

GLOBERS

GLOBAL LEARNING TO OVERCOME BARRIERS
ENCOURAGING RESPECT AND SOLIDARITY

HANDBOOK FOR PREPARING THE GLOBAL CITIZENS



GLOBERS

*GLOBAL LEARNING TO OVERCOME BARRIERS
ENCOURAGING RESPECT AND SOLIDARITY*

*Erasmus+ Capacity building in the field of youth
2019 - 2022*



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WHAT DO BIG MINDS THINK ABOUT GLOBAL CITIZENSHIP?



"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)





INTRODUCTION

Sustainability
Equal
Growth

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INTRODUCTION

“GLOBERS: Global Learning to Overcome Barriers Encouraging Respect and Solidarity” is an international or rather intercontinental project that has been financed by the Erasmus+ program of the European Commission. Coordinated by Associazione InCo from Italy, it brought together **10 organizations from 8 different countries**: Italy, Belgium, Portugal, Slovakia on the European side, and Nepal, Vietnam, Brazil, and Colombia from overseas.

If we have to squeeze the project idea into one sentence - we wanted to bring together partners from different countries and backgrounds in order to design together workshops on global citizenship education (thereunder GCED) targeted at young people, that later international volunteers could implement during their learning mobility in the hosting country.

How cool is that, we thought if a volunteer from another continent comes to talk on global issues to a group of local youngsters on the other side of the globe? We could not imagine a better and more inspiring example of global citizenship for the young people we work within our communities.

We kicked off the project right before the global pandemic: the partner organizations met in Trento, Italy in February 2020 - the aim of this gathering was to build capacity amongst the organizations and to create workshops that would be then “tested” by the volunteers in different hosting environments. As a partnership we spent long productive days in meetings with researchers, presentations, brainstormings, plenary sessions, debates, and cozy informal chatting evenings discussing what is global citizenship, what are the essential elements of it, its dimensions, ways to educate it, and how can we make the process of diving into global citizenship a fun way for young people.

We came up with the idea of 5 workshops, all based on non-formal education methods, that will bring in the foreground for the conversation about Global Citizenship. During the first project meeting in Trento, we learned that GCED can be taught in 3 main dimensions: cognitive, socio-emotional, and behavioral learning. In our workshops, we thus followed the idea of covering all these 3 dimensions, by offering young people the activities that will help them to **THINK** like global citizens, **ACT** like global citizens and **FEEL** like global citizens.

And this is how the project team designed **5 workshops**:

- **Introduction to the GCED**: why to be a global citizen?
- **Migration** - workshop on migration processes around the world and refugees;
- **One planet** - workshop on global environmental issues;
- **Multiculturalism** - workshop on the value of diversity;
- **Sustainable Development Goals and Agenda 2030**.

Each of the workshops had a clear plan of **non-formal learning activities** that could be offered to groups of young people 15-30 y.o. for about 5-7 hours of activities. At the same time, it had space for volunteers to add, change or transform some activities according to their creative potential or interests. Each workshop is built to create an environment where participants and facilitators would feel comfortable. So at the beginning of each workshop, you will find icebreakers and smaller games to get to know the group and build a trusting relationship before it goes to the main activities.

We'd like to thank Lenka from Slovakia, Lara from Belgium, Sagar from Nepal, Veronique from Belgium, Marta from Portugal, Phuong from Vietnam, Jess from Brazil, Daniela from Colombia, and Anya from Italy for putting their hearts and minds into the development of the workshop's idea.



And so the coordinators from 8 countries had proudly finalized the first step of the project and went back home packed with workshops ready for the future volunteers - and not to sound dramatic, but this is exactly when the world woke up in a global pandemic, and thus, of course, our initial project plan had to be rearranged and digitalized for 2020 and partially 2021, same as plans of billion and billion people. At the same time, the pandemic has also visibly escalated the need for global solidarity and cultivating further the values deriving from global citizenship - probably it has never been more important to raise awareness on GCED than at this moment. And we had a very committed partnership and amazing volunteers who have been already selected in most of the countries - as a result, we decided to keep going and do our best even in those circumstances.

PROJECT TIMELINE



We managed to make it happen for **8 volunteers** who departed from their home countries in between autumn 2020 and autumn 2021 to have their experiences abroad. It all happened despite global anxiety, closed borders, and never-ending lockdowns - thanks to the driving motivation and courage of the volunteers who accepted the challenge of flying on another continent in those circumstances. Some of our volunteers had to spend half or more of their periods abroad in lockdowns, but their everlasting drill didn't let them give up even then - they met online, created podcasts (btw, please listen to our [podcasts](#) Google Podcast), tons of content for social media about global citizenship, and many other cool things.



GLOBERS podcasts

By May 2022 when this handbook is being written, we have concluded workshops in Italy, Slovakia, Portugal, Nepal, Vietnam, Colombia, and Brazil and today 3 volunteers who departed in autumn 2021 are still living their experiences abroad. This handbook would never happen without the commitment of our amazing GLOBERS volunteers: Sagar from Nepal, Camila from Brazil, Leo from Colombia, Hien from Vietnam, Goncalo from Portugal, Simon from Slovakia, Elena from Italy, Lila from Slovakia.

In this handbook, you will find the **workshops' descriptions** and the feedback from participants and GLOBERS volunteers on how the overall workshops went and also a few specific comments on what they learned running a few of the sessions. The volunteers that ran the workshops used almost all of the activities laid out in this handbook, so it might be helpful to hear their experience. We hope this experience will be useful for you, dear reader, and will inspire you to run all or some of the workshops for young people in your countries - this is the final scope of this handbook.

