and professional lives. By exploring the intersection of gender equality with various spheres such as work, violence prevention, and eco-

conomic empowerment, participants learn how to actively contribute to promoting gender equality in different contexts. Practical examples, case studies, and real-world applications are incorporated to enhance participants' understanding of how to advocate for gender equality effectively.

The inclusion of self-assessment quizzes at the end of each section serves multiple purposes. It allows participants to gauge their understanding of the course material, identify areas for further learning, and track their progress. These quizzes also reinforce the theoretical concepts covered, ensuring participants have a solid grasp of the course content. Overall, the course methodology combines theoretical frameworks, critical analysis, self-reflection, and practical applications to empower participants with a comprehensive understanding of gender equality. By engaging participants in academic readings, interactive activities, and discussions, the methodology fosters a transformative learning experience that equips participants with the knowledge and skills necessary to advocate for gender equality in various contexts.

## **BM5. Intercultural Faith and Dialogue**

Interfaith and intercultural dialogue have the potential to bring people from across religious traditions and diverse cultures together around shared social and political challenges. These resources highlight the perspectives of religious leaders, scholars, activists, writers, and students working across differences to learn from others and accomplish shared goals.

### **Our multiple and changing cultural identities**

Whatever community we belong to, it is full of diversity – differences in gender, age, culture, ethnicity, abilities, religion, languages and attitudes. From birth, our family and community envelop us in language, understandings, values and beliefs so that we will think and behave in acceptable ways. As we grow up and interact with our community, we become members of different groups and expand our understandings, values and behaviours.

Globalisation, social media, migration and urbanisation are all leading to increased connections between people of diverse cultural identities, and intercultural understandings are becoming more important for respectful interactions.

Engaging with people of varied backgrounds expands our world view, develops greater understanding of our own identity and helps us to appreciate alternative points of view, but it can also be challenging. If we focus on the differences between people, separating groups into 'them' and 'us', there is potential for conflict and for people to be discriminated against and treated unjustly.

### **Cultural identity**

Our culture is the way we think and behave. It encompasses lifestyles, ways of living together, value systems, traditions and beliefs. Culture includes observable features such as language, food, clothes, celebrations, art and literature as well as the less observable features of attitudes, beliefs, values, status and use of time and space, which form the basis of the visible.

Culture is dynamic, changing through interaction with other cultures and adapting to different environments. Attitudes change over time – for example, attitudes towards slavery and the rights of women. Cultures are not always connected to nationality. For example, wealthy young people in different countries connecting through social media may have more in common with each other than they do with poor or older people in their own country. Generally, we are so comfortable with our own culture and so consider what we do as 'normal' that we may not be aware of our biases, prejudices and inconsistencies.

### **Cultural diversity**

Culture can unite people with similar values, attitudes and beliefs, but it can also divide and disconnect people. Discrimination or abuse on the basis of ethnicity, religion, nationality, socio-economic status or gender makes people feel worthless, fearful or threatened. This may lead to violence and conflict. Lack of consideration of cultural diversity can mean people are excluded from groups and from education and health services, which lessens their contribution to the community and ability to earn a living. This is an abuse of their human rights.

Minority groups in society may be in danger of losing their language and unique characteristics as they are expected to assimilate to function fully within the culture of the dominant group. This can lead to the loss of individual identity and cultural knowledge, which has been refined over centuries and which may hold the keys to building a sustainable future.

As communities become more diverse, they need to find ways to live peacefully together. Some people expect minority groups to assimilate or blend in completely, like a 'melting pot', with the dominant culture. Some people show appreciation of other cultures through sharing of visible aspects, such as food and festivals, known as multiculturalism. Other people view cultures as parts of a mosaic, acknowledging their differences, but valuing a deepening understanding of others and negotiating interaction that acknowledges shared values and intercultural understanding.

### **Building intercultural understanding**

Everyone has their own way of expressing their culture and responding to other cultures. Encountering other cultures can result in 'culture shock', but along with a commitment to human rights and the determination to ensure a sustainable and peaceful future there is the need to develop intercultural understanding and the values and skills that will promote this. These include values of respect, empathy and tolerance, and appropriate and effective communication skills. Resolution of conflicting points of view relies on a willingness to listen, avoidance of stereotypes and the ability to negotiate differences and adapt behaviours. As cultures evolve and people struggle to balance conflicting ideas, this is an ongoing learning journey.

