

GLOBAL CITIZENSHIP EDUCATION AND SOCIAL EMOTIONAL LEARNING



DEE-GEAYS



Funded by the
Erasmus+ Programme
of the European Union





DIGITAL EDUCATION ERA

Global Citizenship Education
for Activating Youth Online
Space

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GLOBAL CITIZENSHIP EDUCATION AND SOCIAL EMOTIONAL LEARNING



“We must foster global citizenship.

Education is about more than literacy and numeracy. It is also about citizenry. education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

Ban Ki-Moon, Former United Nations secretary-general (2012)



“Humanity needs to make a choice. Will we travel down the route of disunity, or will we adopt the path of global solidarity?

If we choose disunity, this will not only prolong the crisis, but will probably result in even worse catastrophes in the future. if we choose global solidarity, it will be a victory not only against the coronavirus, but against all future epidemics and crises that might assail humankind in the 21st century.

Yuval Noah Harari, intellectual, writer (2020)

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MOTIVATION

This joint desk research is part of intellectual outputs created within the **DEE-GEAYS project: "Digital Education Era - Global citizenship Education for Activating Youth online Space"**, a strategic partnership project financed by the ANG (Italian National Agency for Youth) thanks to Erasmus+ programme. The research aims to provide an overview of the states of art in Non-formal education in the field of global citizenship education (GCE) and three dimensions defined by the UNESCO and UNODC (2019) in a common policy recommendation framework "Strengthening the rule of law through education: a guide for policymakers" (ISBN 978-92-3-100308-0), in particular focusing on **social emotional learning (SEL)**.

According to the common policy recommendation framework of UNESCO, GCE is a part and parcel of the Sustainable Development Goal n.4 Education (Target 4.7.), it is being built on a lifelong learning perspective and GCE curricula is being based on the three educational dimensions of learning domains: cognitive, behavioural and SEL. The cognitive domain includes thinking processes and use of knowledge and information; behavioural involves the development of the ability to use learned materials or to implement material in new and concrete situations; SEL includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers and family members and those in their community.

The partnership agreed that the joint desk research shall consist of:

- collection and review of the existing materials on GCE-SEL education promoted by the Union and UNESCO (revision of existing toolkits, manuals and guidebooks);
- brief national contextual status reports on the GCE-SEL education in partner countries (revision of the best practices and existing educational activities on the topic in partner countries);
- collection of the examples of good practices in the provision of non-formal and informal learning (including available reports and minutes on the learning mobilities on GCE undertaken under Erasmus+ programme and other in-country activities);
- analysis of collected data

After gathering the information from desk research, the raw data must be compiled so that the analysis can be performed and data can be broken up into respective parts and segments (e.g. group exercises, debriefing sessions). This desk research, along with the other intellectual output (IO2) that presents a research on digitalization of learning, is aimed to support our team in creating methodology for the labs on GCE targeted to young people across different partner organization countries.

GLOSSARY ^{1/3}

NON-FORMAL EDUCATION (NFE): Non-formal learning refers to the learning which takes place outside formal educational curriculum. It has a participative and learner-centred approach; it is carried out by learners on a voluntary basis and therefore is closely linked to young people's needs, aspirations and interests. By providing an additional source and new forms of learning, such activities are also important means to improve the attainment in formal education and training as well as to address young NEETs (i.e. young people not in employment, education or training) or young people with fewer opportunities and combat social exclusion.

INFORMAL LEARNING: Informal learning refers to the learning in daily life activities, in work, with peers, etc. It is mainly learning by doing, is not organized or structured in terms of objectives, time or learning support; and it may be unintentional from the learner's perspective. In the youth sector, informal learning can take place in youth initiatives, in peer group discussions, through voluntary activities and in a variety of other situations.

LIFELONG LEARNING: All general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services.

GLOBAL CITIZENSHIP EDUCATION: According to UNESCO 'Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.'

SOCIAL and EMOTIONAL LEARNING: According to CASEL 'Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.'

DIGITAL PLATFORM: The online platform (sometimes referred as IO4), tailored for digital Non-formal education, where we will be providing a course on GCE-SEL and where the youth workers can find information on how to create effective digital courses for non-formal education.

GLOSSARY ^{2/3}

INTELLECTUAL OUTPUT: An activity that results in tangible and meaningful outcomes such as publications and course materials.

INTELLECTUAL OUTPUT 1 (referred as **IO1**): The joint desk research dedicated to the existing Global citizenship education methods and best practices with particular focus on social-emotional learning, as one of its dimensions.

INTELLECTUAL OUTPUT 2 (referred as **IO2**): The joint desk research dedicated to the concept of NFE digital education and digitization around the globe and especially the partner countries.

INTELLECTUAL OUTPUT 3 (referred as **IO3**) : Labs that are the key activities on national levels and allow engaging 15 people from each country in a blended mix of creative non-formal and informal activities during 5 full day meetings on GCE-SEL followed by a complex group debriefing on potential digitalization of the methods using the research from IO1 and IO2.

PEER LEARNING: A reciprocal learning activity, which is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Peer learning practices enable them to interact with other participants, their peers, and participate in activities where they can learn from each other and meet educational, professional and/or personal development goals.

YOUTH GROUP: A group of youths or young persons forming a part or a unit of an organized social, political, or religious institution

FACILITATOR: A person who helps a group of people to work together better, understand their common objectives, and plan how to achieve these objectives, during meetings or discussions. In doing so, the facilitator remains "neutral", meaning they do not take a particular position in the discussion.

GLOSSARY ^{3/3}

PARTICIPANT: An individual who takes part in a project through a participating organisation.

PARTICIPANT WITH FEWER OPPORTUNITIES: People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

COMPETENCE: A particular set of skills, knowledge and attitudes.

LEARNING OUTCOMES: Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

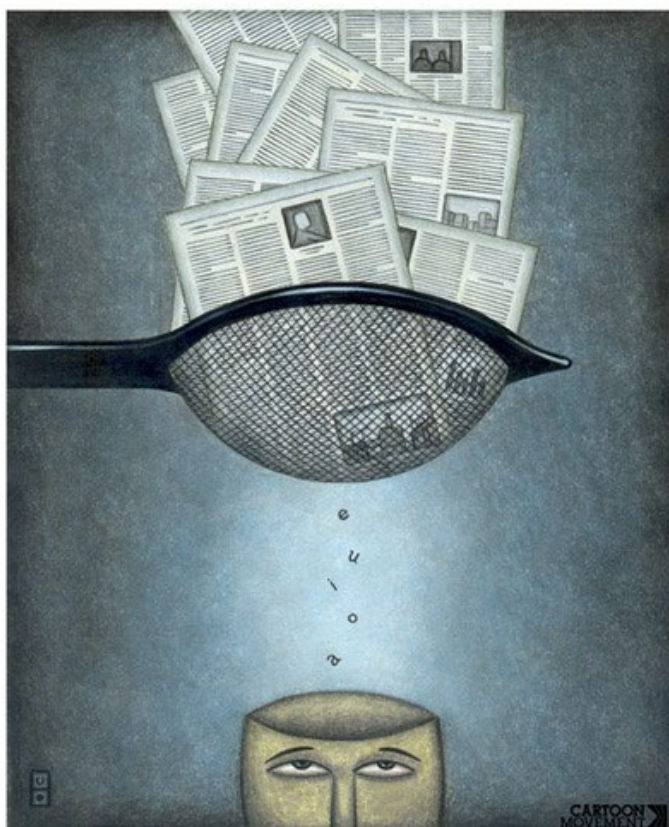
SOFT SKILLS: Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences.

TRANSVERSAL SKILLS: refers to a broad set of knowledge, skills, work habits, and character traits that are believed – by educators, school reformers, college professors, employers, and others – to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

SCOPE

This particular document represents phase 1 of the DEE-GEAYS project: joint desk research dedicated to the existing Global citizenship education methods and best practices with particular focus on social-emotional learning.

The general purpose of this joint desk research is to illustrate information about the implementation and the current state of non-formal education for Global Citizenship Education with a specific focus on Social Emotional Learning. The research will mainly focus on the history and definitions of GCED; the purpose for prioritizing SEL in the current age; examples of non-formal learning methodology in regards to GCED/GCED-SEL; and recommendations on how to take advantage of the information provided through this research.



Our research data is gathered through primary surveys of the involved partners from Belgium, Spain, Republic of North Macedonia, Italy, Slovakia and Denmark. The research also uses the secondary data from the ERASMUS+ past projects regarding GCED-SEL, active international projects across the globe as well as reliable organizations such as UN, ILO, CASEL etc. The data gathered is up-to-date, as far as possible, from within the last 10 years. As far as possible, the research team gathered information from non-formal educational sources. However that is a limitation for the research as more information is available for GCED-SEL in the formal education sector, of which only a select few data has been used.

SCOPE

This joint desk research was conducted between February 2021 - June 2021. The data gathered within the research will be used for building labs/workshops for the later half of 2021, which will be digitally recorded and will become the building blocks for the digital platform for non-formal education courses and workshops.

The data for the research is not limited to any specific geographical region. However, due to the nature of the partnership, it is concentrated in the listed European countries. Following activities will lead to the achievements of the project objectives and delivery of the planned results:

- Joint desk research divided in two parts, one dedicated to the existing GCE-SEL NFE methods (this document) and the second one on the concept of NFE digitalization, aims to provide a solid objective research base for the quality project development, in particular further elaboration of the creative and innovative methodology on GCE for labs provided on the next step to young people from partner countries.
- Labs are the key activity on national levels and allow engaging 15 people from each country in a blended mix of creative non-formal and informal activities during 5 full day meetings on GCE-SEL followed by a complex group debriefing on potential digitalization of the methods. The labs and focus groups on the methodology will be recorded.
- Educational podcasts based on the lab's experiences, including interviews with participants, audio-guidance for SEL exercises, new dimensions of the GCE and other focus. The narrative of the podcasts target both youth workers and young people who'd like to learn about GCE and SEL.
- Creation of a tailored digital platform where the created virtual content, narrative, structure, virtual rooms, tutorials, recommendations etc. would be available which supports the non-formal educators to learn and teach digitally

INTRODUCTION AND SUMMARY

The digital tools are already widely used by the youth work sector for dissemination and exploitation of Erasmus+ projects results. We as youth workers however, still struggle to functionally operate online as learning providers. Along with this, while in the context of Covid-19 pandemic the formal education sector was able to immediately jump into online education, exploiting existing digital technologies, the youth work sector still has to understand how the non-formal education can follow this path, saving its cross-border nature, capitalized achievements and keep bonded connection to its target groups. In the current context our proposal thus is focused on finding creative solutions to support the youth work sector to step into the virtual world, in order to reach our target group, young digital natives, that are already there.

