

# GLOBAL EDUCATION

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YOUTH WORKERS

E-COURSE

GE4YOUTH

experts



## HUMAN RIGHTS

Gaining in-depth insights and advocacy skills for human rights, applying to real-world scenarios using a multidisciplinary approach.

## DEMOCRACY

Equipping youth workers with advanced mentoring skills, fostering critical engagement with democratic principles.

## ACTIVE CITIZENSHIP

Fostering holistic comprehension, effective problem-solving, and promote engagement in social issues through cooperative learning.

## GENDER EQUALITY

Broadening expertise and practical competencies to address complex gender issues within professional domains.

## INTERCULTURAL FAITH & DIALOGUE

Empowering participants to navigate cultural diversity, foster critical thinking, teamwork, and facilitate intercultural dialogue.

## FAIR-TARDE

Promoting a comprehensive understanding of sustainable practices, environmental awareness, and actively contribute to positive change.

## HEALTH

Establishing a holistic awareness of youth health, empowering participants to advocate for well-being and community development.



## EXPERTS: Empowering Change Agents for a Globalized World

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

### Why Choose the EXPERTS Course?

The 40 hours EXPERTS Course is designed for professionals and advocates who aspire to reach the most of their expertise in various critical areas. Here's why it stands out:

- **Specialized Expertise:** Delve deep into specialized subjects such as human rights, democracy, gender equality, cultural diversity, and environmental sustainability. Acquire an advanced understanding and expertise that goes beyond conventional knowledge.
- **Advanced Skills Development:** Equip yourself with advanced skills, including critical reading, normative analysis, comparative understanding, and empirical research. The course hones interdisciplinary thinking skills, enabling you to navigate complex global challenges with ease.
- **Tailored Pedagogical Strategies:** Benefit from a tailored pedagogical approach designed for professionals. The course recognizes varying participant levels and employs strategies that cater to the specific needs and experiences of advocates and experts.
- **Social Impact Leadership:** Empower yourself to lead with lasting social impact. Whether you are a youth worker, mentor, or professional, the EXPERTS Course prepares you to shape the next generation of informed, responsible, and actively engaged global citizens.
- **Real-world Application:** Move beyond theoretical discussions to real-world application. Apply your advanced knowledge and skills to address complex challenges, contribute to positive change, and advocate for human rights, social justice, and equity.
- **Interdisciplinary Approach:** Embrace an interdisciplinary approach that enhances critical thinking, teamwork, and perspective change. Cultivate the expertise to facilitate meaningful intercultural and interfaith dialogue, fostering inclusivity in diverse settings.
- **Holistic Sustainability:** Gain a comprehensive understanding of fair trade, sustainable consumption, and environmental awareness. Develop practical skills, critical thinking abilities, and competencies to actively contribute to sustainable practices and address environmental challenges.
- **Comprehensive Health Advocacy:** Attain a holistic understanding of youth health, covering physical, mental, and social dimensions. Develop practical skills and competencies to advocate for well-being and community development, emphasizing the translation of theoretical concepts into impactful actions.

### For Whom?

- **Advocates and Professionals:** Those seeking to deepen their expertise and lead initiatives with a lasting impact.
- **Educators and Mentors:** Professionals dedicated to shaping the next generation of engaged global citizens.
- **Social Justice Champions:** Advocates for human rights, democracy, gender equality, and environmental sustainability.
- **Cultural and Interfaith Dialogue Facilitators:** Individuals fostering inclusivity and understanding in diverse settings.
- **Sustainability Leaders:** Those committed to sustainable practices, fair trade, and environmental conservation.

## Overall EXPERTS Course Learning Outcomes

**Module 1 | Human Rights.** Participants attain a thorough understanding of human rights, exploring various dimensions and grasping the importance of human rights education. Equipped with critical reading, normative analysis, comparative understanding, empirical research, and interdisciplinary thinking skills, learners will develop competencies in advocating for human rights. Applying theoretical knowledge to real-life situations, fostering dialogue and tolerance, promoting citizen participation and democracy, and contributing to social justice and equity are key outcomes. The methodology involves a multidisciplinary approach and tailored pedagogical strategies for different participant levels.

**Module 2 | Democracy.** Participants of the Democracy module will emerge as expert-level youth workers with advanced knowledge, skills, and competencies. Prepared to mentor and guide young people effectively, participants will foster critical thinking, social responsibility, and proactive engagement with democratic principles. The course aims to create a lasting social impact by empowering youth workers to shape the next generation of informed, responsible, and actively engaged global citizens.