### **Intercultural dialogue**

“Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other’s global perception.”

### **Objectives and conditions ▲**

In a general sense, the objective of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. Intercultural dialogue can also be a tool for the prevention and resolution of conflicts by enhancing the respect for human rights, democracy and the rule of law.

### **What is interreligious dialogue?**

Interreligious dialogue, also referred to as interfaith dialogue, is about people of different faiths coming to a mutual understanding and respect that allows them to live and cooperate with each other in spite of their differences. The term refers to cooperative and positive interaction between people of different religious traditions, (i.e. “faiths”) at both the individual and institutional level. Each party remains true to their own beliefs while respecting the right of the other to practice their faith freely.

Interfaith dialogue is not just words or talk. It includes human interaction and relationships. It can take place between individuals and communities and on many levels. For example, between neighbours, in schools and in our places of work – it can take place in both formal and informal settings. In Ireland, Muslims and Christians live on the same streets; use the same shops, buses and schools. Normal life means that we come into daily contact with each other. Dialogue therefore, is not just something that takes place on an official or academic level only – it is part of daily life during which different cultural and religious groups interact with each other directly, and where tensions between them are the most tangible.

### **Theories of Religious Diversity**

Religious diversity is the fact that there are significant differences in religious belief and practice. It has always been recognized by people outside the smallest and most isolated communities. But since early modern times, increasing information from travel, publishing, and emigration have forced thoughtful people to reflect more deeply on religious diversity. Roughly, pluralistic approaches to religious diversity say that, within bounds, one religion is as good as any other. In contrast, exclusivist approaches say that only one religion is uniquely valuable. Finally, inclusivist theories try to steer a middle course by agreeing with exclusiv-

ism that one religion has the most value while also agreeing with pluralism that others still have significant religious value.

### **Fight against Racism and Discrimination**

The world is more and more interconnected but it does not mean that individuals and societies really live together – as reveal the exclusions suffered by millions of poor, women, youth, migrants and disenfranchised minorities.

In our turbulent international globalized landscape, a central message must be heralded: **peace is more than the absence of war, it is living together with our differences – of sex, race, language, religion or culture.** Peace is a choice to be made on each situation, an everyday life decision to engage in sincere dialogue with other individuals and communities.

### Methodology background

The activities in the beginners' course focus on an introduction to the topic of Intercultural and interfaith dialogue. This topic covers areas such as intercultural dialogue, cultural differences and diversity, racism, discrimination, religions and interfaith dialogue. These are very important and globally known topics.

The activities use **methodologies based on key aspects of the global education approach** such as:

- **Cooperative learning** - learning in groups where each team member contributes their part of the task so that the whole group is successful. The method enables learning through **interaction**, improves participants' **communication skills** and boosts their self-esteem.
- **Problem-based learning** - encourages students to ask and answer questions, using their **natural curiosity** about specific events or topics.
- **Dialogue-based learning** - creates **oral interactions between participants** to stimulate the **exchange of ideas**. It acts as a bridge between people and creates a friendly space to develop ideas, reflections and suggestions, even if they are contradictory or different.

The beginners' course contains 8 activities. Each activity focuses on a different area and deepens different knowledge and skills. Each of the activities is different in difficulty and the activities have different time requirements. The activities focus most on **personal skills** such as critical thinking, teamwork and changing perspective. The activities most **develop values** such as self-esteem and respect for others, openness and proactivity.

All activities are recommended to be adapted to the size, age and group composition. Some activities may be more sensitive in content due to the psychological complexity of the topic. If this is the case, inform the group at the beginning and adapt the activity appropriately.

**Activity 1** focusses on different behaviours and cultures of each animal, which they then translate into human behaviour and culture. This helps students to become more aware of different cultures and the diversity of people.

**Activity 2** represent a basis for multiculturalism. It is also good to use it as a warm-up activity before discussing the teaching material.

**Activity 3** familiarize students with the negative stereotypes used in hateful anti-Jewish and anti-Muslim texts and to foster the ability to recognize several basic verbal and visual strategies that are very often repeated in hateful writing of various types.

**Activity 4** The activity reveals the ambiguity of the concept of extremism and defines the definition of extremism in terms of ideological attitudes and everyday life.