While the partnership started brainstorming on the idea of DEE-GEAYS project back in February 2020, we were mainly justifying our idea to create an innovative digital tool as a response towards alarming environmental challenges: in particular finding a creative solution that will allow providing high quality virtual group non-formal learning activities that would allow to substitute some mobilities and lessen number of unessential travels in the next years.

Later in March the situation with Covid-19 pandemic and lockdowns in all partner countries switched our attention to the challenge met by the youth work sector in terms of operating in these circumstances and overall difficulty of reaching young people online.

Along with this, while in the context of Covid-19 pandemic the formal education sector was able to immediately jump into online education, exploiting existing digital technologies, the youth work sector still has to understand how the non-formal education can follow this path, saving its cross-border nature, capitalized achievements, being still able to reaching its global mission and keep bonded connection to its target groups. In the current context our proposal thus is focused on finding creative solutions to support the youth work sector to step into the virtual world, in order to reach our target group, young digital natives, that are already there. This is why the consortium decided to focus on building the ground, creating, testing and incorporating in the youth work sector the innovative practices in the digital era - in particular a digital tool that will allow providing non-formal learning online.

INTRODUCTION AND SUMMARY

Coherently with the main priority tackled, in order to deliver a quality innovative solution - the digital tool - the partnership agreed that it has to be tested on a topic that has a particular importance, relevance and value to young people in the current environment of the world changing due pandemic.

We have been analyzing the thematics for local activities that are of competence of consortium and are able to clearly and consequently offer to young people a learning process that is "engaging, connecting and empowering young people".

Tackling global citizenship education (GCE) in the current post-pandemic context of the massive need for global solidarity has a particular importance, especially if looking through the different existing dimensions of the GCE. One of them - social-emotional learning (SEL) is still innovative to youth work; it is promoted by UNESCO as a process through which we understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Taking into account evident potential psychological and mental consequences of the isolation, we believe providing GCE-SEL training to youth today has a particular added value - and thus we kick off the project with a research on the current states of art in the field of global citizenship education and the social-emotional learning, in particular.

The concept of global citizenship is under the main spotlight of the upcoming socio-economic global crisis and it is important to anticipate that promoting global solidarity shall become the priority of the centralized efforts of the youth work sector, along with this we might need to review the frameworks and methods for GCE.

In terms of the new methodological frameworks for GCE that generally is built on 3 levels: cognitive, behavioural and socio-emotional (SEL) whereas we consider the latest (SEL education) offers today the most relevant response to the needs of the youth across the globe who had to cope with the isolation, lack of opportunities and feeling of stagnation. SEL involves the development of skills that facilitate learners' emotional welfare and successful interactions with others, ability to cope with stress, manage own emotions and understand emotions of others - we consider this is the essential dimension of the GCE be tackled in current contexts in order to build global solidarity throughout first of all supporting personal emotional well-being of youths after pandemics.

BACKGROUND AND HISTORY



The global perspective on education is not a recent idea. Although the debate on GCED has involved politicians, theorists, activists and scholars, especially in the 1990s, its origin goes back much earlier. Starting after World War II, there is a reference to a sense of global education in the Universal Declaration of Human Rights. While the post-World War II development paths worldwide were reinforcing the urgency of a change of course, the United Nations and numerous civil society actors were progressively highlighting the limits and risks of these paths. Contextually, UNESCO has given importance to the role of the GCED in this process, promoting and focusing on the concept. In fact, already in the 1970s, UNESCO played a leading role in the definition of the global approach in education. Some policy documents are particularly emblematic on this issue. Although the following selection does not aim to be complete, it provides a general orientation on what has emerged internationally.

After World War II, there is a reference a sense of global education in the Universal Declaration of Human Rights.

BRIEF HISTORY LINE OF GCE

Experts believe that global citizenship education actually has roots that date back to the 1920s, when comparative studies crossing cultural boundaries started to take off. Over the next few decades, studies turned toward learning about different ethnicities and race relations.

WW2



It is believed that the period of WW2 had the biggest impact. After the two big global wars, the new concept of 'human rights' arose as a main accord across nations. This accord was the fostering ground for the Universal Declaration of Human Rights by the United Nations in 1948: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (art. 26)". Along with the scars of the wars, there was a growing awareness of the human's impact on the environment. If national citizenship and traditional education does not help foster these new rights and responsibilities, then global citizenship education may seem more favorable.

The Future



At a global level, however, inequalities continued to grow and the United Nations defined the concept of 'sustainable development' for the first time. In 1987, the World Commission on Environment and Development, in the document "Our Common Future" (also known as the Brundtland Report), adopted the following definition of sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. The definition aims to reconcile economic development with the protection of social and environmental balance.

To understand Global Citizenship education, we have to first understand Development Education. Development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. Due to the complexities of the emerging global societies arose a need for global citizenship education.

THE ROUGH CONTEMPORARY TIMELINE OF GCED

1960s

Emerging social and political movements in reaction to international developments, such as the war in Vietnam, the student movement of the late 1960s, the Nigerian civil war and the anti-apartheid movement, played an important part in shaping the agenda of development education.

Next decades- 1960s- 1970s:

Studies started to be more aware about different ethnicities and race relations and focus had grown towards human rights and intercultural exploration

Since 1976, through the Development Education and Awareness Raising (DEAR) programme, the European Commission has supported civil society organizations and local authorities that promote information campaigns and formal and non-formal education projects, co-financing multi-year initiatives on topics such as responsible consumption, equal opportunities, climate change, and poverty.

1970s:

Liberation movements of women and African-American brought more diversity into education

1960s-1990s:

Through the initiatives of NGOS, educationalists, intergovernmental organizations undertake to restructure education and society

The idea of a Global Education Charter for Council of Europe member states emerged at the international workshop on Partnership on Global Education organized by the North- South Center in March 1996. The Global Education Charter was delivered in 1997 as the first North-South Center reference document on global education .

The development education sector evolved, becoming increasingly more professional and strategic.

Delors Report - TREASURE WITHIN. Report of the International Commission on Education for the 21st Century to UNESCO (1996). This report emphasizes the fundamental role of education as a tool for social transformation in order to reduce poverty, social exclusion, ignorance, oppression and war. The report reflects on the many challenges facing the 21st century and emphasizes the importance of education as an engine for greater social cohesion.

THE ROUGH CONTEMPORARY TIMELINE OF GCED

2000s

Digital era and the need for global citizenship education was evident and the Dare Forum created the DEEEP projects.

There DEEEP aimed to create a global movement for change and to sharpen the identity and concepts of development education as well as to improve the quality and impact of development education.

The Maastricht Global Education Declaration was an important paper from the Global Education Congress in **2002** to increase support to global education. The Maastricht global education declaration states: Global education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

The 47 Member States of the Council of Europe adopted in 2010 a common Charter on Education for Democratic Citizenship and Human Rights, specifying the global dimension through the recommendation adopted in 2011 by the Council of Ministers on Education for Global Interdependence and Solidarity, which brings to the attention of European educational actors the European Guidelines published by the Council of Europe's North-South Center in **2008** and updated in **2010**. In the context of the European Union, the European Consensus on Development was adopted by the Council in **2017** and states that "development education and awareness raising can play an important part in raising levels of engagement amongst the public and in addressing the SDGs at national and global level thus contributing to global citizenship"

A further reference in the field of Global Citizenship Education in Europe is GENE, Global Education Network Europe, a network on global citizenship education. GENE brings together ministries, agencies and other organisms that promote national policies and funding systems for global citizenship education in European countries. GENE members share their expertise through structured networking, strategy sharing and a peer learning approach.

2010s - Future

The 2030 Agenda for Sustainable Development, approved by the General Assembly of the United Nations in 2015, represents an international framework with specific objectives. Namely, the Sustainable Development Goal (SDG) 4 on Quality Education presents a specific goal (4.7) in terms of global citizenship: "By **2030**, ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"

DEFINITIONS OF THE GLOBAL CITIZENSHIP AND SOCIAL EMOTIONAL LEARNING

GCED finds its main frame of reference in the United Nations Organisation, and in particular in UNESCO. In United Nations terminology, GCED is defined as all those actions aimed at the full development of personality, human connections, respect for human rights and fundamental freedoms. It promotes understanding among all peoples and nations and the ability to inform and participate in decision-making processes at local, regional and planetary levels. To this end, it takes into account the social, cultural, economic, technological, environmental and political aspects of the different territorial realities of the planet.

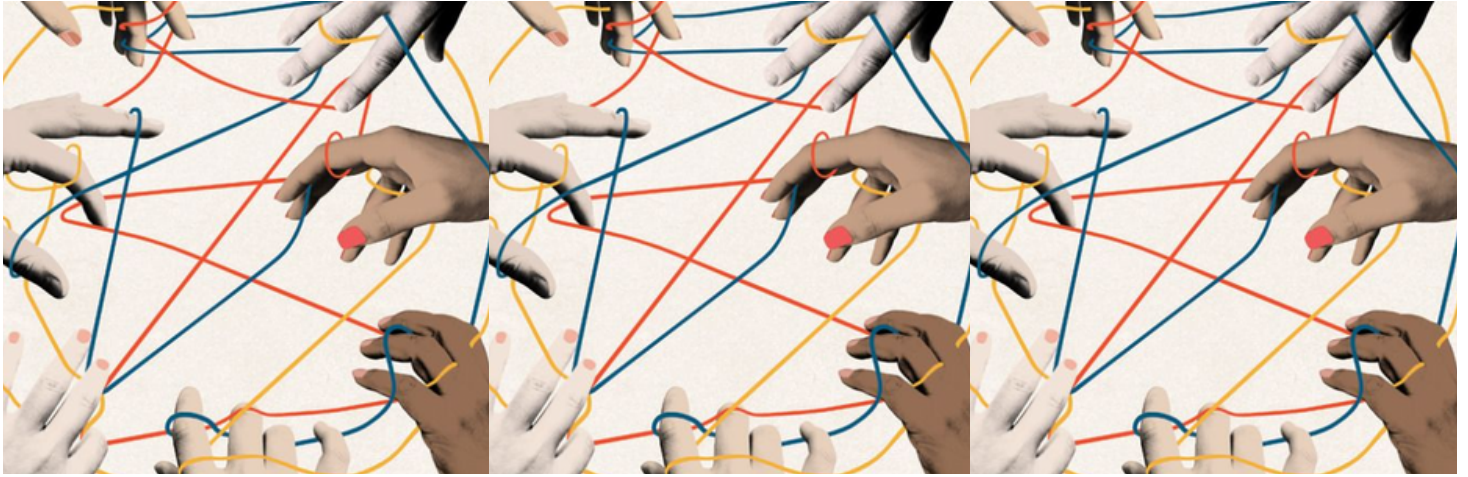
GCED implies a systemic approach to issues and problems as well as to relationships between local, regional and global contexts. It calls for a global civic awareness that can address and promote democracy, peace, sustainability and human rights. Together with the development of critical thinking, listening and dialogue skills, GCED calls for an active role both as individuals and collectively in respecting the principles of environmental and social justice, by helping to understand how to influence decision-making processes at local, regional and global levels.