**Module 3 | Active Citizenship.** Participants acquire advanced knowledge, skills, and competencies related to social rights welfare, social media, and active citizenship. Grounded in cooperative and problem-based learning, the module's methodology empowers students to address real-world challenges by applying theoretical insights from official documents. Fostering a holistic understanding of interconnected social issues, promoting effective problem-solving, and encouraging active citizenship are key objectives.

**Module 4 | Gender Equality.** Participants possess an advanced understanding of gender equality, along with theoretical frameworks, analytical skills, and practical competencies to address complex gender issues. Applying knowledge to specialized contexts, developing strategies for positive change, and contributing to gender equality within professional domains are key outcomes. The course methodology ensures a deep exploration of gender equality, fostering critical thinking, reflection, and practical application.

**Module 5 | Intercultural Faith and Dialogue.** Participants acquire a comprehensive set of knowledge, skills, and competencies essential for navigating and contributing to the complex landscape of cultural diversity, migration, racism, discrimination, and religious dialogue. The methodologies employed will enhance critical thinking, teamwork, and perspective change, empowering participants to facilitate meaningful intercultural and interfaith dialogue in diverse settings.

**Module 6 | Fairtrade.** Participants gain a comprehensive understanding of fair trade, sustainable consumption, and environmental awareness. Developing practical skills, critical thinking abilities, and competencies, participants will actively contribute to sustainable practices and address environmental challenges. The module emphasizes the interconnectedness of fair trade, sustainable consumption, and environmental conservation, fostering a holistic approach to creating positive change in communities.

**Module 7 | Health.** Participants achieve a comprehensive understanding of youth health, covering physical, mental, and social dimensions. Empowered with knowledge, skills, competencies, and values, participants will advocate for and actively contribute to well-being and community development. Emphasizing the application of knowledge, the module encourages participants to translate theoretical concepts into practical actions that promote a holistic approach to health.

## EM1. Human Rights

Human rights are those rights to which all people are entitled simply because they are human beings. These rights are recognised 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 LGBTIQ+ 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.

The expert level approach consists of a deepening of the knowledge of human rights and has been approached from the treatment of legislative documents taking into account the socio-cultural context as well as the global education approach.

## EM2. Democracy

When we talk about democracy when it comes to global education, we are meaning the right for all citizens of any country in the world to have access to education. This is something that is seen as a basic human right, to be seen in the same light as access to food, shelter – or democracy. It is something that is enshrined in any country's process, the ability for people, in particular, young people, to be able to gain a solid education in order for them to be able to make the most of their lives.

*'Democracy is the control of a group or organisation by the majority of its members'.*

Access to education is something that in a democratic society needs to be guaranteed for all citizens, regardless of their financial situation, class or background. What the person's political beliefs or where they live are unimportant. Education is a given, not a goal or something to 'earn'. Without this the idea of equality fails because only the educated get to form policy and dictate the direction any one society will take.

Democracy here also relates to the will of the people. It expresses and incorporates their desire to learn about the world and better themselves. It gives them a chance to escape or climb out of an undesirable situation. It's a chance to change the life they were born into, and in turn change the lives of any family or children they happen to have in the future. Without education, the ability to mould one's life for the better becomes a labourious chore.

### **How democratic choice impacts on our lives**

The ability to choose our own life paths is paramount to a healthy and happy life. Being stuck in unfavourable situations with no way out can leave us feeling despondent and angry. As well as this, it negatively affects our health and relationships.

Because global education 'incorporates learning about the cultures, geographies, histories, and current issues of all the world's regions,' by being able to access a solid education from a young age, means that you have more to offer the world, and the world has more to offer you. Better decisions and choices can be made as you can see and take into account other people's feelings, personalities and cultural proclivities. It allows to youth to engage meaningfully with their peers and to come together in a collaborative spirit to affect and guide their lives and their communities.

As GE aims to help students to understand the world in which they live – particularly through social sciences, cultural understanding, human development, and humanities, these disciplines can expand the minds of youngsters and help them make better choices and follow better paths as the knowledge and experience to them will be varied and vast.

### **New skills to improve the democratic process**

Global Education aims to instil traits and skills like reasoning and invention. These give youngsters and people in general the tools to better able to make informed decisions. These decisions come from a place of wisdom and forethought and experience and are likely to be more productive and more effective than those decided upon where basic education is lacking. Democracy is helped by the ability to make informed choices. It is through this that we can strive to make a healthier and happier community. Places where everyone is on a more equal footing because everyone will have gone through some sort of basic education and will inherit similar possibilities, depending on effort applied to their learning.

