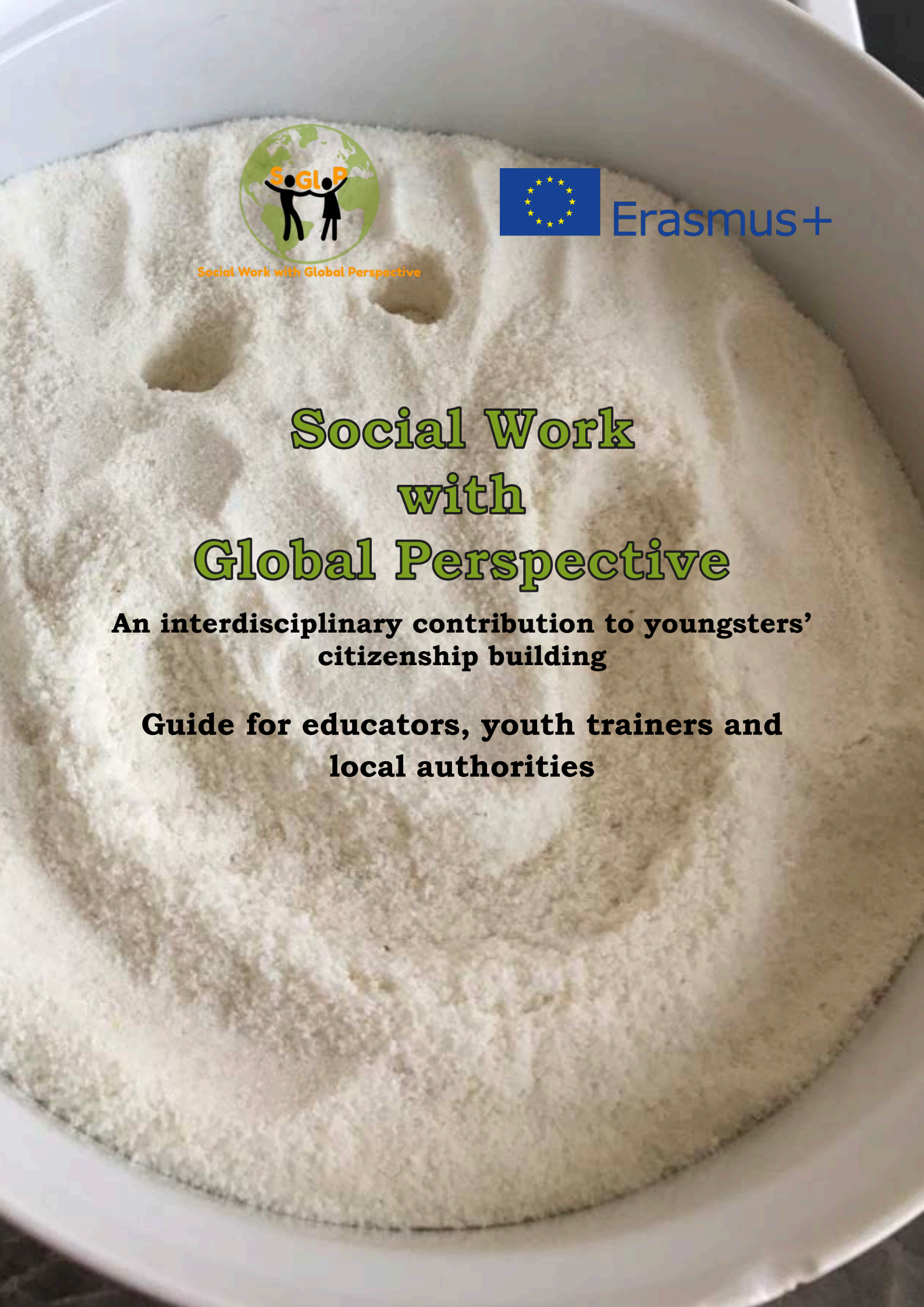

Social Work with Global Perspective

Erasmus+

Social Work with Global Perspective

An interdisciplinary contribution to youngsters' citizenship building

Guide for educators, youth trainers and local authorities

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Social Work with Global Perspective

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Content

Introduction 6
A) Scoping and reminders 7
Project history 7
Reminder about the Global Citizenship Education (GCE) concept 7
B) Goals of the SoGloP project 9
C) Methodology 9
Presentation of the Change-Oriented Approach (COA) methodology 9
Presentation of shared abilities and indicators 10
Presentation of selected monitoring tools 13
Part 1 - Local projects 14
France 15
A) General description of the project 15
Diagnosis 15
Partnership 16
Target groups 17
Objectives 17
Initial methodology for the project implementation 17
B) Description of the project implementation 18
The co-construction of the project 18
Implementing the project 20
Unexpected results 31
Difficulties 31
Recommendations 31
Italy 32
A) General description of the project 32
Diagnosis 32
Partnership 32
Target groups 33
Objectives 33
Initial methodology for the project implementation 34
B) Description of the project implementation 35
The project's collective building (schedule/calendar) 35
Activity description 36
Projects evaluation 37
Germany 39
A) General description of the project 39
Diagnostic 39

Partnership 39
Target group 40
Objectives and project's targets 41
Initial methodology of activities 41
Projects evaluation 42
B) Description of SoGloP's local activities' implementation and analysis 43
1. "Kunst.Stoff.Blog" (art.tificial polymer.blog) 44
2. "Nachhaltigkeit weltweit: Miteinander voneinander lernen" (Sustainability Worldwide: Learning from each other) 50
3. "Bilder vom Anderen" (images of the other) 53
Part 2 - Shared analysis, lessons learnt and European good practices 63
A) Analysis 64
Global Citizenship Education (GCE) concept's add value for educational and citizenship abilities development 64
Change oriented Approach 64
Partnership in local level 66
B) Conclusion and perspectives 69
Annex – Good practices 70
A) Pedagogical tools 71
Online-based communication – Working phases for peer-to-peer chat exchanges 71
TOOL SHEET: STEP FORWARD 83
TOOL SHEET: EURO-RAIL 86
B) Training tools 87
TRAINING APPROACH 87
C) Monitoring tools 91
Questionnaire 91
Observation Grid 97
Interview guide 98

Introduction

A) Scoping and reminders

Project history

It should be recalled that this SoGloP project is an extension of a project co-financed by the European Commission ("European Dynamics for DEAR Efficiency" - DEAR Program), of which Eine Welt Netzwerk Thüringen, Freistaat Thüringen, the Marche Region as well as the Picardy Region, which became the Hauts de France Region as of January 2016, were officially partners. As for other SoGloP partners, namely Marche Solidali, the Groupe d'Appui et de Solidarité Association and the Social and Cultural Centre of Bohain in Vermandois, without being official partners, they have been involved to varying degrees in this European Global Citizenship Education project.

SoGloP's foundations were laid at a European seminar organised at the end of this first project. These foundations are based both on contextual elements and on the lessons learned from this first project.

Regarding the contextual elements, it appears to be necessary to recall that in 2015 there was:

- A massive influx of migrants into Europe, partly from Syria, inspiring solidarity movements here and there, but more predominantly bringing about rejection and hostility. These phenomena attest to the urgency of continuing and improving the awareness-raising and openness work already carried out by the project's partners.
- The rise and normalisation of populist, nationalist and even xenophobic political movements in European public opinion and especially among young people from the less privileged classes of the population.
- The emergence, at the same time, of new forms of citizen expression in an international context of awareness of the global challenges of sustainable development (The Paris Climate Agreement, adoption of the Sustainable Development Goals by the General Assembly of the United Nations).

In addition, many of the lessons learned from the previous European project, in relation to these contextual elements, have also determined the content of this SoGloP project. Here are the main ones:

- The need to focus on social action structures to better reach young people with fewer opportunities, audiences targeted by SoGloP. Indeed, the awareness-raising actions carried out hitherto mainly concerned school (therefore captive) or voluntary (therefore already somewhat aware) audiences.
- Frustration arose from the fact that we have favoured an effective but, above all, quantitative approach to awareness-raising activities preventing us from seeing real changes in representation and behaviour, changes that would have required longer, more in-depth pedagogical approaches.
- Finally, despite the encouraging results obtained, the frustration of not being able to convince the relevant authorities or the youth stakeholders of the added value of development education beyond the missions of opening up to the world and promoting interculturality which are generally entrusted to it.

In this way, the SoGloP project, despite being a continuation of a previous Global citizenship education project, aimed at a profound change in the concepts, methods and partnerships undertaken by its stakeholders.

Reminder about the Global Citizenship Education (GCE) concept

The GCE, a concept promoted by UNESCO

According to UNESCO, the GCE promotes respect for all, fosters a sense of belonging to a shared humanity and helps learners

become responsible, active citizens of the world.

Global Citizenship Education (GCE) is one of the strategic areas of action of UNESCO's Education Sector Program for the 2014-2021 period.

UNESCO's work in this area is guided by the Education 2030 Framework for Action, in particular, Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which invite countries to "*by 2030, ensure that all pupils acquire the knowledge and skills needed to promote sustainable development, especially through education favouring sustainable development and lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development*".

The GCE aims to convince citizens of their ability to:

- **understand** the complexity of the world around them, the mechanisms of interdependence and exclusion, the origins of inequalities,
- have a personal opinion based on the information and knowledge gained, develop **critical thinking**
- and, finally, promote the **building** of a world that stands together through a civic approach

The GCE is, therefore, not limited to the North/South relationship or to international solidarity (projects to support populations in developing countries).

The GCE is not thematic; it covers, in part, environmental education, sustainable development education, citizenship education, education in peace, media education, etc. inscribing them in a global approach and understanding.

For example: Educational action on "Living Together" is a matter of Urban Affairs policy and civic education, but if it is approached from a global point of view, by questioning how we live together in neighbourhoods as well as on the global scale and by questioning the development models that are at the origin of problems of migration and precariousness (relocation, social and environmental competition), it falls under the GCE.

The GCE is defined by three words:

- Inform: raise awareness, give access to less conventional information, question, etc.
- Increase understanding: develop a critical understanding, promote stepping back to see the bigger picture and forming an independent opinion, etc.
- Promote action: support individual or community commitment, in favour of a more united, fairer and more sustainable world.

The GCE is, in fact, directly connected to the concept of sustainable development.

The desire for change at the heart of the GCED approach[1]

The very purpose of the aims of the GCE approach crystallises on the search for change. Currently steeped in a "civic" vision, **the GCE is defined as a process that aims to generate "changes" in a general manner,** from the micro level to the macro level, both individually and collectively.

It is about influencing the knowledge, representations, attitudes and behaviours of citizens, organisations and institutions in order to reinforce their abilities to engage and mobilise for structural changes, as a singular player (I) as well as a collective player (us, together). Ultimately, the GCE pursues a goal of social change.

The change targeted by the GCE's stakeholders is based on the following hypothesis: if each person is better equipped to understand the complexity of the world, they will be able to position

[1] Excerpt from "Sur le chemin de l'impact de l'EADSI" [On the road of the impact of Education in Development and International Solidarity] F3E Publication

themselves and act as citizens. Collective action should be reinforced and, in this way, facilitate more sustainable structural changes.

It should be noted that the changes sought are complex. Changing attitudes, transforming representations and changing an individual's behaviour are the result of multiple factors: people's cultural and social context, the learning environment, interrelations between the stakeholders, the time needed, and the meaning given to changes, etc.

In addition, the search for change extends beyond individuals because it also involves changes in behaviour at the level of social groups, organisations and institutions.

B) Goals of the SoGloP project

These goals fall into three categories:

Firstly, political goals: the project seeks to allow the sharing of advocacy elements between partners in order to promote the Glocal Citizenship Education concept (directly inspired by the Global Citizenship Education advocated by UNESCO) to the authorities and youth stakeholders as a contributory element to the construction of active citizenship among young people with fewer opportunities. In other words, it seeks to prove, on the one hand, that glocal citizenship education projects can contribute to the development of abilities that go well beyond opening up to the world or learning about interculturality, and, on the other hand, that this openness and discovery are now necessary in the construction of active citizenship in a context of global interdependencies.

Then methodological and pedagogical goals: the project seeks to experiment with a particular methodological approach specific to the measurement of change and to promote the sharing of good pedagogical practices between structures with different working cultures.

Finally, partnership goals: the project seeks to foster the creation of synergies at the European level between stakeholders from different territories with a view to strengthening European citizenship.

The SoGloP project, therefore, revolves around two distinct levels of intervention: A local level where projects for young beneficiaries have been implemented; a European level where the respective analyses and experiences were shared with a view to capitalisation.

C) Methodology

Presentation of the Change-Oriented Approach (COA) methodology

The hypothesis was made that this approach is well suited to this project because, in order to measure the effects of the GCE on the strengthening of young people's abilities, the changes in young people's representations, behaviours, actions and relationships need to be observed and measured. A change-oriented approach provides the means to achieve this.

Indeed, the Change-oriented approach[2] is "a planning and monitoring-assessment method which aims, above all, to **make the stakeholders change**. It conveys a conviction: **the stakeholders are the foundation of social change and its sustainability**.

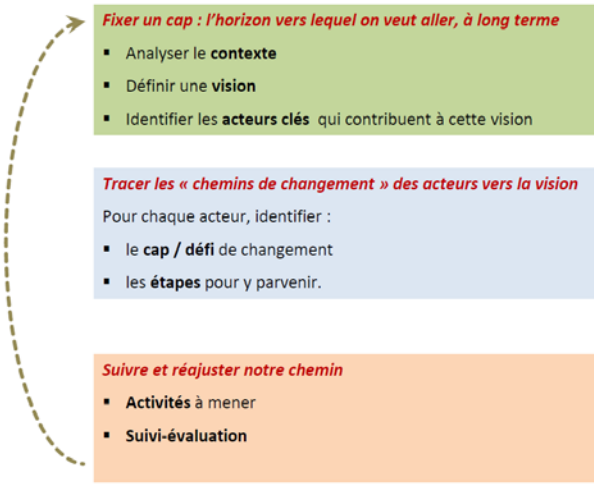
If a context evolves, it is primarily because the stakeholders themselves (people, groups, organisations, institutions, networks, etc.) evolve: in their mentality, their behaviour, their ways of working,

[2] Excerpt from the book "Agir pour le changement" [Acting for change] published by F3E

their relationships with each other, etc. And it is these changes in (or between) the stakeholders that guarantee the sustainability of changes in the context.

Taking these developments into account and trying to act on them is, therefore, a priority. This starting point **involves transforming the way we think about projects**:

- in the starting *diagnostic* with an emphasis on a thorough analysis of the stakeholders: their respective influence, their relationships, etc.
- in the *planning* of activities, by designing it as a specific contribution to change, alongside other stakeholders;
- in the *monitoring-assessment*, by focusing on the changes that have taken place rather than the simple results of our actions.



Set a course: the horizon we want to reach, in the long-term • Analyse the **context** • Define a **vision** • Identify the **key stakeholders** who contribute to this vision
Map out the "paths of change" of stakeholders towards the vision For each stakeholder, identify: • The **course / challenge** of change • The **steps** to achieve this
Monitor and adjust our path • **Activities** to carry out • **Monitoring-assessment**

So, at the 1st European seminar, the basics of this "Change-Oriented Approach" methodology were put forward. The list of young people's abilities to be worked on was determined and monitoring / assessment indicators were set.

Presentation of shared abilities and indicators

It was first agreed to define four overall skill on which the project wished to focus:

- Thinking critically to form a personal opinion, defend it and also develop it
- Being open to others in their diversity
- Being aware of the world around us and global issues of sustainable development
- Participating in community life

These overall skills were then combined with a whole series of abilities to be developed. Work in a workshop was then organised and reviewed to allow joint selection of the abilities to be retained for the SoGloP project.

For convenience, these abilities were then grouped into three major levels (personal, collective and global levels). Joint work then made it possible to define the indicators allowing the project's results to be evaluated (see table below).

Scope of skills		Abilities, values and behaviours	Indicators
Personal level	**1.1**	Be able to question, analyse and select information	2/3 of beneficiaries from each territory are able to cross-check and validate information
			1/2 of beneficiaries themselves raise questions related to the issues addressed in the framework of the field project
	1.2	Be able to question oneself (self-evaluation), understand what/who influences our opinions (parents, media, friends)	2/3 of beneficiaries are able to identify and express the sources of influence of their opinions
	1.3	Be able to take initiative, commit to an approach / project	1/2 of beneficiaries make proposals for future activities within the framework of the project
			1/3 of beneficiaries take initiatives to improve their personal situation
Scope of skills		**Abilities, values and behaviours**	**Indicators**
Group interactions and dynamics	**2.1**	Be able to cooperate	All participants are included in the project's activities
			2/3 of beneficiaries regularly participate in the project's activities
			3/4 of beneficiaries behave calmly and non-aggressively during discussions and debates
			2/3 of beneficiaries express the added value they have found to work on collectively
	2.2	Be aware of one's legitimacy to act in one's immediate environment	1/2 of beneficiaries identify at least two opportunities for personal involvement in their immediate environment.
			At least one institution recognises the beneficiaries (and young people in general) as full stakeholders in civil society
	2.3	Be able to understand and accept social diversity and differences (sexual, social, cultural, etc.)	2/3 of beneficiaries have an intercultural/interreligious experience during the field project
			1/3 of beneficiaries lose at least one prejudice regarding social, religious or sexual issues

Scope of skills		Abilities, values and behaviours	Indicators
Global level	**3.1**	Be aware of global interdependencies	3/4 of beneficiaries actively appropriated the global issues addressed in the framework of the project
			2/3 of beneficiaries identify at least one global impact of their everyday lifestyle
			1/3 of beneficiaries chose to share the knowledge gained on global interdependencies
			2/3 of beneficiaries who did not choose to share the acquired knowledge clearly justify their choices (pressure from family, friends, etc.)
	3.2	Be aware of one's legitimacy to act on a global scale	1/3 of beneficiaries identify at least one personal commitment opportunity related to a global sustainable development issue
	3.3	Be aware that there are no simple answers to complex problems	1/4 of beneficiaries can identify at least two different causes for the same problem
			1/4 of beneficiaries can identify at least two consequences (positive or negative) to solutions to a global issue

While the abilities on which the partners have agreed to work fall under the GCE, they are also part of the abilities and skills of the 21st century as defined by the OECD. Indeed, in its book "21st Century Skills and Competences for New Millennium Learners in OECD Countries"[3], this organisation distinguishes three sets of skills necessary for the social, professional and civic integration of young people. These three groups each have two subdivisions:

1. The informative dimension
   a) Information as a source with related information research, selection, evaluation and organisation skills
   b) Information as a product that refers to the ability to create one's own analysis and creativity.
2. The communicational dimension
   a) Effective communication based on critical thinking and the ability to adapt one's communication to the context
   b) Collaboration and virtual interaction mobilising the ability to work in a group and adapt to others
3. The dimension related to ethics and social impact
   a) Social responsibility, which relates back to critical thinking, the spirit of responsibility and decision-making ability
   b) Finally, the social impact, based on the awareness of the challenges arising from the new digital age, be it social, economic or cultural.

Presentation of selected monitoring tools

In order to measure changes in young people's representations, behaviours, actions and relationships, monitoring-assessment tools have been developed.

They consist of:

- A questionnaire, developed by the Italian SoGloP stakeholders, was filled in by each of the young beneficiaries at the beginning and end of the project in order to measure changes in representation.

This questionnaire was inspired by PISA – Program for International Student Assessment – which is a set of studies conducted by the OECD, one of the objectives of which is to compare the performance of various educational systems by assessing the skills acquired by pupils at the end of compulsory education (fifteen years of age). These skills are defined as those that any average European citizen may need to succeed in his or her daily life.

- An observation grid, developed by the French SoGloP stakeholders, which served as a support for observation and allowed the observer to transcribe the behaviour of the young people during the activities.
- An interview guide, developed by the German SoGloP stakeholders, which served as the basis for interviews with the young people at the end of the project. The answers obtained during these interviews make it possible to measure the results achieved regarding the indicators defined at the beginning of the project.

[3] *Ananiadou, K. and M. Claro (2009), "21st Century Skills and Competences for New Millennium Learners in OECD Countries", OECD Education Working Papers, No. 41, OECD Publishing, Paris.*

Part 1 - Local projects

France

A) General description of the project

Diagnosis

The Picardy Region, which became the Hauts de France Region in January 2016 when it merged with the Nord-Pas de Calais Region, faces a number of major challenges for a section of its young people:

- that of access to education and training: The Region has one of the highest rates of people leaving the school system without qualifications in mainland France, in a general context of significant social reproduction. Picardy also has a strong rural identity and some of its areas experience significant isolation, which contributes to a widening of the educational gap;
- that of mass unemployment, following the deindustrialisation that began in the 80s and was then reinforced by recent relocations and the financial crisis;
- that of xenophobia: the regional territory sees a large portion of its population and more particularly its young people adopting the ideas of the far right (results of the National Front vote in the 2017 presidential election: Hauts de France 1st round = 40.64% - 2nd round = 47.01%; Bohain en Vermandois 1st round = 40.26% - 2nd round = 61.59%).

Figure 1 - Bohain, France

Among the responses it hoped to find to these issues, the Picardy Region chose to take part during the 2013-2015 period in a European project for Global Citizenship Education (GCE) involving the German and Italian partners of this present project.

Among the objectives pursued were the dissemination of the concept of GCE and raising awareness of it among as many young people in Picardy as possible.

At the end of the 3 year-long project implementation period and despite the many successes achieved, it turned out that:

- the **limited number of professionals able to develop GCE projects in Picardy** called on more direct work with social workers who work in the field of non-formal education. This field, also called Popular Education in France, is relatively structured around regional collective movements bringing together youth movements (like the Scouts), national federations and community centres. With associative status and generally working in partnership with local authorities, these community centres provide young people with several types of services including activity clubs, after-school clubs, help with homework, documentary resource centres positioning them, therefore, at the "front line" of local youth policies.
- the concept of Global Citizenship Education (GCE) needed to be further clarified and its contribution to "formal" educational approaches (such as education for sustainable development or citizenship education) further specified.
- Traditional awareness-raising actions, generally characterised by shorter implementation periods, did not achieve the expected changes in behaviour, and therefore, **qualitative approaches were called for over the quantitative approaches that had been favoured up to then**.

For these different reasons, French stakeholders chose to invest in this SoGloP research-action project.