GCED presupposes educational processes at all levels, informal, non-formal and formal as well as in all social contexts (family, school, workplace, community in general). This educational approach promotes responsible citizenship and democracy by encouraging individuals and communities to enjoy their rights and assume their responsibilities. It is a lifelong education.

This process echoes:

- the feeling of belonging to a broad community and a common humanity;
- the interdependence of political, economic, environmental, social and cultural dimensions;
- the interdependence of political, economic, environmental, social and cultural dimensions;
- the interconnection between local, national and global levels.

DEFINITIONS OF THE GLOBAL CITIZENSHIP AND SOCIAL EMOTIONAL LEARNING



GCED promotes a vision of a society that transcends national boundaries, is broad and interdependent, and motivates citizens to understand global dynamics and interconnections and to act for greater inclusion and equity both in their local communities and globally.

In this sense, the GCED is called to act in all social contexts and addresses all citizens.

The nature and goals of GCED promote a transformative and holistic approach to teaching and therefore it requires more dynamic and transformative pedagogy. GCED observes 6 pedagogical principles from conventional to transformative teaching and learning.

GCED is structured by endorsing the following pedagogical principles:

1. Dialogue and participation: create learner- centered environment where learners and teachers can discuss and learn together.
2. Holistic and interdisciplinary: increase relevance of education by incorporating real life scenarios into learning.
3. Multi-modal: engage students holistically through different learning strategies: the mind, the heart and the body.
4. Values formation: promote the core values and help learners internalize them.
5. Critical empowerment: GCED helps learners to critically respond to situations and take action.
6. Applicable & relevant: introducing relevant knowledge and skills to learners.

GCE DIMENSIONS

GCED considers education as a transformative action, based on the use of innovative teaching methodologies grounded in dialogue and reflection, which put the learner at the center. The educational process aims to foster awareness and critical understanding of the dynamics and processes of interdependence on the basis of aspects that can be traced back to three main dimensions of learning:

- cognitive (critical understanding);
- socio-emotional (sense of belonging and solidarity);
- behavioural (action for change).



1. Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.

2. Socio-emotional: values, attitudes and social skills that enable learners to develop effectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.

3. Behavioural: conduct, performance, practical application and engagement.

GCE DIMENSIONS



Cognitive

The domain of **Cognitive** is concerned with the act or process of knowing, perceiving, memory and making judgement to make good decisions and to deal with complex situations and narratives. In GCED, it is primarily concerned with being informed and critically literate about global governance systems, structures and issues; understanding the interdependence and connections between global and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning.

Through the cognitive dimension of GCED, the learners develop the skills of critical inquiry (for example, where to find information and how to analyse and use evidence), media literacy and an understanding of how information is mediated and communicated.

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependence of different countries and populations
- Learners develop skills for critical thinking and analysis

GCE DIMENSIONS



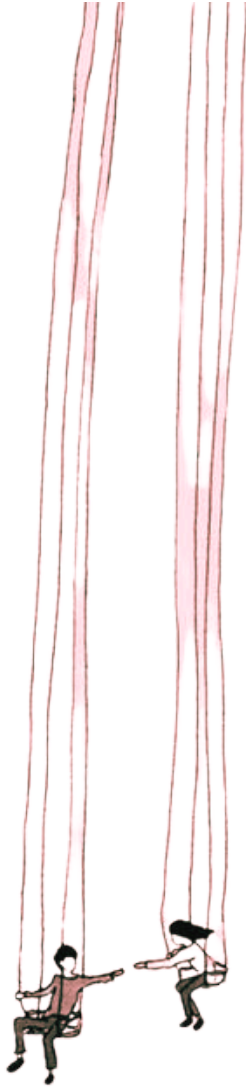
Photo by JennWarburt on flickr

Socio Emotional

Social and emotional learning (SEL) is an integral part of global citizenship education and human development. According to Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL in GCED is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

GCE DIMENSIONS



Behavioural

The **behavioural** learning domain focuses on the ethically responsible and engaged individuals based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills for participating in the community and contributing to a better world through informed, ethical and peaceful action. The Learners explore their own beliefs and values and those of others.

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

The domains are Interrelated

The three domains are interrelated in the learning process and should be understood as distinct learning processes. They correspond to the four pillars of learning described in 'Learning: The Treasure Within (UNESCO, 1998)' which are;

- a. Learning to know
- b. Learning to do
- c. Learning to be
- d. Learning to live together

Though all principles are essential to achieving the fundamental goals of education, 'Learning to live together' is very important and relevant in this age of globalization.

FOCUS ON SOCIO-EMOTIONAL LEARNING

The history of Socio-Emotional Learning is non-linear. Some suggest that SEL's roots began as early as during the rise of greek philosophy with Plato and Aristotle. Plato wrote about a holistic curriculum which contains a balance of training in physical education, maths, the arts, science, character and moral judgement. At the same time, the recent literature conjectures that the term 'Socio-Emotional Learning' was coined in 1994 as it was included in the Lexicon, organization CASEL (Collaborative to Advance social and emotional learning) was created;

- Fetzter institute hosted first CASEL conference with researchers, educators, child advocates and others
- They worked on different projects which should prevent violence and drug use in schools and to promote healthy choices, school community connections, and generally responsible behaviour

In 1995, SEL was propelled to popular culture through a book by New York Times science reporter Daniel Goleman → „Emotional Intelligence: Why it can matter more than IQ“. Two years later in 1997, nine CASEL collaborators co authored „Promoting Social and Emotional learning:Guidelines for Educators“ that established and defined the field, argued that character matters and that the skills that build characters can be taught.

Although greek philosophers and contemporary thinkers believe SEL to be an indispensable part of education, there is a declining emphasis on the social and emotional learning dimension from pre-primary education to upper secondary education, and an increased emphasis on cognitive learning from pre-primary education to upper secondary education. However, research such as the 'Comer School Development programme' clearly illustrates that the socio-emotional and behavioral domains are as equally important as the cognitive domain which includes gaining knowledge of the interconnectedness of local, national, regional, and global issues and critical thinking skills.

We have to recognize that the role of education is no longer only about cognitive learning but also about non-cognitive learning such as values, attitudes, social, and emotional competencies, and actions for positive changes. Through non-cognitive learning, learners are able to transform society and live together with others with mutual respect and understanding.

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

FOCUS ON SOCIO-EMOTIONAL LEARNING



Educators, parents, and policymakers who realize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011).

Learning providers play an important role in the lives of children and youth: in addition to facilitating learning, they are key agents of socialization, helping students and youths reach their highest potential and develop into responsible citizens.

But, over the past years, teaching has become increasingly stressful. The majority of teachers report feeling under great stress at least several days a week, a significant increase from 1985. According to a national survey (USA), 46 percent of teachers report high daily stress during the school year.

There is a natural consensus that one of the ways we can deal with stress is social and emotional learning (SEL) programs. This can help improve behavior and promote SEL among students and also help reduce teacher stress and create more positive engagement with students.

SEL programs improve behavior and promote SEL among students (youths in case of NFE), which also helps to reduce teacher (facilitators) stress and create more positive engagement with students.

A BRIEF HISTORY

SOCIAL EMOTIONAL LEARNING



1960

JAMES COMER BEGAN PILOTING A PROGRAMME CALLED 'COMER SCHOOL DEVELOPMENT PROGRAMME'



1995

SEL WAS PROPELLED TO THE POPULAR CULTURE THROUGH A BOOK BY NEW YORK TIMES SCIENCE REPORTER DANIEL GOLEMAN → „EMOTIONAL INTELLIGENCE: WHY IT CAN MATTER MORE THAN IQ“



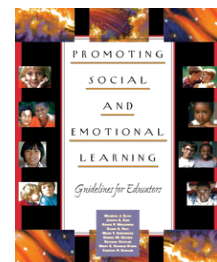
PLATO

PLATO WROTE ABOUT A HOLISTIC CURRICULUM WHICH CONTAINS A BALANCE OF TRAINING IN PHYSICAL EDUCATION, MATHS, THE ARTS, SCIENCE, CHARACTER AND MORAL JUDGEMENT



1994

THE TERM SOCIAL EMOTIONAL LEARNING (SEL) WAS INCLUDED IN THE LEXICON, ORGANIZATION CASEL (COLLABORATIVE TO ADVANCE SOCIAL AND EMOTIONAL LEARNING) WAS CREATED

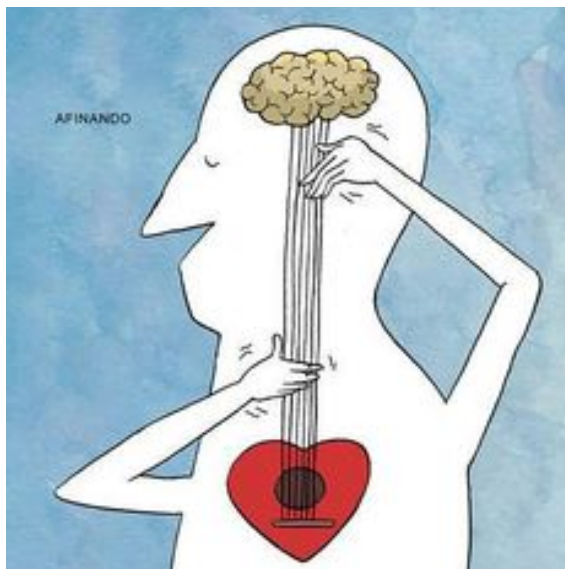


1997

NINE CASEL COLLABORATORS CO AUTHORED „PROMOTING SOCIAL AND EMOTIONAL LEARNING: GUIDELINES FOR EDUCATORS“ → ESTABLISHED AND DEFINED THE FIELD, ARGUED THAT CHARACTER MATTERS AND THAT THE SKILLS THAT BUILD CHARACTERS CAN BE TAUGHT

SOCIO-EMOTIONAL DIMENSION AND EDUCATION

There is a growing consensus that education should also play a central role in increasing understanding of global issues and in promoting peace, human rights, equity, acceptance of diversity and sustainable development.