### **Good Governance**

Governance is the process and action of governing or managing an organisation, state or process. For Global Education to become a reality and not just a pipe dream, it needs to be run well and have coherent strategies and a firm direction. It is a lofty goal to try and include all the world's youth in education, and due to this good direction and governance needs to be in place, along with strong leadership and objectives.

It's no easy task educating the world's children – or even guaranteeing them a space in the world of education. Ecosystems must be setup, and a good name that's recognised beyond individual country borders must be established. There needs to be agreement between different states and country about the importance of education and the overall form it will take. Many countries don't place high stock in education and for this to be successful and completely inclusive attitudes and opinion will have to change for the long term.

For Global Education, governance needs to filter down into respective jurisdictions so that it becomes automatic and self-managing in every country. It is not just about having one central authority, but many complementary bodies who all have the same objective in mind: to educate the world's children so that all have a relatively equal chance to develop and succeed.

### Methodological background

These activities were selected for their interest and educational qualities. They will help the youth workers to help show the topic of democracy in a different light for the young people they mentor and highlight just how important it is in regard to global education.

There are a total of five activities and their purpose is to inspire real-world knowledge and awareness. They are meant to encourage students into lateral thinking and to be able to look at the processes on which the world operates and see them from a different angle – an angle that gives them a sense of increased power and autonomy. With a deeper and more insightful knowledge of how things are run, students will have a better understanding of the complexity of the workings of democracy and governance, but also more of an understanding of how to improve and shape them for the better.

A brief overview of the exercises is described below:

#### **1. Fair VS unfair voting**

**Method:** *This activity is done in the classroom using physical objects*

This activity aims to educate the young people about the process of voting and how voting procedures can often be unfair. They will need to think about the conditions under which a vote will take place. What needs to be ensured to guarantee a fair vote? What type of structure must the process follow to ensure there is no misrepresentation of certain demographics or groups of people?

With this activity, they will learn and discuss the many ways to organise and run a fair election. The students will also learn how elections can be rigged or tampered with (this can happen anywhere, not just far-flung places or developing countries) so as not to give everyone an equal voice and say in how things are run.

They are given several situations where a vote is taking place. The students will need to identify which ones are fair and which ones unfair. After this, they will then develop their own real-world vote, where they will outline the parameters by which the voting process should take place, and what safeguards will need to be implemented to ensure that the vote is fair to all involved.

The acquired skills and values that young people will develop from these exercises are as follows,

**Skills** *Teamwork and Co-operation, Decision making, Critical thinking*

**Values** *Social responsibility and solidarity*

## 2. Design a Holiday

**Method:** *This activity can be done using a digital device or physical materials*

This is a creative exercise where youth workers must form groups and design a public holiday for their town or city. It will demand that they come to a joint agreement about what is important to the place they live. What's more, they will need to come a conclusion on what their town is famous for – or what makes it special!

This is an exercise in being able to compromise with those around you while being on a 'committee'. Everyone's voice must be taken into account, otherwise students will find that bad blood can sour a process and leave a bad taste in everyone's mouth, not to mention damage the process and harm any decisions that are trying to be made.

The holiday being designed will be a celebration of the village, town, or city where the students live, and needs to somehow include all the inhabitants of that place. It will illustrate what is good about the place and why the people there will enjoy it and why they should celebrate it. The goal is to ensure that everyone looks forward to that day every year – like St. Patrick's Day in Ireland and across the world!

The acquired skills and values that young people will develop from these exercises are as follows,

**Skills** *Teamwork and Co-operation, decision making,*

**Values** *Social responsibility and solidarity & Open-mindedness and proactivity*

## 3. Start a Petition!

**Method:** *This activity can be done with digital devices or physical materials*

Bad decisions are often made by individual governments. This is not limited to any geographical area and the reasons can vary and are numerous. Sometimes, it's just an unfortunate result of actively trying to do good for their citizens, but for some reason has backfired because of lack of forethought. Other times, it can be due to negligence or corruption on the part of officials who are trying to line their own pockets or strike deals which don't take their constituents best interests into consideration.

This activity will have the students identify a bad policy or law in their own country. They will decide why it is bad and why they should start a petition to get it revoked. They will agree on very basic elements, such as,

What makes this policy so destructive or limiting to the population?

What are the reasons behind the policy and why do they think it was implemented (this stimulates outside of the box thinking) in the first place.