Partnership

In view of the lessons learnt, therefore, the Hauts de France Region selected a **tripartite partnership** made up of:

- the **Region** itself, as a legitimate public actor in the field of youth. Due to its local positioning and its role as pilot of the 2013-2015 European project, the Region, and more particularly its International Relations Department, was responsible for a part of the **negotiations and dialogue with German and Italian partners, for coordinating the activities implemented in France and managing the capitalisation.** The Region called upon the services of a project manager for the monitoring/evaluation/capitalisation aspects of the project and a project manager for the coordination aspects.
- **The Social and Cultural Centre [CSC]** in **Bohain en Vermandois** (municipality of 5,659 inhabitants located 110 km from Amiens, home of the other two partner structures) as an active Youth Services provider. In direct contact with the project's young beneficiaries through its educators, the CSC took charge of the **organisation and practical implementation of the activities** within the project. Identified by the Hauts de France Region during the 2013-2015 GCE project (funding of awareness-raising initiatives), this structure presented the benefits of being receptive to the GCE, of being located in a rural area and of dealing with young people and families generally from disadvantaged social backgrounds. The CSC involved a youth sector coordinator and 4 youth workers / educators aged between 19 and 30 to take part in the project.
- **the Group of Support and Solidarity Association** (GAS) as a specialised stakeholder in the field of global citizenship education. GAS, active for 10 years in the Picardy region, was very strongly involved in the 2013-2015 GCE project implemented by the Picardy Region, whether in the project governance, in the delivery of training services or in the implementation of its own awareness-raising projects. As such, it emerged as the ideal partner for **pedagogical and methodological support for youth workers** from the Bohain Social Centre. GAS also showed a keen interest in the project's

capitalisation process, from a joint perspective of improving its practices and advocacy. GAS involved two project managers for the project.

From the start of the project, the 3 structures began a constructive dialogue in order to match every one's expectations and working context. Throughout the project's implementation, tripartite coordination meetings were organised to enable the planning of activities, the exchange of information related to their implementation, and the evolution of monitoring/evaluation tools. It should be noted here, however, that the constraints on the two associations did not always make it possible to identify common meeting dates, sometimes making it difficult to share information.

Target groups

The French version of the SoGloP project sought to reach regularly available young people to ensure their participation in activities throughout the project, hence the interest in working with Bohain CSC which provides youth activities every day of the week (except Sunday) after school hours.

As mentioned above, the choice of Bohain en Vermandois also made it possible to address young people who are less mobile (geographical isolation and rurality) and with generally fewer opportunities.

Aged 12 to 16, the 11 young people selected all attended the school attached to the Centre. Although one of the young people was of foreign origin (Moroccan), the vast majority of the beneficiaries came from Bohain, as did their families. It should be noted that many experienced complex family situations (single-parent or blended families) and that some young beneficiaries were siblings or step-siblings. Lastly, none of them had previously taken part in any global citizenship education projects.

The selection of these young people took place quite naturally. Most of them, girls, prior to the launch of the project, were a relatively stable and active group within the Bohain Social Centre. The others joined the target group as the project progressed. All of them, however, completed the evaluation questionnaire developed by the project stakeholders.

Objectives

As in the other European territories concerned, it was a matter of measuring the contribution of a Global Citizenship Education programme (GCE) to the acquisition or development of capacities related to traditional educational initiatives. In other words, it was about **demonstrating how a GCE project contributes to the development of capacities among young beneficiaries such as openness to the world, interculturalism, a sense of involvement but also to the development of capacities related to more traditional educational projects (autonomy, self-esteem, initiative taking, group work, seeking information in order to develop critical understanding)**.

Furthermore, the project had the local **objective of observing and analysing a tripartite partnership approach** bringing together at local level a local authority, an association specialized in the field of GCE and a traditional youth stakeholder. From bringing together different working cultures was expected a better understanding of the obstacles and the identification of potential areas for joint work.

Lastly, the project was an opportunity for the International Relations Department of the Hauts de France Region to mobilize and **promote the new expertise acquired within it in terms of a change-oriented approach and capitalisation.** All the French structures involved in the project, and more particularly the Region, have invested a lot of effort in the development of monitoring/evaluation tools and in the planning of the final capitalisation document.

Initial methodology for the project implementation

The Bohain Social Centre structures its service provision around a childcare sector, a family sector and a youth sector. The

young beneficiaries of the project belong to the latter sector and benefit from the provision of regular activities outside school hours (late afternoons and Saturdays), at the centre's premises or at a "centre" located in another neighbourhood. The Social Centre's educational project is part of a process of empowering young people and increasing their sense of citizenship. It therefore seemed relatively easy to tag the SoGloP project onto it. **This meant it was not just about implementing a specific project for a limited period of time but of supporting the youth workers in integrating a GCE dimension into the activities usually implemented.**

To this end, support for the GAS association was planned in order to enable this shift towards GCE through:

- training sessions allowing the acquisition of informative content related to global issues and the discovery of specific coordination tools;
- support for the development of educational content and the observation of changes among the young people.

The role of the Hauts de France Region focused on coordinating the stakeholders, the institutional delivery of the project, the capitalisation process and coordination of the dialogue with European partners. It should be added that it also played a central role in promoting the "change-oriented approach" and making it operational, both between European partners and locally between French partners. Regional staff therefore led the collective work aiming at developing a shared vision, providing a description of the expected final situation and analysis of the situation at the beginning of the project, an analysis required for defining the pathways for change

B) Description of the project implementation

The co-construction of the project

The project was launched at the beginning of September 2016 and the first two months were dedicated to its co-construction with all the partners: the Region, the GAS association and the Bohain-en-Vermandois social Centre.

The purpose of this co-construction was to enable all the people involved to understand and appropriate the "Change Oriented Approach", the expected changes and the objective to be achieved (ideal situation at the end of the project).

Holding a vision workshop[4]

At the beginning of the project, two Regional/GAS/CSC Bohain meetings were devoted to a vision workshop whose objective was to give the project a framework.

i. The first meeting led to:

- **the creation of a common definition of the concept of "active citizenship":**

The purpose of active citizenship is "to live actively together". It is based on certain prerequisites that allow you to:

- Understand economic, social and environmental issues
- Become involved in community life
- Take part in decision making

- **the definition of a common vision of the ideal situation sought at the end of the project:**

"Young people have developed and implemented a project in a collective and supportive way. This project gave them a better understanding of societal issues at local and global level, thus contributing to their openness to others here and elsewhere. Young people have developed their autonomy which makes it easier for

[4] (see Change-oriented approach)

them to take the initiative, increase their mobility and play a part in decision-making. They are recognised as stakeholders in and citizens of their territory."

- **identification of the skills deemed to be a priority for developing certain fields of competences in young people necessary for active citizenship.**

Identification of 4 major skills fields related to active citizenship from specific educational references: GCE, National Education:

- Thinking critically to form a personal opinion, champion it and also develop it
- Participating in community life
- Being open to others in their diversity (living together)
- Being aware of the world around us and global issues of sustainable development

Adaptation of the 4 skills fields using the knowledge and skills frameworks of national education and GCE. The capacities to strengthen in young people have been identified.

- **creation of an overview of the players likely to influence young people**

The point was to analyse the context as it stands today: the positive factors that we can use, the negative factors which we must face, the stakeholders who will support or, conversely, obstruct the drive for change.

This means to identify the different stakeholders involved in the change process and analyse their interactions.

Regarding the objectives of the project, which actors can influence young people? Parents, young people from St Antoine school, the municipality (elected officials and staff), Henri Matisse school (nurses, teachers, director), Bohain's retailers, Media (Ma TV channel from St Quentin, France 3)

ii. **The second meeting led to the completion of the vision workshop**:

- **Pathways for change towards the common vision of the ideal situation were drawn up,**
- **A reflection on the activities to be implemented within the scope of the project to make the best possible contribution to the various changes targeted.**

iii. **Finally, the monitoring and evaluation system was developed at the 1st European seminar**:

identification of change indicators, definition of monitoring and evaluation tools.

- **Identification of indicators**

At regular intervals, monitoring of the changes should give responses to three sets of questions:

- What can we observe? What changes have actually occurred? Does this correspond to the pathways we had identified? Where do we stand in relation to our original vision?
- How can this be explained? What might explain these changes (or lack of change)? What did favour them? What did prevent them to happen? And especially: How was my action useful?
- What does this tell us? How can we improve our action? How can the pathways for change be adjusted?

In order to answer this question, a system for monitoring changes must be established.

- **Implementation of monitoring and evaluation with:**
  - Development of monitoring and evaluation tools: Questionnaire (Italians), Interview (Germans), Observation Grid (French)
  - Organisation of monitoring and evaluation: since the leaders are in close proximity to the young people, it was decided that the

activities would be conducted by one educator while another would act as an observer and complete the observation grid, which is a fundamental element of the monitoring process.

Building the monitoring and evaluation tools

These tools make it possible to observe and measure young people's changes in their representations, behaviours, actions and relationships.

At the beginning of the project, several meetings were devoted to the development of these tools:

i. Development, together with the CSC youth workers, of a table showing the individual profile of each young person as well as a profile of the group.

- **Individual profile of the young beneficiaries:**
  - Age,
  - family and social situation,
  - the reasons why young people come to the CSC,
  - character (dominant, follower, independent, scapegoat),
  - capacity to make their own opinion/capacity to question and analyse a current topic
  - capacity to express their opinion clearly
  - capacity to question their ideas and opinions
  - capacity to take the initiative
  - capacity to be proactive
- Group profile:
  - Interactions between the young people: Are they together at school? Are they friends? Are there subgroups, relationships of domination, tensions within the group, aggressive behaviour, leaders?
  - Capacity to work in a team: do they listen to each other? Do they reach compromises? Is it always the same people making the decisions?

ii. Building of a table of capacities to be consolidated

In order to be able to evaluate the changes among the young people, the partners (Region, GAS, CSC) worked together to specify, for each of the capacities identified, the initial situation of the young beneficiaries, the final situation that we want to get to, the stages of change through which we pass and the activity pathways to be implemented to achieve this. (See table)

iii. Developing an observation grid

As agreed during the 1st European seminar, the Region and GAS developed an observation grid which aimed to be an observation tool and allow the observer to transcribe the behaviour of the young people during the activities. This grid was then presented to the CSC for amendment and validation.

A discussion about how to use this grid allowed several prerequisites for observing young people to be looked at: the need to involve two youth workers for each activity in order to clearly distinguish the roles of animator and observer; the importance of ensuring that the young people do not feel observed/evaluated.

Implementing the project

This relates to:

- The educational approach of the project
- The Region/GAS/Bohain CSC Partnership
- The use of monitoring and evaluation tools
- Training and activities provided by GAS
- Activities prepared and implemented by CSC youth workers
- The results obtained

The educational approach of the project

The project was based on the assumption that the team of CSC youth workers was familiar with the concept of GCE and project management. GAS and the Region felt that their role would be to support youth workers in giving "traditional" CSC activities a GCE perspective.

Then, GAS had to:

- consolidate the knowledge of the youth workers in GCE and provide them with leadership tools via training sessions,
- support youth workers in developing educational content and observing changes in the young people.

However, the initial assumption was wrong. The leaders were not fully in control of the project management and had little understanding of the GCE concept. They therefore found it difficult to understand and claim ownership of the project and GCE topics discussed.

The Region and GAS noticed this after having analysed the observation grids from the first two months of activities. They actually found that the activities implemented by the educators with the young people only concerned capacities related to group dynamics and interaction and did not address, or only in a very narrow way, the capacities identified at personal and global levels.

The Region and GAS then suggested a new educational approach to the CSC aiming to facilitate the transmission of the concept of GCE to the leaders and to allow them to acquire greater ownership of the project : work to simplify the monitoring tools was carried out, additional training sessions were provided, meetings were organised to look in more depth at specific GCE issues and numerous documents and links to specialised websites were sent to the youth workers to provide them with content on the GCE issues they wanted to address.

In addition, significant support was provided for developing and implementing activities: GAS therefore proposed structuring the last 3 months of the school year around 3 thematic educational sequences including:

- A training session,
- A meeting with a third party or external stakeholder
- An activity time with young people
- A sharing time (with specific outcome) facilitating evaluation of what they have learnt

These sequences, in some way imposed and contrary to the original option of providing GCE content to traditional CSC activities, did not bear fruit in the end because of:

- Difficulties encountered in involving external stakeholders,
- A certain lack of involvement among the young people,
- The youth workers' wish to answer this lack of involvement by organising activities outside the GCE project,
- each person's schedule and constraints

However, although the implementation of the activities as originally planned and as a result the observation of changes among the young beneficiaries was hampered by an incomplete understanding of the GCE, the project had a positive impact on the youth workers as evidenced by the following excerpts.

Feedback from the leaders and the director of the CSC concerning the educational approach of the project:

The Region and GAS brought new methods of work that enriched the practices of the leaders. They learnt how to work in project mode, reinforced their knowledge in many GCE issues, learned to approach some issues from a different angle and question their attitudes.

Catherine Roi, Director of the CSC: "The project methodology and the observation approach challenged the professional practices of the educators. This

contributed to a process of internal progression [...] There is a clear difference between the educators who took part in the project and those who didn't. The first evolved their attitudes and ways of doing things, they are more professional [...] The project encouraged the educators to take a step back and question their professional practices."

According to the coordinator and the youth workers themselves, the following developments are directly linked to the project:

- Capacity building in elaborating an educational sequence aimed at strengthening the capacities of young people and contributing to the understanding of the world around them.
- Development of their knowledge of the GCE: having to carry out GCE activities prompted them to research (research on the internet) and increase their curiosity.
- Strong evolution of the youth workers:
  - in their attitude (autonomy, self-confidence, taking the initiative, a sense of their task in terms of education and citizenship, bringing a new perspective considered to be very positive), more attentive to and understanding of young people, evolving from a relationship based on being "friends with young people" to a position of educator.
  - in their vocabulary
  - in their representations - A certain openness, a broader outlook
  - in their personal life (reuse of their knowledge within the scope of the training ...)

The Region/ GAS/ Bohain CSC Partnership

Each partner had a clearly defined role:

- The Region was in charge of coordinating the activities implemented in France and managing the capitalisation,
- The Bohain en Vermandois Community and Cultural Centre (CSC) was responsible for the organisation and practical implementation of the project activities,
- The GAS Association was in charge of the educational and methodological support of the CSC youth workers. GAS has also played a part in the capitalisation process of the project.

All the partners made themselves available, as much as they were able, to successfully implement the project. Despite the difficulties encountered, this tripartite partnership gave real added value to the project and brought interesting results. Regular discussions took place throughout the project:

- **Monthly tripartite coordination meetings** were held in order to assess:
  - the GCE activities implemented by the CSC with young beneficiaries
  - the upcoming GCE activities
  - GAS training session
  - the use of monitoring and evaluation tools to observe the changes in young people
  - the preparation of seminars
  - the role of each person
  - the well-being of everyone in this project

Observations: these meetings enabled the partners:

- to highlight the difficulties encountered by the CSC concerning the use of the observation grid and the involvement of young beneficiaries,
- to adjust the methodological approach in order to facilitate the ownership of the project by the youth workers.

- **Regular telephone interviews**
  - Between the CSC and GAS: youth workers often called on GAS to support them in the preparation of

GCE activities (provision of educational content, advice, etc.)

- Between the CSC and the Region: after each activity implemented by the youth workers, a telephone interview was scheduled to review the objectives of the activity, its progress and the changes observed among the young people.

➢ **Frequent exchanges of emails between partners**

This concerned the organisation of meetings, the sending of educational and thematic content, etc.

➢ **A project progress assessment was produced in the middle of the project**

Objectives:

- Allowing the youth workers to take a step back and question their practices
- Evaluating the level of understanding and ownership of the project by the youth workers
- Having CSC youth workers' point of view in relation to the project:
  - the project objectives,
  - the monitoring tools,
  - European seminars,
  - the GAS/CSC/Region Partnership
  - the preparation of activities,
  - leadership tools,
  - the role of the youth workers,
  - the GAS training sessions
  - the changes observed in the young people
- Collecting the data on the changes observed to feed the capitalisation

Observations: This midterm reporting meeting provided lots of lessons for the capitalisation of the project. Leaders spoke freely about the difficulties encountered in terms of understanding the project as well as in the implementation of GCE activities and observation of the changes in young people.

But it also highlighted that the project clearly contributed to increasing the youth workers' skills (see a. Educational approach of the project) and contributed to certain changes among the young beneficiaries (openness, curiosity, vocabulary…).

The use of monitoring and evaluation tools

The questionnaire

It was completed by each of the young beneficiaries at the start of the project and then submitted again to the young people at the end of the project to measure the changes in their representation and behaviour.

Unfortunately, it did not give convincing results. The vast majority of GCE activities actually took place during the first half of 2017 yet the young beneficiaries ended up completing the questionnaire much later.

The observation grid

Following the first activities implemented by the youth workers, and after observation of an activity by GAS as well as the analysis of the first observation grids, the Region and GAS made the observation that:

- the observation grid was not appropriate: the grid was too long to fill in because it related to all the capacities identified, while not all of them were covered during each activity; the questions were asked in such a way as to encourage yes/no responses when descriptions of changes in youth behaviour were expected.
- The youth workers could not transcribe what was happening during the activities (content of the activity, youth behaviour, discussion/debate that took place) because they did not necessarily think about the capacities to be consolidated.

Therefore, despite the good will of the youth workers to complete these grids, it turned out that they were of little or no use for capitalisation.

The Region then developed a simple-to-use observation tool that focuses on behaviours that indicate a change (positive or negative) in young people,

This observation sheet, presented and validated at the 2nd European seminar, included the following elements:

- The description of the behaviours that show that there is a positive or negative change with regard to the change expected
- In what way did a certain activity or leadership tool or educational resource enable this change?

It was completed by an activity sheet, proposed by the CSC leaders, which included:

- the names of the young people
- the GCE issue considered (what message/questioning do they want to pass on to young people?)
- the changes expected
- the roll-out of the activity with the sub-activities and the teaching resources used (geographical maps, profile maps, video, photo language cards, etc.)
- the positioning of the youth workers: numerous interventions or not, leadership of a debate or not, conflict management?
- the beneficiaries' point of view: did they like it? Why?

The first objective was to enable the leaders to better identify the capacities to be consolidated and the stages of change to work towards while the second objective was to undertake in depth work on a GCE issues that could play a central role for many activities.

GAS training sessions provided to CSC leaders

Although already involved in some education for citizenship and development projects, the team of educators from the Bohain en Vermandois community centre had little knowledge of GCE and wanted to receive training. GAS therefore offered them several training sessions in the first half of 2017.

i. "Introduction to Global Citizenship Education-GCE" training session

Objectives of the training:

- ✓ clarifying the terminologies and concepts;
- ✓ introducing the issue of global inequalities and interdependencies;
- ✓ changing the attitude of the youth workers in a GCE context;
- ✓ presenting relevant leadership tools for ownership.

ii. Training on the theme of sustainable development - focus on food

Objectives of the training:

- ✓ providing keys for understanding sustainable development through a focus on food;
- ✓ presenting relevant leadership tools for ownership

iii. Training on the fight against discrimination

Objectives of the training:

- ✓ Understanding the mechanisms that lead to discrimination in a psycho-social dimension
- ✓ Reflecting and observing by offering an analysis of professional practices
- ✓ Acting and building relationships as well as tools for empowerment and giving individuals the power to take action

iv. Training on Media education and gender equality

Objectives of the training:

- ✓ Raising awareness about the importance of knowing the origin of information, of being informed, of comparing information and using a variety of sources, in short, deciphering the media
- ✓ Objective: Raising awareness about the influence of the media on the way we think about interactions between girls and boys, between men and women:

v. Training on Media education (cont'd)

Objectives of the training:

- ✓ Looking at representations of Africa, Asia and Europe in the media

- ✓ Highlighting the strategies used by the media to influence the target audience and creating distinctions, potential sources of discrimination (e.g. prejudices long embodied by the infantryman of Banania; impact in Africa of the "model" of the slim, fair-skinned, straight-haired woman).
- ✓ Warning about methods of disinformation, especially on the internet.

Feedback from the leaders:
These training sessions allowed the leaders to explore new leadership tools and to consolidate their knowledge on themes which they then looked at during the activities that they carried out with the target group of young people.

Activities developed and implemented by CSC leaders with the target group of young people

The CSC leaders chose to propose young people themes that are important to them: migration; discrimination, stereotypes and prejudices; media education; organic farming and fair trade. These activities were supplemented by meetings/activities led by local stakeholders who are specialised in these topics.

1. The Step Forward

Theme addressed: **migration** and more particularly former and recent immigration, professional mobility projects, the existence of different social categories of migrants.
Objectives of the activity:
- To enable young people to become aware of the inequalities in accessing fundamental rights, between countries, but also within the same country;
- Work on representations and deconstructing stereotypes;
- To make people understand what it sometimes implies for a person to belong to certain social or ethnic minorities and the resulting consequences;
- To experience empathy.

Capacity focused on: Being able to accept social diversity and differences (cultural, social, sexual)
Observation: Young people looked at why some moved forward while others did not.

2. The Moving Map:

Educational tools to address the issue of **migration** in the world.
Objectives of the activity:
- Making it clear that every family has already experienced a displacement at a given moment,
- Recognizing that borders do not prevent people from moving,
- Recognizing that we are citizens of the world

Capacity focused on: Being able to understand and accept social diversity and differences (sexual, social, cultural, etc.)

Observation: the young people are not aware of the origin of their parents and grandparents, but this game made them want to learn about and look more deeply at this issue with their family.

3. Werewolf Citizen

Objective: Understanding what forms of **Discrimination and exclusion mechanisms** are at play in a society.
Capacities focused on:
- Capacity to express one's opinion and present it clearly
- Being able to cooperate
- Being able to understand and accept social diversity and differences (sexual, social, cultural, etc.

Observations: Young people were made aware of the existing discrimination in our society. Young people realised that they could be discriminatory against certain people in their spheres. They became aware of the aggressiveness induced by their vocabulary or their behaviour sometimes involuntarily.

4. Consideration of the 4 images in the CCFD awareness campaign:

Objective: Challenging the **stereotypes and prejudices** of the participants

towards others ("developing countries" inhabitants) and minorities, and studying the images and associations evoked by the portraits.
Capacity focused on: Being able to accept social diversity and differences (social, cultural, sexual).
Observations: this activity achieved its goal by building awareness in young people of certain prejudices and the need to go beyond the simple image.

5. Euro-rail

(see also Annex – Good practices)

Theme addressed: **discrimination** (stereotypes and prejudices)

Objectives:
- Reflecting on the different perceptions of minorities among the participants.
- Making participants aware of the limits of tolerance.
- Confronting the values and stereotypes of the participants.

Capacities focused on: Capacity to express one's opinion and present it clearly + Being able to cooperate + Being able to accept social diversity and differences (social, cultural, sexual).

Observations: This game gave young people the opportunity to express their prejudices and allowed these to be debated in a constructive way. Young people have become aware of the fact that you should not judge others about their appearance and that it is important to know people before making a judgement. Some have become aware of what the term "racist" really means and what it means to use it.