To address the socio-emotional and behavioural dimensions, the pedagogy has to be holistic. Information and knowledge have to be combined with practice. Learners should be provided with actual experiences and opportunities to develop, test and build their own views, values and attitudes and to learn how to take actions responsibly. Participation in community activities and opportunities to interact with populations of different backgrounds or of different views are necessary. The core values have to be reflected and practiced in the learners' daily lives in and around the school environment.

BEST PRACTICES IN THE FIELD OF GCED



As a part of current IO, our partnership worked on researching the methodology in the field of GCED and chose a few examples of practice to demonstrate how the topic is demonstrated in Non-formal education by third sector organizations. This should motivate and inspire workers in the field to proceed with their own activities.

- 100 Acts of Global Citizenship for SDGs.
- Global citizenship education is being advocated as one of the useful tools to prevent violent extremism.
- Policies for inclusion and diversity.
- Cafétalks

GCED is a useful tool to prevent violent extremism

BEST PRACTICES IN THE FIELD OF GCED

#100Acts
of Global Citizenship
initiative

The 100 Acts of Global Citizenship initiative provides an opportunity for young people to develop and enhance the necessary skills, knowledge, values, and attitudes needed for them to reach their full-potential – as critical-thinkers, change-makers, innovators, communicators, and leaders– in addressing the 21st-century challenges.

Global citizenship education is being advocated as one of the useful tools to prevent violent extremism

By definition, violent extremism does not tolerate diversity or difference of points of view. By contrast, one of the fundamental principles of global citizenship and global citizenship education is the respect for diversity. Again, by definition, violent extremism resorts to the use of violent force to achieve an extremist ideologically motivated objective, whereas global citizenship and global citizenship education are grounded on the principles of non-violence, empathy and solidarity for humanity. Global citizenship provides conceptual antidotes to violent extremism. If the latter is a disease, the former is the treatment.

BEST PRACTICES IN THE FIELD OF GCED

Policies for inclusion and diversity.

One of the pull factors of violent extremism is the sense of belonging felt by those joining a violent extremist group. For these individuals, membership is perceived as a means to overcome feelings of exclusion or injustice. With this understanding, education systems need to implement and enforce inclusive educational policies that allow all girls and boys to feel safe, empowered and confident that they are equal members of the learning community. Inclusion in this context implies committing to a continuous search to find better ways of responding to learners' diversity and ensuring that learners experience their diversity in a positive way.

Cafétalks

A youth-led initiative in peacebuilding and countering violent extremism, Tunisia - these talks are essential in raising awareness and shaping people's sense of belonging to a community and society.

METHODOLOGY

EXAMPLES – GCED

In this part we introduce 15 best practices of activities for Global citizenship education. These examples are meant to be used in non-formal environments with different sizes of groups and age suitable from teenagers to adults. Activities are easily changeable for a suited audience and opportunity.



Duration



Activity environment



Number of Participants



Main Objectives



Required Materials



Activity



No. 01 – SDG CARDS

Get to know SDG's, recognise connection and importance



30 minutes



10-20



SDG cards



indoor / outdoor



Get to know SDG's, recognise connection and importance



Give participants a short introduction about SDGs. After we are putting in the middle of the circle cards with SDG'S. Ask participants to choose one they think is most important for them. After each of them is shared in a group- what they choose, why...?

Group discussion

Tips for facilitators: Group discussion is an important part. They should realize how important each of them is. Also, connected to each other...



No. 02 – SIX-WORD NOVEL

Let students to realize problems and dangers a lot of people are facing in the world...



40 minutes



any



paper, pen for each participant



inspiring



let students to realize problems and dangers a lot of people are facing in the world...



As the story goes, Ernest Hemingway was challenged to write a six-word novel.

He came up with: "For sale: baby shoes, never worn."

While this activity could be used in a variety of contexts.

For example, ask participants to write a six-word novel about one of the topics like migration, refugees, hunger, global warming...

Tips for facilitators: before asking for a novel, we need to give them short information about the topic, we choose- show them inspiring videos or we should do this activity after other activity, connected to the same topic, which includes information, discussion...



No. 03 – ESCAPE ROOM ABOUT MIGRATION

Gain knowledge about migration



35-40 minutes



minimum 5



presentation, questions, answers



online space or indoor with pc for each small group



gain knowledge about migration



Divide participants into small groups(4-5 people). follow the presentation, ask voluntarily to read information from slides loudly for everyone. In the end, open the questions. They are connected to the presentation, participants should answer and unlock them. each small group needs to have facilitator


Tips for facilitators: 1. Answer: refugees 2. Answer: change 3. Answer: safety 4. Answer: 272 million 5. Answer: movement 6. Answer: Asia 7. Answer: solidarity 8. Answer: education




No. 04 – WHAT WOULD YOU DO?


Participants will think and work on Environmental Stewardship and Sustainability

 30-40

 10-20

 "Dilemma Cards" and choices of action

 indoor/outdoor

 participants will think and work on Environmental Stewardship and Sustainability



In small groups, students will receive a "Dilemma Card" that describes a challenge they might face during an average day and several choices of action. Each student reads their provided dilemma to the group and discusses which action they would choose. Other students in the group can offer their thoughts, and the original card holder can also offer clarification of their decision. Before this activity, emphasize and remind students to practice respectful listening.

Tips for facilitators: SEL and Global Connections:

This activity supports students' responsible decision making and relationship skills development, two of the core SEL competencies. To take the SEL lesson even further, ask students if there were any dilemmas that were difficult or that they were not sure about? (Some of the environmental dilemmas, for example, like picking up litter, are more clear than others). To assess, ask students to write a journal reflection of their most difficult dilemma, and to summarize their reasoning for their decision. Were there any decisions they heard in their group they disagree with? Why? Finally, ask them to reflect on how this exercise might change or influence their behavior towards an environmental issue in the future.

To deepen students' global learning, ask them to connect their "Dilemma Card" to one or more of the UN's Sustainable Development Goals. Ask them to summarize the global goal and how it connects to their dilemma. For example, if the "Dilemma Card" was about conserving water in their house, they might connect that dilemma to the global goal "Responsible Consumption and Production".



No. 05 – ONE FOR ALL

learn to control individual impulses of taking for personal gain and
learn to cooperate with each other for a mutually beneficial
outcome



40 minutes



10-20



Poker chips and candies



indoor/outdoor



learn to control individual impulses of taking for personal gain and
learn to cooperate with each other for a mutually beneficial outcome



Simulation game where students learn how to “manage” shared community resources. Poker chips represent a renewable resource in the game and are placed in the center of a circle of students. There is a finite number of chips and students must balance their desire for ten chips (which they can trade in for a piece of candy) with the need to not deplete the pool of chips for the group. The goal is that eventually students find a strategy to ensure all participants walk away with candy.

Tips for facilitator: SEL and Global Connections:

This activity promotes SEL’s responsible decision making and self-management core competencies, because as the rounds continue, many students learn to control individual impulses of taking for personal gain and learn to cooperate with each other for a mutually beneficial outcome. However, sometimes someone will become impatient, and will take more or all of the remaining chips to get the reward. This is a great teachable moment with discussion questions. You can also ask students to reflect on their feelings about the actions of others, such as: “How did it make you feel when some people took more than others? Have you experienced a similar situation at home, with friends, or in the community?”

To encourage broader global learning, ask students to compare the chips to the greater world. “What do these chips represent?” you can ask, opening a discussion about renewable resources such as trees, fish, etc. and the differences between renewable and non-renewable resources. Then, ask them: “What sort of attitude do we need as individuals to achieve the goal of the greatest benefit for all?” You can introduce the Sustainable Development Goal #12 “Responsible Consumption and Production” by asking students if they think the world’s natural resources are currently shared equally and managed sustainably. SDG #14 and SDG #15 aim to protect marine ecosystems and land use. You can introduce these, as well, by asking students for examples of progress relating to these goals and actionable ways they can help further these goals in their individual lives and local communities.



No. 06 – PEOPLE ON THE MOVE

Analyze different motivations for Migration, difficulties and become more empathic



40 minutes



10-20



candies



indoor/outdoor



analyze different motivations for Migration, difficulties and become more empathic



students participate in a simulation game that shows the push/pull factors that may influence someone's decisions to migrate - the room is divided into two areas and students in one of these areas receive candy. Not because of who they are or what they've done, but simply because they're located in that area. Soon, students from the other side of the room will realize what's happening and move into the area where candy is provided. Other adaptations beyond a candy "reward" are provided to show the many different motivations for migration.

Tips for facilitator: SEL and Global Connections

After the simulation, discussion questions will help students focus on building understanding and empathy for others, two core competencies in social-emotional learning. Ask students in the area with candy how they felt to have access to the candy. What about the others? Discuss what challenges they think people might face when moving from one country to another. Ask students to brainstorm limitations of this simulation - what hardships migrants might experience that aren't seen here?

One goal of SEL is to increase students' ability to empathize with people from diverse backgrounds. To promote this goal while providing students with a real-world connection to a global topic, invite a guest speaker to the classroom to share their migration story or ask students to interview someone who moved from another country or community different from theirs.



No. 07 – VOTING GAME

participants will think about responsibilities, importance of participation, rights...



40 minutes



10-20



voting cards for participants. We can leave one participant without a card. any



participants will think about responsibilities, importance of participation, rights...



Participants are sitting in a circle. We are giving them 20 minutes and the cards we prepared for voting.

instruction for participants: you should choose a person, which will create one rule, all of you have to follow for the next hours. After voting the chosen person goes in front and writes the rule for everybody.

discussion: how was the process for them? what kind of feelings they have, why? Are they satisfied, or not and why? What difficulties did they have? connect to real life- why is it important to participate in social-political life and etc.

Tips for facilitator: after giving instruction, the facilitator is observing the process from outside. We don't limit them or tell them how to decide or work about the rule, it's up to them, choosed person will communicate with them or will decide what the rule will be by himself/herself without asking and discussing it with others.. Participants should handle the situation by themselves.



No. 08 – SILENT STIGMA SIMULATION

illustrate the feeling of being discriminated against; explore the negative effects of stigma on individuals within a community



20-30 minutes



10-20



deck of playing cards with smaller groups distribute fewer face cards



open area



illustrate the feeling of being discriminated against; explore the negative effects of stigma on individuals within a community



Ask students to define the concepts of stigma and discrimination and discuss briefly. Ask them to share real examples. Prepare students for the simulation. They will each receive one playing card that they must not look at or the game will not be effective. On being told to start, the card is held against their foreheads, facing out so others in the room can see it. Students walk around the room, greeting the people in their community, but they cannot communicate verbally. Before beginning, it is important to explain the special characteristics of Jacks, Queens and Kings. Instruct students to respond to each of these people accordingly, using only facial expressions and body language.