At the workshops we also asked participants to draw postcards about GCED and how they felt about what they had learnt: we used these postcards to accompany our handbook. We'd like to thank each of the participants for their priceless contributions.



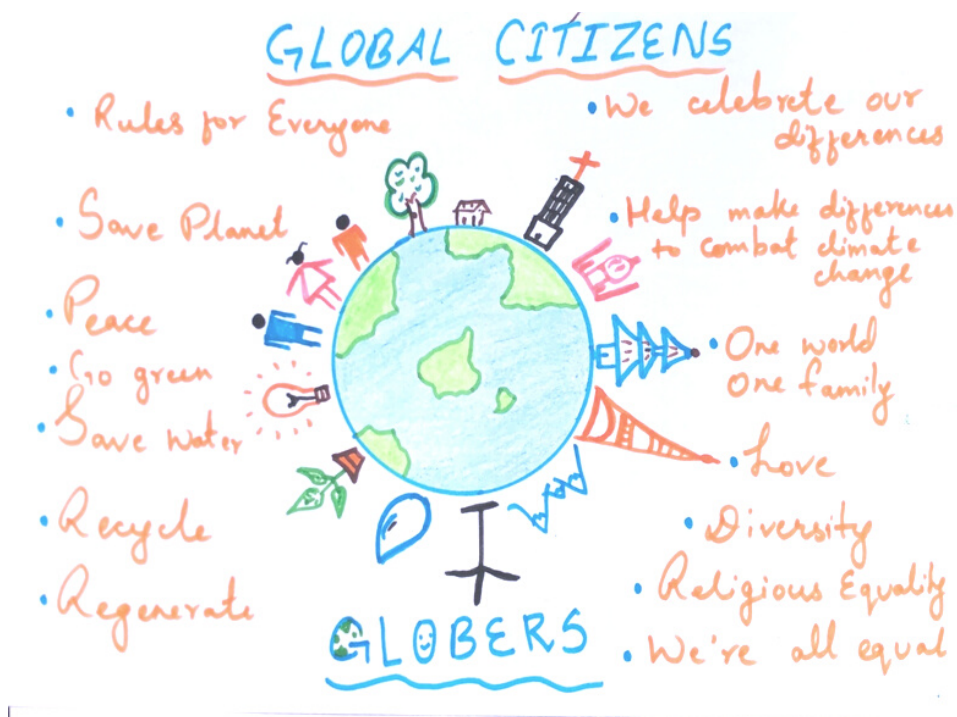
What do we understand by Global Citizenship?

"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 is a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competence to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies. There are many ways to teach GCED to young people and in this handbook you find some of the ideas on the activities you can propose to your target groups.

Why GCED? The concept of global citizenship is under the main gunsight of the ongoing 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. We believe talking of GCED has a particular value in the post pandemic environment, when the world needs joint commitment of the true global citizens more than ever.





PEACE. DIVERSITY. UNITY. LOVE
SUSTAINABLE. TOGETHER
BROTHERHOOD. BUSINESS. NEIGH



• GLOBERS •

WORKSHOPS

822@g



No deforestation
No meat

GLOBAMIR S
Global Citizenship

W1. INTRODUCTION TO GLOBAL CITIZENSHIP EDUCATION (GCE)

What did we want to achieve with this workshop?

The objective of the workshop is to give an understanding to the participants on what is GCE, broaden the debate about our role and responsibility in society, moving towards practical actions. Therefore, activities are to be carried out on how and who should be a global citizen. Working from a personal sense of purpose in the world, the participants will discover skills and passions, in order to undertint that they are part of a complex system and it is up to us to do our part to change our environment for the better.

By this introduction to the GCE, we also mean to increase the interest of participants towards the other workshops topics.





FOREIGN WORDS

Summary

Group is divided into smaller groups and asked to come up with as many foreign words as possible daily used in their native language and guess which country they came from.

Objective

Show how our language is flexible, and absorbs foreign expressions, which are then no considered 'not native' on our original language.



30 minutes

Level of difficulty



Paper, post-it notes,
large sheets, pens

Process description

- Divide your group into smaller groups of 2-5 people
- In these small groups, participants share the foreign words or expressions that they use or they have heard, and write it down on a paper or post-it notes.
- The participants can write as many as they want
- Ask to each group to show up to the others their words or expressions and discuss

Debriefing opinions

- Was it easy to find foreign expressions or words?
- What was the most surprising thing you discovered?
- What have you learnt about your language?
- How flexible is your language?

Just have to manage what type of foreign words we can have...and also have a healthy competition about the numbers... debriefing is very important.



RUNNING MUN

Model United Nations

Summary

Role play activity assigning role to every participant during a UN meeting. Together they share their problems and try to find out the solutions. Followed by longer debriefing.

Objective

Understand general overview of what Model UN is and how it works. Identify the benefits from participating in MUN for young people. Recognize the significance of international cooperation, and individual responsibility in solving global issues



1.5 - 2 hours

Level of difficulty



Internet, A0 sheets, markers, music playlist, bluetooth speaker, flipchart, magnets

Process description

Model UN simulates a small-sized Model United Nations Conference, where participants are the young people playing the role of delegates of certain countries, working together to come up with solutions for the topic/issue provided.

- 01** Divide participants into 4 groups (ideally 4-5 members in one group).
- 02** Each group has 15 minutes to work together, do research online, take notes, brainstorm, etc. to answer the question "What Model UN is and how it works" - could be able to answer in 5W1H What, Why, Who, When, Where, How and draft it down to the sheet in the most simple way to understand.
- 03** After 15 minutes: open Gallery fair, 4 groups choose their favorite space in the room.
- 04** Each group takes turns to present, everyone in the group should be able to speak up and support the group's presentation.
- 05** When one group is presenting, the three other groups move to the space of the first group, actively listen and ask questions, or comment.