**Activity 5** explain the concepts of multiculturalism and multicultural and focuses on how different the culture of families in our immediate area can be.

**Activity 6** learns about the concept of cultural differences and the different rituals that various countries have. The independent work and discussion are practiced. The activity is accompanied by a discussion on the topic of intercultural differences.

**Activity 7** learn about differences in financial income, cultural habits, poverty and other social criteria of families around the world. The main part of the activity is the Dollar Street web platform environment where students work most of the time.

**Activity 8** reinforce pupils' awareness that the Abrahamic religions have common roots and therefore many common elements, thus helping to mitigate the "us vs. them" divide.



## BM6. Fairtrade

Fair trade is a trading partnership, which is based on transparency, dialogue and respect. This partnership seeks greater equity in international trade. It also contributes to sustainable development, which is another part of this area. It contributes by offering better trading conditions to, and securing the rights of, marginalized producers and workers. Fair trade organizations are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade. Fair trade organizations also work with farmers and workers, mainly from Africa, Asia and Latin America, in order that they can improve their living standards, invest in their communities and businesses and protect our shared environment.

### Main goals are:

- To improve living standards of disadvantaged producers by improvement of their access to the market, fair prices.
- To spread the information between the consumers about the negative impact of international trade on producers in order that they can use their purchasing power in a positive way.
- To protect human rights by promoting the development of social justice, environmentally acceptable behaviour and economic security.

### Sustainable consumption

Sustainable consumption is the use of products and services in ways which minimize the impact on the environment in order for human needs to be met in the present but also for future generations. Sustainable consumption is often paralleled with sustainable production. A sustainable lifestyle minimizes ecological impacts by enabling a flourishing life for individuals, households, communities etc.

Sustainable consumption, as part of sustainable development, is part of the worldwide struggle against sustainability challenges such as climate change, resource depletion, famines and environmental pollution.

Sustainable development as well as sustainable consumption **rely on certain premises** such as:

- Effective use of resources and minimization of waste and pollution,
- Use of renewable resources,
- The reuse and upcycling of product life cycles so that consumer items are utilized to maximum potential.

### Environmental awareness

Environmental awareness means understanding how our behaviour impacts the environment and committing to making changes to our activities to protect the planet. The environment refers to all parts of nature, living and non-living.

**This topic is important** because of the increasing number of **environmental challenges** the world is experiencing nowadays, such as:

- Climate change,
- Deforestation,
- Droughts,
- Floods, but on the other hand also water scarcity,
- Global warming,
- Pollution.

By understanding these issues and changes in the lifestyle, humans can contribute to environmental conservation. Individuals affect the environment in a variety of ways including pollution emission to land, air and water, use of natural resources, energy consumption and production of waste.

### Methodological background

The activities were made in order to be very different from each other. The tasks in the activities are different, the time consumption is different and also the topics are different. As a part of the topic Fair trade, there were added activities which focus on sustainable consumption and environmental awareness which are nowadays also very important and world-wide known topics.

**Activity 1** focuses on dialogue-based learning and is related to the topic of environment.

**Activity 2** on the other hand consists of making promises regarding the Fair trade about what the students are going to do better plus they will do a little from art which helps to connect more students' skills.

**Activity 3** is focused on Fair trade again but from almost "real" stories perspective. Students should listen to the stories and then make the comparison of them.

**Activity 4** is more like a game which is based on probability of a dice roll. Can be used with small children to teach them about the probability and fairness.

**Activity 5** is based on real students' behaviour and their attitudes which can be slightly changed in order to behave more environmental-friendly. Students should critically think about their options and discuss them later.

**Activity 6** focuses on sustainable consumption and dialogue-based learning. Students will think about real period of things, how long does it take to decomposed them.

**Activity 7** focuses (in the same way as activity 6) on sustainable consumption and the difference between materials and the time they can last. Again, the activity is based on things the students meet on every day basis.

**Activity 8** focuses on the real products and their origin. The activity is based on real experience of the students from the grocery store and their observation of the Fairtrade products' information.

## **BM7. Health**

Health is a fundamental human right, encapsulating a broad array of perspectives and dimensions. It's a multifaceted concept that addresses the physical, mental, and social well-being of individuals, rooted in the recognition of their fundamental rights to health and well-being.