- Jacks have a deadly, highly communicable disease
- Queens are nasty people who appear nice but cannot be trusted
- Kings are the wealthiest in the community and will help people they deem worthy
- All other cards are ordinary citizens

Tips for facilitator:

Allow the simulated community greetings to continue for about 5 minutes. Instruct students to stop and hold their cards against their chests. Ask them to reflect on how others in the class behaved when greeting them and guess which type of card they have. Ask students to form a single line. Students who think they are Kings line up at one end. Jacks stand at the opposite end. Queens stand next to the Jacks and regular community members line up between the Queens and Kings. Allow students to look at their cards and change positions in the line if they guessed incorrectly.

Follow-up Discussion 1. What was it like to be privileged (Kings)? Avoided (Queens and Jacks)? Living near someone with a deadly disease? (citizens) 2. What specific gestures or actions did others make towards you that helped you determine which type of person you were? 3. Which groups of people experience discrimination? (e.g. immigrants, refugees, the poor, women and girls, people with HIV or AIDS, child soldiers, people with disabilities, etc.) 4. What responsibility do we have to act when we see discrimination happening?

Some students can be more sensitive to being “stigmatized” during the activity



No. 09 – DINNER FOR THE WORLD

Global Wealth Distribution and Inequality

 40 minutes

 10-20

 materials for dining areas

 open area

 Global Wealth Distribution and Inequality



In the Dinner for the World , students participate in a luncheon activity which simulates global wealth inequality and allows them to examine their own values and analyze how inequality shapes food access around the world. The facilitator sets up different dining areas for “Low” “Middle” or “High” income countries and assigns each student a country card associated with one of the three areas. The country card lists the rules for their income-level role. The activity outlines how to set-up and execute the meal. During the simulation, students experiencing the unequal conditions between groups will sometimes search for ways to remedy this, such as sharing with those who have less. At the end of the simulation, the facilitator drops the rules and all students share an equal dining experience.

Tips for facilitator: SEL and Global Connections:

Discussion questions prompt students to reflect on how they felt about their role and how they felt towards people in the other groups, if those feelings changed as the simulation went on, and if they agreed with the solutions that came up (if any) throughout the activity. At the end, ask students how this activity makes them think about their own community, city, or country. These questions can sharpen students’ self-awareness, a core SEL competency that also includes their ability to “recognize their emotions and thoughts and reflect on their influence on behavior,” according to CASEL.

To help students go beyond the simulation and see a more real-world global perspective, ask them to research a country from the income category on their country card and summarize what food and hunger challenges that country faces. To help them spark ideas, introduce the Sustainable Development Goal #2 “No Hunger.” Students can look at the goal’s targets to see the specific desired outcomes, as well as different approaches to ending world hunger. Ask them to find out what their country is doing to help alleviate hunger, from government programs to local non-profit groups. You can also ask students to come up with three ways they can address global inequality in the world. Ideas can range from volunteering at a food bank, donating, or spreading awareness. What organizations are working to help this issue in their city?

! Since food insecurity affects many students, facilitator should use their own judgement to decide if this activity is appropriate to enact in the group





No. 10 – WHAT’S FAIR?


consensus making, critical thinking and listening, supporting a point of view Use to: clarify concepts of fair and unfair, just and unjust; appreciate diversity of opinions

 40 minutes

 10-20

 two sets of four “What’s Fair?” situations, scissors, glue, chart paper

 any

 consensus making, critical thinking and listening, supporting a point of view Use to: clarify concepts of fair and unfair, just and unjust; appreciate diversity of opinions



Instructions Working in pairs, students read one set of four “What’s Fair?” situations, cut them into strips and categorize each situation as fair, unfair or unsure. After labelling their situations, they join another pair of students with four different situations. In groups of four, students discuss all eight situations, coming to consensus on which situations are fair or unfair and which ones they are unsure about. Groups glue their strips onto chart paper with the same headings and discuss the following questions:

- a. Which situations did you describe as fair? Why?
- b. Which situations did you describe as unfair? Why?
- c. Which situations were difficult to decide upon? Why?

Since there may be differences of opinion in each category , keep the discussion open and encourage students to listen to all points of view.

Extension: Each pair of students selects one “unfair” situation and uses it as the beginning of a story. They must complete the story so the ending is fair for the protagonist. Students share their endings with the group. Discuss how families, schools, the community and nations prevent unfair occurrences through rules or laws that protect rights.

Variation: Use photos or print images depicting unfair situations. The group makes one large chart to show how the photos were classified.

“What’s Fair?” Situations (set 1)

- Gina wants to play football with a group of boys at recess, but they won’t let her play because she is a girl. Is this fair to Gina?
- Saleema’s grandfather gave her some money for her birthday. Saleema wants to buy candy. Her parents say she cannot, because candy is bad for her health. Is this fair to Saleema?
- Ali is 10 years old and likes to go to school. His family needs him to get a job to earn some money, because there are younger children to feed. So Ali does not get to finish primary school. Is this fair to Ali?
- Marta comes to school without having done her homework. The teacher makes her stay indoors at break time to do it. Is this fair to Marta?
-

What’s Fair?” Situations (set 2)

- Lee lives in a country that is at war. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Lee?
- Chris doesn’t like school and wants to leave. His parents say he can’t leave because he is only 10 years old. Is this fair to Chris?
- Rose and her sister are living in a new country and learning to speak a new language. Sometimes in school they speak their home language to each other. The teacher stops Rose while she is talking to her sister and says she must learn to speak like everyone else in school. Is this fair to Rose?
- George tells a joke about a classmate that makes his friends laugh. The teacher tells George he must stop, and that saying cruel things about people is not allowed in this school. Is this fair to George?

Tips for facilitator: more time is required for the extension activity



No. 11 – POVERTY EXERCISE: WHAT DO YOU THINK?

explore personal and cultural perceptions of poverty; show how our attitudes affect our responses



45 minutes



10-20



flip chart, blackboard or blank overhead; coloured markers or chalk



any



explore personal and cultural perceptions of poverty; show how our attitudes affect our responses



Instructions Ask students to brainstorm words and phrases that come to mind when they think of poor people. Record responses on the board, flip chart or overhead.

Ask: “What do you notice about the words and phrases on the list?”

In most situations, students will notice a negative bias in their answers.

Mark these negative responses with a star.

Now ask students to balance the list with more positive words and phrases associated with the poor. Be prepared to help out if they have difficulty with this. Use a different coloured marker to record these positive descriptors.

In the end, students will be more aware of their own biases and capacities to see the other side of an issue.


Tips for facilitator: Follow-up Discussion 1. What kinds of poverty exist? How are they different? Note: Economic poverty is most obvious. However, social, cultural, spiritual and political poverty also exist. 2. Why do we need prompting to think of the positive qualities of poor people? 3. If only the negative (starred) responses described our attitudes towards the poor, what solutions might we propose to the problem of poverty? 4. If the more positive responses described our attitudes, how might that change our responses?




No. 12 – JOURNEY TO A NEW PLANET

- differentiate between wants and needs ;
- generate, gather and exchange ideas and use critical thinking skills ;
- demonstrate understanding of basic human rights

 40 minutes

 10-20

 Photocopy and cut out a set of Wants and Needs cards for each pair of students; Prepare a simple drawing of the solar system and a spaceship (optional).

 any space

 Students will:

- differentiate between wants and needs ;
- generate, gather and exchange ideas and use critical thinking skills ;
- demonstrate understanding of basic human rights



1. Organize the students into pairs. Give each pair a set of Wants and Needs cards.
2. Explain that Mission Control (which you represent) has discovered a new planet and each pair will go there to start up a new community. Set the mood by naming the planet and the reasons for going there.
3. Ask the students to close their eyes and imagine the new planet. How long will it take to get there? What does it look like? Do other people live there? Where will they set up the new community? Tell them to form a picture of this community in their minds.
4. With their eyes still closed, ask students to think about the things they will want and need in their new community. Have students open their eyes and discuss their ideas with their partners.
5. Explain that Mission Control will provide each pair of students with 16 things they could bring with them to set up their new community. Ask them to spread out the Wants and Needs cards and examine them.
6. Announce that Mission Control says space on the journey is limited. The students can now take only 12 items on the spaceship. Partners negotiate to eliminate four cards and set them aside.
7. Inform the students that Mission Control has issued an emergency announcement and there is even less space available. Students may now take only eight items with them. Partners negotiate to eliminate four more items, leaving only the eight most essential for their survival.

Tips for facilitator: it's possible to create a list of wants and needs. see pictures down, as an example. Discussion questions:

- What was difficult about doing this activity? What was easy?
- Which items were easy to discard first? Why?
- Were some items harder to eliminate than others? Which ones? Why?
- What is the difference between a want and a need? What do we need for survival?




No. 13 – THE RIGHTS BALLOON


Students will understand the difference between rights and wants and prioritize various rights in their lives

 40 minutes

 10-20

 Photocopies of The Rights Balloon

 Any

 Students will understand the difference between rights and wants and prioritize various rights in their lives



1. Ask students to brainstorm things they need or enjoy having in their lives. Write their responses on the board or chart paper.

2. Hand out The Rights Balloon activity sheet to each student and explain that a right is something every person is entitled to for survival and a good life.

3. Ask students to close their eyes and imagine they are alone in a hot-air balloon floating high above the ground. Describe what they might see and ask them to choose a destination (e.g. another country or visiting a friend) Tell them they each have 10 rights on board and each one weighs 2 kilograms.

4. Suddenly the balloon begins to drop. To stop descending they must throw one right overboard. Ask students to open their eyes and, without discussion, select one item from the list they are willing to give up. Instruct them to write number 1 in the “Me” column beside their choice.

5. Tell students to close their eyes again. They can continue imagining their journey now that the balloon has safely levelled out. After a few seconds tell them the balloon is descending again and they must select another item to throw overboard.

6. Write number 2 in the “Me” column beside the second right they surrender. Continue in this way, with students choosing rights to throw overboard each time the balloon descends and numbering their choices until only one item remains in the balloon. The last right—the one most important to them—is numbered 10.

7. Ask students to share responses with a partner. Discuss each other’s decisions. If necessary, agree on a new ordering of the rights, and record this new order in the “Us” column.

Reassure them that the way they prioritize their choices may differ from their classmates.

Tips for facilitator: it’s possible to create a list of wants and needs. see pictures down, as an example. Discussion questions:

- What was difficult about doing this activity? What was easy?
- Which items were easy to discard first? Why?
- Were some items harder to eliminate than others? Which ones? Why?
- What is the difference between a want and a need? What do we need for survival?