RUNNING MUN

Model United Nations

- 06 Facilitator gives comments & facilitates in the meanwhile. (maximum 7 minutes/ presentation)
- 07 To examine the level of understanding, trainer creates a Kahoot quiz & pause after certain answer to give further explanation if needed
- 08 Facilitator assigns topics and countries. This can be Global Issues of the United Nations (<https://www.un.org/en/global-issues/>), for example: Climate change, Decolonization or Gender Equality.
- 09 Decide on a leader structure (*). Depending on whether human resources are available or not, if it is difficult to have more members in the team to work with you to form different recommended Committees, you can consider recruiting volunteers who want to join in organizing the workshop with you

- 10 Decide which leadership positions are needed. The number of officials will depend in part on the size of the conference. This is the structure for General Assembly and Secretariat officials recommended (**)
- 11 Assign the countries based on registration application analysis Block of pax will choose them self (participant need to have interest and enthusiasm over the country so that the research about it would be more effectively undertaken)
- 12 Simulate UN conference Trainers observes and pauses anytime to explain, give further info to participants, willing to answer any questions (watch: <https://www.youtube.com/watch?v=zAdKw4GBJqE>)

Debriefing opinions

- What happened? What did you do? Did you have any strategies when you interacted with others?
- How did you feel during the activity?
- Have you had any similar experiences in life?
- What was the most surprising thing you discovered?
- Did you change positions during the discussions?

RUNNING MUN

Model United Nations



MUN was done with minimal effort and without all the methods used. I like the idea of MUN, but we have to make it simpler. Perhaps not as formal as MUN run by universities or colleges.

(*) Decide on a leader structure

● Executive committee:

1 participant runs the workshop in general. Select the facilitator to work with you, he/she will be the Chairman who oversees the work of the steering committee(s) and makes basic decisions about the duration of the conference, the Rules of Procedure that will be used, etc.

1 Facilitator plays the role of the Chairman

● Programme Committee

Participant drafts a Programme for the conference

● Communications Committee

Participant develops a communication strategy

● Logistics Committee

Participant proposes a venue, takes care of housing and transportation for participants, manages the registration process, and financing issues.

() This is the structure for General Assembly and Secretariat officials recommended:**

● *President of the General Assembly (PGA)*

● *Vice-Presidents (this will depend on the size but it would be ideal to have at least one VP from each regional group)*

● *Chair (one per Committee)*

● *Vice-Chair (up to 3 per Committee depending on the size of the conference)*

● *Rapporteur (one per Committee)*

● *Secretariat*

● *Secretary-General*

● *Secretary (one per Committee, perhaps the most important position on the Bureau, the Secretary is responsible for advising the Chair on matters dealing with the Rules of Procedure, providing scripts of what the Chair needs to say during each Committee meeting, liaising with delegates regarding requests to be put on the Speaker's List, tabling resolutions and amendments, etc.)*

JEOPARDY



Summary

Quiz game to check and learn more knowledge about the GC

Objective

Gives values, tips and facts about categories of interest. It's proposed: One Planet, SDGs, Refugees and world.



30 minutes

Level of difficulty



Questions, board, presentation

Activity description

The organization must design the questions that they want to ask in each category. It's recommended to make a presentation with the questions and the jeopardy format, which is: a matrix where each column is a category, and the rows are the questions. On each cell of the matrix, there are values that mean an amount that they are going to win if they answer correctly. This amount must increase in value and difficulty. This is how it'd look like:

- 01 The game can be played in 3 or more teams
- 02 Each team must select a captain who will be in charge of the buzzer and will be the spokesperson.
- 03 The first team to go pick a category and a dollar amount.
- 04 The host then reads the answer
- 05 One the answer is read, the captain of each team may raise their hand. The first contestant to rise hand must respond in the form of a question
- 06 The correct response earns the value of the clue and the opportunity to select the next clue from the board.
- 07 An incorrect response or a failure to raise the hand within the time limit deducts the value of the clue from the team's score and gives any remaining opponent(s) the opportunity to respond.
- 08 If none of the contestants give a correct response, the host reads the correct response and the contestant who has most recently given a correct response to a previous answer chooses the next answer.

JEOPARDY

Jeopardy was very successful.

Debriefing opinions

- What did you learn?
- What confuses you?
- How will you use this in your real life?



1

How likely are you to recommend this workshop to your friends?(Not at all 1 - 10 absolutely)

1 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○



2

Which parts of the workshop did you find most meaningful?

Stay and speak with the group and Jeopardy



2

Which parts of the workshop did you find most meaningful?

The definition of global citizenship
The game (we learned a lot)
The Foreign Words game



7

Do you think you have more information about how you can become a global citizen? Tell us in short

Yes, I learned many things I didn't know before and it helped me to gain more awareness about the world

A REWARD FOR A LOCAL PROJECT

Summary

We introduce to the group local GC projects and ask them to choose the one that should get a reward. They can decide first for themselves and after to decide as a group and make a compromise. In the debriefing part we raise the question if some projects are less important than others (answer is no) and that the reward itself is the GC. Also, to propose their own ideas.



W2 - MIGRATION

What did we want to achieve with this workshop?

The objective of the workshop is to help young people to understand the history of migration around the world, the difficulties people face in moving and the importance of migration in our society today; realizing the truths and tribulations of those migrating for better lives & finding ways to minimize innate biases.



