European Commission DEAR Programme
Learning & Development Hub, Sófia, Bulgaria, 2nd - 3rd April 2019

DEAR Support Team
August 2019

Engaging young people in sustainable development and global issues

Hosted by CEGA, this workshop involved 24 representatives of four EC-DEAR projects over a period of two days. Participants represented different CSOs and local authorities based in nine different EU Member States - project managers and youth workers, as well as five young people involved in the ongoing DEAR projects supported by European Commission. The Hub enabled participants to learn, exchange and discuss methods and outputs that develop DEAR practitioners' and campaigners' capacity **to support young people's understanding, skills and motivations regarding global development.**

An inspirational and highly informative context for discussions was provided by Momodou Sallah, Reader in Globalisation and Global Youth work at De Montfort University, but also a youth worker with long time experience on engaging young people at community-based level.

The Hub focused on engaging young people but many of the issues raised are also relevant for the work of DEAR projects in involving other stakeholders and beneficiaries.

The four EC-DEAR projects represented at the Hub were:
- 'Global Education Goes Local', the host project, managed by C.E.G.A (BG) and working with over 30 small municipalities in community initiatives in 6 EU Member States;
- 'Walk the (Global) Walk, managed by Oxfam Italia Intercultura (IT) and involving schools and organisations from 12 EU Member States;
- 'Recognize and Change', managed by City of Torino (IT) and working with 15 partner Local Authorities and CSOs in 9 EU, Africa and South American countries;
- 'Start the change!', managed by Progettomondo Mlal (IT) and involving work in 12 EU Member States.

1. Inspiration 1.0 - critical conscience vs. awareness raising?

The Hub kicked off with a capacity building session, introducing the main objective of the workshop by presenting Momodou Sallah's core work and research: how to engage young people in global development issues?

a) Critical conscience vs. awareness raising

Starting by questioning a few concepts, Momodou Sallah established the context we are working in today:

- globalization: looking at the mirror of today's world and the agenda 2030
- what is behind the 'economist' practice of 'development as growth' and the alternatives: human development, shifting 'from the economy as primary, to human beings as the centre of development intervention'
- agency: the power of believing in one's own capabilities to produce change
- the values & frames approach: any process of change needs to take into consideration the deeper levels of human values and the frames we use to understand the world and guide our daily lives
- And finally, the Knowledge, Attitude, Practice education model to inspire a responsible Global Citizenship work (see Oxfam GB, 2006: 'Education for Global Citizenship: a guide for schools').

The key elements for responsible Global Citizenship

Knowledge and understanding
- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Skills
- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Values and attitudes
- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

Main question brought by Mr. Sallah was then: **why is Global Citizenship different from Campaigning** and Advocating, and from raising awareness?

The Maastricht Global Education Declaration (2002) summarises: 'Global Education is education that **opens people's eyes and minds** to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all' - the core difference is in the fostering critical thinking among citizens, not disseminating short, always partial messages; is a deeper work of supporting the processes of individual and groups awareness 'of their own role as a world citizen' respecting diversity, understanding global economics, politics etc. and having social justice as its main target.

b) Global Education and Global Youth Work - creating consciousness leading to taking action

There are many concepts and although not equal, the core ideas and practices of, amongst others, Global Citizenship Education (GCE), Education for Sustainable Development, Global Learning overlap. Mr. Sallah chose Global Youth Work (GYW), with informal approaches and learning to provoke consciousness and action. Making Personal, Local, National, Global links ('PLiNGs) that are **'located in young people's realities'**.
Wolley described Global Youth Work as:

Wolley, G (2009) 'The global dimension in youth work: A conceptual model'. Global Education Derby

Adding to this, social reality is a complex construction made by each one of us, the prism through which we see the world, from the place where we are. And Mr. Sallah described intercultural competences as Fantini (200:31) 'transcending the limitations of one's own world view' and the human language we can use to speak to each other.

c) case studies

Mr. Sallah brought a few case studies from its work to exemplify GYW and action research: 'Migration into Europe and the 'Backway'"(results include a theme song and documentaries); "Gangs, guns and knives" worked with young people condemn of minor offenses and resulted in '58% less likely to carry a knife, 48% reported being less likely to carry a gun and 51.5% reported being less likely to commit a crime'.