No. 14 – SPLITTING IMAGES


Students will

- understand that some children have limited school resources
- perceive, respond to and reflect on visual images
- use prior knowledge to make inferences
- compare their society with the society of a developing country

 40 minutes

 10-20

 splitted pictures, coloured pencils and markers.

 any

 Students will

Students will

- understand that some children have limited school resources
- perceive, respond to and reflect on visual images
- use prior knowledge to make inferences
- compare their society with the society of a developing country



1. Give each student a copy of the Splitting Images Photo (left side). This photo features a teacher standing at a blackboard. Do not reveal any background information about the photo. Ask students to hypothesize what the missing part of the photo might look like. Instruct them to brainstorm possible responses and questions prompted by the split photo and to write them across the top or on the back of their paper.

2. Ask students to choose one of their ideas and complete the photo by drawing the missing half on the blank part of the paper.

3. When all the drawings are completed, have students form groups of four and share their completed drawings. Look for similarities and differences in their drawn predictions.

4. Distribute a copy of the Splitting Images Photo (right side) to each group. Explain that the scene is a typical school classroom in Malawi, Africa. Provide students with information from the About Malawi fact sheet.

5. Compare the group drawings with the actual missing piece of the photo.

Option: Cut the missing right side of the photo into puzzle pieces and get the groups to put the puzzle together.

Tips for facilitator: Discussion

- Compare your prediction with the actual picture. What is in the missing photo piece that you did not expect?
- What common elements show up in the drawings of your group members? What assumptions did you make and why?
- In what ways is the schooling experience of these children different from yours?
- What would it be like to go to a school like this one? Can young people learn effectively in such an environment? If yes, explain why. If not, what do they need to improve their learning situation?



No. 15 – FASHION INDUSTRY

realize negative sides of fast fashion

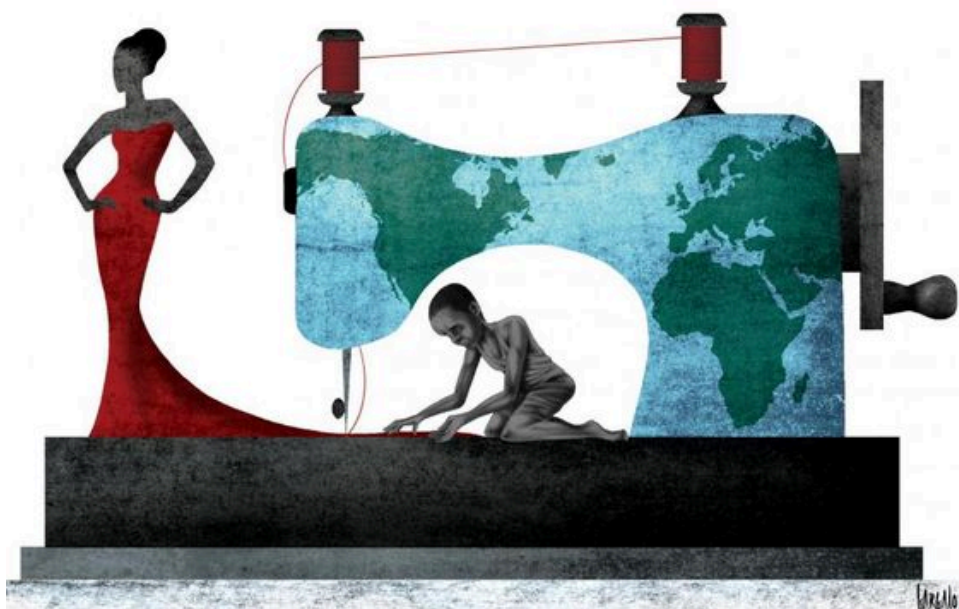
⌚ 30 minutes

👥 10-20

✍️ Pictures

🌿 inside / outside

🔍 Realize negative sides of fast fashion



show participants different pictures of beautiful fashion clothes and factories and working poor people, working environment, spoiled waters and so on. ask them to think about connections between these pictures.

discuss what is going on and what can we change

Tips for facilitator: During discussion give participants information about fair trade, fast fashion brands create theoretical background.

METHODOLOGY

EXAMPLES – SEL

15 examples of Social Emotional learning



No. 01 – CONCENTRIC/TALKING CIRCLES

to help people to start sharing, experience talking, active listening



40-60 minutes



20



prepared list of topics /questions) - (next page)



quiet space



to help people to start sharing, experience talking, active listening



- explain that in this exercise everyone will have a chance to talk briefly on some given topics with about half people in the group.
- To do this, we will form two circles, one facing in and another facing out.
- ask them to count one two. The "ones" and "two's" are creating two circles, facing each other.
- When everyone is arranged, tell them that in a moment you will give them a topic, the outer circle will start to talk. they will talk to their pairs for about a minute. When time is up, raise your hand and ask to finish their thoughts when they see your hand is raised. explain, that then the inner circle will speak about the same topic.
- ask that, as listeners, everyone is listening carefully, without interrupting. asking only clarifying questions.
- If there are no questions, read the first topic and ask the outer circle to start talking. The inner circle is listening.
- when both circles have talked, ask the outer circle to move one chair right.
- For the second topic, ask the inner circle to start talking first. After both circles finish talking, ask the inner circle to move one chair to their right.



Questions:

- The time of year I really love is ... because ...
- A sport or hobby that I think is unusual..because ...
- Some food that is delicious for me ..because ...
- If I had the opportunity to travel, I would go..because ...
- The genre of music I listen to..because ...
- It is my favorite thing..because ...
- The good thing I remember from my childhood is..because ...
- Something I have done I am proud of..because ...
- The value that is important to me is..because ...
- He/she is an important person in my life..because ...
- There was a time when I made someone happy ...
- A good quality of mine that I would like to strengthen is ...
- the movie/book/song, had strong emotional impact on me is... because
- The person I admire is..because ...
- my idea of a good time is ..because

Tips for facilitators: Group discussion is an important part. They should realize how important each of them is. aslo, connected to each other...




No. 2 – THE JOHARI WINDOW MODEL

Allow people to identify their strengths, weaknesses, and blind spots.

 30 minutes

 10-20

 Printed Johari window for each participant, pens

 Comfortable place for thinking and writing

 Allow people to identify their strengths, weaknesses, and blind spots.



Download the template and share with your team members. explain meaning of each quadrant:

ARENA: Traits and behaviors that both yourself and others are aware of. It includes anything about yourself that you are willing to share. This area drives clarity and builds trust.

MASK: Aspects about yourself that you are aware of but might not want others to know. It can also include traits that you are not sharing with others without you being aware of. What you show to others is a mask that hides your authentic self

BLIND SPOTS: What others perceive, but you don't. Important to note: not valuing your strengths can also be a blind spot. Feedback from others can make you more aware of your negative traits but also of the positive ones you are not appreciating.

UNCONSCIOUS: What's unknown to both you and anyone else. Though this matrix has four quadrants, the size of each is not necessarily equal. Each window pane will vary depending on:

- How much you share with other people
- How well others (try to) know you
- How well you know yourself

Using the following list choose 5 adjectives that best describe yourself. Be objective and honest.

| | | | |
|------------|---------------|------------|----------------|
| Able | Extroverted | Mature | Self-assertive |
| Accepting | Friendly | Modest | Self-conscious |
| Adaptable | Giving | Nervous | Sensible |
| Bold | Happy | Observant | Sentimental |
| Brave | Helpful | Organized | Shy |
| Calm | Idealistic | Patient | Silly |
| Caring | Independent | Powerful | Smart |
| Cheerful | Ingenious | Proud | Spontaneous |
| Clever | Intelligent | Quiet | Sympathetic |
| Complex | Introverted | Reflective | Tense |
| Confident | Kind | Relaxed | Trustworthy |
| Dependable | Knowledgeable | Religious | Warm |
| Dignified | Logical | Responsive | Wise |
| Energetic | Loving | Searching | Witty |

Once everyone has finished their own self-assessment, the entire team will evaluate their colleagues.

Assess your teammates with the same criteria you evaluated yourself. Remember to choose only 5 and to be both honest and objective

Fill In the Johari Window Panes

- Compare this list with the list the individual generated about themselves.
- Where an adjective appears on both lists, place it in the Arena Quadrant.
- If an adjective appears on the individual's list, but not on the group's, place it in the Mask Quadrant.
- When an adjective appears on the group's list, but not on the individual's, put it in the Blind Spots quadrant.
- Any adjective that appeared on neither list can go in the Unconscious Quadrant.

Review & Analysis

Once everyone has finished, allow each participant to review their Johari Window assessment. Encourage them to compare notes between self and team assessment. Spend a few minutes discussing the adjectives that appear in the open quadrant.

Ask an individual to disclose by talking about one of the adjectives they selected for themselves, but the group did not.

Have the individual select one of the adjectives the group has identified, but the individual did not. The group now has the opportunity to give some feedback to the individual about this adjective.

Tips for facilitators: Use the following questions to promote reflection and learnings:

- How easy or difficult was it to select the adjectives to describe yourself? Why?
- How easy or difficult was it to select the adjectives to describe your team members? Why?
- After comparing feedback, what were you surprised by?
- What can you do to reduce your Blind Spot and/or Facade, and move those traits into your Arena instead?
- How can you apply what you learned about you and your teammates to improve collaboration?

Remind the team not to be judgmental. There are no right or wrong answers. The purpose of this exercise is not to provide a score but to help people uncover the areas that are not visible to them.

METHODOLOGY EXAMPLES – SEL




No. 3 – WHO SAYS I AM...?

realize how labeling is affecting on people

 40 minutes

 10-20

 Paper tape, markers, flipchart/board

 Space for small group discussions

 Realize how labeling is affecting on people



start with brainstorming - what labels they heard...

after they will discuss about Questions on the poster(in small groups):

- Which labels have been used about me?
- What were my feelings about?
- Did you ever think of doing something to change that?
- How did you handle it?

after they come back in a big group and share experience and successful strategies they found, in the big group.

dissuasion: What did you think of what you heard? Was it a surprise to find how many of us believe that we have been labelled? Why do people label other people? How does this affect us all?

Tips for facilitator: If there will be needed more time for small groups to share and discuss about the topic, better to let them express as much as they need...



No. 4 – ORANGE


to realize that sometimes there is no reason to have conflict. How important is effective communication, results of destructive and constructive conflict

 30-40 minutes

 10-20

 Orange

 any place where will be possible to have a discussion

 realize that Sometimes there is no reason to have conflict. how important is effective communication, results of destructive and constructive conflict



Divide participants into two groups. Give them different scenarios.

instruction for group 1: you are a group of scientists. Your mission is to save all the beards of the world from strange illnesses. For that, you need to have the last orange in the world. From the outside part of the orange, you can create medicine and accomplish your mission.

instruction for group 2: you are a group of scientists. Your mission is to save all the animals of the world from strange illnesses. For that, you need to have the last orange in the world. From the inside part of the orange, you can create medicine and accomplish your mission.