What sort of safeguards should be implemented in regard to policymaking and policymakers, if any?

The students will agree on how best to go about creating the petition (online, out on the streets, by mail, email etc), and how to disseminate it to as many people as possible.

The acquired skills and values that young people will develop from these exercises are as follows,

**Skills** *Teamwork and Co-operation, Decision making, Critical thinking*

**Values** *Social responsibility and solidarity & Open-mindedness and proactivity*

## 4. Develop a Bill of Rights

**Method:** *This activity can be done using a digital device or physical materials*

Every country needs a Bill of Rights to guarantee certain rights for their citizens; for example, the right to free speech or to protest. This ensures a certain level of freedom and helps to keep citizens happy because they see that their leaders care about them.

The students will form a government committee and discuss between them what they consider important in life. Then they will write down the main points, or 'rights', that their citizens will have. They will need to bear in mind that they must give enough for the citizens to be happy that their government isn't trying to take advantage or manipulate them, and to stop them from rioting, but to be careful with their selections as some may be difficult to guarantee, while others may be legally, socially, or morally difficult to implement.

Students can even suggest different amendments, such as the above, or sub-rights that the population could be entitled to. These can range from access to medical treatment to a right to enough food to stop from starving to a roof over your head.

The acquired skills and values that young people will develop from these exercises are as follows,

**Skills** *Teamwork and Co-operation, Decision making, Critical thinking*

**Values** *Social responsibility and solidarity*

### **5. Sharing the love**

**Method:** *This activity can be done using a digital device or physical materials such as pens and markers*

When it comes to good governance, part of how governments and other institutions go about making the lives of their constituents or employees better is how they use the money that is available to them. For instance, do they use it to fund worthwhile areas of the community, such as health or social housing, or do they squander it on things that don't matter and that do nothing to enrich the lives of their people?

Students will form groups or go solo for this exercise. They will each be given a budget for governance which will be set by the teacher. They will be given a number of areas which the budget will need to cover. The students will converse together if they are in groups and decide what percentage of the total budget should be allocated to each area. They will draw a pie chart to illustrate their findings and talk about why they chose to divide it like they did and why it's so important for every sector in society to be given a certain amount.

The acquired skills and values that young people will develop from these exercises are as follows,

**Skills** *Decision making, Critical thinking*

**Values** *Social responsibility and solidarity*

### EM3. Active Citizenship

This module includes the study of official United Nations and European Union documents such as the 2030 Agenda and the Charter of fundamental rights of EU. It also includes three units aimed at providing knowledge and practical activities ranging from knowledge of the territory, from the centers to the peripheries, inviting students to take an active role aimed at solving various problems they may find in the environments in which they live. Topics such as social rights welfare, social media, to the territory linked by a practical nexus with active citizenship will then be covered.

#### Methodological background

The Methodologies for the created activities are focused on the development of learning processes based on problem solving in response to concrete situations. One of them is cooperative learning which enables higher achievement, higher levels of self-esteem, greater, engaging students and strengthening social skills, as well as deeper acquisition of content and skills. Emphasizing the active involvement of students in group work. These methodologies will give positive interdependence; individual responsibility; face-to-face interaction; appropriate use of skills; evaluation of work.

In a more specific sense, problem-based learning is adopted (especially for activities related to official documents such as Agenda 2030 and the Charter of Fundamental Rights).

Problem solving is the set of all methods and techniques of problem solving and related strategies to be implemented. By problem (from the Greek *pròblema*, from *proballo* = I put forward, I propose) we mean: an issue to be solved from known elements by reasoning. The problem data are in this case the known elements an issue, difficult or complex situation whose solution is sought.

In this regard, it is essential that the problem is well posed (possibly following its re-formulation) and has been: well understood (see problem setting or problem posing).

A sequence that can be used to guide toward the solution is given by the following course of action:

Phases	Mental operations	Results
1. Focusing	Select the problem; Verify and define the problem	Written description of the problem
2. Analyzing	Decide what you need to know Gather baseline data Determine relevant factors	Reference Values List of critical factors
3. Solving	Generate alternative solutions Select a solution Develop an implementation plan	Description of the solution of the problem Implementation plan
4. Execute	Commit to the expected outcome Execute the plan Monitor the impact during implementation	Organizational commitment Plan executed Evaluation of results