2. Taking inspiration to the projects: group work and exercises

Following up on this introduction, the participants confronted these ideas with their reality and contexts and the DEAR project approaches they are working with - first on the level of individual reflexion, then as group discussion and plenary feedback. As a stimulus for considering participants' own project experiences an exercise was introduced on how we perceive – and possibly confront – different perceptions of reality from other cultures:
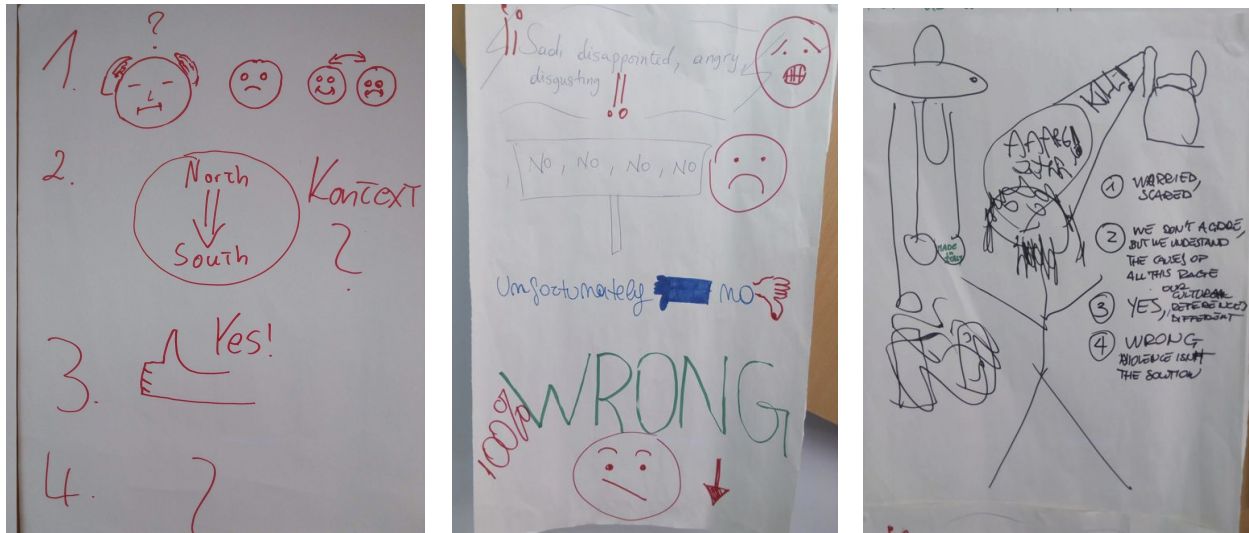
The different examples led to discussions on issues of 'Eurocentrism' and 'Sociocentrism' and alternative biases such as 'Anthropocentric' and 'Male-centric' approaches to perceiving, commenting on, and working with different realities, such as those faced by the different DEAR projects and their audiences.
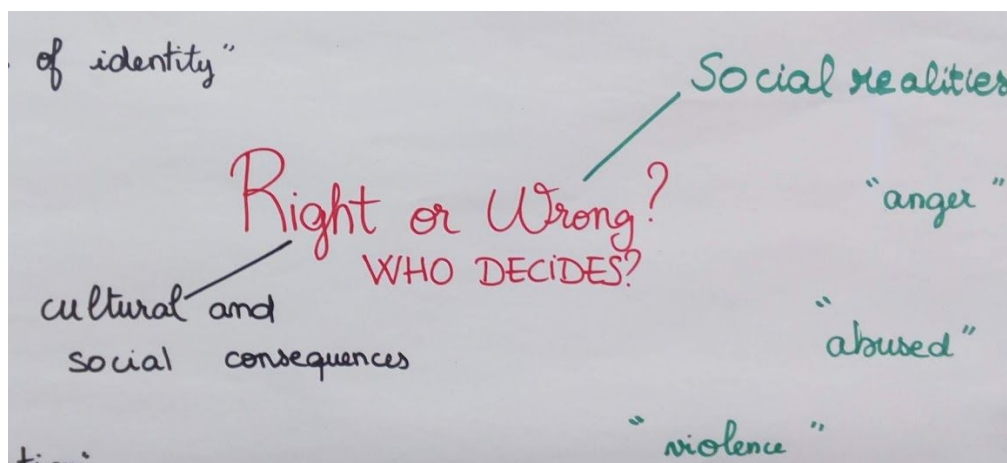
How to take inspiration to each of the four projects and their work for, with and by young people? The group work that summed up the day's discussions led to a few good points in each project group of representatives - challenges and ways to address these > and some 'PLINGs', some inspired links that can bring the solutions:

Start the change

Main challenges and ways to address these:
- working with <18 yrs old and >18 yrs old requires different approaches - be flexible and adapt actions, materials, methods, communication;
- How to create "ownership" of the issues and project by teachers, youngsters, project organizations:
- Need to start from Young people to be successful!
- Requires developing self-esteem (to allow agency) in an education system that is focused on knowledge and skills - how to work with this?
- All these can remit and make the link to our main subject > Migration and SDGs

Walk the global Walk

Main challenge - involving local communities is problematic:
- we must work with existing organizations at local level or thematic specific - not invent the wheel
- and work with the media (local, specific, even national and social media) for better disseminatio
- SDGs are interconnected > use this link, of local to global, of specific to general, to speak about global issues
- be sure that the different perspectives are represented in each (school) community
- and bring all these to the core, on board of the whole project approaches and actions:
* to Teacher's training
* supporting Education work, Youth work etc.
* through Action workshops and other active, engaging events
* make local action planning, connected to local actor's and adapted to local context

Recognise & Change

Main challenges:
- Diversity and discrimination are an issue: how to make young people aware?
- Empathy, Gender and Cultural diversity are issues too
- How to make dissemination of all these in schools and to an wider community - creating visibility?

Can be addressed through:
- Peer education > using young people, but not only, also to target teachers, other educators (in formal schools or outside) and management of schools
- Promotion of policy change eg. based in research; supported by experts/expert organisations; by positive communication
- Having young people as actors of the change > allowing them to be protagonists

Global Education Goes Local

Main challenges and ways to address:

GE can help local development – e.g. addressing SDGs at local level: helps to create ownership.

Strategy: implementing / developing pop culture to engage + promote + Being & becoming role models?

But:
- to have an impact? We need to relate to people's needs & interests
- how to change mindsets? By being and by becoming role models

And take Take all these to the core of the project > working with and building capacity of young people, in local communities

3. Sófia, Roma Month and parallel activities

The programme included a few parallel activities, were the host organisation from Sófia gave the participants a taste of what their project ('Global Education Goes Local') is about:

- C.E.G.A brought Roma Month commemorations to the venue, showing an exhibition that challenges ethnic identities and misconceptions;
- Hub participants were invited to a cultural evening involving a, very moving, drama monologue ('The Elephant!') relating to cultural identity, identity loss and reclaiming identity;

- In reviewing the first day and assessing the second days' programme it was decided to shorten planned sessions on Media Literacy approaches and Ethical issues when working with young people. After short theoretical introductions about these issue participants were invited to work through their media literacy skills and take part in a Photovoice exercise: going outside in groups to discover some 'DEAR/Global Citizenship issues, connections and challenges in Sófia'. The result was a series of practical examples of how the local environment can be used in a stimulating way to develop Global Learning skills and understanding.

4. Young people at the core of EU policies

David Flynn, DG/DEVCO B1 task manager responsible for a part of the ongoing DEAR projects working with young people, presented a brief overview of the main features of the Commission Youth policies.