After giving instructions separately, they come into one room, seated in front of each other. in the middle of the groups we put the only orange they need and start timing.

Discussion: what happened, what kind of emotions they have, where was the problem, how was it possible to solve, how can they connect the situation to reality...

Tips for facilitator: the facilitator is observing the process, memorizing interesting moments for discussion, interrupting only if it's necessary and the process goes wrong.

Instead of the orange, you can use grapefruit and at the end, during discussion you can tell them- they were "fighting" for orange, but there is no orange...it will be more surprising for them and give more views for discussion.

The facilitator can use different scenarios for role play.





No. 5 - COLOUR CHANGING CARD TRICK

to realize, there are a lot of important things around us we just can't see, because we are concentrated on different things...

 Duration: 20-30 minutes

 Number of participants: not limited

 Material: laptop, projector

 place, where will be possible to watch the video and have a discussion
 to realize, there are a lot of important things around us we just can't see, because we are concentrated on different things...



let participants watch a video about a colour changing card trick

have a discussion about- ask participants if they noticed the changes, about their impressions, examples from real life- how is it possible to connect it to reality, what can we do to have a more wide view of the world...

Tips for facilitator: duration of the activity depends on the discussion

METHODOLOGY EXAMPLES – SEL



No. 6 – TEAMWORK AND LEADERSHIP- ROLE PLAY

get to know leadership types and its effects, importance of teamwork

 30 minutes

 20

 prepared scenarios for the leaders

 place, where will be possible to have discussion

 get to know leadership types and its effects, importance of teamwork



split the group into 3 small groups and give them the same scenario- their ship sank after a storm. They are on an island, there is no civilization...they should decide they will stay on the island or build a boat and try to find help outside of the island.

there is 1 leader in each group, with secret instructions:

- 1.kind of dictator. don't listen and consider others opinions, is aggressive, not respectful to others...
- 2.agrees with everyone, it doesn't matter if oppinios are opposite. changes his/her mind very fast, not in a strong position and critical thinking.
- 3.listens to everyone, asking questions about positions and arguments, is emphatic, but also has own position, with arguments. discusses together with the others and tries to find the best optimal solution...

When given time is up, they come back in a big group and start debriefing: how it was for each of the group, how they managed, what was a problem, how they felt, are they satisfied with the group decision or not, why?

Who is a good leader in real situations? Any experiences connected to the topic?

Tips for facilitator: Participants should realize that it's role play and don't take it personally and judge each other.




No. 7 – CREATIVE SOLUTIONS

encourages creative problem-solving, creative thinking

 20-30

 10-20

 coffee can, a potato peeler, a knit hat, and a book

 it's possible to to as indoor as outdoor

 encourages creative problem-solving, creative thinking



Pick four or more different objects, such as a coffee can, a potato peeler, a knit hat, and a book. Split students into small teams (3-4 members in each). Now present a situation where each team has to solve a problem using only those objects. These scenarios can be anything from students stranded on a desert island and must find a way to get off or survive to students must save the world from Godzilla. Give the teams five minutes to figure out an original solution to the scenario, including ranking each object based on its usefulness. When the five minutes are up, have each team present their solution along with their reasoning to the class.

questions after they present- how was the process for them, was it difficult or not? why? What is creative thinking for them? Why can it be useful to think outside of the "box"?

Tips for facilitator: Don't make the scenarios so easy that it is obvious which objects will be most useful



No. 8 - TAKE THE BLAME OUT


to see how can we use emotion expression statements instead of blaming

 30 minutes

 10-20

 Flip-chart paper and markers.

 indoor/outdoor

 to see how can we use emotion expression statements instead of blaming



Start with brainstorming about blaming statements they heard about the person they care about or about themselves.

After, go to small groups (around 5 people) , and share- what is the strongest blaming statement others have used, from their experience... what emotions they had. how they can change and transform to the emotion expression statement.

back to the big group and share the strongest statement, feelings caused from it and how they changed.

what will be changed, if we will use not blaming but express emotions?

Tips for facilitator: if we see, that discussion lasts longer and they have more things to share, give them more time (if it's possible) and possibility to share more



No. 9 – ANGER PROCESSING

To help individuals see that experiencing anger is a normal part of living; to help participants understand that the key to handling our anger is to deal with it, not by denying it or suppressing it, but by finding acceptable outlets for it.

⌚ 30 minutes

👥 10-20

✍️ Flip-chart paper and three different coloured markers.

🧑 place where will be possible to sit, think, write, share

🧑 To help individuals see that experiencing anger is a normal part of living; to help participants understand that the key to handling our anger is to deal with it, not by denying it or suppressing it, but by finding acceptable outlets for it.

1) Put two sheets of flip-chart paper on the wall, one under the other, with the title "Understanding our Anger."



2) A brief explanation about anger should precede the brainstorm in this exercise. Important points to include are:

- a) Make it clear that you are speaking from your own experience (e.g. "To me anger is...").
- b) Anger is neither good nor bad. It is what you do with your anger that is good or bad. We probably could not survive if we did not have the capacity to experience anger.
- c) Anger is a secondary emotion. Usually we have another feeling first: hurt, frustration, fear, grief, jealousy, etc.
- d) To me, anger is to my emotional system what a fever is to my physical system. If I am experiencing anger, I need to find out what is behind the anger and do something about the source of the anger.
- e) Now we're going to brainstorm all the various things that we can think of that we might do when we are angry to help us deal with our anger.

3) Next, get the group to list as many things they might want to do when they are very angry to help them deal with their anger. Do not get involved in discussing items. Make it clear that you are looking for both positive and negative items. If they start listing various sports, suggest a single category "sports."

4) When it seems the group has pretty much exhausted its ideas, call a halt to the brainstorm but explain other items can always be added later, if desired.

5) Explain to the group that we are going to go down the list and have the group say about each item whether it is a positive or negative way of dealing with anger. Now have two distinctly different coloured markers in hand and circle the positive ones in one colour and the negative ones in another colour. If the group can't agree, the item doesn't get circled at all. Do not have a discussion about items on which there is disagreement.


6) When the whole list has been covered, count up the positives, negatives and neutrals and record the numbers. Usually the positives outweigh the negatives and if the neutrals are added, show that there are many more positive ways of dealing with one's anger than negatives.

Tips for facilitator: The facilitator should feel free to inject important items that may not be coming out.




No. 10 – HOW DO YOU FEEL WHEN


To get in touch with how we feel in certain situations and how others may have a very different response.

 20-30

 10-20

 5"x8" cards with feelings written on each: e.g.: Happy, Embarrassed, Frustrated, Angry, Sad, Excited, Proud, Apprehensive, and Fearful.

 any space, adaptable for the activity

 To get in touch with how we feel in certain situations and how others may have a very different response.



1. Post the feelings cards at intervals around the room. Tell the group you will be making some statements and participants are to stand in front of the card that best describes how they feel in that situation. If there is no word which describes their feeling they can stand in the middle.

2. After participants go to their cards, ask each (or some) why they feel that way. Ask people in the middle what they feel and why. How do you feel when:

- A good idea you have works out.
- You haven't prepared for a test.
- Everything is under control.
- You get compliments.
- You don't know what's going to happen.
- You see bullies picking on someone.
- You get blamed for something you didn't do.
- You can't get something to work.
- You win a game.
- You enter a room full of people you don't know.

Tips for facilitator: • Do the processing in the large group; ask those who have not shared how they felt about doing it. • Are you surprised at anything? At your own reactions? At others' reactions? • Why, do you think, different people can have very different reactions under the same circumstances?

METHODOLOGY EXAMPLES – SEL



No. 11 – The First


get people thinking about how violence is widely accepted as 'normal.' show alternative ways to solve situations.

 20 minutes

 10-20

 no need

 indoor/outdoor

 get people thinking about how violence is widely accepted as 'normal.'
show alternative ways to solve situations.



1. Ask everyone to find a partner. Have one person in each pair hold up their hand and make a fist. Their partner's task is to find ways of opening the fist. Give them one minute to do this.

2. Stop the action, and ask for some examples of what the second person did. You'll probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.

3. Discuss: • What does this tell you about violence in society? • Why do so many of us try physical ways of solving this problem first? • Do you think violence is widely accepted in this community?

Tips for facilitator: it can be done as an energizer and also as an activity with discussion and connection to real life examples.



No. 12 – PYRAMID

improve teamwork, cooperating skills

 20-30 minutes

 10-20

 paper cups, ropes

 indoor/outdoor

 improve teamwork, cooperating skills



The challenge is for the group to build a pyramid out of the paper cups (3 on the bottom, 2 in the middle, 1 on the top - can be adjusted for more cups). Group members cannot touch the cups with their hands or any other part of their bodies, even if a cup falls over or on the floor. Each person holds onto one of the strings that are attached to the rubber band and they use this device to pick up the cups and place them on top of each other (by pulling the rubber band apart and then bringing it back together over the cups).

- Was anyone frustrated at all during the activity? If so, how was it handled?
- What did you learn about yourself or others?
- Why was teamwork so important for this activity?
- What is so hard about teamwork?
- What did you do today to contribute to the teamwork on your team?
- What are some skills needed to be good at teamwork?
- Are you ever in a situation where you must use teamwork? Is this always easy for you? Why or why not?
- How can we use what we learned through this experience in situations outside the game

Tips for facilitator: according to the number of participants, it can be done in groups.



No. 13 – VISION BOARD

self reflection, therapeutic art for self-care, setting goals

⌚ 40 minutes

👤 not limited

✂️ Paper (preferably larger than 9x12"; Magazines and printouts of photos, words, etc. Scissors; Glue

🌿 safe, quiet place where participants will not be disturbed during the creative process. Also, keep your phones on silent or turn off your notifications.

🧑 self reflection, therapeutic art for self-care, setting goals



Pick out the images and words that represent what you would like to experience or have in your new year (or near future)

- Cut and paste them onto paper, arranging the photos/words in however way you want to
- There is no wrong way to do this. Have fun with it!
- After you have finished creating your vision board, it is a good idea to reflect on your work. If you're ready, grab a pen and journal.
- You can write down your answers to these questions:
- Why are these things that you included in the vision board important to you?
- What's the most important thing in your vision board?
- How would you feel when these things actualize in your life? What would be different?
- Even when we are getting clearer about our vision for ourselves, it's important to let go of the details about how it will happen and let go of some control.


Tips for facilitator: it may be needed to motivate participants and in the beginning talk with them about benefits of vision board. In the end, ask participants, how was the process for them, if they want to share something about it.