6. Kif-Kif (giant goose game)

(see also Annex – Good practices)

Objective: Making the young people aware of the **differentiated education of girls and boys** at school and in society in general

Capacities focused on: Capacity to express one's opinion and present it clearly, being able to cooperate, being able to accept social diversity and differences (social, cultural, sexual).

Observation: The young people became aware that their opinions are often influenced by those around them and in particular by their parents and the media. The young people learnt to listen to each other and accept everyone's opinion without judging or responding.

7. Chair Game

Theme: t**he distribution of the population and the distribution of global wealth:**

Objective of the activity: Addressing imbalances (between economic sharing and demographic distribution) between the "continents" of the planet.

Capacities focused on: being able to cooperate, being aware of global interdependencies

Observation: Young people have erroneous demographic representations (many in Europe and in the USA) many prejudices about Africa (e.g.: "Africa is all desert, there are no roads, no electricity").

This game made them aware of the reality of African life and removed certain prejudices. They also became aware of the weight of Asian populations around the world.

8. Cosmetic workshop

Objective: Discover ingredients that come from **organic farming and fair trade** by making masks for moisturising the skin.

Capacity focused on: being aware of global interdependencies, being aware of your legitimacy to act in your surrounding environment

Observation: Discussion on the provenance of cosmetics. The young people were made aware of the importance of using natural products.

9. Tasting of seasonal fruits and fruits of the world

Objective: Getting to know the various fruits in existence and their origin. Focus on "**Eating local**" and **food waste**

Capacity focused on: Being aware of global interdependencies, being aware of your

legitimacy to act in your surrounding environment

Observation: the young people were made aware of:

- local consumption with local food networks, seasonality and organic farming
- food waste in relation to damaged fruits

10. Catering event

During the school holidays, the Community Centre recruited some young people to organise a themed meal for the general public (mainly the families who benefit from the centre's activities).

Objective: Looking at **independence** and **self-esteem**.

A group of 5-6 young people went shopping, another prepared the meal and the dining hall, another waited tables, and coordinated the evening; the menu was selected in accordance to the allocated budget.

25 participants came to eat. The evening was brought to life with music, dancing and lights...

During the preparation, work was done on the shared link: division of labour and the need to rely on each other.

During the evening: Work on the vocabulary register and behaviour when serving and greeting people.
Capacity focused on: capacity to cooperate

Observation: the young people got involved, they learned how to work together, they dispatched p the roles and helped each other when there were difficulties.

11. Meeting with a reporter from Ma TV, local channel in St Quentin

Objective: Developing a **critical mind**

Discussion around:

- The influence of the media on opinion
- The need to develop critical thinking: cross-referencing information sources to avoid fake news
- The diversity of the media and their subjectivity because of their political leanings

Observation: The young people themselves prepared the questions to ask the Ma TV reporter which developed their skills. The leaders then discovered that the young people were more involved and focused, listening to each other and asking questions.

12. Visit to the newspaper "Le démocrate"

Le Démocrate is one of the last newspapers in Western Europe to be printed in lead on a rotary press.

The group of young people was therefore able to find out about the various professions inherent to this type of journalism from another century, some of which barely exist anymore today: linotype operator, typographer and rotary press operator.

Observation: This visit enabled the young people to become aware of the way the media and the work of journalists have changed. They demonstrated curiosity and behaved impeccably.

13. Activity by the association En Savoir +

Objective: Questioning young people about their **consumer habits**, especially with regard to the electrical and electronic objects they use every day: social, environmental, economic and health issues and impacts. Giving young people the keys of analysis and understanding to enable them to consider changes in practices.

Theme addressed: Consumption, management and processing of electronic and electrical waste.

Observation: The young people were interested in the activity. They understood the main issues related to the construction, use and recycling of technological devices

14. Activity by the Picardy fair trade association

Objective: Making young people aware of **Fair trade**

How the activity was rolled out: After a presentation about what fair trade is with a reminder about sustainable development, the young people were able to enjoy orange juice, dried bananas, organic apple juice, cookies, prunes and hazelnut chocolate that were all fair trade.

Observation: The speakers did not have an educational style adapted to young people (too much talking and not enough fun activities). The young people just enjoyed the tasting.

Feedback from the leaders about the preparation of GCE activities

Despite the availability of leadership tools and educational content, leaders encountered difficulties in developing GCE activities.

Indeed, they were not used to or trained in spending so much time preparing the activities for the young people. And having to bring GCE content into the preparation of the activities forced them to carry out additional research and find time for collective work.

The leaders saw it as an additional burden but also as an opportunity to increase their skills and teamwork experience.

Results obtained

The indicators defined at the beginning of the project are particularly difficult to verify because of the context in which the project took place:

- Within a community centre, in an informal education setting, where young people have no obligation to come. At the end of the project therefore, the leaders were faced with a defection of young people which, according to the Director of the CSC, is currently affecting all community centres; these centres must rethink the way they welcome young people,
- With young people who have the fewest opportunities and are in an age bracket in which you can observe a significant personality change in just a few months (the terrible teens).

Hence, there is some difficulty in assessing the changes in young people from where they started from. It is even more difficult to estimate the changes related to the SoGloP project given that, according to the educators of the CSC, some young people have "regressed" in their general behaviour (external influence).

Moreover, in order to evaluate the changes in the young people, it seems important to refer to the UNESCO text which defines GCE around 3 words:

- Inform: raise awareness, give access to less conventional information, question, etc.
- Increase understanding: develop a critical eye, promote stepping back to see the bigger picture and forming an independent opinion, etc.
- Promote action: support individual or community commitment, in favour of a more united, fairer and more sustainable world.

Regarding this definition, it can be seen that the GCE activities carried out made it possible to "inform" the young people and to "make them understand" the issues, but no activity made it possible to "encourage action".

This meant that some of the capacities that had been identified at the beginning of the project were not consolidated.

This concerns "Being able to take the initiative, being involved in an approach/a project", "Being aware of your legitimacy to act in your surrounding environment", "Being aware of your legitimacy to act at the global level".

Nevertheless, the Director of the CSC expressed her overall satisfaction with the effects that the project had had on the young beneficiaries. She was able to see that these young people were "*more open, more curious and more interdependent, whereas in the population of Bohain there is generally something of a local withdrawal and inertia.*"

The director added that "curiosity means psychological mobility, it is being able to

imagine that something else exists" [...] "Thanks to the project, other places interests the young people. They are no longer unwilling to leave Bohain unlike most of the population which has a significant problem with mobility" (the town of St. Quentin, located a few kilometres from Bohain. seems very far away to them).

When asked about the changes they have seen in the young people, the youth workers mentioned the example of a visit made during the 2017 November school holidays to La Coupole, a historical centre and 3D planetarium about the discovery of the Universe located in Arras: Given the theme, the leaders thought they would have very few people signing up. But when they suggested this visit to the young people, all the participants in the project wanted to go.

During the whole day of the visit, the young people demonstrated a lot of interest and curiosity. In addition, their behaviour was exemplary, something that hadn't been seen before.

For the leaders, the behaviour of the young people during this visit showed a real change from visits prior to the project which had not gone very well at all: the director cited a visit to the Louvre in Lens, during which the young people's behaviour was so deplorable that they were expelled after a few minutes.

These changes in the behaviour of the young people, in terms of interest and curiosity, were also noticed by the teachers of Henri Matisse school where the group of young people are educated, confirming the claims of the CSC team.

The GCE activities implemented, the themes addressed (discrimination, prejudice, media education, responsible consumption), meetings with third parties, giving responsibility (the evening meal) organised within the framework of the project have clearly contributed to some positive changes in the young people.

The capacities that have been consolidated are:

- **Capacity to question, analyse and select information:**

  Media education was the guiding theme of the GCE activities for young people of the CSC, and the youth workers saw a real change in the young people as they developed a critical mind:

  At the start of the project, the youth workers described the young people as not expressing any particular interest for the news, concentrating only on the headlines, and not taking the initiative to go and identify the sources or to cross-reference the information to make sure of its veracity.

  At the end of the project, the educators noticed that the young people were more open to what was going on around them, that they had an interest in national news. In addition, when they read information on social media, their natural instinct was to check it by cross-referencing the sources of information. E.g.: if they read on Facebook that a celebrity has died, they will go and find out whether this is true or not on the TV.

- **Capacity to express one's opinion and present it clearly.**

  The leaders found that young people use more formal language and are now able to hold a conversation with an adult and express their opinions. Furthermore, they have the courage to express their disagreement with a certain thing whereas before they followed the group.

  The leaders believe that this shows increased self-esteem and confidence.

- **Capacity to understand what influences their opinions (parents, media, friends);**

  At the beginning of the project, the young people regularly repeated the comments and points of view of family and friends or the media without realizing that these weren't their own ideas or without questioning them. These were often racist comments.

In addition, the youth workers had difficulties with some of the parents when they addressed global themes such as migration with the young people.

In this context, the French presidential elections of May 2017 which, in the 2nd round, put a centrist candidate against an extreme right-wing candidate, gave the leaders an opportunity to discuss racism with young people.

During this discussion, one of the 12-year-olds mentioned that if she were old enough to vote, she would vote for the far-right candidate because she is racist because "there are too many foreigners here, they're taking our jobs. The leaders then made her aware that, since she does not work, these ideas can't be her own and must therefore come from her parents.

In addition, one of the group members, of Moroccan origin, pointed out that if she was really a racist, they wouldn't be friends. After explaining what the word "racist" means, the young girl reviewed her position: "Actually, I'm not a racist".

More generally, the various discussions, activities and meetings organised within the scope of the project enabled the young people to realise that they are influenced by their parents, their friends and the media.

- **Being able to cooperate**

The target group of young people had known each other for a long time and, since they are very often together, the youth workers did not find it particularly difficulty to get them to work together. They noted however that the young people were more attentive to each other and that they debated and negotiated more with each other when there were decisions to be made.

- **Being able to accept social diversity and differences (social, cultural, sexual, etc.)**

It is important here to note the importance that social diversity and peer dialogue play in changing a group. The GCE activities actually implemented with young people constitute a basis for open discussions between the young people and the youth workers but also between the young people. The group of young beneficiaries is relatively homogeneous in terms of social origin but one of the young people is of Moroccan origin and, most of the time, it was her who made the others reflect on their representations and prejudices. These discussions seem to have changed the young people.

The educators therefore noted a greater openness to social diversity. Being faced with types of people very different from themselves during the GCE activities (A step forward, Euro-train) led them to ask themselves questions. For example: Following the Euro-train game, one of the young people did some research to find out about the country of origin of one of the characters.

Today, when they meet people different from them, they are more attentive to what they say and how to say it. They are less reluctant to interact with people from different cultures.

One example is the discussions they have with young people from the Romanian community of Bohain, which was not the case before. During these discussions, they learned the difference between a nationality (Romanian) and a cultural identity (Roma).

- **Being aware of global interdependencies**

The young people have begun to become aware of the impacts of their daily lives on a global scale. Thanks to the project, they have understood that what they consume (food but also clothes, NICT, etc.) very often come from far away. They have become aware of the often-deplorable working conditions of the workers who manufacture the products they buy and they now look at the labels on their

clothes to see where they come from. They also discussed the problem of waste treatment, which enabled them to understand the benefits of recycling. Finally, they became aware of the discrimination and prejudices that exist in the world and the fact that they tend to convey these in their everyday lives.

Unexpected results

The project has contributed to a change of opinion by the mayor and Henri Matisse school about the CSC.

The fact that the CSC conducts European projects such as SoGloP, with recognized partners such as the Region and GAS, have brought a certain legitimacy to the CSC and have changed the view of the school teachers who recognise the added value that the CSC brings to youth education.

The project is undoubtedly among the various elements that contributed to the personal journey that led some youth workers to embark on their own professional development (degree level training). The educators do indeed recognise that the project has allowed them to develop new skills and take a step back with regard to their mission as leader / educator.

Difficulties

Using similar monitoring and evaluation tools and capitalising on good practices that can be reproduced when the different European projects involve audiences of different ages, have different objectives or different durations. The question is: how to work with identical approaches using different tools (but adapted to the target audience)?

Recommendations

- To involve more young people in the European dimension of the project. The young people were not aware that they were participating in a European project. Organising a European event where all the young beneficiaries of the project could meet up would better mobilize young people throughout the project. The same is true for the youth workers.
- Involving parents in the project since they are the first people to witness the changes that take place in their children. Having their feedback on the changes they observed would be a plus.
- A project whose objective is to measure changes must be a long-term one.
- Working further upstream of the project with the youth workers to ensure a grasp of the concepts and sharing of a common working culture.

Italy

A) General description of the project

Diagnosis

In Italy, the issue of youth unemployment is unresolved from a long time and, during the last years, it has returned to making news at national level.

The fulfilment of Youth Guarantee Programme has favoured the decrease of youth unemployment rate from 39.3 %, registered at the beginning of 2016, to 31.5 % at January 2018. Nevertheless, it represents an alarming matter.

Also, in the territory of Marche Region, the registered rate shows a decrease: the employment and unemployment rates for the various age/gender groups display similar conditions to the country average.

"Working condition" is related with social integration and existence. In fact, unemployment, and especially long-term unemployment, causes economic problems and can determine the lack of interest by the individuals to the labour market. It represents the first step towards social exclusion and poverty.

Young people who spend years without finding a regular job, going from adolescence to mature age without developing professional skills or working experiences, suffer a marginalization process remaining outside of any social participation process.

In line with the goals of SoGloP project – aimed to reinforce skills of youngsters with less opportunity giving them the opportunity to participate and being active in social processes with a GLOCAL perspective – Italian project partners have identified those called “Young people in search of first job opportunity” and “Youth workers belonging to third sector’s associations”, who cross this particular target, as final beneficiaries of their activities. The Italian partners developed a theoretical and practical training course:

1. Firstly, addressed to the Youth workers with the aim to reach the youngsters final beneficiaries;
2. Secondly, helping Young people in search of first job opportunity to be aware about their potentialities as active participants in their local context.

Starting from a reflection about their life path and their talents and experiences, it is possible reviving their involvement in social issues and job seeking. In this way, the Italian activities will allow the reducing of the risk that unemployed young people remain trapped in a state of inactivity, failing to fully utilize their own resources and the opportunities offered by this society, putting themselves into a progressive rejection from the society and in isolation state.

Partnership

A strategic partnership was formed in the Marche Region with:

- Marche Region: Development & ECT Cooperation Dep.T Office of the Marche Region has played the role of coordination of project activities and partners. It has carried out monitoring and evaluation activities at the local level, together with Marche Solidali.
- Marche Solidali: the network of over 30 non-profit organizations, operating in the Marche Region, which deal with international cooperation and solidarity coordination, has designed and implemented the regional pilot action, thanks to the involvement of expert staff from the Third Sector.

Other actors involved locally to carry out the activities are the following:

- Informagiovani: free information centres providing job guidance to young people with an orientation of work and training opportunities and cultural events. During the project they promoted the local activities through their communication channels.

- Centro Servizi Volontariato: an organization which offers free advice on voluntary associations with the objective of obtaining a qualification. During the project they introduced the possibilities of European volunteering to the young people and hosted some of them for volunteer experiences in the member associations.
- - Centro Informazione Educazione allo Sviluppo Onlus: a non-governmental organization which promotes the values of solidarity and cooperation. It organises workshops in schools, trainings for children and adults, exhibitions and seminars. During the project they carried out all the training activities.

The partners were selected because they represent, at a local level, the most important networks planning and implementing activities for young people.

Target groups

Target group 1 - Youth workers	**Target group 2 – Young people in search of first job opportunity**
Training 18-35 years, 8 female – 1 male	**Training** 18-29 years, 6 female – 2 males **Volunteer experience** 18-29 years, 6 female – 1 male **Revision of CVs taking into account each young people's personal experiences** 18-29 years, 6 female – 1 male

Objectives

The general aim of the Italian activities was to develop an innovative approach to Global Citizenship Education for young and disadvantaged people and to encourage them to consider themselves as active Global Citizens and orient themselves in a globalised world.

The specific objectives were:

- to involve youth workers belonging to associations of the "Third Sector" in the Marche Region, with the innovative method on GCE, and train them to work with the young people with less opportunities;
- to train young people looking for their first job, to reflect and how their skills could best be used in the workplace

Initial methodology for the project implementation

Target group 1 - Youth workers	Target group 2 – Young people in search of first job opportunity
Training The methodology used was Digital Storytelling (DST), a widely tested technique which helps to re-elaborate a life experience using digital editing. The DST may be defined as a combination of traditional storytelling with new technologies. A digital story is a short tale of an event which integrates two different styles of language: narrative and screenplay. The result is a video-story with a limited and well selected range of media tools (images, short video-clips, soundtrack and particularly voice-over of the storyteller) and a powerful potential to disseminate life stories and experience using web. The use of DST has proven very effective in fostering self-confidence and in building trust within groups. Team work to realize collective digital stories, or a selected story among the different ones shared, has showed a strong potential to improve communication and respect, by highlighting the different skills each one can put in place (writing, digital skills, expressive reading, musical skills, choice or production of photos) to realize a valuable collective work.	**Training** The methodology used was Digital Storytelling. The model of "The hero's journey" by J. Campbell, was chosen as a symbolic scheme to tell stories and as a framework to inspire self-reflection. **Volunteer experience** The methodology used here gave each young people the opportunity of 40 hours of voluntary work experience within a Third Sector associations, in order to increase skills, motivation and self-awareness. **Revision of CVs taking into account each young people's personal experiences** The methodology used was through group activities, reworking of the training-on-the-job experience (storytelling and self-analysis). One-to-one activity, CVs reviews and creating a professional profile.

B) Description of the project implementation

The project's collective building (schedule/calendar)

Target group 1 - Youth workers	Target group 2 – Young people in search of first job opportunity
Training *May 30, 2017* 10:00-10:30 Introduction 10:30-11:30 Presentation and Ice-breaking 11:30-11:45 Vision of digital stories 12:00-14:00 Digital Storytelling: origins, applications, characteristics 14:00-14:40 experimentations: story circles 14:40-15:10 Storyboard (group work) 15:10-15:30 Copyrights and creative commons 16:00-17:00 Imagine and music search (group work) *May 31, 2017* 10:00-11:00 Video-editing tools 11:00-11:30 Video editing (group work) 12:00-14:30 Digital Stories finalisation 14:30-15:30 Sharing of the digital stories 15:30 -17:00 Creation and sharing of the program for the youngsters training	**Training** *July 4, 2017* 09:00-10:00 Registration of participants and questionnaires 10:00-12:00 CSV Marche presents good practices of European networks 12:00 - 13:00 Presentation and introduction to the Digital Storytelling methodology 13:30-17:00 "The hero's journey": a model to tell stories (by J. Campbell) 17:00-17:30 Sharing and Debriefing *July 5, 2017* 09:30-13:00 Key competences and active citizenship: volunteering as an opportunity to improve personal and professional skills 14:00-17:00 Tell your journey: from individual to global citizen What is the direction of your way? What challenges have you faced? How did you overcome them? 17:00-17:30 Sharing and debriefing *July 6, 2017* 09:30– 10:30 Ice-breaking and story circles 10:30 – 11:15 The rewriting of the history 11:15 – 12:15 Technical indications on digital storytelling 12:15 – 13:30 Storyboard creation 14:30 – 17:00 Imagine and music search and ending of the storyboard 17:00 – 17:30 Introduction to video editing techniques *July 7, 2017* 09:30 - 09.45 Ice-breaking 09:45 - 11:00 Structure and operation of the video editing program 11:00 - 11:30 Reading exercise in pairs and recording of the narrating voice 11:30 - 13:30 Assembling digital content 14:30 - 16:00 Creation of digital stories 16:00 - 17:30 Group sharing of digital stories **Volunteer experience** From July to September 2017, 7 Young people in search of their first job opportunity, have practised a volunteer experience at the following Third Sector Associations: Croce Verde, Deafal NGO, GUS, Perigeo, L'Africa Chiama, L'equilibrio.

	Revision of CV taking into account each young people's personal experiences *September 26, 2017* 9:30 - 11:30 plenary 11:30 - 13:00 1° job interview (Laura Pacilli) 14:00 15:30 2° job interview (Elisa Cesaretti) 16:00 - 17:30 3° job interview (Jessica Serva) *September 27, 2017* 9:30-11:00 4° job interview (Erica Scatizza) 11:00 - 12:30 5° job interview (Champa Piersantelli) 14:00 - 15:30 6° job interview (Riccardo Giustozzi) 16:00 - 17:30 7° job interview (Giulia Sandroni)

Activity description

Target group 1 - Youth workers	**Target group 2 – Young people in search of first job opportunity**
Training The beneficiaries were Youth workers involved in Third Sector's associations, particularly in the areas of solidarity and international cooperation, migration, volunteering and social activity. The activity training undertaken with the youth workers, gave them new tools to use in their work with young persons in order to increase their skills and their understanding of "glocal" dynamics, also in order to enter to the workforce. The activities were organised as follows: a. a first step with ice-breaking and presentation activities, a general presentation of the methodology (DST) enriched by the vision of some DST already realized, a brief theoretical session on the educative using of the methodology; b. a direct technical experimentation, with the creation of digital stories by participants; c. a moment of sharing of the digital stories created; d. a general reflection on how setting up the program for the training with youngsters	**Training** The beneficiaries were Young persons in search of their first job opportunity and currently not engaged in work or studying. They may not have developed professional skills or work experience and suffer a marginalization process, remaining outside of any social participation process. The activity training undertaken with the young people in search of first job opportunity used DST methodology as a tool to inspire reflection on the personal growth path of the participants. The first step was to achieve consciousness about themselves, to focus on their strengths and weaknesses. The thematic tackled during implementation was "The hero's journey" model (by J. Campbell), used as a framework to inspire participants to tell their personal growth story enlightening obstacles, challenges and resources. This reflection was the core of the workshop and the input to create the Digital Stories. The focus on themselves helped participants to highlight the key challenges encountered in their life and how they faced them, using internal or external resources. Moreover, self-reflection has been linked to the capacity to recognise their own abilities and be able to express themselves confidently. Some information about the European recommendation on key

Two of the youth workers who participated in the training, were selected to carry out part of the training aimed at young people looking for their first job. The selected topic was "why and when I decided to do this job". Starting from this point the group has deepened the new methodology to use in an educative perspective, as important tool to talk with youngsters and create a space of reflection with them.	competences for lifelong learning have been shared, especially to underline the value of informal and non-formal learning opportunities, in addition to formal education, to improve personal and professional skills. **Volunteer experience** The young people had two weeks (40 hours) volunteer work experience with different members of Marche Solidali and CSV Marche, operating in solidarity and international cooperation, migration, social agriculture, childcare and disability. **Revision of CVs taking into account each young people's personal experiences** The young people participated in a course, held over two sessions. Was taken up with group activities, presentations, ice-breaking questions, a discussion of their experiences during volunteering in terms of skills learned and knowledge improved. We identified strengths and weaknesses of their experiences and how they managed the situations in order to enhance their self-efficacy confidence. During the one-to-one activities, starting from the CVs of every participant, we started drawing up a professional profile and we provided career guidance (job search, interview training, letter of introduction).