Aligned with the UN and agenda 2030 priorities, the strategy targets the global 1,8 billion young people living with inequalities and challenges. Participants were most enthusiastic to hear the new core strategy of the Commission: envisages not only to work **for young people**, but to work **with young people** and also engage then in the shaping of actions and programmes - **by young people**.

This strategy applies not only to the DEAR sector but across programmes: from Erasmus+ to the EU Youth Strategy 2019-2027, European Solidarity Corps etc., the Commission wants to start 'walking the talk' and do more - setting young people as 'agents of change' through:

- active citizens for sustainable societies
- participation in democratic life
- international mobility and solidarity
- and through the recognition of youth work

Participants considered this session to be very interesting and useful to their work, asking for more information and attention to the issues raised - as stated in the Hub's evaluation.

5.   Active citizenship

a)   Using Peer-Educators and Multipliers

A groupwork session requested the attention of the participants to different types of common approaches used by DEAR projects when working with young people. Based on their experiences, participants commented on each of the approaches.

● **Working with peer-educators**

Opportunities	Challenges	Ideas to keep in mind
Better Perspective - of y.p.	Not recognised by institutions (school management);	
Building trust (safe space)	Requires support system for the peers educators (emotional issues, difficult issues)	● Training is essential ● Choice of peers is important
Grown Self-esteem (empower y.p.)	How to manage what comes up? (innovation, different/ unexpected results, antagonism, prejudice? etc.)	● Take young people seriously
Role models – identification	Taking your peers seriously may be difficult	
Speak same language – close link	Is hard to give up control & give freedom to young people	● Find allies eg. get school managers onboard
Less formal – informal (tools/facilitation)	Lack of knowledge Vs. Experience	

● **Working with multipliers**

The Pro's	and Con's
More impact >>> Scale up	How to engage multipliers in the process?
Adds specialist, 'professional' skills (teachers, 'industry', experts know their field)	How to have consistency and balance?
Brings sustainability, long term, after end of project	Deal with each 'agenda' of the Multipliers
More visibility	Control of the message (power of message can be diluted
Makes it more personal, having 'ambassadors'	

Main recommendation from these discussions >
**do not re-invent the wheel! Multiply for other projects/actions, use their strategies, join forces.**

b) Summarising global development themes (as a starting point for action)

To bring the issues of the Hub together and relate them to the place where the event took place ('Zona 21' in Sofia) use was made of the 'Development Compass Rose'. Using the 'Photovoice' exercise described in section 3 as an input and the other development issues discussed during the two days, a plenary exercise identified various development issues and how they related to Nature, Economy, Social issues, and to Who decides?

The Development Compass Rose is a tool that:

- can help in raising questions or identifying issues about development in any place or situation,
- assists in relating questions about development and their relationship with **N**ature, the **E**conomy, **S**ociety and Power (**W**ho decides?),
- can be used as a starting point, a mid-way evaluation, or as a conclusion to a project: identifying the issues that can be, should be or have been addressed by a project.