## EM4. Gender Equality

This module is designed for experts who are interested in exploring the complex issues surrounding gender equality and how to address them in different contexts. The module is divided into five sections, each focusing on a different aspect of gender equality: Introduction: Generating Gender, Identities, Sexuality, Violence, and Economics. The first section will provide an overview of gender mainstreaming as a tool to ensure that gender perspectives and concerns are integrated into all policies, programs, and activities at all levels and in all sectors. In the Gender Equality and Volunteerism section, we will examine how volunteerism can contribute to gender equality and women's empowerment. The Gender Equality and Education section will explore the relationship between gender equality and education and how education can be used as a tool to promote gender equality. In the Identities section, we will examine the intersectionality of gender with other identities, such as migration and sustainable industrial development. We will also look at contemporary contestations, including the intersex and transgender movements, and how they are reshaping the discourse on gender. The Sexuality section will delve into the complexities of sexuality, including hyper-sexualisation, reproductive and family politics, and menstruation in a global context. In the Violence section, we will discuss gender-based violence, female genital mutilation, and gender equality in emergencies. Finally, in the Economics section, we will examine how gender equity can be achieved through women's leadership and decision-making, trade, and the promotion of women's economic empowerment. Each section includes a final assessment to test your understanding of the topic.

By the end of this module, you will have a deeper understanding of the complexities of gender equality and how it intersects with various aspects of life, including volunteerism, education, migration, sustainable industrial development, reproductive and family politics, female genital mutilation, and trade. You will gain insights into the challenges and opportunities related to gender equality, including confronting gender-based violence, promoting women's leadership and decision-making, addressing menstruation in a global context, and understanding gender equity. You will have a deeper understanding of the complexities of gender equality and how it intersects with various aspects of life, while inspiring to take action towards promoting gender equality in either professional or personal life.

### Methodological background

The module is divided into the following 5 sections and 15 subsections. At the end of each section, there is a self-assessment made of 10 multiple-choice quizzes. These are the contents:

#### **1. Introduction: Generating Gender (length: 1,5 h)**

- Gender Mainstreaming
- Gender Equality and Volunteerism
- Gender Equality and Education

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

- Gender Equality and Migration

- Gender and Sustainable Industrial Development
- Contemporary Contestations – Intersex and Transgender Movement

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

- Hyper-sexualisation and the male-gaze
- Reproductive and Family Politics
- Menstruation in a Global Context: Addressing Policy and Practice

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

- Confronting Gender Based Violence: Global Lessons for Healthcare Workers
- Gender and Female Genital Mutilation
- Gender equality in emergencies

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

- Understanding Gender Equity
- Women's leadership and decision-making
- Trade and Gender Equality

The methodology of the course "Gender Equality 'For Experts' - Introduction" is designed to cater to the needs of experts in exploring the multifaceted issues surrounding gender equality and its application in diverse contexts. The course methodology builds upon the expertise and prior knowledge of participants, utilizing a range of advanced theoretical frameworks and approaches to deepen their understanding. Here is an outline of the methodologies and theoretical elements incorporated in the course:

- **Intersectionality:** The course recognizes the significance of intersectionality, an advanced theoretical framework that acknowledges the complex interplay between various dimensions of identity, including gender, race, class, sexuality, and more. Participants will explore how these intersecting identities shape power dynamics, privilege, and discrimination. By examining intersectionality, participants gain a deeper understanding of the unique experiences of individuals and groups, enabling them to develop more nuanced approaches to addressing gender equality challenges.
- **Feminist Theory and Critique:** Building on participants' existing knowledge, the course delves into advanced feminist theories that analyze the socio-political and economic aspects of gender inequality. By critically examining the history and political values of feminism, participants will explore cutting-edge perspectives and debates within feminist theory. They will also engage in discussions and activities to challenge existing gender norms and power structures, ultimately expanding their theoretical toolkit for promoting gender equality.
- **Human Rights-Based Approach:** The course places a strong emphasis on a human rights-based approach to gender equality. Participants will explore the international frameworks and conventions that promote gender equality as a fundamental human right. By examining the implementation gaps and challenges within these frameworks, participants will develop a nu-

anced understanding of the complexities involved in achieving gender equality from a human rights perspective.

- **Critical Analysis and Advanced Reflection:** Throughout the course, participants are encouraged to engage in advanced critical analysis and reflection. They will critically examine the societal norms, stereotypes, and biases that perpetuate gender inequality. By exploring advanced case studies and engaging in in-depth discussions, participants will develop a sophisticated understanding of the underlying causes and implications of gender inequality. The course will also encourage participants to reflect on their own professional practices and identify opportunities for transformative change.
- **Application in Specialized Contexts:** The methodology ensures that participants can apply the advanced knowledge and skills gained to their specialized areas of expertise. The course will explore the intersections between gender equality and various fields, such as governance, development, health, technology, and others. Participants will analyze advanced case studies, develop practical strategies, and engage in specialized discussions to address gender equality challenges within their respective fields.