Projects evaluation

Target group 1 - Youth workers	Target group 2 – Young people in search of first job opportunity
Training The pilot project experience was a great opportunity to test the efficacy of Digital Storytelling methodology in a Change oriented Approach. The group had participated to the assessment phase through two different tools: questionnaire and interview. The questionnaire has been delivered at the beginning and at the end of the experience with the propose to the measure the change. The outcome has highlighted the results in terms of awareness about Global Citizenship Education and the connexion between personal situations and social dimension.	**Training** The group had participated to the assessment phase through 2 different tools: questionnaire and interview. The questionnaire has been delivered at the beginning and at the end of the experience with the aim to measure the change. The outcome has highlighted the results in terms of awareness about Global Citizenship Education and the connexion between the personal situations and social dimension. The training was very effective creating an emotional involvement between participants, an ideal condition for using DST methodology.

The participants were enthusiastic expressing their willingness to use the methodology and its tools in their daily work and repeat the experience in other contexts. A key moment during the training was surely sharing the digital stories at the end of the training. This exchange has created a very moving situation and a context of support and affinity among participants. The working group was important in encouraging participants to cooperate, to consider a fellow's story as a treasure for all the group, and to let them see their fellows in a different light (e.g. appreciating the technical skill or reading/writing abilities of the others). In order to improve the methodology, it may be useful to have spent more time in class.	A key moment in the training was surely pooling the digital stories at the end of the training. This exchange created a very moving situation and a context of support and affinity among participants. **Volunteer experience** Volunteer experiences have been of fundamental importance to put into practice the skills acquired during the training and to acquire new ones within the host Associations. It was important for them to be aware of how their skills can be used in the workplace, particularly in social work in relation to global contexts. **Revision of CVs taking into account each young people's personal experiences** Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills. A key moment was when participants recognized their potential and capabilities across their life's experiences, and how they could analyse this information and make positive choices for the future. Every participant adopted a 'can-do' approach and demonstrated a proactive attitude: they acquired a clearer view of their career plans.

Pictures and videos of the Italian project's implementation can be found in the internet on:

https://drive.google.com/open?id=1H9TAIYSYWF3eFdy9ZEvkYQjwTdS7JEm6

Germany

A) General description of the project

Diagnostic

Thuringia is a rural area which economic, social and demographic structure has been substantially transformed after the German reunification. While cities in the regions centre like its capital Erfurt, Jena, characterized by university and optical industry or Weimar with its rich cultural heritage grow, prosper and attract many employees and young families, smaller towns and villages in the "periphery" face unemployment, citizens' outflow and ageing population. In last state election right populist AfD party was able to win 10% of the vote and could celebrate moving into a state parliament for the first time in Germany. After 2015's migration influx to Germany and likewise Thuringia popular opinion against migrants and pro nationalism grew to a before unknown intensity. On the other side the overall economic situation in Thuringia is good and migration quote compared to the German population has been about 4%[5]. This contradiction is attributable to two factors:

- There seems to exist a significant relationship between level of education, economic situation and self-experienced self-effectiveness in social-political processes. Liberalization of the German labour market and new social laws have been experienced as a deep impact to life of social weak people and have often been considered as a second trauma after the social upheavals after the reunification. Individual requirements towards mobility and job-qualification caused by global transformation often leads to feelings of overstrain and rejection of globalization.
- Right wing extremism, Neo-Nazism and racism are deeply rooted in parts of the region's society. Often considered as a post-communism heritage Group-Focused Enmity is a threat not only to migrants. (e.G. 160 crimes of right wing or racist violence in 2016[6]). Profound historical reappraisal of Nazi continuities in the former German Democratic Republic, which declared its national anti-fascism as a historical imperative, did not occur. Therefore, a network of Neo-Nazi comradeships could emerge, often unnoticed by society and racism and xenophobia are normal expressions in communication in many Thuringian areas.

Both factors' combined challenge demands educational concepts addressing both personal competences, self-esteem, intercultural aspects and knowledge and deep understanding of global dependencies and challenges but also strengthening of individual citizenship. Therefore, a cooperative approach of global learning and social work seem to be propriate for this challenge.

Partnership

Project-partners in Thuringia have been

Eine Welt Netzwerk Thüringen (EWNT) as Thuringia's development policy umbrella network. Active since 2005, EWNT is a network of small and middle-sized organisations active in development

[5] POLITISCHE KULTUR IM FREISTAAT THÜRINGEN Ergebnisse des Thüringen Monitors 2016, Heinrich Best et al., Friedrich-Schiller-Universität, 2016

[6] Rechte, rassistische und antisemitische Gewalt in Thüringen – Entwicklungen, Analysen und Handlungsfelder für die Unterstützung Betroffener, Christina Büttner, 2017 (***https://www.idz-jena.de/wsddet/rechte-rassistische-und-antisemitische-gewalt-in-thueringen-entwicklungen-analysen-und-handlun/*** , as consulted online on April 23rd 2018)

education, fair-trade, migration, climate change and other issues of global sustainable development. EWNT itself is one of the main actors for global learning / education for sustainable development in their region. Its main education activities are carried out in formal education system and EWNT has also great experience in training for global learning. EWNT as SoGloP's project leader has been responsible for negations and dialogue with all project partners.

Thüringer Staatskanzlei (State chancellery of Thuringia), which is the leading ministry of Thuringia's regional government and responsible for Thuringia's development policies activities. Thuringia has emphasized the importance global learning / education for sustainable development for their youth several times. The state chancellery's role in the project's implementation was to attract and involve potential partners and to support educational projects' implementation in Thuringia

Both partners have been active in recent European projects and cooperate in several activities on regional level. For SoGloP-project's implementation in Thuringia it was the objective to identify social work institutions in the region and to cooperate with them in several pilot projects.

Target group

In Thuringia, the project's target group have been **social workers**, which should have been qualified to implement Global citizenship education (GCE) activities in their institutions and, as final beneficiaries, **young people** from 10 years up to 25 years.

For SoGloP's implementation we focused on **social workers** who work in youth centres (open child and youth work) and as school social workers. These groups are mainly concerned by educational work with young people. It has been observed as project's preparation that despite the usage of a shared methodology and a participative educational approach, social workers have little contact with the pedagogical concept of GCE neither do they attach great importance to general matters of sustainability as a strategic orientation of their work. Through intense migration to Germany in the last years issues of anti-bias, anti-racist pedagogic and intercultural education became more relevant for social workers, but they still lack conceptual approach to global perspectives.

There is a broad consensus on the need to allow (educational) disadvantaged **young people** to participate in social and political processes. The lack of participation and social integration in this particular group are of enormous importance both for young people as individuals and for the further development of a democratic, multicultural and sustainable society against the background of profound social and ecological changes.

These changes are found in both the global and local contexts, but are usually two sides of the same coin, even though they are usually viewed separately in terms of space, time and causality.

At the local level, the disparities in wealth, lack of social permeability and different socio-economic conditions are important challenges which have a decisive impact on the growth and development of young people.

On the other hand, the delimitation process of globalisation affects many areas of our everyday life and causes complex political, economic, social and cultural global transformations worldwide. Their consequences, whether as individual perceived opportunities or challenges, are immediately experienced and experienced by our society every day.

Young people with "good" conditions are more likely to take advantage of the opportunities of this globalised world and experience them as fundamentally positive, while (educational) disadvantaged young people often see themselves as losers of this development and react with delimitation of themselves and others. This is reflected in discriminatory behaviour and so-called "othering" such as xenophobia, racism, homophobia and

religious or gender-specific intolerance. It should be noted that these behaviours or attitudes in response to disagreement and experienced disorientation are basically possible among all teenagers. However, the possibility and ability to participate in socio-cultural offers and political processes is an important precondition for reflecting their own ideas, wishes and values as well as negotiating them in discourse with other people, thus contributing to more openness, tolerance and respect for democratic fundamental values and principles. If this cannot be guaranteed, the disadvantaged young people react with the often observed lack of interest in political processes and the rejection of democratic fundamental values and principles.

The possibilities which have previously been used to meet these challenges do not reach the target group in its entirety or are too short in terms of content and method.

School education alone cannot guarantee the appropriate acquisition of competences, for example, the acquisition of the ability to change perspectives, ambiguity tolerance, action skills for conflict resolution, willingness to innovate and the ability to participate, i.e. to help shape societal processes, is often too short in the school context due to the need for knowledge transfer. Extracurricular offers of social work usually only operate in the local context and thus neglect global aspects as mentioned above.

Objectives and project's targets

Thuringia's project objectives were - like in the other involved territories – the **development of a new conceptual educational approach** and the measuring of this Global Citizenship Education (GCE) concept's contribution to **young people competence and capacities development**. Through several small pilot projects implemented by global learning trainers and social workers it was supposed to demonstrate how this combination of the existing approaches contribute to the development to more openness, intercultural competences, social involvement and citizenship as well as self-confidence and self-esteem, communication skills, initiative taking or information self-determination and self-reliant information procurement.

Furthermore, the local project had the objective of creating **new local partnerships between global learning stakeholders and youth stakeholders**. Contacts and cooperation had been rare in the past and bringing those stakeholders and their different working cultures together was supposed to raise the mutual understanding of working style, topics, obstacles and the identification of potential long-term cooperation.

Initial methodology of activities

The local project in Thuringia was meant to be implemented in two phases:

Phase 1 (first 6 months):
Identification and acquisition of suitable cooperation partners in the field of school and extracurricular education. In workshops, pedagogical concepts and methods of the participating stakeholders are exchanged between the participants and compared with regard to their global and local perspective and critically checked to their suitability in the context of global citizenship building. Furthermore, the preparation of the pilot projects of common educational approach is developed. Based on the project objectives and the effects to be achieved the regional stakeholders agree on a large longer-lasting, or several short-term pilot projects.

Phase 2 (up to 12 months)**:**
The regional pilot projects based on the concepts defined in Phase 1 and the effects to be achieved are carried out by the cooperation partners. The basic conditions for the implementation of the pilot projects are the involvement of participants in formal and non-formal education on the one hand and global learning stakeholders on the other. The implementation of different projects should offer a great variation of tackled topics, used methods and different approaches to the target group young people which should allow to

observe impacts of GCE to the project's objectives.

Projects evaluation

Because of the specific project's development, the defined indicators are particularly difficult to verify.

- The first activity „Kunst.Stoff.Blog" was offered as a school club, which means it took place in the afternoon after the regular lessons and pupils had no obligation to join the activity, even if they signed the attendance list. During the project the trainers and the school social worker face a steady change and even decline of participants.
- The other activities did not face this challenge but have been – as a reaction to the above-mentioned circumstances – as project weeks or project days shorter and more compact. This caused a less intense contact with the beneficiaries and change could not be observed over such a short time.

Besides, for time reasons the interview monitoring tool was not used.

The social workers involvement was less intense than expected at the project's beginning and needed to observe change and especially state the beneficiaries' baseline for the change. External trainers could only describe what they observe in real time during their implementation of activities which is influenced by their presence (reaction of social desirability) and hence have no long-term perspective or possibility of comparison.

In accordance to the French project's implementation, in order to evaluate the changes in the young people, it seems important to refer to the UNESCO text which defines GCE around three words:

- Inform: raise awareness, give access to less conventional information, question, etc.
- Increase understanding: develop a critical eye, promote stepping back to see the bigger picture and forming an independent opinion, etc.
- Promote action: support individual or community commitment, in favour of a more united, fairer and more sustainable world.

Regarding this definition, it can be stated the GCE activities carried out made it possible to "inform" the young people and to "make them understand" the issues, but no activity made it possible to "encourage action".

This meant that some of the competences that had been identified at the beginning of the project were not consolidated. This concerns "Being able to take the initiative, being involved in an approach/a project", "Being aware of your legitimacy to act in your surrounding environment", "Being aware of your legitimacy to act at the global level".

Despite these difficulties developments and tendencies could be observed and the trainers received positive feedback from teachers and school workers. This is why both participating schools and their school workers expressed the wish to continue common project activities together with the Eine Welt Netzwerk Thüringen.

Thus, the teachers of foreign languages were enthusiastic about how the pupils, who have often difficulties to use English in in regular classes, dared to communicate with their peers in English in writing and orally. In the course of the project days, especially in the activity "Bilder vom Anderen", a stronger self-confidence or greater self-esteem was evident. The school class was, without exception, by all teachers of Regelschule Geraberg referred to as a "problem class" (great restlessness, lack of discipline and partial weakness due to distraction) and therefore the pupils assumed this role as well. During the activity, however, it became apparent that the pupils themselves were not satisfied with this situation but did not see any possibility to articulate their own wishes to the teachers and to develop solutions for themselves. On the third day of the activity, the pupils themselves made suggestions on how to conclude an agreement with the school management. They made the proposal to commit themselves to more

discipline and to take responsibility for this and in return wanted to participate again in a class journey in the following school year as a success experience. These journeys have been denied to them before, as no teacher was willing to accompany them as a responsible person.

Curiosity about foreign culture and ways of life developed among the participants in all activities. It was particularly positive that, after previous scepticism or even rejection to deal with pupils from African countries among the German pupils, they showed great enthusiasm for the exchange and solidarity of the partner groups in the activities. In particular, this connection showed up in the importance for the Regelschule "Am Hermsdorfer Kreuz" participants to apologize for an unintentional insult and correct their own behavior. In addition, pupils who otherwise showed little certainty in dealing with their classmates in group work took leadership roles in their working groups. The participants developed their own ideas for the implementation of the tasks and implemented them with a high degree of personal responsibility. Positive examples are the cooking event at Regelschule "Am Hermsdorfer Kreuz" or the video and photo presentations of Geraberg, to name but a few.

The addressed topics in the project, the cooperative project structure of participants in Germany and African countries as well as the used methods, despite all the challenges in the project's implementation, made it possible to observe beneficiaries' positive changes or behavioral suggestions. These are explained in detail in the description of the project's activities.

B) Description of SoGloP's local activities' implementation and analysis

The German project part began with the identification of social work cooperation partners for the project. Several potential partners from the region around Jena have been identified through research and have been consulted for mutual acquaintance and reconciliation of expectations. A workshop was carried out with these partners and selected interested global learning trainers on August 17th, 2016 in Jena. Workshop's objectives were

A) SoGloP project presentation
B) Introduction in GCE concept
C) Mutual acquaintance of stakeholders with different work background
D) First development of project ideas by tandem partners from both groups

Workshops result was that, besides a great interest in hosting GCE activities in youth centres or school social work context, none but one social worker was willing to engage themselves in pilot projects creation (see Partnership in local level). Therefore, only one long-term activity was developed with Regelschule Am Hermsdorfer Kreuz's school social worker. The activity was meant to take place each week as a school club and was supposed to be a cooperation with Prytanée Gymnasium in St. Louis, Senegal, realized by online-based communication. Its name was "Kunst.Stoff.Blog" (art.tificial polymer.blog) and was supposed to tackle the complex of plastic from different perspectives from production over to use until disposal. It lasted from February until June 2017. In the meantime, the activity was changed into an activitie in the school's final project week at the end of the school year, which was called "Nachhaltigkeit weltweit: Miteinander voneinander lernen" (Sustainability Worldwide: Learning from each other) with two groups.

In a parallel process, other school social workers have been identified who would be interested in activities implementing GCE and online-based communication. Finally, Regelschule Geraberg asked for a common project activity. I was meant to combine artistic activities with intercultural perspectives. It was called "Bilder vom Anderen" (images of the other) and was implemented in November 2017 in cooperation with Zenzeleni Waldorf School in Cape-Town, South Africa.

Below will be described the three implemented pilot project activities:

1. "Kunst.Stoff.Blog" (art.tificial polymer.blog)

Regelschule Am Hermsdorfer Kreuz, Hermsdorf, Germany with Prytanée Gymnasium, St. Louis, Senegal (Feb. 2nd – May 12th, 2017)

Description

"Kunst.Stoff.Blog" was a school club activity dealing with plastic in cooperation with Prytanée Militaire Charles N'Tchoréré de Saint-Louis in St. Louis, Senegal. The idea behind the project was that the pupils of both countries create their own blog about plastic (use, benefits, production). It should be joint work which should happen over a period of time and with a common schedule. Through live chats, video messages and text chats students could get to know each other, talk to each other about their interests and discuss the topic. We thought that the topic plastic could be an interesting theme, because it is a global and everyday issue for everybody. In the different countries, the plastic issue is handled differently. The students could talk for example about those differences, about commonalities and they could also use the internet as a space for participation. Skype or appear.in could be suitable chat platforms as well as Padlet (which could be used as a blogging platform because it is hidden and not public from day one.).

Beneficiaries

Hermsdorf is a small town in Eastern Thuringia. It has about 7,800 inhabitants and is a small economic and education centre in this area. The school has about 400 pupils form grade five to grade ten from Hermsdorf and surrounding villages. The school social worker Mrs. Fricke provides counselling and psycho-social services in

the schools and organises extra-curricular educational activities as well.

Prytanée Militaire Charles N'Tchoréré de Saint-Louis is a cadet school with a high school branch and is located in St. Louis on the north western coast of Senegal. The school has international student not only from Senegal but also from Benin, Burkina Faso, Côte-d'ivoire, France, Gabon, Guinea, Mali, Mauritania, Niger, the Central African Republic, Chad, Cameroon and Belgium. In the school, English (first), and Spanish, German and Arabic are taught as second foreign languages. The language used by all participants was therefore German.

In this project in Germany pupils from grade eight and seven (13 – 15 years) were addressed directly. The activity was implemented as an afternoon school club activity and was voluntary. The number of participants varied from 5 pupils to 12 which was caused by parallel music activities in the school and the school busses' departure time. In Senegal 18 pupils from 14 to 18 years were involved in the activity and the activity was implemented in the regular school curricular.

Objectives

Kunst.Stoff.Blog.'s objectives were

- enable intercultural dialogue between the two pupils' groups and perspective change concerning every-day life, school culture and plastic.
- Transfer of knowledge about production, internal use and disposal or alternative use of plastic on local and global level.
- Discuss data protection issues, critical media reflection and share participants' media usage experiences.
- create a blog containing project's activities information and facts about plastic (use, benefits, production) by both pupil groups.

Activities

In cooperation with the German school social worker and the Senegalese teacher for German language the project coordination elaborated a schedule of activities for the school club:

13.02.2017	14:30 (GT)	Getting to know each other – students from both countries do a live chat
20.02.2017	13:30-15:00 (GT)	Plastics - students of both countries deal with production and use of plastic and discuss it
27.02.2017	13:30-15:00 (GT)	Plastics – students of both countries deal with the historical context of plastic production and use
06.03.2017	13:30-15:00 (GT)	Students exchange opinions about plastic waste and disposal in their specific countries
13.03.2017	13:30-15:00 (GT)	Media and criticism – to the blog? Students of both countries deal with questions about how they want to make their blog public
20.03.2017	13:30-15:00 (GT)	Blog presentation – students of both countries deal with the question where they want to make their blog public
27.03.2017	13:30-15:00 (GT)	Chemical experiments - SuS produce their own plastic (if possible)
03.04.2017	13:30-15:00 (GT)	Plastic waste in oceans and water – students of both countries deal with those topics
24.04.2017	13:30-15:00 (GT)	Media without plastics? – Students talk about the connection between information technology and plastic
08.05.2017	13:30-15:00 (GT)	Solutions – in both countries? Which one are there and what can we do?

15.05.2017	13:30-15:00 (GT)	Maybe there is an excursion possible or we could take photos of disposals in both countries
22.05.2017	13:30-15:00 (GT)	Maybe the students could present interesting recycling projects to each other
29.05.2017	13:30-15:00 (GT)	Maybe the students could present interesting recycling projects to each other
12.06.2017	13:30-15:00 (GT)	Presentation – Finishing of the blog and going online

The implementation supposed to use a methodological mixture consisting of small games, participative learning activities, media usage and chats. In each project day it has been planned to implement a synchronized or desynchronized chat activity between both groups to enable direct communication for information exchange and fostering group dynamics between German and Senegalese pupils as well as sharing information of the other group's activities. One implementation's focus was on the use of digital media. This should allow individual cinematic or photographic confrontation with the subject of plastic in their own environment, to expand communication with the partners by videos and photos, as well as provide material for the blog. For this purpose, the participants used tablets with which they could move independently in the school building and in the surroundings of the school.

Methodology used:

- Weltverteilungsspiel (world distribution game):

  In the world distribution game young people from 14 years and adults can engage in a playful way to deal with the unequal global distribution of resources, reflect the consequences of inequality and discuss options for action in a world of solidarity. In addition to raising awareness of the issues of solidarity in one world, the world distribution game stimulates the questioning of clichés and the change of perspective.

  In the Kunst.Stoff.Blog project the game was used to demonstrate distribution of global plastic production and usage. The unequal distribution and their origins have been discussed with the pupils.

  link (only in German):
  https://www.globaleslernen.de/de/bildungsmaterialien/bildungsmaterialien-aktuell/weltverteilungsspiel-mit-aktualisierten-zahlen

- Perspektivenwechsel-Rollenspiel (role play - change of perspectives):

  This role play's objective is to demonstrate how difficult communication between two groups with different cultural background can be. The objective is to empathize oneself in another people's situation and to discuss these experiences with all participants afterwards. It was developed to allow participants to directly experience how easily misunderstandings arise and can lead to rejection or insults. It was played with the German group when German pupils showed the "middle-finger" in a video and talked pejorative about pictures they received from Senegal. Although not meant seriously (according to the pupils), Senegalese pupils felt deeply insulted and the game was the preparation for an apologizing reply.

  (see Best practice)

- Stop-Motion-Film "Plastik & ich" (stop-motion-movie "plastic & me):

  The activity's objective was to give participants the possibility to explore their environment's plastic load in order to validate their perception of plastic load. Participants developed ideas in the first step, negotiated the items they want to use and distributed filming tasks in their group. For the screening the participants have about

30 min. With a free app (like *Stop Motion Studio*) participants can easily produce small video clips with trainer's support.

Attention: Participants should be given time to explore the app and to be familiar with its features.