TIMELINE

Summary of activity

Participants make a collective timeline of events to the present day and speculate into the future. The method can be used to explore the history of any group of people.

Objective

Develop conscient of migration and realize that it's been happening since a long time ago.



60 minutes

Level of difficulty



Facts of migration (*), wide masking tape, post-it notes, Flip chart and markers of different colors, Computer/mobile phones, internet.

Activity description

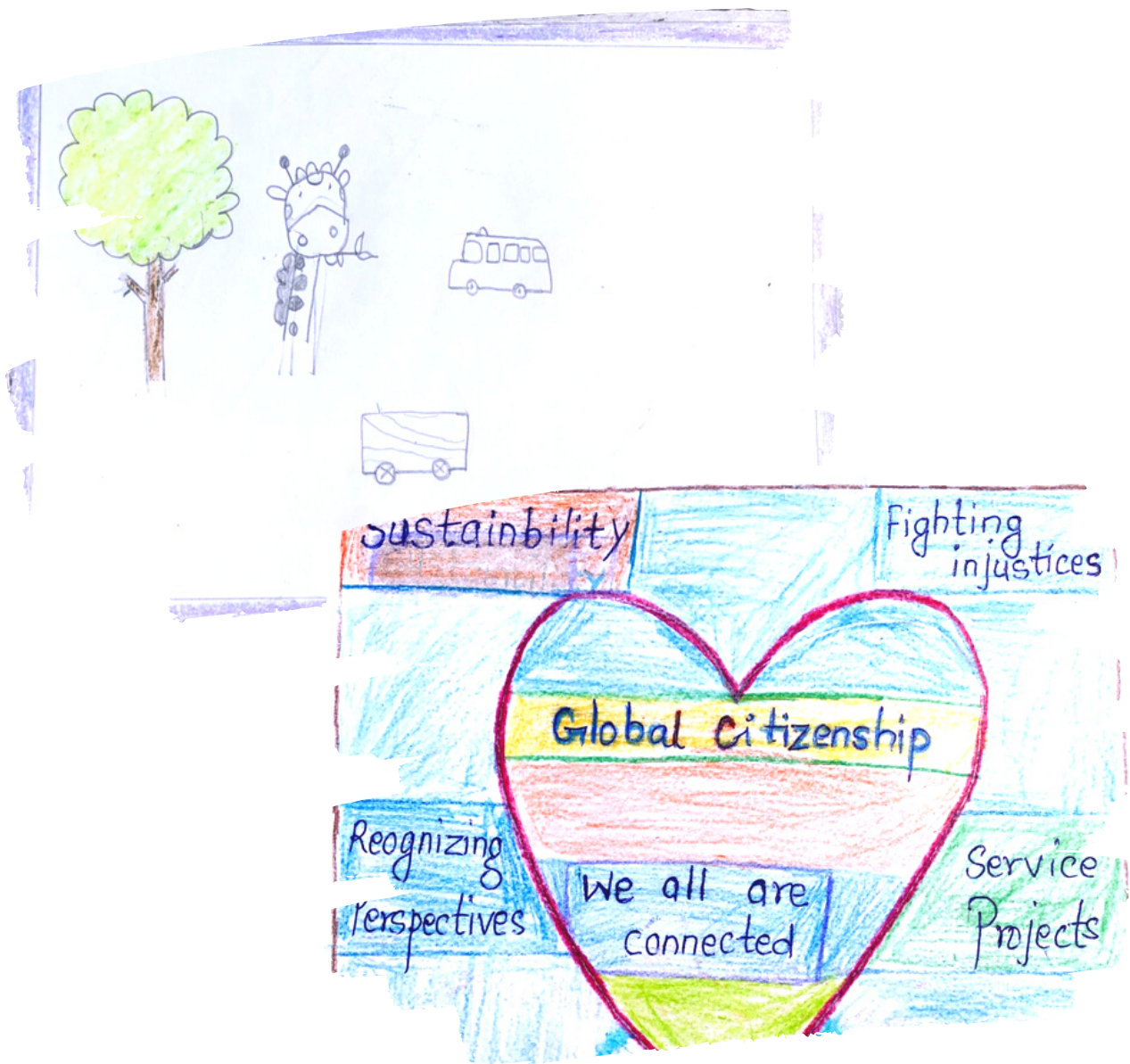
- 01 Divide your group into 2 or 3 smaller teams
- 02 Each team must choose the facts of migration from the pool of facts provided by the facilitator, you can give a group up to 5-10 minutes to decide on the fact.
- 03 Introduce participants to the timeline. Explain briefly that colonialism and racism were happening over the previous centuries. Mark today's date on the timeline.
- 04 Explain to the group that their task is to fill out this timeline with events that relate to migration, colonialism, racism and human rights. For instance, the birth or death dates of important people who made laws or fought for justice, the dates of events that changed people's thinking about civil rights which triggered responses, and the making of laws or conventions that protect people's rights.
- 05 Explain that the events can be local, regional, national or international. Participants should start by working individually, trying to think of one person, one event and one law or convention each. They should write the date and the name of the event or person on the post-it note and then place it on the timeline.

(*) We suggest that the facilitator takes a little time before the workshop to prepare facts of migration in own country (e.g. number of migrants and/or minorities with migrant background, some brief facts of the history of migrants in this country, languages spoken, perhaps interesting historical facts connected to migration processes in the region)

TIMELINE

Debriefing opinions

- Was it easy to find information for the timeline? What were good sources?
- Which piece of information did people find the most interesting, surprising or shocking? Why?
- Is it important to know about the history of migration, human rights, colonialism and racism? If so, why?
- How is the situation for migrants and the former colonised countries today? Are they still facing racism or inequality?