As a way of summarising the workshop's main debates a compass rose of Zone 21 in Sófia was brainstormed by the participants.
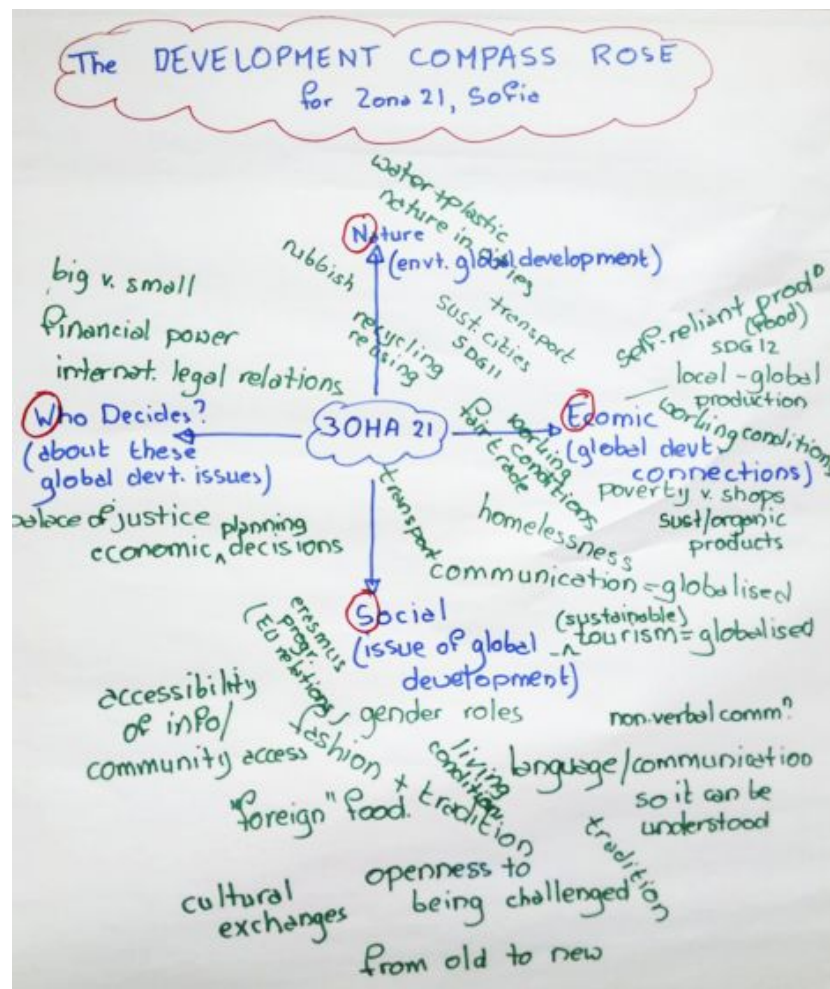
7. Appendix: participant feedback and suggestions for future Hubs

The quality and innovation of the presentation by Momodou Sallah and its 'food for thought' was highlighted by the participants at the end of the Hub, as well as the presence of the Commission and the young people DEAR projects are working with.

After the Hub participants were emailed an online survey to gather their opinions about the Hub.
13 responses (almost 60%) were received and average scores given to various aspects of the Hub were as follows (scores out of 10 maximum):

1	Extent to which participant expectations of the Hub were achieved	8.38
2	Extent to which Hub objectives were achieved	8.62
3	Relevance of the Hub programme to the work of participants	8.46
4	Appropriateness of the methodologies used during the Hub	8.85
5	Quality of input provided by the external expert	8.54
6	Quality of facilitation provided by the DEAR Support Team	9.31
7	Value of EC staff participation in the Hub	9.15
8	Quality of logistics support (travel, accommodation) provided by DST	9.23
9	Assessment of overall success of the Hub	8.15

Feedback shows that the changes in the structure of the Hubs were appreciated: "in other events for me there was too less input and too much discussion, here the relation was perfect".
Also, the mixture between the times for sharing, the active methodologies and connection to the local project (theatre and photo exercise) and the location were all much appreciated: "know each other - active - case studies - out and see (as you successfully did)". Although the programme was considered for a few participants as "too tight: more focused based and specific would be good."

And finally:

A few more things to have in mind, from the suggestions respondents made, included the following:
• Avoid static presentation and formality and keep 'speakers' inputs on-topic (always make link to DEAR)
• Reserve more time to the presentation of participants and for exchanges of good practices, as well as to go deeper into the topics - in Sófia's case, giving more time for EC staff; for sharing about child/minors safeguarding during implementation; for discussion about eurocentrism
• Making the meeting (even) more sustainable, regarding transport, food, accommodation
• Have (even) more youth and other beneficiaries participation during the Hub

A summary of the participants highlighted at the end of the workshop: what they take home from Sófia   >>>

8. Links

The videos of Mamadou Sallah's presentations, referred to in sections 1 and 2, can be found here:

- Global Youth work I : https://www.youtube.com/watch?v=pvE7S43EfE8
- Global Youth work II : https://www.youtube.com/watch?v=sVw6ABbk0gY