- Nachrichtensendung (newscast):

  Newscast is a methodology to give information to both participating groups for mutual acquaintance. In a playful way, the participants ask each other questions of their cultural background, their everyday life or facts about the chosen project topic. In a first step, both groups develop and discuss they want to ask their counterparts. These questions can be transmitted via E-Mail, audio or video messages or online pinboards. In the second step, each group does a research to find answers to the asked questions if time is available they can produce small video clips to answer the questions vividly. A storyboard hast to be developed to organise and plan the newscast. Roles like newsreader, director or cameraman have to be distributed and requisites like microphone, table, background have to be organised. The newscast video file is sent to the partner group or uploaded on a shared pinboard.

- Used online tools:

  Padlet is a collaborative online pinboard. On the pinboard photos, text messages, videos or audio files can be posted and shared publicly or with selected users. Each pinboard can be styled individually by all participants. Through *padlet* the communication of the two groups could be realized desynchronized and independently from time restrictions.
  Attention: **padlet** is not for free.
  www.padlet.org

  GoToMeeting is a tool providing video conferences and video chats. GoToMeeting has good standards in data safety and protection and was therefore chosen. In some situations, **Skype** has been used, which is widely known and provides easy access to all who are not familiar with online video communication. But data security standards are lower and intransparent.

  Attention: **GoToMeeting** is not for free. Access to **skype** is often denied in computer networks (e.G. in schools).
  https://www.gotomeeting.com/
  https://www.skype.com/

  actionbound is an app for playing digitally interactive scavenger hunts. The app is great to introduce a topic in a playful way and to get familiar with the use of digital media. In the project introduction a digital circuit course with different aspects of plastic like estimation questions on figures of plastic production, consumption or waste, pictures of plastic items in the room was established.
  https://actionbound.com

  Although the selected online tools' data safety is highly compared to other competitors (e.G. Facebook, WhatsApp etc.) it is mandatory to

  - inform parents before the activity about the online activities. Especially the tools, platforms or websites where participants data is shared or published (privately of publicly)
  - discuss data protection with all participants. Participants must not provide any personal data (or data which allows conclusions on participants personal data) like surname, address, e-mail, telephone no. etc.

Several circumstances (see unexpected circumstances) led to an unexpected change and finally stop of the Kunst.Stoff.Blog-project in May 2017. The school social worker asked the project coordinators to finalize the activity during the school's project-week in the last week of the school year in June. As wished is was expanded by a cooking offer and was called "Nachhaltigkeit weltweit: Miteinander voneinander lernen" (Sustainability

Worldwide: Learning from each other) and will be described below.

Projects evaluation

Due to constant change in number of participants and their composition and the decreasing involvement of the school social worker the monitoring tools could not be used for the activity's evaluation. However, observation have been made by the involved trainers and feedback has been given by the school social worker. The following competences have been influenced or even fostered through the implemented activity:

- **Be able to question, analyse and select information**

  This competence was worked out in a double way. On the one, the used participatory methods are designed not to give answers or to communicate already prepared knowledge in a "chalk and talk" style. Through games, actionbound parcours, an experimental suitcase for plastic or independent on-site research (e.g. with interviews), the participants have independently collected and analysed information about plastic.

  During the activity the participants were supposed to elaborate questions about their everyday life and on the subject of plastic in Senegal for the chats with the Senegalese partners and ask these questions to the partners in the chats. It was important that the participants were not given proposals because reflecting their own life and school situation independently enables them to develop curiosity about how their peers live in Senegal and not least to ask questions that the participants really care about. The responses from Senegal were contextualized together with the trainers compared and set in relation and compared with other sources, such as photos or texts.

  From the observation that the assigned tasks have been independently processed by all participants, it can be concluded that the indicator has been reached and that the competence has been mediated or strengthened.

- **Be able to question oneself (self-evaluation), understand what/who influences our opinions (parents, media, friends)**

  This competence development could not be observed.

- **Capacity to express one's opinion and present it clearly.**

  As part of the final feedback round, the participants were given the opportunity to express their criticism or suggestions about each implementation. In these feedback-rounds, for example, it emerged that the participants would like to work more with media and therefore want to produce more video films for the processing of the topic plastic and the exchange with the Senegalese partners. Even after the debate, which was caused by an unwanted offense towards the Senegalese partners by a shown middle finger in a transferred video, the German participants expressed the idea of creating an apology video and sending it to the partners.

  By the participants use of the provided tablets an increase of self-esteem could be observed. At the beginning the participant did not dare to use them independently and were unsure if they have enough competences to use apps for film production or the padlet platform. By soft support through the trainers these retentions disappeared.

  From the viewpoint of trainers und of the school worker, the indicator of this competence can therefore be regarded as fulfilled.

- **Being able to cooperate**

  All methods used have to be processed in groups and therefore the required competencies were strengthened throughout the activity. The participants were initially reluctant to team work, as not all participants knew each other, or girls did not want to

collaborate with boys or vice versa. In the course of this activity, timidity decreased, and the group work fell easier for all participants. The group's atmosphere was good and the mutual interaction was respectful.

The school-worker has confirmed that the participants are better co-operating and more responsive than it is the case in regular school classes. The indicator is therefore considered to be fulfilled.

- **Being able to accept social diversity and differences (social, cultural, sexual, etc.)**

  The project's design to have a cooperation partner in another country enabled a regular and intense contact and exchange with other culture, life-style and life-circumstances and of course other values. The German participants are a relatively homogeneous group, by social background and ethnic affiliation. Contacts with non-German citizens or people of other skin color are rare and are usually limited to superficial contacts when shopping or visiting a restaurant. After initial skepticism and restraint at the beginning of the activity, participants were curious at each event whether the Senegalese partners had already responded to their own uploads and posted new photos and films. The live chats were also important highlights of the activity for the participants and allowed direct and unadulterated contact between the two groups.

  The pictures and messages received by the participants from the Senegalese partners initially caused a depreciating reaction of the German group. "There is a lot of rubbish in Senegal," "The people of Senegal are all poor" were some of the opinions expressed. Due to the intervention with the change of perspective role-playing game, the images could be contextualized and a critical discussion about social differences and pollution in their own country could be conducted. The realization that, after an independent examination in the immediate school environment, in Germany there is also a lot of rubbish in the environment, allowed the participants - according to their own statement - a differentiated approach of the topic plastic waste pollution.

- **Being aware of global interdependencies**

  Thanks to the activity, participants have been dealing with the subject of plastic and the global dimension of plastic production and consumption. The cooperation with the Senegalese partners has made it possible for the participants to experience a very specific example of how other country's handling with the topic and what challenges exist there.

Unexpected results

In a school presentation video, a group of the German participants produced and uploaded on the platform, one participant showed the middle finger as a "joke". The Senegalese partners, who screened the video in their classroom felt themselves offended by the video and their teacher protested against this video vehemently afterwards towards the trainers. The participants were confronted with this issue in the following week and the perspective change role way was played with them as a pedagogical intervention. In the follow-up discussion the participants suggested to apologize through a letter which was read out in a self-produced video.

Difficulties

During the activities implementation several difficulties and challenges were faced by the project coordination which led to an end of the planned activities:

- The activities presentation in the school was attended by just 8 pupils. These pupils were selected by the school social worker and the presentation was carried out during school's main brake which is used for breakfast by the pupils.

- The attendance in the activity was voluntary. It was an extra-curricular offer and was carried out in the afternoon after regular classed. Caused by this, there was a serous fluctuation in the group by number and persons.
- The weekly implementation day was changed from Monday to Friday because a handicap participant had difficulties to attend the activities due to his transport with a special bus home. On Friday many of the participants wanted to go into weekend, especially when the temperature increased after Easter holiday.
- Some participant's school busses departure coincided with the activity's schedule. Therefore, these participants had to leave earlier and lost interest.
- The school workers support decreased seriously over the activities' implementation. This had to impacts on the implementation. One is that monitoring was not possible as expected (see above) and the school workers' less presence affected the participants' commitment to attend the activity.

After the session on May 12th, which was the activities' fifth session no participants showed up. The school social worker was absent either and thus it was decided by the project coordination to end up with the activity. In the follow-up conversation with the school social worker, she expressed that the pupils had to many duties and therefore asked for a project-week activity which was finally implemented in June (see below) and was among others joined by five Kunst.Stoff.Blog participants.

Recommendations

Long-term activities like Kunst.Stoff.Blog have to be carefully planned and organized with a person working in the institution where it is supposed to be implemented. It is mandatory for the participants commitment and also the adaption to the institutions' schedules, processes and requirements.

2. "Nachhaltigkeit weltweit: Miteinander voneinander lernen" (Sustainability Worldwide: Learning from each other)

Regelschule Am Hermsdorfer Kreuz, Hermsdorf, Germany with Zenzeleni Waldorf School, Cape-Town, South Africa and Hope Theatre Nairobi, Nairobi, Kenya (Jun. 19th – Jun. 23nd, 2017)

Description

"Nachhaltigkeit weltweit: Miteinander voneinander lernen" was the follow-up activity of "Kunst.Stoff.Blog" at Regelschule Am Hermsdorfer Kreuz in Hermsdorf in cooperation with Zenzeleni Waldorf School in Cape-Town, South Africa and Hope Theatre Nairobi from Nairobi, Kenya and was implemented from June 19th to 23rd 2017 in the annual whole school's project week. In this project two different topics "plastics and upcycling" and "global cooking programme" were offered, each one together with online-based communication. In both groups pupils carried out their activities on four days and presented their results on the final day before summer holiday in a school wide event to other pupils, teachers and parents.

Beneficiaries

Hermsdorf is a small town in Eastern Thuringia. It has about 7,800 inhabitants and is a small economic and education centre in this area. The school has about 400 pupils form grade five to grade ten from Hermsdorf and surrounding villages. The school social worker Mrs. Fricke provides counselling and psycho-social services in the schools and organises extra-curricular educational activities as well.

The Zenzeleni Waldorf School is in Khayelitsha, one of the biggest townships in Cape Town. The school has seven classes with up to 40 children each and the school has 250 pupils at all. In the 1950's, during the Apartheid regime, a law was passed forbidding black people to live in the cities of South Africa and so Khayelitsha was born. After Apartheid Khayelitsha continued to grow, because many families settled there in the hope of

finding work in Cape Town. They put up huts made of corrugated iron and wood, the so-called shacks. However, unemployment is one of the burning issues of this township, with an unemployment rate of over 75%.[7]

The Hope Theatre Nairobi was founded in May 2009 as a result of a theatrical work with students, teachers and young people of the Organization hands of care and hope in Korogocho (district of Nairobi) by Stephan Bruckmeier. About twenty young people from different slum areas of the million metropolis are now working together continuously under the umbrella organisation Theatre for Development C.B.O. and develop together with Stephan Bruckmeier and other European and African Theatre artists a theatrical style that picks up and connects different national and international traditions.

On the German side/part in this project pupils from grade eight (14 – 15 years) were addressed directly. The activity was implemented in the whole school's project week and was a compulsory elective activity. 18 participants from Regelschule Hermsdorf took part in the project week activity. In South Africa 22 pupils from 10 to 14 years were involved in the activity and the activity was implemented in the regular school curriculum.

Objectives:

Overall objective:

Getting to know each other through cooking and upcycling activities as well as collaboration through media usage. Talking about global issues, illuminating the subject from different perspectives, dealing with different perspectives, and, in that context, reflecting one's own point of view.

Sub-objectives:

- The participants broaden their knowledge of South Africa, Germany and Kenya
- Through a practical approach (cooking, upcycling activities) the German participants together with peers and experts from Kenya and South Africa reflect on the topic sustainability.
- Communication with others is required and the necessary competencies are encouraged.

Activities:

The activity was carried out in five days and was divided accordingly into five parts. On the first day, students in Hermsdorf as well as in Cape Town dealt with introductory information: They took a look at topics to be worked on and explored information about each other's countries, whereby the German students were divided into two groups. The "upcycling group" and the „cooking group". Each group had different chat partners from different countries (Kenya and South Africa), therefore they explored different information with respect to the chat partners' residence. For preparation the participants started to elaborate the questions to be asked during the live chats which were scheduled for the following day. On the second day both the live chats were carried out. The "upcycling group" had their first live chat with their peer from Cape Town/South Africa. The "cooking group" took part in a „cooking show" which was carried out through video conferencing by our Kenyan chat partners. Additionally, photos were taken by all partners and loaded up to the online pin board to undermine the verbally transmitted information. All groups reflected the exchanged information after the chats had ended. On day three reflecting chats with reference to the topic "sustainability" were scheduled. Both German groups had the opportunity to talk again to their partners. Again, Padlet as exchange tool was used to upload self-made video messages and photo to show their cooking results and topic-related details of their own living environments. At

7 Zenzeleni - new home for many children: https://www.freunde-waldorf.de/en/waldorf-worldwide/organisations-worldwide/suedafrika/khayelitsha-zenzeleni (last checked on March 11th, 2017)

the end of the day, both German groups made first steps to prepare their presentation. On Thursday all participants prepared their presentation, by finishing and sending video messages they said goodbye to their respective chat partners. On the final day the two groups presented their results in front of 50 classmates.

- Africa-Puzzle

The africa puzzle made of wood equal-area projection representation (Petersprojektion) which makes the countries of Africa "comprehendable" and "feelable". It is suitable for entry into the educational work of the continent or individual African countries. The corresponding guide contains recommendations on how to work with the puzzle, possible topic approaches and further materials. In "Pictures of the other" the pupils dealt with the geography of South Africa, the situation and the size comparison with Germany apart.

- Used online tools:

Padlet is a collaborative online pinboard. On the pinboard photos, text messages, videos or audio files can be posted and shared publicly or with selected users. Each pinboard can be styled individually by all participants. Through *padlet* the communication of the two groups could be realized desynchronized and independently from time restrictions.
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- Live CHAT

In the live chat via Skype, the elaborated questions were asked and answered in small groups of the other side. The chat method is explained in detail at Best practise

Projects evaluation

Initially, students were not interested in carrying out the project and were not willing to chat with partners they hadn't seen before. The trainers reported prejudiced and stereotypical comments. In addition, the German participants didn't see relevant benefit to talk about sustainability with a global dimension. Through the implemented practice-oriented approaches this attitude changed at least for the course of the project week. The participants were encouraged to self-responsibly design their practical activities (upcycling, cooking) and to carry out and prepare the synchronous and asynchronous chat exchanges. In the course, next to live chats they used an online pin board to exchange video messages and photos. This multimodal exchange made the communication process lively and diversified, a small global network was developed by all participants during the project week. At the end of the project week the participants told that they felt "friendship" towards their chat partners. The participants elaborated the presentations on their own and presented their results on the final day in front of 50 other students. In summary, one can say that that the project week worked against prejudices and encouraged students to present their working present their working results with self-esteem.

Unexpected results

Neither the trainers nor the project coordinators expected to work against prejudices. Thanks to the time frame and the different opportunities to do live chats this challenge could be accepted.

Difficulties

Contrary to expectations and agreements, the collaboration with the trainers and the social workers was incomplete.

According to the chat partners, the chats were not sufficiently prepared with each other in a constructive way. Additionally, the social worker was not present during the course of the project.

Recommendations

For similar projects, monitoring should be carried out on preparatory activities, a project diary can be helpful here. The trainers should form early as a team and organise the event together.

Please pay attention to the order of the chats. Chats to get to know each other should be scheduled first.

3. "Bilder vom Anderen" (images of the other)

Regelschule Geraberg, Geraberg, Germany with Zenzeleni Waldorf School in Cape-Town, South Africa (Nov. 20th – Nov. 22nd, 2017)

"Bilder vom Anderen" (images of the other), was a project, in which the participants artistically dealt with their own ideas of South Africa or Germany.

We all have pictures and ideas in our heads, pictures of people, pictures of countries and pictures of ways of life – pictures of the unknown. They are shaped by our very personal realities. How can we extend these images – in view of the growing global challenges and the associated need to understand the stranger – and make them more colourful? Art can give us an answer. Artistically, we can deal with our own ideas and meet the images of others in order to enter into dialogue and change perspectives.

The project took place simultaneously at the Zenzeleni Waldorf School in Cape Town/South Africa and the Geraberg school in Geraberg/Germany. The students of both schools engage in the chat (synchronous/asynchronous) with the images of the other class. These images, which could be painted, drawn, created as collages or also as photographs, should be exchanged via the Internet and thus allow a reflection of their own stereotypes and prejudices, but also allow a different

perspective on the own familiar environment.

Beneficiaries:

Geraberg is a small town located at the north slope of the Thuringian forest and has 2,500 inhabitants. The Regelschule Geraberg8 has 150 pupils from grade five to ten who live in Geraberg and the surrounding villages. Besides regular classes, the school offers interdisciplinary project activities with out-of-school partners. In this activity class 8a participated with 20 pupils, three of whom were girls.

The Zenzeleni Waldorf School is in Khayelitsha, one of the biggest townships in Cape Town. The school has seven classes with up to 40 children each and the school has 250 pupils at all. In the 1950's, during the Apartheid regime, a law was passed forbidding black people to live in the cities of South Africa and so Khayelitsha was born. After Apartheid Khayelitsha continued to grow, because many families settled there in the hope of finding work in Cape Town. They put up huts made of corrugated iron and wood, the so-called shacks. However, unemployment is one of the burning issues of this township, with an unemployment rate of over 75%.[9] The class 5 participated in the activity.

Objectives:

Overall objective:

Enable a change of perspective in relation to the ideas of each other with the help of images and online supported communication.

Sub-objectives:

- The participants broaden their knowledge of South Africa & Germany.
- The participants reflect in an artistic way their individual ideas of the other/stranger apart.
- Communication with others is required and the necessary competencies are encouraged.
- The participants question their own ideas of/from the other and match the ideas of others with their own reality of life.

Activities:

The activity was carried out in three days and divided accordingly into three parts. On the first day, students in both countries should take a look at each other's country and introduce themselves to the other group with a "wanted poster". The participants then created pictures of South Africa and Germany and the estimated everyday life of their peers. The second day had the main focus on communication. Participants from both countries dealt with the subject of online communication, preparing interview questions for each other and had a live chat with each other. On the third day, the participants responded artistically to the images from South Africa and Germany and thus changed their perspective and took a look at their own world of life and culture.

8 https://www.regelschule-geraberg.de

9 Zenzeleni - new home for many children: https://www.freunde-waldorf.de/en/waldorf-worldwide/organisations-worldwide/suedafrika/khayelitsha-zenzeleni (last checked on March 11th, 2017)

Agenda	Objectives	Methods
Day 1, 20.11.2017:		
Title/Motto	**The participants are concerned with Africa as a continent/South Africa as a country and represent themselves and their image of (south) Africa graphically/artistically.**	
Welcome & Attunement	– Participants and trainers get to know each other – part. Learning process Knowledge	– Creative-Graphic Name presentation
Knowledge transfer I	– Part. get to know South Africa as a country and make first comparisons between Germany and South Africa	– Africa-Puzzle – Picture pairs – Facts Country and people: o Population o Geography **Attention: The level of knowledge must be taken into account: do not betray too much!**
Profiles	– Part. get knowledge of the basics of data protection	– Introduction of data protection and the right to information
	– Part. learn techniques to design	– Introduction to Graphic Design
	– Part. introduce themselves to the partner class and get a face	– Creation of a “wanted poster” with: o Who am I? → Name (first name only) o I am interested in…/find great… o What interests me about South Africa? o What's interesting about Geraberg/I think that's great?
		– photography and upload of the profiles (parallel to "images from/to other i)
Pictures of / From the other I	– Part. articulate their individual ideas of South Africa – They grappled with these ideas in the group and questioned them if necessary – Part. visualize the common vision as a picture	Group work on the question: "How do you imagine an eighth grader’s everyday life in South Africa? " – Groups (4 x 5 part.) – Note that images are published and uploaded – Discuss the question in the group – Design of images – Annotation of the images (e.g. text comments on picture or comments on Padlet posts) **Important: Be aware of racist and/or infringing representation in the creative process. If necessary, intervene** – Alternatively: Perspectives Change game
Discussion of images	– Part. get to know the ideas of the class about South Africa	– Group presentation of the results
	– The group gets the possibility to contextualize and correct stereotypes or racist and/or offensive images	– Discussion with trainers’ open, reflective questions
Conclusion		– Thanksgiving – Feedback with flash and wish query – Farewell

Agenda	Objectives	Methods
Day 2, 21.11.2017:		
Title/Motto	**Both countries Participants deal with the topic of online communication, prepare questions for each other and chat live with each other.**	
Entry		Energizer
Poster discussion		– Posters from South Africa are viewed and discussed at Padlet
Optional: Pictures of/From the other I-continuation	Above.	– If not finished: Comment on pictures (above)
Optional: Geography II	– Part. deepen their knowledge of South Africa and compare it with Germany	– Facts country and people: o culture o history **Attention: The level of knowledge must be taken into account: do not betray too much!**
Chat questions	– Part. sit down with their knowledge and apart – Part. articulate learning objectives – Part. prepare for the chat and agree	– Forming groups (4x 5 part.) part. reflect learned or their created images – part. formulate self-employed questions that are discussed with the trainers o Open questions, appreciative o 3-4 Select questions per group (Important: pay attention to racist and/or infringing questions. Intervene if necessary with: – Perspectives Change Game
Chat with South Africa I	– Part. are prepared for the chat	– Input: CHATiquette and modalities of the chat o Groups o Use Micro o Speak one after the other o Keep quiet and do not fool around o Let others finish their speech, ask if sth. is not clear o To trainers: Offer support in translation or be a safety net – Meta-issue: "What question did the part. in South Africa find interesting/what did they find funny/what is the name of the other part." → Keeps attention up during chat.
	– Part. get to know young people from South Africa live – Part. question their own obvious – Part. will be able to change perspectives	– The small groups introduce themselves and ask their questions. You will then answer the questions of part. from South Africa (Important: Clarify the order with the chat partner in advance.) – Common farewell
		– Complete chat with questions and contextualization
		– *Optional:* If live chat is not possible. If the questions are sent as a video message
Pictures of the other	– Change of perspective: part. engage with other perspectives on the familiar	– View pictures from South Africa on Padlet in the group, ask questions to part.: o What do you find interesting / surprising / unexpected? o What do you know/are there the things or scenes you see in Geraberg or Germany? Why (not)?

		o What is different in your everyday life compared to the pictures? Important: Do not value, open questions.
	– Part. same pictures from South Africa with their own living world	– clusters/grouping of images by themes (e.g. school, food, hobbies...) in 4 – 6 sections. → Preparation for work on Day 3 – Homework: "Collect or create pictures, photos, videos that correspond to the pictures from South Africa. Think about how you can answer the South Africans with pictures and how you can "expand" their images." – Group classification by topic clusters
Conclusion		– Thanksgiving – Feedback with flash and wish query – Farewell

Agenda	**Objectives**	**Methods**
Day 3, 22.11.2017:		
Title/Motto	**The Participants Respond artistically to the images from South Africa and have the chance to change perspectives.**	
Entry		– Energizer
Image transfer	– part. compare pictures from South Africa with their own living world	– part. present their homework. Questions: What do we see? Why was this picture/video chosen?
	– part. deal with their everyday life from the perspective of others	– Creation of own pictures/collages on the theme clusters. Theme: What other aspects/other pictures show the everyday life in Geraberg in relation to the chosen topic?
		– Discussion of the results. Demands, reality matching
		– Uploading results to Padlet
Pictures of the other	– Change of perspective: the part. will deal with the answers from South Africa on their own ideas	– Viewing images replies from South Africa (Gallerywalk with tablets) – Discussion and Inquiries: What do you see? (without scoring) What is unusual for you? (why), what do you like? How do you find the pictures? What surprises you? What do you think about your ideas now? Where did you find the right place, where next to it? What is the reason for this?
Chat with South Africa II	– Enable Exchange to Images – Conveying Thanksgiving and appreciation to partners	– Working out embassies in small groups in South Africa → What do you want to tell SUS? What do you find good? What did you like? What was funny? – Optional: Live Chat o Remember CHATiquette o Perform chat – Optional: Video message (s) o Turn off and upload clips with the messages
Conclusion		– Thanksgiving – Feedback – Farewell

In the activity, various methodology was used (here is an overview of the methods used in Germany):

Attention: In most of the methods used, participants' data was sent uploaded in the Internet. For this reason, it is absolutely mandatory to inform the participants about data protection and which personal data are to be collected. This can be realized by a media consumption and data security activity, which must be designed according to context and knowledge individually.