MY EXILE - UNHCR

Summary

Participants play the roles of refugees and live the whole process from fleeing their country until arriving in their 'host' country and asking for asylum.

Objective

Develop conscient of migration and empathize with them.



2 - 3 hours

Level of difficulty



Biography*, Speakers, Blindfolds, List of items (**), Form (***) , 4 chairs, two bags, one rope, duct tape and one pair of scissors, random Forms (****)

Activity description

01 Introduction

You will participate in a game, which will help you to better understand the difficulties of refugees. You might already be sensitized to this kind of situation but it is possible that you will develop strong emotions or live through difficult moments during this game.

If in any case you feel not well or it is becoming too difficult, know that you can exit the game at any moment.

You are now in your family. Together you will choose names which you will keep during the entire game. Read the families biography and memorize it to put yourself in the family's place.

(*) It includes; family names, place of birth, financial health, level of education etc.

(**) Phones, paper cash, dolls, water etc.

(***) A complicated form (perhaps a visa form for some country)◆

(****) You can use Greece visa in Ancient Greek language

MY EXILE - UNHCR

02 Family creation

- Create groups between 5 and 8 people, while giving the backpacks with the different colors
- Distribute a „family «form (inside of the bag: family form, pen, writing pad, blindfolds)
- every participant has one role and name (to be chosen) during the whole game. Every group has to read and memorize the families biography on their form
- You have 5 minutes to make a small role play to imprint your roles. Example: The family is at the breakfast table and every person has to behave following their role.
- When everyone is done, blindfold the participants and ask them to be quiet.

We will now bring you to another place. Let us guide you. Do not move as long as no one comes to pick you up. Extend your arms to be able to feel potential obstacles.

03 Separation

During a nice walk with your family in your hometown, a plane flies over the city's roof. The noises it makes surprised you and you are petrified. A few moments later, a whole formation of planes is seen on the horizon. They approach your village and attack it. Suddenly, smoke everywhere, people are screaming. You lost your family members and you need to find them. Now! Find your family without taking off the blindfolds.

- Spread the participants in the room by taking their hands. Make sure that the families are separated.
- When everyone is dispatched in the room and they are standing still, read the text below, start the war music, make noises, scream "Help", "where is my family", "Where is your family", "We have to flee"
- Once all families are reunited, tell them to take of their Blindfolds
- Each family receives an instruction form ◆. They have 2 minutes to answer

04 The luggage

2 minutes to choose 3 items (cell phone, passport, driver license, photo album, food, first aid kit, water, blanket, coat, sanitary products, diploma, teddy bear, 50€).

You really have to leave this place and find shelter. You are not safe here anymore. The attackers might be back soon. You need to find a place where you are safe.

MY EXILE - UNHCR

05 **Escape and shelter**

Each family gets 4 chairs, two bags, one rope, duct tape and one pair of scissors
It's time to find provisory shelter, so you can spend the night in safety. You have to build a lodging with the material you have here. Each family member has to be able to fit in.

- Terrorists arrive a first time just to frighten the participants (screaming, shaking the shelter, etc.)
- Terrorists arrive a second time and destroy theirs shelters
- The Game makers rush them to leave the place and to cross the border "Hurry, you have to leave, try to cross the border...)

06 **Border**

- "Be careful, you are at the border"
- The game makers who play the militaries at the border, block the passage and ask the families (in a foreign language) to fill in the papers (Forms in ancient Greek)
- The families fill in the papers with their names and give them back to the border control. But they still refuse the passage.
- They have to find a way to get trough (by offering money ore clothes)
- Border control can refuse the passage as long as they are not satisfied with the offerings.

07 **Immigration office / center for asylum seekers**

- The person who plays the Immigration agent is installed in the entrance. He takes the fingerprints of each family member and gives them a designation to the centre for asylum seekers
- The person who plays the social worker, will welcome the new arrivals in the centre.
- The social worker shows the family their new room (blanket on the ground)
- Give a form to each family. They have 5 minutes to answer the question
- The social worker will distribute water and snacks to the families (1 glass of water p/p, one chocolate per kid and ½ chocolate per adult).

MY EXILE - UNHCR

I think the whole process is designed well. I think it's up to every facilitator to research a bit more before, think about it, take GLOBERS materials and basically make the workshops their own.



08 **The interview**

"Perhaps you'll have to stay in the centre for a long time. To receive the refugee status you have to pass an interview at the office of the commissioner general for refugees and stateless persons (CGRA). Each family has assigned a spokesperson to hold the interview."

- *Distribute the instructions*
- *The social workers will pick a family at a time and bring them to the CGRA*
- *3 - 5 minutes per family*
- *The CGRA agent is cold and distant. He interrupts the person who he is interviewing*
- *He asks questions about the families' situation, the hurt, their qualifications, the reason for leaving their country, etc.*
- *Only 1 or 2 families will receive the refugee status*
- *Once every family have received their answer the game is over*

During the stages 7 and 8 all game makers are invited to join the group and be part of the exchanges

Debriefing opinions

Build a circle: "The game is over. Before we will start the evaluation, we will take off our roles and take off our disguises and throw them in the middle. In 3, 2, 1..."