The course includes self-assessment quizzes at the end of each section, comprising a set of advanced multiple-choice questions. These quizzes serve to assess participants' comprehension of complex concepts, identify areas for further exploration, and measure their progress throughout the course.

By integrating these methodologies and theoretical elements, the course aims to provide experts with a comprehensive understanding of gender equality in diverse contexts. Through advanced readings, interactive activities, and expert-led discussions, participants will deepen their knowledge, critical thinking abilities, and practical skills, empowering them to drive positive change and promote gender equality within their professional domains.

## EM5. 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 re-

ligion is uniquely valuable. Finally, inclusivist theories try to steer a middle course by agreeing with exclusivism that one religion has the most value while also agreeing with pluralism that others still have significant religious value.

### **Fight against Racism & 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 Experts' course aim to deepen knowledge on the topic of Intercultural and interfaith dialogue. This topic covers areas such as intercultural and 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 block for experts includes 7 advanced activities. Each activity focuses on a different area and deepens different knowledge and skills. Each of the activities has different time requirements and different classroom facilities. The activities focus most on personal skills such as critical thinking, teamwork and perspective change. 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 composition of the group. 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** expands knowledge on the topic of migration and what feelings migration evokes in people. We aim to raise awareness that not all reasons for migration are negative.

**Activity 2** learns the concept of migration and the causes of migration. Search for the causes and consequences of migration. Recognize that reasons can be both positive and negative.

**Activity 3** activate the knowledge acquired so far and to use it in the context of a broader and more complex issue. Task is to identify the country that each family represents by working with photographs and interpreting the facts and context.

**Activity 4** provides students with the means to approach the issue of social inequality in the world and related problems such as poverty, consumerism and others. It provides pupils with information that enables them to think critically about the issues, to consider different contexts and to look at problems in a holistic way.

**Activity 5** focuses on awareness of what prejudice is and where it originates. The aim is to help students to perceive personal and group prejudices towards other people and minorities and to realize how "first impressions" or negative experiences mark our future behavior.

**Activity 6** shows how senseless religious or racial intolerance between people is, based on prejudice and fabricated information, and how devastating it can be in the hands of powerful people if it becomes the policy of an entire nation. Using the example of the activity, students will conclude that people are equal, regardless of nationality, race or religious beliefs.

**Activity 7** is aimed at highlighting the importance of education in a person's life. Students will become aware of the right to education, access to education and equality of opportunity in different parts of the world. Activity looks for the commonalities and differences in different parts of the world.

## EM6. 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 not only on sustainable consumption but also on environment. It is done by footprint calculation for people from the stories and for the students themselves.

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

**Activity 3** is based on story-telling about Fair trade and then the students should critically think about the differences between two stories and answer the question related to them.

**Activity 4** focuses on overall consumption and where the things go when they are used. Activity is based on discussion and critical thinking.

**Activity 5** focuses either on consumption and environment because these topics are highly connected. Again, this activity is based on thinking about the things the students use every day and maybe this activity will encourage them to change their purchasing habits.

**Activity 6** focuses on environmental topic by working together during the discussion on one hand but then working in small groups with computers and making small research. Also, the communication skills in front of the bigger group of people are practiced.

**Activity 7** is based on teamwork. Students are encouraged to choose the best solution from their class regarding the use of electricity. Students have to discuss all the possibilities and then, together, make the decision.

## EM7. 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:

- **I will take care of my health!**  
*An introductory activity on the general health topic, during which young people reflect on their own health, improve understanding of healthy behaviours and attitudes, and develop the ideas on how to build healthy habits.*
- **The challenges of adolescence**  
*An activity dedicated to the topic of adolescent development, which aims to raise awareness about the responsibility of adolescents for their own development, strengthen acceptance of their own experiences and the ability to positively solve life challenges.*
- **My hierarchy of needs**  
*An activity that focuses on supporting young people's ability to identify and prioritize their own needs, as well as to build individual strategies to meet them positively, through which young people develop self-knowledge and identity.*
- **Feeling means living**  
*An activity that aims to create a safe space to practice identifying and expressing emotions, through which young people develop an awareness of the function of feelings and learn positive ways to regulate their own emotions, thereby empowering mental health.*

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



GE4YOUTH  
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