- Africa-Puzzle

  The africa puzzle made of wood equal-area projection representation (Petersprojektion) which makes the countries of Africa "comprehendable" and "feelable". It is suitable for entry into the educational work of the continent or individual African countries. The corresponding guide contains recommendations on how to work with the puzzle, possible topic approaches and further materials. In "Pictures of the other" the pupils dealt with the geography of South Africa, the situation and the size comparison with Germany apart. [10]

- Wanted posters

  The participants should present themselves to the partner group's through “wanted posters”. They should draw pictures of themselves in comic style and answer in English on three questions (what do you like about your hometown? What is your interest? What do you care about South Africa?). The profiles were photographed and uploaded to the joint online pinboard *padlet*. Through the profiles, a playful introduction to the use of English as a communication language succeeded and the participants reflected the first comparisons between their living world in Geraberg and the everyday life in South Africa.

- Picture-pairs

  The participants gathered in a circle and looked at 10 large-format pairs of people scattered on the floor in their midst. The pairs of pictures showed city views, meals, people, landscapes or animals. One picture of each pair shows images from South Africa and one from Germany. The task of the participants was to choose a picture and describe what can be seen on it. Then an assessment should be made from which country the picture originates and this assessment was discussed with the other participants and, if necessary, dissolved by the trainers and supplemented with further information on the pictures. The method is suitable to get a low-threshold entry into applied geography, as various aspects such as history, landscapes, population, food culture, etc. can be treated. Especially stereotypes can be reflected and corrected (e.g.: Pictures of Cape Town and Frankfurt a. Main, pictures of snow in the German Alps and the Drakensberge in South Africa).

- A day in South Africa

  The participants had the task to paint a day in the life of a peer of the same age in South Africa. They should use the experience and knowledge they gained during the course of the project so far for their artistic representation. The method was designed to deal with similarities and differences in the different cultures. The participants created their pictures in group work and therefore had to articulate their opinions, share and represent them and work together on the design of the images. The images were photographed

[10] https://www.bildung-trifft-entwicklung.de/files/_media/content/Dokumente/Didaktische%20Materialien/160615_afrika-puzzle_begleitheft_FINAL.pdf (in German, last checked March 9th, 2018)

like the “wanted posters” and uploaded to the project platform.

- Questions for the chat

  The participants prepared the video chat (see below) with questions they wanted to ask the project partners. In order to explore tablets’ usage, the participants should ask their questions through video messages and answer the question for their own living environment (e.g.: "Which rules do you have in your school? One of our Rules is that we are not allowed to use mobile phones during lessons "). The method prepares the participants for the live chat situation and gives the opportunity to practice the use of English. By simultaneously answering their questions in the video, the participants reflect on their own culture and everyday life.

- Video-presentation of living environment and other answers

  Since the live-chat did not occur on the 2nd day (see difficulties), the homework to produce pictures or videos of their own everyday life or their own culture was preponed. The South African partners also had uploaded letters to their German partners in which they asked question like life in Geraberg, the school’s appearance, German youth-idols, future career aspirations, German money or the head of the state. The participants were given the task to divide themselves into groups and to present creatively the school and the city of Geraberg and answer the questions to the South African partners. Prior to implementation, participants should create a concept of information research, of what they want to present and how to implement it. All groups decided to work with tablets and produced interviews with teachers or class-mates, created creative images and posters or made photo galleries from Geraberg or their school. The pictures and films have been uploaded to the project platform.

  Attention: Before uploading, it is necessary to review the content with the participants and to check for any offensive, racist or derogatory content.

- Live CHAT

  The live chat was postponed to the third day due to organizational difficulties (see difficulties). The participants in Geraberg had already worked out questions before the chat (see above) and presented their city and school. Both contents have been uploaded to the project platform, too. The project partners in South Africa, for their part, presented themselves with letters, pictures and short video clips about their school on the project platform.

  In the live chat via Skype, the elaborated questions were asked and answered in small groups of the other side. The chat method is explained in detail at Best practise.

Projects evaluation

The activity’s evaluation was realized by use of the observation grid and the questionnaire with some restraints. The

- **Be able to question, analyse and select information**

  The activity’s focus was on dealing with the strange and the own idea of foreign culture. In order to check their own ideas, the participants had the task to ask in the live chat and on the project platform questions about the partners’ everyday life. These questions were developed independently in several steps and transmitted via video messages to the partners in South Africa. It was important that the participants were not given proposals because reflecting their own life and school situation independently enables them to develop curiosity about how their peers live in South Africa and not least to ask questions that the participants really care about. The answers from South Africa have been contextualized and discussed with the trainers.

The questions about the daily life of the German participants, which were posted by the South African participants, were answered independently by themselves. For the answers, information had to be researched and processed. The internet research, interviews and surveys were conducted.

From the observation that the assigned tasks have been independently processed by all participants, it can be concluded that the indicator has been reached and that the competence has been strengthened.

- **Be able to question oneself (self-evaluation), understand what/who influences our opinions (parents, media, friends)**

  This competence development could not be observed.

- **Capacity to express one's opinion and present it clearly.**

  The used participatory methods, in particular the group work tasks, required the participants to deal with their own as well as the others' opinion again and again. It could be observed that the participants were not accustomed to this diversity of opinion in their school context, because there were always conflicts, whose opinion or wishes dominated the group tasks. Opinions expressed in the group discussions were also often degraded. These behaviours had to be discussed and reflected with the participants over and over again. In the course of the activity, however, a significant change could be observed. For it was mostly the participants who were loud and dominant and also showed derogatory behaviour towards the others, who had difficulties in articulating their own opinions and wishes. The more opportunities they saw and used for their own expression, the more open and cooperative their behaviour towards the other participants.

  It was important in the activity that all participants had the opportunity to be creative, to develop their own ideas and to implement them. This resulted in many impressive results, such as the video and photo presentation of Geraberg, which was completely self-reliant and independently developed by the participants.

  From the trainer's point of view the indicator of this competence can therefore be considered to be fulfilled.

- **Being able to cooperate**

  As mentioned above, all tasks were processed in groups and therefore the required competencies were strengthened throughout the activity. The participants were already accustomed to teamwork in school, but they themselves said that they did not work well with it. Over the three days, these retentions declined (see above) and the group work was easier for all participants and was considered positive in the daily feedback rounds. Also, in the evaluation of the questionnaires a tendency towards a more positive attitude towards group work could be determined.

  The school director and observing teachers confirmed that the participants co-operate better and mare more responsive than is the case in regular school classes. The indicator is therefore considered to be fulfilled.

- **Being able to accept social diversity and differences (social, cultural, sexual, etc.)**

  The project's design to have a cooperation partner in another country caused a regular and intense contact and exchange with other culture, life-style and life-circumstances and of course other values. The German participants are a relatively homogeneous group, concerning social background and ethnic affiliation. Contacts with non-German citizens or people of other skin color are rare and are usually limited to superficial contacts when shopping or visiting a restaurant. The preliminary survey with the help of the questionnaires

showed little interest in people of other social or national origin. The participants were also initially not convinced of the benefits they could have when chatting with students from South Africa. In the course of the activity and after a first familiarization with the used method as well as the themes of artistic design and South Africa, the participants were curious about the online contributions of the South African participants, articulated themselves repeatedly the wish to represent themselves and their own environment and wanted to chat with the partners and get in direct contact.

A reliable statement concerning a long-term change in attitudes towards social diversity and differences cannot be reliably assessed with the tools available, since no long-term observation was possible.

- **Being aware of global interdependencies**

  Due to the activity's design as a cooperation project with partners from South Africa and the joint design of the online project platform, the participants received a good impression of global interdependencies. In the group works, such as the poster design or the video production with the questions of the German participants, discussions arose repeatedly about how people in South Africa live and how their own everyday life in Germany is lived compared to that in South Africa. After the live-chat and the videos from South Africa, these impressions were discussed with the participants. All participants were aware of the difference in wealth and they also discussed ways in which they could support their project partners, e.g. with a donation collection in their own school.

Unexpected results

As mentioned above the class was school-wide considered as a "problem-class". It was observed by the trainers that there was much undisciplined behaviour like a high noise level, less competences to listen to each other and often a derogatory behaviour against the class-mates. The participants themselves were aware about their behaviour and their classes image in the school. Through the activity they discussed approaches to solve this situation. (see above).

Difficulties

This activity's implementation faced difficulties in the cooperation with the South African partners. The project's preparation was conducted in accordance with an EWNT resource person in South Africa who works in Zenzeleni school. Last consultations were supposed to be carried out on Friday before the activity's implementation, but the resource person did not react on any attempts to contact her. After week-end and still no contact, a new contact in Zenzeleni school had to be found and the whole activity had to be prepared with this person parallel to the implementation in Germany. Due to these difficulties, the live-chat took place on the last day and answers to the pictures and questions from South Africa were preponed.

The resource person finally showed up after five days, after disappearing for personal reasons.

Furthermore, the participants behaviour as mentioned above made is difficult to implement methodology as planned. the level of consciousness in class was low and the noise level were a serious and steady challenge for group discussions and group work. Energizers, brakes hat to be improvised to give possibilities to power out and calm down. This affected the facts about South Africa session which was only carried out scarcely.

Nevertheless, the activity's objectives were not affected by these difficulties.

Recommendations

After the experience of the lost contact person it is recommended to find back-up contacts in the partner organisation if possible. Back-up solutions have been prepared if no live-chat would have been

possible, but it should also be taken in account that the whole cooperation is threatened by uninfluenceable circumstances.

Like in above described activities a close cooperation with a responsible person in the institution is mandatory. The trainers were not prepared for the discipline situation in class and were able to handle the situation only by their own great experience.

Part 2 - Shared analysis, lessons learnt and European good practices

A) Analysis

Global Citizenship Education (GCE) concept's add value for educational and citizenship abilities development

During SoGloP-project an innovative, collaborative approach from global education and social work aimed to provide a concept of "Glocal citizenship" to the responsible World society for social change on a global and local level. Glocal-Citizenship-education should no longer consider society and socio-political processes singular from a global or local perspective, but from a widely interconnected, equally globalized and glocalized World society. The approach is intended to enable young people to act as responsible citizens of the world who, in their private environment, in their professional position and in their civic function, have the ethical goal of a peaceful world society in mind. And, as far as it is in their power, use it. Thus, global citizenship education is intended to provide a clear perspective for young people who grow up in a world full of conflicts, but also opportunities and who want to learn to live in solidarity. It conveys knowledge, competencies, values and attitudes that enable you to work in a fairer world for all.

During the project the use of GCE showed several add-values for the development and acquisition of skills and competences:

Personal level

On the beneficiaries' personal level (see p. 10) raised self-consciousness, curiosity and learning motivation as well as opinion formation processes were observed. GCE empowered and encouraged beneficiaries to develop their own opinion and to discover and express their own perspective. These opinions were reflected, expressed and shared with other project's participants. Self-awareness was raised by GCE and self-consciousness was fostered through the possibility to express oneself. The beneficiaries' curiosity and motivation to learn new things has been raised. The project helped to reflect prejudices and stereotypes and allowed beneficiaries to open their minds.

Group interactions and dynamics

On level of interaction and dynamics GCE usage also showed a big contribution to competences' development. It allowed the presentation and discussion of different perspectives which made it possible for beneficiaries to reflect their personal situation in relation to others. The trainers on local level reported raised team competences and attitudes, like team membership, abilities to listen to each other or to cooperate at task processing.

Global level

The greatest added value of GCE to SoGloP's project was the intended possibility of tackling with issues of sustainability and reflection of global responsible behaviour in the context of social work. Reports of social workers and teachers showed that through the local projects the beneficiaries have been empowered to become active and take responsibility in their environment. Furthermore, GCE empowered beneficiaries to become multipliers for global topics and issues towards their parents and in their peer-groups. Through GCE global communication has been enabled which showed the participant a reason for learning foreign languages, because not at least the beneficiaries' interest for peers in global south has been significantly raised.

Change oriented Approach

The following notes will first concern change oriented approach implementation conditions, then the different monitoring tools elaborated and implemented and at last the whole methodology.

The different projects' implementation contexts led to different monitoring methodology implementation:

- In Italy, if the definition of the vision and the changes paths have not been plenty and collectively elaborated, the

project stakeholders progressively size changes approach and all the monitoring tools have been used.

- In Germany, change objectives have been negotiated with social worker but this person finally did not take part in the monitoring process, weighing down EWNT tasks and complicating change observation.
- In France, the vision and change steps have been negotiated by all stakeholders. Unfortunately, these steps were rarely respected, the activities being not planned in connection with the expected changes. If the fact that the monitoring process was mainly carried by CSC Bohain youth workers was a positive opportunity to be as close as possible to the project beneficiaries, it also led to regularly adapt the tools. In fact, more time was needed for a better ownership.

Three monitoring tools have been initially designed:
a **questionnaire**:
elaborated by the Italian partners inspired by OECD and completed by the French and German partners. Implemented in all the 3 concerned territories, this tool face implementation difficulties:

- ☞ fulfilled anonymously in Italy, it did not allow to get an individual "picture" of the expected changes. Moreover, it was not seriously fulfilled at the end of the project, making its analysis not as worthy as expected. It was also considered as too much rigid.
- ☞ in France, it was fulfilled individually but in 3 persons groups. Indeed, the questionnaire looked too much complex for the project beneficiaries and the support of adult was necessary. Those conditions obviously caused many biases in the data collecting process (influence of social workers through their explanations, influence between young people …).

an **observation grid** template**:**
elaborated by the French SoGloP partners. A first template was designed but its implementation by Bohain youth workers brought into relief its complexity. A new template, focusing on only 1 ability, was finally shared with all project stakeholders.

- ☞ In Italy, it should be mention that if this grid was mainly used during collective sessions (training, orientation days …), it was also used by one of the youth workers during two beneficiaries volunteering period.

an **interview guide:**
elaborated by the German partners, it also faced different implementation conditions. Directly connected with professional orientation days in Italy, it was finally not used in Germany. Considered as not completely adapted to teenagers, the guide was used in France with the whole group.

It should be mentioned that the French stakeholders felt the need to implement another monitoring tool: **the project review with the youth workers**. Their huge involvement in the monitoring process led Region Hauts de France to have a mid-project review in order in one hand to share and clarify concepts and tools, on the other end to collect broader and more collective data.

Considering the whole methodology, it was observed that on a general point of view, this new approach was appreciated. **It gave real opportunities to plan differently activities and to qualify the results**.

The satisfaction is even higher among CSC Bohain youth workers who had the feeling to really evolve on a professional but also on a personal point of view. For them, this approach gives more value to their job and lead to higher quality activities. They even expect to keep this methodology for their coming projects and all through CSC activities.

Magali: "Nous sommes devenus de véritables acteurs de changement. C'est la 1ère fois que j'ai été autant investie dans un projet" – "We became real change

actors. It's the first time I was as much involve in a project ».

Nevertheless, many difficulties were faced:

- as it is for other monitoring methods, the direct contribution of the project to the observed changes is not easy to establish, especially when the project deals with teenagers which go through a huge change period and are submitted to many influences.
- If changes in terms of personal and collective behaviour were easy to observe, changes on global issues need more time.
- This methodology requires skills but also sort of distance and objectivity. As instance, Bohain youth workers, mixing with the beneficiaries quite every day, faced difficulties to identify changes and to share the same observation frame.
- This approach is time consuming both for change steps definition then for data collecting and treatment.
- This high number of abilities the project tried to tackle with makes this methodology even more complex.

RECOMMENDATION

On a methodological point of view:

- The Change oriented approach deeply influence the activities design process (activities connected to the different step identified). In consequence, this method should be integrated from the very beginning of the project design process and not only during its implementation.
- This method should be crossed with the traditional logical frame in order to facilitate results report to financial partners.
- The working load of this method leads to focus on a limited number of capacities. During the observation process, to limit observed objects should ease the collect of results.

In terms of project:

- The Change oriented approach, because of the different steps and pathways it needs, is adapted to only long term and wide range projects. This should invite granters to change their "project support" policies for more "institution support" policies.
- In consequence, a strong attention should be paid to insure project beneficiaries' involvement

In terms of human resources:

- The Change oriented approach is based on change observation. In consequence, the role of the observer is essential. At first, he or she should be specifically trained for this task. Secondly, he or she should have the right distance with the observed target group: to know them and to be legitimate in order to observe change; to have enough distance to develop an unbiased point of view.
- Even if his or her role is specific and that he or she got specific training for, the observer should not be considered as an expert but as a part of the social workers team. This should prevent him or her to consider target groups as "observed lab rats".

In terms of financial resources:

- Because it requires time and dedicated human resources, the Change oriented approach method needs specific financial resources.

In terms of partnership:

- In the case the project is implemented by several partners, because of its specificities, this method requires horizontal partnership rather than up down approach.

Partnership in local level

The project was an opportunity for different kinds of stakeholders (social workers and organizations, Global Citizenship Education stakeholders, local authorities…) to know each other and develop partnership. Nevertheless, cultural and working differences made that time and mutual efforts were needed.

Add-value of such a partnership

The project gave the opportunity for different kind of stakeholders to develop real partnership relationship when they are usually developing financer / beneficiary or expert / beneficiary or purchaser / service provider relationship.

The add-value lied in the fact that each partner brought its own knowledge and know-how. Obviously, social workers and organizations brought their knowledge about the young beneficiaries, their expectations and needs, Global Citizenship Education stakeholders their experience in training and pedagogical knowledge, the local authorities their experience in monitoring and European project building.

Difficulties faced

Nevertheless, natural difficulties raised up and should be identified to be overcome in other projects.

In terms of project shared understanding

The purpose of the project and the implementing conditions seemed sometimes not as shared as it should have been to guaranty a good partnership. In the meantime, concepts and especially GCE ones were not always clarified between partners.

About the French project, three main sources of misunderstanding may be identified:

- The limited understanding about GCE concept among CSC Bohain's youth workers even though the project had been negotiated and elaborated with the CSC general manager. It took months for the other partner to understand that concept and understanding was not shared.
- Different understanding about the project implementation conditions: the point for the regional council and GAS teams was to help the youth workers to develop usual activities through a GCE approach. Not to do more but to do in a different manner. For youth workers, the project was considered as an external initiative they had to implement aside their traditional activities. This misunderstanding brought many frustrations: among GAS and the Region because the regular activities were not always inspired by GCE which meant delays; among youth workers because they felt pressed and because they were asked to tackle with different issues while they expected to spend more time on specific ones.
- The experimental dimension of the project was not shared: Region and GAS representatives were considered by youth workers as "experts". In consequence, change of approach or change of monitoring tools were not understood and only considered as additional workload even though change oriented approach experimentation was the core of the project.

About the Italian project, three main sources of misunderstanding may be identified:

- initial difficulty of planning pilot actions aimed to test a new GCE approach for young people with less opportunities was found, because their priority was to work more on strengthening personal skills rather than those of global citizenship.
- The limited initial understanding about COA concept among Italian partners even though the concept had been discussed and elaborated with the other EU partners. It took several times for the Italian partner to understand that concept applied to the SoGloP project.
- Low level of involvement of the other department of Marche Region (social services, youth policies and labour policies) caused by the delayed pilot action design.

About the German project, one main source of misunderstanding may be identified.

After 2015 migration influx to Germany, social centres had to face the challenge of integration of young people with migration

background in locally grown and balanced youth structures and school classes and curriculars. Besides they intervened against racist prejudices among the German young people against their new neighbours. In the project's preparation social workers asked for contend-related support concerning global issues, intercultural competences and participative approaches and cooperation supporting methodology. However, expectations of social workers and project coordination diverged widely because during the project it became more and more obvious that cooperation for the social working institutions or the social workers themselves did not mean common activity development, implementation and monitoring but a passive use of external services. Reasons could only be presumed and cannot be generalized for all social workers, but some observed points are:

- Confronted with this situation social workers usually stated a lack of temporal resources besides their perceived regular tasks.
- Some of the social workers themselves have less global transcultural or global citizenship attitude and interest. For these social workers, only short-term interventions (like afternoon workshops on mobile phone production or Fair-Trade) were of interest but not a long-term cooperation with partners from abroad.
- The project coordination expected easy access and mutual understanding with social work stakeholders because of a widely alike methodology – some activities used by GCE stakeholders are inspired by social work pedagogic – and a good practice example from Austria[11]. However, contacted social workers perception of the proposed cooperation was not in accordance.

On an institutional point of view

As explained before the three kind of local projects' stakeholders, GCE experts, youth workers and local authorities are used to work the one with the other but usually through a purchaser / service provider relation type, not as equal partners. Furthermore, institutional positioning differences were sometimes reinforced by vocabulary differences.

In France, as mentioned before, Region and GAS representatives were considered by youth workers as experts or decision makers. It took time before youth workers understood their contribution was expected and before the Region representatives understood that the relation was initially biased. Their inclination to use concepts and administrative vocabulary made the dialog even more complex. Only long-term regular meetings gave the partners the opportunity to better understand each other and to share a common vocabulary.

In Germany, the above-mentioned different expectations and misunderstandings were supplemented by unequal partnership between the stakeholders. The project coordination experienced less acceptance by some of the contacted and invited social workers. It seemed that the non-institutional pedagogical concept of GCE was not considered as relevant and equal to social work.