- *Blindfolded - Bombing: What did you feel?*
- *The luggage: Was it easy to choose the items to take with you? Did you all agree on which item to take?*
- *Shelter: How did you feel, all together in such a small space? What impact did the "obstacle form" had on your family?*
- *Border: How did you feel in front of the border control / military? Was it easy to fill in the form and to get passed the agents?*
- *Red Cross center: How was your time at the center for asylum seekers? Waiting for the interview? Having so less food and drinks?*
- *Interview: How did you feel during your interview? Did you feel respected? How did you feel when you received the answer?*

LEARNING ABOUT MIGRATION

Summary

The objective of this activity is to give a new light to migration to the participants through a 'flippity' game.

Objective

Gives values, tips and facts about migration.



40 minutes

Level of difficulty



Facts of migration,
Computer or mobile
phones, internet.

Activity description

- 01 This activity can be done by each participant or making small groups of 3 or 4 people.
- 02 Display the migration facts and share the link of 'flippity' for the participants. Make sure that everybody has access to it.
- 03 After displaying each fact or slide, there is a question on 'flippity' that the participant must answer about the topic it was discussed before.
- 04 The questions and answers that we suggest are:
 - How do we call people who are forced to leave their home countries? - refugees
 - Which is the word describing all four pictures? - change
 - What are people like migrants and refugees looking for when they are forced to live their home countries? - safety
 - How many people migrate in 2019? - 272 million
 - What are the migrants and refugees are always facing? - movement
 - Which is the continent that receives the most refugees in 2017? - Asia
 - Which is the best way to protect refugees (and everyone) lives from this pandemic moment? - solidarity
 - Which is the key to a brighter future in South Sudan? - education

LEARNING ABOUT MIGRATION

Debriefing opinions

- *What did you learn?*
- *What confuses you?*
- *How will you use this in your real life?*
- *Do you want to share some stories from you or people you know about migration?*



Check the slides



Check flippity game



THREE FACTS ABOUT MY COUNTRY

Summary

Think about 3 positive facts about migration in your country

Objective

Realize how affects or what are the positive facts about migration in your country.



30 minutes

Level of difficulty



Imagination,
creativity

Activity description

- 01 This part needs to be done individually
- 02 Ask the participants 3 positive facts about migration in your country.
- 03 Explain the facts to the others and why they think it is important/positive.

Debriefing opinions

- What did you learn?
- What confuses you?
- How will you use this in your real life?



W3 - ONE PLANET

What did we want to achieve with this workshop?

The objective of this workshop is to help young people recognize their own impact in the world and to make behavioral changes that encourage regenerative lifestyle. The workshop provides space for the youths to move towards alternative solutions using complex systems thinking.



ENERGIZER

Process description

The floor would be covered by newspaper 'islands'. The participants will be walking from point A to point B quite easily. The paper islands would be removed as time went on. In the end, they would have a very little newspaper to walk on making the moving from point A → B difficult. They would need to be huddled up. The debriefing would be about how we need to take care of the glaciers to make sure that we survive and make our lives easier.



FOOTPRINT CALCULATOR

Summary

Footprint calculator is an online tool to realize the impact of human activity on the planet. Each participant will go to the website and fill in their data which in the end will show how many planets are required if everyone in the world had the same lifestyle.

Goals/Learning Objectives

To realize how the lifestyles we are leading impacts the planet.



20 minutes

Level of difficulty



Computer or mobile
connected to the
internet

Process description

1. Use website Footprintcalculator.org or Ecological Footprint Calculator and measure your footprint.
2. Once everyone gets the number of planets, request them to stand on a line with corresponding planet numbers. (the facilitators can line-up the participants)

Debriefing opinions

The debriefing would be about;

- The reason for the number of planets;
- How we can move to a lesser planet numbers;
- What can we learn from the people that have lower planets;
- Discuss our unsustainable behaviours and our want to grow the national GDP and use more products



I found it interesting to see the number of planets per participant. I requested the participants to create a group with the number of planets. Then facilitate the conversation about how and why they are in each of the groups.

CORNER GAME

We highly recommend that you create our own questions depending on your environment and communities.



Summary

Discussions on the major issues faced by the community and who/what are causing these issues and what/who can perhaps solve them



20 - 30 minutes

Level of difficulty



Questions, Papers & Pens

Process description

1. The facilitators will name each corner of the rooms;
 - a. Companies Corner
 - b. Government Corner
 - c. Myself Corner
 - d. Education Corner
 - e. Others
2. Then the facilitator will ask the questions that might be important to the community in terms of pollution, over-consumption, waste management, natural disasters etc.
3. The participants then are requested to move to the corner that they believe best represents the answer.
4. Facilitator checks if there's any comment from participants & gives them space to talk.
5. Then give another chance for people to move around and choose a different answer in case they changed their mind after the comments were made. (for every new question)

Suggestion Questions

- **Questions 1:** Lucy is a 14 year old girl who is homeless due to a flood caused by climate change on her island. Who can change this situation?
- **Question 2:** Lucy knows nothing about recycling or circular economy. Who can change this situation? Question 3: At Lucy's house there is no basic sanitation or drinkable water. Who can change this situation?
- **Question 4:** Lucy's mom is sick because she has eaten too much industrialized food. Who can change this situation?
- **Question 5:** There is no garbage collection in Lucy's neighborhood. Who can change this situation?

Debriefing opinions

Facilitator checks if there are any more comments from and gives them space to talk.

NOTE: We highly recommend that you create our own questions depending on your environment and communities.

CAUSE CANVAS

Summary

The Cause Canvas is a tool designed for social and environmental causes that can help you to create a strategy from the ground up or reposition yourself for the future.