No. 14 – EMOTIONAL AWARENESS ACTIVITY


to focus on positive things, to see even smallest things, what makes us happy

 20 minutes

 10-20

 worksheet, pens

 indoor/outdoor

 to focus on positive things, to see even smallest things, what makes us happy



Ask your students to think about the things that make them happy. A few examples you can share as prompts are:

- Your best friend
- Going on vacation
- Listening to music
- A pet animal
- Playing outdoors
- Dessert

share this worksheet. Ask them to write down as many words as they can that represent something that makes them happy using each letter of the alphabet. After your students complete the exercise, ask each student to share at least one thing that makes them happy

Tips for facilitator: positive atmosphere is contributing



No. 15 – ESCAPE ROOM ABOUT CONFLICT MANAGEMENT COMMUNICATION

gain knowledge about conflict management communication, find out the ways how we can solve conflict in different situations

⌚ 35-40 minutes

👥 minimum 5

✍️ presentation, questions

🌿 online space or indoor with pc for each small group

🔑 gain knowledge about conflict management communication, find out the ways how we can solve conflict in different situations



divide participants into small groups(4-5 people). follow the presentation, ask voluntarily to read information from slides loudly for everyone. In the end, open the questions. They are connected to the presentation, participants should answer and unlock them. each small group needs to have facilitator

Tips for facilitator: facilitation is important. Sometimes it's needed to motivate them, give some hints...

PROJECT PLANS



The Erasmus+ programme 2021-2027 horizontal policy priorities that apply to all key actions are: inclusion and diversity, environmental protection and fight against climate change, digital transformation, and common values and civic engagement. The chosen priorities mirror our main topic of IO1- Global citizenship education and Social emotional learning. As the focus of upcoming years should be on digitalization and a greener approach to education, we see our attempt to move IO1 to a more modern and engaging version of IO3 as a logical and necessary step. This will allow cooperation across the world without travelling, sharing new ideas and activities more effectively and reaching a much wider audience that we would be able to do with nowadays.

The development of the lab's methodology (IO3) is based on the joint desk research results and will be implemented by the joint efforts of DEE-GEAYS partnership. The main aim of the IO-3 is to create a new methodological framework for providing non-formal learning activities with incorporation of digitization techniques on the thematic of global citizenship education with particular focus on one of its dimensions - Social emotional learning. In this way the methodology will be stipulated on the blending previous deliverables: the results of the IO1 in particular existing methodologies on the GCE-SEL NFE including particular policy recommendations and analysis of the best practices in the field and the results of IO2 in particular reviewed opportunities on practical methods of transfer of NFE into digital space. The methodology should include 5 learning modules gradually offering to learners activities and materials aimed to raise their awareness on global citizenship and global solidarity and enhance their SEL level.

The methodology will be summarized in a guidebook to be included in the virtual library on the digital tool. The methodology shall be consequently tested during a series of 5 local labs implemented in each partner country and reviewed upon the constructive feedback received by the end from the lab's participants. In total the methodology will be implemented and reviewed with participation of 105 participants aged 18-27 from 6 partner countries.

The objective is to create a lab cycle that will provide a comprehensive non-formal learning framework with elements of digitalization that is favouring learners-centre approach and facilitates reaching comprehension of global citizenship, attribution to the concept of global solidarity and an advanced SEL level.

CONCLUSIONS



In 2020/21, to challenge the global pandemic, the scientist and medical communities from across the world came together to recognize, isolate and create vaccines within a year. This would have been impossible if not because of global cooperation. At the same time, this was also possible due to the movement of human work to the digital space. All major areas such as farming, education, engineering, medicine and countless other sectors were able to take advantage of the digital infrastructure. In 2020, global trade could go on functioning more or less smoothly because it involved very few humans. Due to this, along with global cooperation, through GCED and SEL, we also need a stable and dynamic digital ecosystem for Non-formal education to move forward and contribute to the greater good of the digital society and reach youth, the digital natives.

Given the situation the world is in, Global Citizenship Education and its dimension Social Emotional Learning, is therefore, an undeniably important field to be studied and taught. The concept of global citizenship is under the main gunsight of upcoming socio-economical global crisis and it is important to anticipate that promoting global solidarity shall become the priority of the centralized efforts of the youth work sector, along with this we might need to review the frameworks and methods for GCED. We have, through this joint desk research, gathered the background and history of GCED and SEL, summarized the agreed definition of GCED and SEL, and collected various non-formal education methods to run GCED-SEL in youth organizations. The general purpose of this research is to provide youth workers with methods and tools to run workshops and training to educate youths for GCED and SEL and to create a base for creating a digital course to reach a bigger audience.

The joint desk research found, during its research, that there were multiple ways to gather and decode the available data about Global Citizenship Education with special focus on Social Emotional learning. GCED's history has multiple starting grounds, with some suggesting that it could be coined by greek philosophers and some proposing that it is a recent event, most probably after the first world war. Also, during the research on the intellectual output we found out a relatively high amount of work published in the academic formal education world compared to lack of materials in the non-formal education field. Most of the materials suitable for youth organizations, schools, community centres etc. consisted of activities itself, but were missing theory and background behind them.

One common consensus was that GCED and SEL is viewed as an important pillar for the development of solidarity between countries and to reduce conflict and wars, especially in the post-pandemic context of the massive need for global solidarity. Specific focus on SEL, promoted by UNESCO as a process through which we understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions - has particular added value in the view of 2020-2021 lockdowns' psychological consequences for young people. Along with this, UNESCO has highlighted Global Citizenship Education as crucial to achieve the Sustainable Development Goal nr.4 i.e. Inclusive and Equitable Quality Education (Target 4.7).

While for SEL we found that behind its definition and importance, the information on using social emotional learning as a method to learn to be global citizens in the non-formal setting was sparse. In spite of that, the available data illustrates clearly that an introduction of SEL in a learning environment is irrefutably positive; the learners' grades and competences improve and the educators' stress is reduced solely. Our research therefore has invested to gather methods, ways and tools to include SEL in any learning environment. The methods were proposed by the partnership's past projects and experience and a secondary research on the various projects co-funded by the ERASMUS+.

As history shows these topics are becoming more and more relevant thanks to technology, common interests and worries and the urge to cooperate and learn from each other. That mirrors into Erasmus+ set up priorities like inclusion and diversity, environmental protection and fight against climate change, common values and civic engagement that are all part of GCED. As the topic of GCED and SEL are constantly evolving with time, in our work we search for future trends in the GCED and SEL.

We hope this intellectual output will help organizations, volunteers, youth workers and any educators who are interested in Non-formal education to gain more knowledge about Global Citizenship Education and Social Emotional Learning. To understand the terms, their background, importance in our current, complex lives and how to empower and motivate participants with the help of examples of practical activities or best practice examples from our partnership and around the world.

Our next step, therefore, is to make the activities more technologically advanced, suitable for wider audience reach and stronger cooperation between NGOs, partners, countries without need to travel. The digitalization will make the materials more sustainable, spreadable and adaptable. This will be shown and proven in upcoming intellectual outputs. This research is part 1 of the 2 joint-desk research that will create labs for facilitating youths in learning GCED and SEL. The labs then would be digitized using the findings of IO2 into a unique platform catered for non-formal education which would be used for labs in IO3 to be made into a digital course for our unique NFE centered platform which is the project's 4th Intellectual Output.

We hope you, dear youth worker, enjoyed reading this document and found something useful and inspiring among activities we propose as the best practices on the topic.

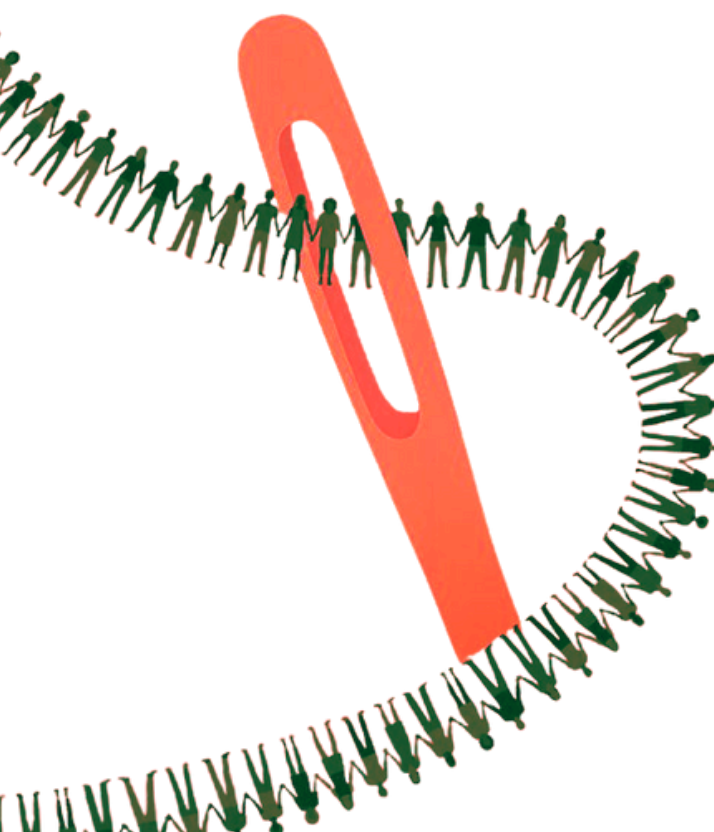
ACKNOWLEDGEMENT

We would like to thank the support and the involvement of the team members, research partners, organizations and volunteers that made this joint-desk research a reality.

A huge thanks goes to the project coordinator, **Anya Ivanova** for dreaming about this massive movement and bringing the team together to get closer to the big picture.

An equal thanks goes to the leading organization of this joint-desk research, **KERIC** esp. **Lenka** who, in spite of her time crunch, provided support in every step. Big thanks to **Natasha** from **CODEC** for bringing in the critical insight and research.

And most importantly, thank you for being a youth worker who wants to make this a better world!



Leading Organization



Support organizations



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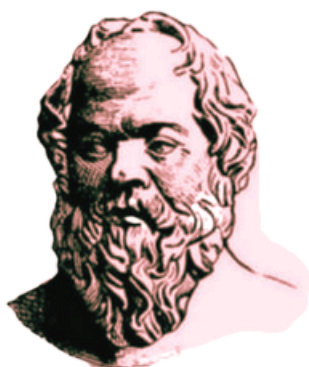
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<https://www.centervention.com/emotional-awareness-what-makes-me-happy/>

FINALLY...

"ehh, good enough"



- Mediocrates

We hope you,
dear youth worker,
enjoyed reading this
document and found
something useful and
inspiring among activities
we propose as the best
practices on the topic.

Contact

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Funded by the
Erasmus+ Programme
of the European Union