Additionally, it has been stated by some social workers that pupils have different problems than do deal with their global impact or global interconnectivities. They did not realize the project's idea of strengthening individual social competences by the project's GCE approach and the connectivity between local and global action. Besides this, one social worker regarded GCE concept as an additional – school like – pedagogical intervention and refused to cooperate

[11] Wakolbinger, Jochen (2013) Rahmenbedingungen und Potenziale für globales Lernen in der offenen Jugendarbeit. Diplomarbeit, Universität Wien. Philologisch-Kulturwissenschaftliche Fakultät, BetreuerIn: Hartmeyer, Helmuth (online available at: ***http://othes.univie.ac.at/29076/***)

because he did want his “kids” learning in the afternoon.

On an organizational point of view

Obviously, SoGloP project looked ambitious to promote partnership between stakeholders facing huge work culture differences. Beyond the difficulty to cross three different agendas and schedules, appeared various organizational difficulties.

In France, one of the main difficulties faced concerned internal communication. First of all, it was difficult to share at the same moment the same level of information because most of the exchange were bilateral (Region and GAS; GAS and CSC; CSC and Region). Secondly, E-Mails as communication channels were not efficient: the youth workers were not used to consult CSC mail box and when the mails were consulted they were not always shared between all the youth workers.

In Germany besides the above-mentioned difficulties, it became obvious that more time would have been mandatory to promote the project and its methodological approach towards social work stakeholders properly in order to identify and acquire reliable companions. Also, it should have been insisted on corporate activity preparation or otherwise supportive resources for the social workers should have been provided. Social workers seemed not to be used to such an intense and long-lasting cooperation with external stakeholders and did not had the resources which would have been necessary. On the other hand, EWNT’s GCE trainers are free-lancers who usually do not implement long-lasting project activities. For this reason, it was not possible to find trainers for a long-term cooperation and project activities had to be carried out mainly by the project coordination themselves.

B) Conclusion and perspectives

The developed approaches of cooperation between global citizenship education and social work, which were implemented in Social Work with Global Perspective project, were able to show the hoped-for effects and changes in the competencies of the beneficiaries. In particular, the global interdependencies’ awareness, the fostered cooperative work competences, the strengthening of self-responsibility, self-confidence and self-esteem as well as the articulation of one's own opinion are to be emphasized here.

From our point of view, this shows that the implementation of GCE activities and social work is supposed to be a promising approach like other projects in Austria or Germany have already shown before.

Nevertheless, from the perspective of the project partners the following factors are necessary for successful implementation:

- All partners involved must be familiar with the GCE educational concept and consider its relevance to their own work as important.
- For this purpose, all participating partners need advocates and companions at the management level who are involved with a high intrinsic motivation in the implementation and / or can provide the necessary resources.
- The overcome of communication and understanding barriers between the partners is a time-consuming process. The necessary time for this process must be communicated to all involved partners from the project’s beginning. Their participation in this process must be ensured as well as providing time and personal resources by all partners.
- Social workers are no experts in GCE. This means that they need more training for getting familiar with the underlying pedagogical concept, its core competencies as well as its objectives and methods. These trainings can facilitate the above-mentioned exchange.

Annex – Good practices

A) Pedagogical tools

Online-based communication – Working phases for peer-to-peer chat exchanges

With the integration of online-based communication (chats) into workshops on (different topics of) Global Citizenship Education, we pursue the idea of creating a virtual meeting room for students from different countries. It is not always possible to travel to create physical encounters. Through online-based communication students can make a virtual trip and share experiences. By doing this, living and acting in a world society which often appears to be abstract can be made experienceable. As core elements we see the possibilities of changing perspectives, asking questions and listening to each other. The arising dialogue is intended to make curious about each other and to draw differentiated and colourful images of the living environments of the respective partners. Our objective is it therefore, to facilitate a wide-ranging exchange on the everyday life issues and cultures as well as to promote discussions on global issues between the partner groups. Furthermore, this exchange allows and demands the exploration of the own living environment, culture and identity.

This online-based exchange should not, however, be regarded solely as a substitute for personal conversations in the non-virtual world. Petko (2014:83ff) correctly notes that online-based communication – well and structured moderated – can make an important contribution to strengthening (diverse) communication skills and to promoting an appreciative atmosphere of conversation.

In this process, the trainer is entitled to the role of moderation, which is intended to support this dialogue and exchange process.[12] Nevertheless, the online-based dialogue must be well prepared to ensure a smooth exchange process. Each exchange process consists of different phases that should be considered. These phases and their importance for the preparation, implementation and follow-up of the educational events will therefore be presented below.[13] They are described in such a way that they are applicable for the conduction of asynchronous, synchronous and/or multimedia chats. The topic of media-based learning will also be considered, because the content and dialogue in chat events cannot be viewed separately from media usage. In the course of the chat events, the learners are to be empowered to contribute their own experiences and also be encouraged to deal critically and competently with online-based communication.[14]

[12] See Petko (2014: 90-91)

[13] Methods of global education that are not directly relevant to the different phases of computer-based communication are not included for reasons of clarity.

[14] On the relation of media didactics an d media literacy see Petko (2014), Burow (2014) und Schorb (2017).

Peer-to-peer chats: Methods and notes to prepare and run online-based conversations – learning to listen and learning to ask

Objectives: Students get to know each other through online-based communication, they deal with the living environment of their peers and with their own, students of both countries use online-based communication actively to talk about sustainable development, a change of perspective is sought

Teaching material: technical equipment (laptop, tablet computer, adapter, speakers, microphones, extension cord, webcam, multiple outlets, projector, etc.), metaplan cards, pens (markers), task cards, jigsaw (group puzzle) cards, etc.

Tools: Padlet, Skype, o. a.

Duration: at least two to five project days, please schedule sufficient pre-and post-preparation time during, before and after the chat event

Group size: preferably 15 to 25

Appendix: (technical) Check list for preparation and follow-up

Additional remarks: Participants = students/youngsters, partner institution = chat partners (social workers, teachers, etc.)

= Watch out!	=Notes
Working phase: preparation and follow-up	
Working phase: preparation and follow-up with the participants	
Working phase: online-based exchange (chat)	

1. Preparation

Advance information: The following criteria facilitate the success of online-based communication between larger groups. They should be considered in preparation[15]:

- **The definition of learning objectives** together with the responsible person of the respective partner institutions
- The **consideration of structural preconditions** like time shift, dates and times, the local technical conditions and those of the partners, the necessary (technical) equipment, the choice of software tools with regard to available data volume
- The **scheduling of the activity and the didactic context** like content, tasks, tools, the communication process between the participants and the review of learning objectives and transfers

Make agreements: Chat events stand or fall with our partners. It is therefore not only polite but reasonable to plan and "choreograph" the chat event together with our partners in the run-up. **Agreements help to prepare, implement and conduct the chat exchange.** This means:

- ✓ A **communication tool suitable for both groups** must be found. Criteria such as functional diversity, low technical requirements, ease of use and data protection when registering are essential[16]
- ✓ Topics and objectives must be discussed with chat partners
- ✓ **Agreements regarding the communication process** must be made **together.** It is mandatory to set an order for questions and answers! This ensures a smooth start and disciplined behaviour during the chat process.

Plan B: Technical problems are to be expected during chat events. Sometimes you have connectivity problems, sometimes the software tool causes problems. Another tool may need to be dodged, or an analogous method may be used as a substitute. Please keep in mind to talk about an alternative plan in advance!

[15] Vgl. Petko (2014: 82-93, 107, 152ff.)
[16] Vgl. Petko (2014: 107)

2. During the workshop: Providing and activating prior knowledge	
Chat exchanges, synchronous or asynchronous, text based or via video conferencing, are to be prepared with the participants – in form and content! To give them the opportunity to prepare themselves for the chat exchange and to deal with basic topics (like cultural, political or economic questions) and also to get information related to the partner group one can choose different approaches. This preparatory phase facilitates a smooth start and serves as basis for everything else! The following approach serves as example:	
Action: To explore (new) topics it might be helpful to organize the participants in topic-related working groups. Tasks and learning objectives must be well prepared and clearly formulated.	→ Learners deal with different topics → Learners explore topics and information by themselves
Action: Each small group presents its results to the class. This can be done in plenary or, depending on the age of the participants, methodologically implemented. No more than 5 to 10 minutes of presentation time should be scheduled!	→ All participants are included → The participants consolidate their knowledge → First questions are asked
For the tasks and topics to be worked on, references to the participants' living environment should not be missing. They should also be encouraged to contribute their own experiences**.** Group work should be well structured. Task cards and information on the learning objectives might help. Tablets and hands-on media activities can be integrated into the preparatory group work.	
Question parking: What questions are raised during the working phases? Set up a question parking or depot, e. g. at the board or at the pin board. This allows the participants to access already asked questions during the chat. **Please consider** that as moderators you are primarily responsible for accompanying the exchange process and for contextualizing the conversation. You should not answer topic-specific questions at first but leave them to the partners. Chat exchanges serve in the first place as opportunities for youngsters to share their perspectives.	

3. During the event: The subject of media usage	
An attunement to the chat exchange can be done by the dealing with media usage. The participants thus get the chance to incorporate their everyday experiences on the topic of online-based communication into the learning event. For the trainers it may be interesting to get an insight into the participants' knowledge and media usage behaviour.	
A **question** to the participants [plenary]: What Apps & social media platforms do you usually use?	→ Participants reflect on their social media activities → Trainers get an impression of the participants' media use behaviour in everyday life and the platforms used by them
A **question** to the participants [plenary]: With whom do you exchange information? Where does the information you receive from apps and social media come from? What other channels do you use to get information?	→ This question refers to the echo chamber of the participants. → At this point there could be a transition to the question why it may be interesting to have an exchange with chat partners.
Partner students are contacts outside the echo chamber, they describe everyday life and the living environment in another world region from young people 's perspective. Also, they can thus give a personal "face" to abstract and far-off themes that are otherwise transported mainly by adult-made media.	
A particularly interesting and participatory component of the chat is the fact that no questions are given, but that the participants have the opportunity to exchange ideas with each other about their own and (for them) interesting topics.	
The participants should preferably get to know the technical platform or the chat tool. Sufficient time should be planned for the introduction to technology and handling.	

4. During the event: Find questions, prepare the chat exchange

A chat exchange requires a thorough pre-structuring, which must be worked out with the participants. Thus, participants can better adapt to the conversation and to their active role. It also prevents the risk that live chats with large groups in particular can become very confusing.

One possibility is to define different subject areas (topics) as well as objectives in advance. Depending on group dynamics and the age of the participants, they can either choose subject areas to work on by themselves or the grouping can also be done methodically. To simplify group formation, colours or symbols can be assigned to each topic for preparation.

By working in small groups, a greater variety of questions can be dealt with and even quieter participants have the opportunity to contribute to this process.

Aim of the event: The exchange's objective is mandatory to be communicated to the participants from the beginning. Ideally, after the online exchange, the participants create a result document such as a poster, theses paper, a recipe collection or a mind map. A tangible objective maintains the suspense and facilitates group cohesiveness. **Advanced level**: Both partner groups can collaborate on results through the usage of online platforms.

Action: Each participant draws a card and then assigns himself according to the symbol or colour to a small group, i.e. to a subject area. The **group size** must be known beforehand. Depending on the prior knowledge and the age of the participants, it is mandatory to explain how to ask and frame constructive questions. A note concerning the difference between open and closed questions can be helpful here.	→ According to the number of participants, cards (or similar) should be prepared with symbols and/or colours
Action: The participants form groups and discuss or write down questions referring to their subject area. 10 to 15 minutes are to be scheduled.	**Preparation:** Metaplan cards and pens, depending on the number of participants, should be provided.

After working in small groups, the chat process is to be prepared together with the participants, helpful questions can be here:

→ How do we start the chat?

A reference to the chatiquette is crucial here: The groups should welcome and introduce each other.

→ If a question order is set: Do we categorize by topic or by a set group order?

Especially for large groups, it makes sense to distribute speech rights or to set a question order before the chat starts. This helps to avoid unrest within the class.

Turn-taking with the partner group must be taken into account, so that all participants can participate equally.

It is important here to invoke the agreements with the CHAT partners.

→ How should the seating arrangement be during the chat?

It can be more pleasant for chat partners to arrange the seats not far away from the webcam in order to overcome the anyway given distance.

→ Who speaks?
Sometimes it may be useful to set both a question order within a group as well as a group speaker before starting to chat in order to avoid discussions and too long breaks.

Foreign language: Especially when chatting in a foreign language, it may be helpful for the participants to go through the questions before the chat starts. So, participants gain certainty while speaking, questions do not double, and possible vocabulary and grammatical errors can be corrected beforehand.

Synchronicity: Live chats are never completely synchronous! All participants should be prepared for any lull in the conversation due to technical circumstances in order to prevent unrest in both groups.

5. During the event: the chat situation, its entry and course

The partner groups should have time to introduce each other at the beginning. All participants should know who they are talking to or writing to. In order to avoid confusion and to ensure a good start for both groups, it is reasonable to clarify beforehand who starts and how the introduction takes place (remember: agreements!).

- ✓ It helps to exchange profiles before the first live chat starts to arouse mutual interest. Additionally, both partner groups get a first impression of each other.

Microphone: It does not necessarily improve the sound quality. It is nevertheless mandatory to use a microphone for video conferencing with large groups, because it draws attention and for the partner group it becomes obvious who is speaking.

Depending on interest and (internet) connection, a chat usually takes between 30 minutes and an hour. It should not take longer (attention span)! The time frame has to be discussed with the partner institutions, the participants must also know it. By finishing the chat, chatiquette is again in demand! A thank you from the group is essential!

Moderation: During the chat, trainers assume a moderating role, which means that they support

Content-related **(→ referencing knowledge resources, relating contributions, providing assistance and summaries, saving results)**
Organizationally (→ regulating formal requirements, watching role distributions, responding to inappropriate contributions and conflicts)
Technically **(→ solving technical problems)**
Socially (→ Creating an open and appreciative atmosphere of conversation, welcoming the audience and "ice breaking", moderating the introduction, encouraging contributions and making sure that all questions are answered).
Conversations are not directed by the trainers![17]

Understanding-supporting questions and requests from the moderator to the participants, however, can make the chat more interesting and dynamic.

Feedback: Special attention must be paid to the fact that a feedback to the partner group is mandatory throughout the chat process. It is crucial to give a hint or indicate if a translation is required occasionally, if participants discuss a question or if breaks arise for other reasons. This is not always immediately apparent and understandable for the partner group.

5. During the event: The chat and it's context

A chat may not stand alone! Therefore, it is crucial to clarify open and comprehension questions after finishing the chat exchange. To avoid reinforcing already existing stereotypes or creating new ones, the information exchanged during the chat must contextualized with the participants. In addition, the participants should get the opportunity to give their feedback.

Questions to the participants can be afterwards [in plenary or methodically implemented]:
→ What questions are still open?
→ What was particularly interesting?

[17] Vgl. Petko (2014: 83-92)

→ What was new/surprising?
→ Why is the information important?
→ Why (possibly) different than expected?
→ How did the partner group affect us? How did we affect the partner group?
→ What was different from „usual“ chats?
→ How can the information, the partner group gave us, be combined with the previously learned?
→ How can the discussed topics be combined with the living environment of the participants?
→ How did the chat run technically?

Transfers: And what do we do with the answers? A lot of information is exchanged during a chat! But what remains in memory? Transfers and saving results are important here!

For the final discussion, it may be helpful to re-send the participants into small groups in order to recap the answers provided by the partners:

- ✓ It may be helpful to encourage participants to take notes during the chat.
- ✓ Helpful is the creation of a conclusion document in small groups, in class or together with the partner group, like posters, (digital) mind maps, digital pin boards, recipe collections, theses paper, etc.

To discuss results, the following questions can be used as orientation:
→ Were all the urgent questions answered?
→ What did we learn from our peers? What did they learn from us?
→ What was nice about the conversation? What less?
→ What was the eye-opener? What was unexpected? (… and for our partner group?)
→ What remains in memory?
→ Where do you see a connection to our school/to our life/to our free time?
→ What approaches/solutions do we have?
→ What do we have in common? Where do we see differences?
→ What is positive/negative about partner students' situation? And about us?
→ What should one get used to if one would live in the partners' country? What should the partner students get used to?

Important points and the results can be discussed later in plenary.

6. After the event: The feedback

A feedback interview with the chat partners and the local teaching staff is essential.

The following questions may serve as orientation:

→ What positive experiences have the respective partner students made during the course of the project?
→ How could the perspectives be changed?
→ What has been missing?
→ How were the students satisfied with the project?
→ How served the implemented software tools as exchange platform?
→ What can we improve and what can we do better?
→ How to deal with the experiences made?

Recommended and used literature:

Burow, Olaf-Axel
2014 Digitale Dividende. Ein pädagogisches Update für mehr Lernfreude und Kreativität in der Schule. Weinheim

Hofmann, Andreas et. al.
2016 Tablets im Unterricht – Ein praktischer Leitfaden. Hamburg

Petko, Dominik
2014 Einführung in die Mediendidaktik. Lehren und Lernen mit digitalen Medien. Weinheim

Schorb, Bernd et. al. (Hrsg.)
2017[6] Grundbegriffe der Medienpädagogik. München

Trilling, Bernie et. al.
2009 21st Century Skills. Learning for Life in our Times. San Francisco.

CHAT-checklist for media (literacy) and technic:

What needs to be clarified in advance:

Chat partners:

☐ Chat Partners have been asked/agreed.
☐ The technical requirements/conditions were discussed with the chat partners.
☐ Together with the Chat partners it was discussed which software should/is to be used (e. g. Skype, GoToMeeting, Padlet, wetransfer, etc.).
☐ Necessary links and account information have been exchanged with the partner group.
☐ Appointments are made with the chat partners (test chat and chat exchange).
☐ The event was planned together with the chat partners and the objectives were discussed together.
☐ I have all the necessary contact information from my partners. (Skype, E-Mail, if necessary mobile phone)
☐ Both chat partners discussed the process and duration of the chats.

- ✓ Which group introduces itself first?
- ✓ How do the groups introduce themselves?
- ✓ Who asks the first question?
- ✓ Are interposed questions allowed?

!Especially when chatting with two larger groups is a kind of chat "Choreography" helpful, so that everyone gets the chance to speak and that all questions can be answered on an equal footing!

☐ A Plan B was discussed with the partners. (Text chat or video messages? "Classical" methods?)

Notes:

_____
_____
_____
_____

Technical equipment & platforms:

☐ The following devices will be used during the chat event and have been reserved:

- ✓ Laptop (incl. cable)
- ✓ Tablets (incl. cable)
- ✓ Adapters (lightning, VGA, HDMI)
- ✓ Speakers
- ✓ Microphones
- ✓ Webcams
- ✓ Extension cord
- ✓ Distribution sockets
- ✓ USB-HUBs
- ✓ Projector incl. cable

☐ Dates for the collection and return of the equipment case were discussed with the coordinator.

- ✓ Dates: Pick up: _____ Return: _____

☐ The location's technical conditions have been clarified.
☐ All necessary passwords are available to me. (accounts, tablets, laptops)
☐ The chat platforms/accounts to be used are prepared and functioning.

! Technical Requirements **must** be notified at an early stage to ensure that all necessary equipment and a mobile hotspot are available at the day!

Agreements with responsible persons:

☐ The responsible person is informed about the (technical) requirements.
☐ It is clarified if and how a WLAN or LAN connection is available to serve for the implementation of a chat exchange. (Important: How are the network passwords assigned?)
☐ It is clarified if several devices can log in to the location's network if necessary.
☐ It is clarified which rooms and/or devices are eligible for internet use.
☐ The time frame for internet use/room use is defined.
☐ It was clarified, which chat platforms are allowed to use and which are blocked.
☐ It was clarified, in which form an exchange of documents (e.g. photos, video messages) may be carried out.
☐ A consent form for the parents and students was sent to the teaching staff in advance.
☐ A network check has been done (LTE/WLAN).
☐ It is clarified whether a pre-site inspection (event location) must be carried out.

Notes:

_____
_____
_____
_____
_____

What needs to be clarified immediately before and during the event:

☐ There is enough time to build up the technology in advance.
☐ A technical check and a test call will take place.
☐ A test chat (with the partners) was agreed.
  ✓ Appointment: On: _____ At: _____ o 'clock
☐ The consent form has been collected and checked.
☐ The privacy policy has been discussed with the participants.
☐ It is enough time scheduled to familiarize the students with the technology and the apps.

Notes:

_____
_____
_____
_____
_____
_____

TOOL SHEET: STEP FORWARD

Source: Visa for the journey (Comité Catholique contre la Faim et contre le Développement)

Nature: role play requiring participants to have a minimum of empathy towards others and to step back from their reality.

Objectives:
To enable young people to become aware of the inequalities in accessing fundamental rights, between countries, but also within the same society.

Work on representations and de-constructing stereotypes

Enable understanding of what a person belonging to a community sometimes implies (social or ethnic) and the consequences entailed.

Foster empathy.

Length: 1 hour

Number of participants: minimum 10, maximum 30

Equipment:
- As many "profile" cards as there are participants (at least 20, it is advisable to use very different profiles).
- 1 copy of the list of "situations/events" for the leader
- A sufficiently large space to allow the participants to place themselves on a line, next to one another.

Process:
Beforehand: insist on the fact that it is just a role play with the participants and, as such, they must embody a character, no doubt very far from their reality and to which they will not be reduced by the other participants.

1st stage: have each of the participants draw a "profile" card at random. They must keep it all throughout the activity, not show it to the others and not exchange it.

2nd stage: give a few minutes to the participants in order to allow them time to put themselves into the shoes of their character. You can help them do this by asking the following questions: How did your childhood go? What was your house like? What jobs did your parents do? What do you do with your days? How much do you earn? Where do you live? What motivates you and what makes you scared?

3rd stage: ask the participants to place themselves in a line at the end of the room and explain to them that you are going to read them a list of situations or events. Every time they are able to answer "yes" to the statement, they must take a step forward. If not, they stay where they are (agree on the average length of a step).

4th stage: Read the situations one by one by marking out a pause between each so the participants can possibly step forward. Observe their position compared to that of others and ask them to remember the statements for which they were not able to move forward.

5th stage: debate and debrief: it is preferable (if possible) to ask everyone to stay in their place. Invite them to leave their character behind (without revealing it) then ask them for their general feelings and the lessons learnt from the following questions:

- What did I feel when the others moved forward and not me? And the opposite?
- How did I feel in my character's shoes?
- Did some have the feeling that their fundamental rights were not respected? At what moments?
- Regarding those who often moved forward, at what moment did they notice that the others were not advancing as quickly as them?