2-3 hours

Level of difficulty



Download
the **Cause Canvas PDF**



Process description

- 10 minutes: Explaining the task.
- 90 minutes group work
- 5 minutes/group presenting their ideas
- 45 minutes creating a Video/ FB page/ instagram page/ website for the 'Minimally Viable Solution'
- 5 minutes/group for presenting their video/fb page/insta page/website
- 15 minutes for discussing how to disseminate and sustain the idea

Participants get grouped into 3 groups; air, water and land. Their main task is to find as many issues/solutions for the pollution in their section. The participants would be taken around the town for around 30 minutes to look at the problems with their section: land, air and water. They would come back and be introduced to the cause canvas. Working in a group that they were grouped, they will create the 'Minimally Viable Solution' for the problem that they wanted to focus on. At the end, they will PRESENT the solution to the group in any format.

01

In the middle of the canvas, you write down the problem in 5 sentences. NOT 5 problems, but 1 problem in 5 sentences. This allows you to dig deeper into the issue at hand.

Then you move right to 'Cause of the Problem'. Here, again you try to get deeper into the issue and try to find out what the cause of that

problem could be or which institution is causing the problem. Try to list them in bullets if there are more than one cause. Depending on the cause, we might have to create different multiple solutions.

- In "cause of the problems" try to do a "minimal" system analysis: which institution is causing the current problem? Some aspects might be empty as well ...
*in subcategories some places can stay empty.

02

CAUSE CANVAS

Depending on the complexity of the problem, the cause can be multi-folded. Maybe it's a norm/value that we have to challenge? (example; cheap fashion), perhaps it's more systematic and the policies support the 'issue'; like corrupt politicians or that the Market considers the problem secondary (polluting rivers and oceans is easier than investing resources in proper waste solution etc.)

03

- In "Minimum Viable" think about the **slimmest product design you can imagine (least investment required) that would solve your beneficiaries need**

04

After recognizing the causes of the problem, let's go down to the 'Minimally Viable Solution'.

This can be either a product that you can sell that will reduce the problem, or it can be a cool idea that might not be sellable but can create a big impact that can help get us one step closer to the solution.

05

Now, let's look at the beneficiary. Who could benefit from the solution?

- In "beneficiaries" describe whom your product helps. If your group of beneficiaries is rather big (i.e. woman between the age of 15 and 45 in Austria) use the area to describe the group which is most likely to be an early adapter of your solutions

When you have thought about the beneficiary/customers, think of who might be first users of the solution? Who would be the first adapters? Who would be first to watch your video about the cool new idea? Your friends? Some awesome group you know? What do they look like? Describe them in detail. This helps us realize the method to reach them and make your solution wide-spread.

06

Let's look at the human side of this problem. What are the unsolved human needs behind this problem? (i.e. a lack of affection) How could this human need be solved in general? (i.e. more time with friends and family) Is there a product, which adds to satisfying that human needs? (i.e. a leisure time activity with family relation coaching) What human needs can you solve through this solution? Is clean fresh air a human need?

- In "human needs" describe unfulfilled human needs. Then focus on describing those, which can be solved through a market transaction.

07

CAUSE CANVAS

08

Now after that, let's look at how the current system is solving this problem. Is the current compensation good enough? What are its benefits and drawbacks? How does your solution improve on the existing solution?

- In "Current compensation" describe how the beneficiaries cope with the problem now.

What limitations do your future clients/ beneficiaries have to get access to your solution? Discuss and think about how you can surpass that limitation.

09

Debriefing/Follow up:

WHAT'S NEXT? Perhaps they can create a FACEBOOK page per solution in the remaining time about their 'Minimally Viable Solution'. And 15 minutes discussion and brainstorming session about how the created pages/videos can be disseminated and how we can ensure a lasting impact.



Cause Canvas- takes longer than anticipated if done well. The 'Minimally Viable Solution' part also becomes very abstract if not explained clearly.

EVALUATION

Asking the 3 questions:

- What new did you learn?
- What confused you?
- How will you use what you learnt in your life?

POSTCARDS

You can propose this creative postcard-making activity to the participants to let them illustrate their feeling/learning from the workshops.



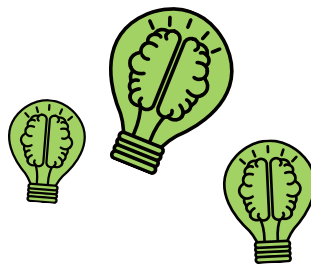
W4 - MULTICULTURALISM

What did we want to achieve with this workshop?

The main objective of this workshop is to facilitate participants' knowledge on the variety of cultures that exist in the world. The workshop tries to explore the concept of stereotyping, interdependency and the importance of multiculturalism.



BRAINSTORMING



Activity about brain storming what is multiculturalism- it can be done via talk/writing on poster/ bomb/ drawing a picture depending to every facilitator.

WHAT IS MULTICULTURALISM?



Interactive presentation on what is GC and multiculturalism by the facilitator. The presentation is best if it reflects the culture it is included in.



GLOBERS workshops in Slovakia, May 2021

BARNGA

Summary

A simulation card game that discusses the culture clash.

In Barnga, participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Participants learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group. Participants play a simple card game in small groups.

Then, conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock, similar to lived experience when entering a different culture. They must then struggle to understand and reconcile these differences to play the game effectively in their 'cross-cultural' groups.

Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players do not seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters.

Objective

Realization that different cultures perceive things differently, and/or play by different rules. Students must understand and reconcile these differences if they want to function effectively in a cross-cultural group.



40 - 80 minutes

Level of difficulty



6 tables (4 persons per table); Copy of the rules for each player - Barnga Card Game Rules; 6 deck of cards (Ace-10, no face cards); Many popsicle sticks; Flip chart

BARNGA

Process description

Preparation



Set up (approximately) six tables with about four people per table, depending on the number of people participating.