### **1. Physical Health**

Primarily, health is often perceived through the lens of physical well-being. It focuses on the absence of diseases, injuries, and ailments, stressing the importance of nutrition, regular exercise, and consistent medical care. For youth, this emphasizes the necessity of a balanced diet, regular physical activity, and preventive healthcare to foster robust physical health.

### **2. Mental Health**

Beyond physical health, mental well-being forms an integral part of the definition. It encompasses emotional, psychological, and social aspects. For youth, this perspective emphasizes resilience, coping mechanisms, the ability to manage stress amidst the challenges of adolescence. Mental health also includes the promotion of positive relationships, self-esteem, cognitive development and emotional regulation crucial for their overall well-being.

### **3. Social factors**

Moreover, social determinants play a crucial role in defining youth health. Access to education, socioeconomic status, family dynamics, and community support significantly impact their health outcomes. Recognizing these determinants is crucial to address disparities and create environments conducive to healthy development.

### **4. Health as Development**

The health of youth is intrinsically linked to their overall growth and potential. Optimal health during this period is foundational for cognitive development, educational attainment, and future productivity. Investing in their health goes beyond immediate well-being. Healthy youth are better equipped to contribute to their communities, engage in education, and participate in the workforce. Investing in their health becomes an investment in the economic, social, and human capital of a nation.

### **5. Health as a Value**

Health is more than just the absence of illness. It represents a state of complete physical, mental, and social well-being. The World Health Organization advocates for this holistic perspective, emphasizing the promotion of a balanced life where youth have the resources and abilities to thrive across various aspects. Implementing this definition involves fostering environments that support youth development, ensuring access to quality healthcare, and encouraging healthy lifestyles.

Recognizing health as a dynamic aspect of lifelong development, interventions targeting youth health have significant long-term implications. The choices made during this period impact not only immediate well-being but also future health trajectories. Valuing youth health translates into investments and policies supporting their physical, mental, and social well-being, ensuring a healthier, more prosperous future for societies.

## Methodological background

The module is designed as the complementary course, divided into four topics, among which each relates to a different approach to health:

1. *An introduction to the general concept of human health, emphasizing beliefs, values and attitudes toward health.*
2. *Health defined as the capability of every human being to develop, grow, change and improve.*
3. *Health understood as the capacity to continually expand self-knowledge and the ability to self-direct, by identifying and meeting one's own needs.*
4. *Mental health in the sense of emotional intelligence, defined as the acquirable skills of understanding one's own and others' feelings, expressing, processing and regulating emotions in the harmony with oneself.*

Each of the above health approaches is addressed in one of the four activities, which are designed as comprehensive workshop scenarios. Activities are structured gradationally, from a general view of health to its specific aspects, directly addressing the knowledge of adolescent development and integrated with diverse concepts of health. Thus, it is recommended that the scenarios be carried out in the proposed order:

1. **What does it mean to be healthy?**

*An introductory activity on the general health topic, during which young people create their own collective definition, as well as reflect on their own beliefs and attitudes towards a healthy lifestyle.*

2. **It is fun to grow!**

*An activity dedicated to the topic of adolescent development, during which young people have the opportunity to increase their understanding and acceptance of their experiences, form positive beliefs about themselves and the attitude of responsibility for their own development and health.*

3. **What do I need?**

*An activity aimed at raising awareness and practicing the ability to meet one's own needs, during which young people have the chance to form positive health habits and strengthen self-knowledge.*

4. **I can feel it**

*An activity that focuses entirely on practicing abilities related to emotional intelligence, enabling young people to develop the competencies to cope with life's difficulties, promoting peer support and improving mental resilience.*

The entire workshop methodology is developed with direct reference to the developmental norms of adolescents, according to the definition of developmental psychology and neuroscience studies. Thus, the main goal of the entire module is to strengthen the developmental potential of adolescents, in parallel with promoting responsibility for their own health and fostering the knowledge, skills, positive values and attitudes toward health.

Developmental norms of adolescence are fostered through addressing specific competencies and values, detailed in the *GE4Youth project*:

**1. Emotional sensitivity:**

- Self-respect and respect for others
- Open-mindedness
- Changing perspectives

**2. Novelty seeking and Creative Exploration:**

- Critical thinking
- Creativity and dealing with complexity
- Decision-making

**3. Social Engagement:**

- Teamwork and cooperation
- Proactivity
- Social responsibility and solidarity



# Global Education for Youth Workers



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