Then, spend some time on the profiles of each person: can they guess the role played by the others? Some can read their "profile" card and present, in a few words, the character that they had imagined.

Perspectives:
You can suggest a more in-depth reflection on what could help the characters to access their fundamental rights - at their level and that of the participants.

Step forward worksheets:

page 1 "Profile" sheets

PROFILE CARD

Translation:

YOU ARE - A young 17-year old Romany girl (Gypsy) who never finished primary school	YOU ARE - A young boy living in a disadvantaged area	
YOU ARE - A middle-aged female, HIV-positive prostitute	YOU ARE - The owner of a prosperous import-export company	YOU ARE - An illegal Malian immigrant
YOU ARE - An unemployed teacher in a country with an official language that you do not master	YOU ARE -The son of a Chinese immigrant who manages a prosperous fast food business	YOU ARE - The president of the youth wing of a political party
YOU ARE - A model of African origin	YOU ARE - The daughter of an American ambassador in the country where you live now	YOU ARE - An unemployed single mum
YOU ARE - A young, 24-year-old Afghan refugee	YOU ARE - A young disabled person who cannot move without a wheelchair	YOU ARE - The daughter of the manager of a local bank. You are studying economics at university
YOU ARE - A retired shoe manufacturing factory worker	YOU ARE - A 22-year-old lesbian	YOU ARE - A young Muslim who lives with their very devout parents
YOU ARE - The 19-year-old son of a farmer in a remote mountain village	YOU ARE - A young, homeless and crack-addicted 27-year-old man	YOU ARE - A soldier in the army doing your compulsory military service

page 2: "Situations/events" sheets

- You have never had any serious **FINANCIAL DIFFICULTIES**.
- You have **DECENT ACCOMMODATION** with electricity and running water.
- You went to school and are **ABLE TO READ** the paper.
- You **HAVE** a phone, television and car.
- You can **VOTE** in the local and national elections.
- You can **CELEBRATE** the most important religious festivals with your **PARENTS AND YOUR FAMILY**.
- You think that you **LANGUAGE**, your **RELIGION** and your culture are **RESPECTED** in the society in which you live.
- You benefit from **SOCIAL SECURITY AND MEDICAL COVER**.
- You can **TAKE PART** in an international seminar abroad.
- You have an **INTERESTING LIFE** and you are **OPTIMISTIC** concerning your future.
- You have never been worried about not **BEING ABLE TO EAT** your fill.
- You can use the Internet and **BENEFIT FROM ITS ADVANTAGES**.
- You have the sense that your skills are appreciated and **RESPECTED**.
- You think you can **STUDY** and exercise the **PROFESSION** of your choice.
- You can fall in **LOVE** with the person of your choice.
- You can buy **NEW** clothes at least every 3 months.
- You are not worried for the **FUTURE OF YOUR CHILDREN**.
- You are not afraid of being **HARASSED** or **ATTACKED** in the street or by the media.
- You have never been subject to **DISCRIMINATION** due to your origin.
- You can **GO ON HOLIDAY** once per year.

TOOL SHEET: EURO-RAIL

Source: "Tous différents-tous égaux" (All different - all equal) educational kit, Directorate of Youth and Sport, Council of Europe, 2nd edition

Nature: activity dedicated to studying prejudices via a concrete and everyday role play starting from the following idea: "We're not racist but...."

Objectives:

- Questioning stereotypes and prejudices of the participants about others and more specifically minorities,
- Question and confront the perception of these minorities via studying images and associations evoked by the portraits.
- Make participants aware of the limits of tolerance and lead them towards introspective work.

Length: 90 minutes to 2 hours

Number of participants: minimum 5, maximum 40

Equipment: A copy of the activity sheet and a pen per participant

Process:

Beforehand: give out worksheets and pens to each of the participants.

1st stage: Briefly describe the scenario (the choice of those around you for a long train journey - see: worksheet in appendix) and have them read the portraits of the train passengers.

2nd stage: Ask each person to individually choose three people with whom they would prefer to travel and 3 people with whom they would least like to travel. Circle them on the worksheet.

3rd stage: invite the participants to get into groups of 4 or 5 and to:

- compare their respective individual choices and the motivations for their choices,
- identify similarities and contradictions between the reasons mentioned,
- reach a shared list (the three "most" and the three "least" desirable to travel with) from a consensus.

4th stage: as a plenary, ask each group to present their conclusions by giving the reasons for their choices and explaining the "cases" which caused the most disagreement within the groups.

5th stage: debate and debrief: option of introducing the discussion by using the following questions:

- What were the main determining factors for your individual decisions?
- If the group did not reach shared conclusions, why? What factors stopped a consensus being reached?
- What stereotypes does the list of passengers carry? Are these stereotypes explicitly expressed in the list or are they the result of your imagination and your representations? In this last case, where do they come from?
- What would you feel if you were placed in a situation in which nobody wanted to share your compartment.?

Advice for the leader:

The list of portraits may prove long and make group work difficult. If required, you can reduce this list to 10-14 portraits and adapt it to the local situation. However, it remains important that the list contains portraits representing minorities known to the participants, as well as invisible minorities like homosexuals, disabled people, HIV-positive people, etc.

In numerous cases, the group will not reach a common list. Do not insist on this aspect of the activity, as it would risk leading to a false consensus. It is as interesting to question the reasons for the difficulty in reaching a consensus on such a question.

It is important that everyone respects others' opinions and that nobody attacks someone due to their points of view. If certain choices seem doubtful, it is preferable to discuss the reasons which motivated them, rather than to question a

personal decision. Both the participants and you will be in a delicate situation: It is very easy to turn this session into a trial! This is why you must ensure that you do not allow the discussion to revolve around the "Who has the least prejudices?" question and instead work on the fact that we all have prejudices.

Worksheet to give out

ROLE CARD

The scenario

You are getting on the "Deer Valley Express" train for a long trek from Lisbon to Moscow. You are travelling in a sleeper compartment that you must share with three others. With which of the following passengers would you like to share your compartment?

1. A Serbian solider from Bosnia.
2. An obese Swiss stockbroker.
3. An Italian DJ who seems to have plenty of money.
4. An African woman selling leather items.
5. A young HIV-positive artist.
6. A Romany (Gypsy or traveler) from Hungry just out of prison.
7. A Basque nationalist who regularly goes to Russia.
8. A German rapper who has chosen a very alternative lifestyle.
9. A blind accordionist from Austria.
10. A Ukrainian student who does not want to go home.
11. A middle-aged Romanian woman without a visa, with a one-year old child in her arms.
12. A very aggressive, female, die-hard Dutch feminist.
13. An apparently drunk Swedish skinhead.
14. A wrestler from Belfast apparently going to a football match.
15. A female Polish prostitute from Berlin.
16. A French farmer who only speaks French, with a basket full of strong cheeses.
17. A Kurdish refugee living in Germany and returning from Libya.

Instructions

1. Individually, choose three people with whom you would most like to travel and three with whom you would least like to travel. You have 15 minutes.
2. In groups, share your choices of your three best and three worst travel companions, and discuss the reasons which motivated your decisions.

Then, try to reach a consensus on a shared list. You have 45 minutes for this part of the activity.

3. As a plenary, each group presents its conclusions, then follows the report and assessment of the activit

B) Training tools

TRAINING APPROACH

Context

Although it has already invested in a few citizenship and development education projects, the team of leaders from the Bohain Social and Cultural Centre in Vermandois wanted to benefit from a training offer in terms of civic and moral education in order to implement the SOGloP project under the best conditions possible. As such, the GAS association was entrusted with the *task of* creating a training process suited to the needs identified by the educational team from the social centre and the partners. The developments over the duration of the SoGloP project and its diversification in France finally led GAS to offer 6 training days. The analysis of these developments and the lessons taken from this training approach appear in Section 1B dedicated to the activity implementation description.

Overall objective of the training approach

By placing itself within the capacity framework defined by all of the SoGloP project partners, contribute to increasing the professional competencies of the youth leaders in the area of citizenship and solidarity education in order to give them

the required keys to understand and strengthen the social integration of their target audience.

More specifically, this training approach aimed to change the leaders' attitude in a context of citizenship education by:

1. Allowing them to discover the concepts of sustainable development and global citizenships education.
2. Changing the outlook on what is happening in our societies.
3. Allowing them to acquire educational tools to raise awareness among their target audience and develop new skills, as well as to commit.
4. Allowing them to acquire the project management basics.
5. Being able to create a medium and long-term educational project.

The methods and tools offered by GAS aimed to encourage everyone to share their skills. The recourse to the practical cases based on real experience sought to facilitate the ownership of concepts and their transferability into professional practices for the participants. Tasks in workshops and theoretical provisions were dealt with alternately. It is worth noting that all the practical and methodological documents seen during the training were passed on to the participants, again for ownership purposes.

Description of the training approach

<u>Day 1:</u> introduction to citizenship education

Objectives of the training:

- clarifying the terminologies and concepts;
- introducing the issue of global inequalities and interdependencies;
- changing the attitude of the leaders in a citizenship education context;
- presenting relevant leadership tools for ownership.

Process:

- Shared understanding of participants and speakers via "*ice breaker*" and "*team building*" type tools then a presentation of the training process.
    - Introduction to the theme
        - *Relay race on citizenship:* two teams compete against each other. In turns, each player from a team must find a word that, according to him or her, is associated with the theme and so on from A to Z. Presentation then discussion around words chosen, allowing for the "boundaries" of the theme to be debated.
        - *Moving map:* used to deal with the theme of migrations (leadership tool with a specific sheet).
- Tackling inequalities
    - Musical chairs: fun and spatial representation of the division of the world population, then global wealth, allowing for a discussion on global inequalities on the one hand, and on the other representational errors (overpopulated Africa for example).
    - Baguette game: Another very visual game enabling awareness raising on inequalities in the division of global wealth.
    - Screening of the "Comment nourrir tout le monde?" (How do you feed everyone) video»
    - -Step forward game: leadership tool with a specific sheet.
- Changing the attitude of the leaders and de-constructing prejudices
    - Cross debate: debating of an issue from 4 propositions, each participant places themselves within the space according to how much they subscribe to each of the propositions.

      Statement for the 1st cross debate:

      A GCED leader is: a responsible friend, a teacher, a manipulator, a facilitator

      Statement for the 2nd cross debate:

      When I put an event in place it is to: occupy the participants' free

time; meet my educational objectives; entertain the participants; get across a message

- *Interactive drama:* each group must interpret a scene from some information given: able to highlight representations and prejudices

- Hands-on plenary of the first day (successes/failures activity) and expectations for the follow-up.

<u>Day 2</u>: sustainable development theme - focus on food

Objectives of the training:

- providing keys for understanding sustainable development through a focus on food;
- presenting relevant leadership tools for ownership

Process:

- Shared understanding of participants and speakers via "ice breaker" and "team building" type tools then a presentation of the training process.
- Introduction to the sustainable development theme
  - Q-Sort: reach a collective definition of sustainable development by asking each participant to find 3 words that he or she associated with this concept, then ask him or her to agree with a neighbour on 3 words in common, and so on with groups of 4 and then 8 participants.
- Approach inequalities in terms of global development through the lens of food
  - What did you eat yesterday evening? (or at lunch): a little game to deal with the issue of food gently with all ages by starting from everyone's habits in order to analyse the origin and route of foods.
  - Carbon footprint game: in groups, take 5 cards which would present the least global impacts on the planet then put them in decreasing order in terms of negative impacts.
  - "Si le monde était un village de 100 personnes" (If the world was a village of 100 people) (book/video)
  - Drive through shopping pick-up: for a day, establish a list of shopping and lead the participants to make choices from a gird on which appears: the nature of the product, its production method (industrial, craft), its price, its price per kilo, the prominent items that make it up (palm oil, colourings, etc.), its provenance and, as a consequence, the distance covered.
  - Photo language: from a wide choice of photos (not necessarily related to the theme), lead participants to make a choice and explain it.
- Hands-on plenary of the day (successes/failures activity) and expectations for the follow-up.

<u>Day 3 & 4</u>: Combating discrimination

Objectives of the training:

- Understanding the mechanisms that lead to discrimination in a psycho-social dimension
- Reflecting and observing by offering an analysis of professional practices
- Acting and building relationships as well as tools for empowerment and giving individuals the power to take action

Plan (day 1):

- Shared understanding of participants and speakers via "ice breaker" and "team building" type tools then a presentation of the training process.
- Definition of a prejudice, a stereotype, a discrimination
  - Mind-map on the 3 terms
  - Cultionary: define and understand stereotypes and prejudices, their origins and the way they work, from a drawing game inspired by Pictionnary.
- Show the prejudices

- Eurotrain: leadership tool with a specific sheet.
- Methodological inputs with a view to encouraging a debate / exploration of a short film on the theme

Process (day 2):
- Focus on the media and their role in the spreading/combating of discrimination
  - Methodological inputs on research, selection and hierarchisation of information
- Raising of personal awareness
  - *History with a small H and history with a capital H:* linked with the theme, identify and place an historical date on the timeline and a date relating to a personal experience.
- Hands-on plenary of the two days (successes/failures activity) and expectations for the follow-up.

Day 5: Education in the media

1. Module on "introduction to education in the media"

Objectives of the training:
Raising awareness about the importance of knowing the origin of information, of being informed, of comparing information and using a variety of sources, in short, deciphering the media

Tools used:
- Energizer: the mime in single file
- 3 shot photo of an "injured soldier" regarding image manipulation
- Fact from fiction: confirming the truth or not of the information by researching the sources on the internet and by re-contextualising the data.

2. Module on the media's influence on our way of thinking

Objective: Raising awareness about the influence of the media on the way we think about interactions between girls and boys and between men and women:
- Social construction of beauty and obsession with beauty and whiteness with historic (wars and famines, colonisation, etc.), political and economic issues (examples: Venezuela, Ivory Coast, India, China and France). Discrimination that this system leads to.
- Feedback on the place and status granted to women in advertising, compared to that granted to men with the change in this place depending on the periods and reciprocal influences in advertising from one country to another due to globalisation: image of women more and more standardised, the majority of the time unlike the local reality.

Tool used: photo-language

3. Exercise

Re-adapting the tools seen previously to the theme to have turnkey tools for work with young people:
- one group developed a step forward game on the theme of gender equality and tested it on the second group
- the second group developed interactive drama sketches on this basis to then lead to discussion and transformation from the first group

Day 6: Education in the media - continued

Objectives of the training:
Looking at representations of Africa, Asia and Europe in the media. Highlighting the strategies used by the media to influence the target audience in order to create distinctions, potential sources of discrimination (e.g. prejudices long embodied by the infantryman of Banania; impact in Africa of the "model" of the slim, fair-skinned, straight-haired woman).

Warning about methods of disinformation, especially on the internet.

Process:
- Shared understanding of participants and speakers via "*ice breaker*" and

"*team building*" type tools then a presentation of the training process.

- Construction of representations on a daily basis
  - Photo language: selection of a share of photos taken from western media about Africa or Asia in one way or another and from African or Asian media about Europe in one way or another, then a debate.
  - Word hunt: in the texts from paper or online articles, find words coming from foreign languages and identify the representations which are associated with them.
- Combating disinformation
  - Misuse of an image: selection of a photo and handing out to 3 different groups. One of them has the whole photo, two others each with a differently cropped photo. Ask the participants to describe the context in which the photo was taken and the meaning that can be taken from it.
- Hands-on plenary (*successes/failures activity*) and conclusion of the training approach.

C) Monitoring tools

Questionnaire

PERSONAL LEVEL

Are you able to collect and select information?

	A lot	Some	A little	Anything
Are you used to look for information in medias about things which raise your interest?				
if so, do you use Internet sites?				
If so, do you use newspapers?				
If so, do you use books?				
Do you spend time watching/listening to news?				
From television?				
From radio?				
From Internet?				

Do you feel able to?

	A lot	Some	A little	Anything
Research information from various places				
Collecting information from others				
Sharing information with other persons or family members				
Listening to other persons				
Elaborate information to formulate a personal opinion				
Contribute to the discussion bringing information and opinions				

	A lot	Some	A little	Anything
When you express an opinion, do you feel it is really yours?				
Do you feel influenced by your parents?				
Do you feel influenced by your friends?				
Do you feel influenced by medias?				
When adults (parents, teachers, social workers…) give you some information, are you willing to ask for clarification, complements or about sources?				

To what extent do you agree with the following statements? (Please select one response in each row)

	Strongly disagree	Disagree	Agree	Strongly agree
I try to look at everybody's side of a disagreement before I make a decision.				
I believe that there are two sides to every question and try to look at them both.				
I sometimes try to understand my friends better by imagining how things look from their perspective.				
Before criticizing somebody, I try to imagine how I would feel if I were in their place.				
When I'm upset at someone, I usually try to "put myself in his shoes" for a while				

Are you able to be active and take initiative?

	A lot	Some	A little	Anything
In your organization, do you feel that you can make ideas or activities' proposals?				
If so, are you willing to do such proposals?				

INTERACTION AND GROUP DYNAMICS

Are you able to cooperate?
To what extent do you agree with the following statements? (Please select one response in each row)

	Strongly disagree	Disagree	Agree	Strongly agree
A working group is functioning only if all members have the same opinion				
When I disagree with the majority of a group members, I should better quit				
Exchange of ideas and opinion waste time when people do not agree				
To think and act with others help me to find better ideas or solutions to problems				

Are you aware of one's legitimacy for acting in neighbourhood society?

Do you feel concerned by the following issues in your direct environment?

	A lot	Some	A little	Anything
Access to services for disabled people				
Nature protection and climate change struggle				
Elderly people's isolation				
Physical and psychological violence towards women				
Homeless people's care				

Have you identified opportunities in your neighbourhood to act directly for/against the following issues?

	A lot	Some	A little	Anything
Access to services for disabled people				
Nature protection and climate change struggle				
Elderly people's isolation				
Physical and psychological violence towards women				
Migrants issue				
Homeless people's care				

Are you able to accept social diversity and accept and understand differences?

Do you have contact with people from other cultural backgrounds?

	YES	NO
In your family		
At school		
In your neighbourhood		
In your circle of friends		

To what extent do you agree with the following statements? (Please select one response in each row)

	A lot	Some	A little	Anything
I want to learn how people live in different countries.				
I like to be around people from other countries.				
I want to learn more about the religions of the world.				
I am interested in how people from various cultures see the world.				
I would like to travel the world.				
I like being invited to the homes of friends from other cultures.				
Even if something in another culture seems strange to me, I try not to be quick to judge.				
I can handle unfamiliar situations easily.				
People with other cultural backgrounds enrich the life in my home country				

GLOBAL LEVEL

Are you aware of global issues, of global impact of our way of life?

How easy do you think it would be for you to perform the following tasks on your own? (Please select one response in each row)

	I have never heard of this	I have heard about this, but I would not be able to explain what it is really about	I know something about this and could explain the general issue	I am familiar with this and I would be able to explain this well
Climate change and global warming				
Global health (e.g. epidemics)				
Population growth				
Migration (movement of people)				
Impacts of developments in the global economy				
Air pollution				
International conflicts				
Hunger or malnutrition in different parts of the world				
Causes of poverty				
The pace of technological change in the world				
Equality between men and women in different parts of the world				
The consequences of clearing forests for other land use				

Are you involved in the following activities?

	No	Sometimes	Regularly	Always	I am a member in an organisation which engages itself for this issue.
I reduce the energy I use at home (e.g. by turning the heating or air conditioning down or by turning off the lights when leaving a room) to protect the environment.					
I choose certain products for political, ethical or environmental reasons, even if they are a bit more expensive.					
I participate in activities promoting equality between men and women.					

I engage myself in activities for children's rights					
I participate in activities in favour of environmental protection.					
I sign environmental or social petitions.					
I am active in a group or organisation which engages itself for global justice.					
I keep myself informed about different events instantly via Twitter or Facebook.					
I boycott products or companies for political, ethical or environmental reasons.					
I donate to international charity organisations.					
I participate in activities promoting equality between men and women.					
I regularly read websites on international social issues.					

What other idea of personal contribution to a fairer and more sustainable world have you experienced?

Observation Grid

Ability

Initial statement

Indicator	Step of Change	Description of behaviours and speeches, testifying the expected change	Description of the way how the activity brought the change

Interview guide

Below you find the questions for the monitoring interview and corresponding indicators. Interview the beneficiaries in a relaxed situation. If it helps to reduce interview partners' tension, a group of beneficiaries can be interviews simultaneously. The questions are supposed to ask openly and supportive. The order is not relevant.

1. **Which examples come to your mind to express how your everyday life is globally connected?**
   → *3.1.a: 2/3 beneficiaries identify at least 1 global impact on their everyday life*

2. **What advantages and disadvantages do you identify with this issue?**
   → *3.3: 1/4 beneficiaries can identify at least 2 different causes to the same issue*

3. **Do you plan to talk with others about that?**
   → *3.1.b: 1/3 beneficiaries choose to disseminate their knowledge on global impact*

   3.1. If not, what obstacles you?
   → *3.1.c: 2/3 beneficiaries who did not choose to disseminate could give a profound reason for not disseminating*

4. **What feedback did you receive (e. g. from teachers, parents) on your engagement in the project?**
   → *2.2.b: At least 1 institution considers the beneficiaries (and youngsters in general) as society's actors.*

5. **Would you like to continue your engagement after the end of the project?**
   5.1. What possibilities do you see to engage yourself?
   → *2.2.a: 1/2 beneficiaries can name at least 2 opportunities to engage themselves in neighbourhood society*

6. **What is your opinion about the (above mentioned) issue(s) [project's topics]?**
   6.1. How did you evolve your expression?
   6.2. Do you have the impression that you are more aware from where you get your information through the project?
   → *1.2: 2/3 beneficiaries are able to express what is the origin of some of their opinions*

7. **What has changed for you personally through your participation in the project?**
   7.1. How does this effect your action?
   → *1.3: 1/3 beneficiaries take initiatives to improve their personal situation*

8. **Did you work in groups during the project?**
   8.1. Are you satisfied with that?
   8.2. How did you find it to work cooperatively/not-cooperatively?
   → *2.1: 2/3 beneficiaries express an add value to work cooperatively.*

9. **How did you deal with opinions or attitudes which are not like yours?**
   9.1. Did you experience different perspectives on the project's topic(s)?
   9.2. How did you deal with that 8in your group?

   → *2.3.a: 2/3 beneficiaries know and experience the diversity of societies (, religions) and culture through project's activities*

10. Has your attitude changed towards different opinions, religions or countries?

10.1. If yes, in which manner?

→ *2.3.b: 1/3 beneficiaries lost at least 1 prejudice concerning cultural, social, gender, religious issues*