Each table should have a copy of the rules for every player, plus a deck of cards (use only Ace-10, no face cards).



Write the instructions for participants for the second and third steps from the Flow of Exercise (below) on a flip chart. However, participants are not allowed to see these two steps before they start playing. They are only revealed at the moment when those rules need to be followed.

Exercise

01

To start, participants play a few rounds by following the rules (see Handouts in Definitions, Helping Tools and Materials). Talking is allowed

02

After the initial round, EVERYTHING is removed from the playing tables. The game continues with everyone at their own table. From now on, talking and seeing the rules are prohibited. Gestures and pictures are allowed, but players are not allowed to use words. Winners will each receive one popsicle stick for each trick they win, to keep track of the score (see Definitions, Helping Tools and Materials for how to win).

03

After playing a few rounds without talking at their home table, participants must switch tables. The person with the most popsicle sticks moves clockwise to the next table. The person who lost the most tricks moves counter-clockwise to the next table. Everyone else stays at the same table. Use rock paper scissors to resolve ties. The players do not know that each table has a different set of rules (see Definitions, Helping Tools and Materials).

04

Players will begin to become confused when some players believe their card is a trump, and others disagree or contradict this. Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as everyone is playing by different rules.

BARNGA

Debriefing opinions

After playing a number of rounds, set a time limit or set the number of rotations according to the number of tables in play i.e. six rounds for six tables. Participants should be made aware that they were playing by different rules, and the following questions should be discussed. Participants can stay in the last group they were in or return to their home group.

- If you could describe this game in one word, what would it be?
- What did you expect at the beginning of the game?
- When did you realize that something was wrong?
- How did you deal with it?
- How did not being able to speak contribute to how you were feeling?



STEREOTYPES

Summary

The activity is intended to become aware of stereotypes through the analysis of various images. It is important to prepare photos that we can use to identify the story, when they were created and by whom. The more data we know about the photos, the more authentic the activity experience will be.

Objective

To recognize the stereotypes in our minds and their influence for decision making or opinion making



60 minutes

Level of difficulty



Projector, computer to project the pictures or printed pictures, papers, pens

Process description

Activity 1: ¹⁰ pictures to describe what you see first and after what the pictures represent. The facilitator knows the background of the pictures that are shared with the participants at the end.

Activity 2: Family picture - the group is divided into smaller groups and given the same picture. Every groups description

01

Silent pictures- facilitator sets up a gallery with different pictures, the participants walk around and put a post it notes next to it with the opinion what the pictures represent- followed by explanation from the facilitator.

02

Family picture- group is divided into smaller groups and given the same picture. Every groups description is different(Italian family/Roma minority family/ Pakistani family etc.) and ask them to answer few questions about them.(what is the fathers job, what is their income, what kind of car do they have etc)- debriefing after that about stereotypes and prejudices. RESEARCH TO BE DONE BY THE FACILITATOR

Debriefing opinions

After the activity, it is important to talk about what surprised them when they found out the truth about the photos during the activity 1.

In activity 2, it is important to compare the descriptions of the pictures and talk about the stereotypes we have associated with different nationalities and what is actually true.

ISLAND

Summary

Activity about the need and advantages of multiculturalism.

Objective

Participants brainstorm what would be missing if we would be an island without influences of other countries and cultures.



60 minutes

Level of difficulty



Computer, papers, pens,
different graphic applications
(magazines, newspapers etc)

Process description

In this activity, you will be working in pairs to create your own country from scratch. You will also choose a type of government for your country. Your final product will be a brochure and a PowerPoint presentation about your own country and government and present it to the class. Use your imagination and the following guidelines (*)

Debriefing opinions

Ask the participants how they felt. Perhaps ask the below questions;

- Would the countries be happy without relationship and business with each other
- What would be missing if they didn't partner with each other

01 **Design the Country - 25 minutes**

✓ Naming your country

Research the official names of different countries to get an idea how to name your country. For example, the official name of my country is Republic of the Philippines. Use one of these "official" prefixes to name your country

- Independent Republic of
- United Federation of ...
- Dominion of ...
- Kingdom of ...
- Union of ...
- Queendom of ...
- Empire of ...
- Sovereign State of ...
- People's Republic of ...
- United States of ...

✓ Design A Flag & Choose a Motto

Many countries have a motto that consists of just three words. Come up with three words that sum up your hopes for your country. America's motto, for example, is "In God We Trust".

Choose an emblem or symbol such as stars, stripes, etc that best represent your own country. Keep it simple. Pick some symbolic colors and add decorative motifs.

✓ Map it Out

Create a map of your country, decide how large or small it should be. Does it have a coastline? Does it border another country? Is your country an island? Where in the world is it located?

For example, Vietnam is a country in Southeast Asia with a long coast along South China Sea, it borders China in north, it has a long border with Laos and borders Cambodia in southwest.

✓ Set Up the Government

Choose your capital city, currency and the kind of government your country will have. Define your government.

✓ Business and Import/Export

List 5 major items that you produce in the country and 3 items that you can export.

02 **Presenting the Countries 3 min/country**

You will be presenting your country's project to the class. Make sure that everyone in the group takes part in the presentation.

- You can use PowerPoint, Prezi, etc.
- Be sure that you present all the information in your brochure. Each group member should be prepared to answer a variety of questions.
- Make sure you can explain your ideas and why they would work in a realistic world.
- Have fun with it and be comfortable.
- Remember: be good to your people, they are your greatest asset. If you are mean or unfair to your citizens they could revolt and form their own government.
- Make your brochure look creative, organized, neat, and polished.

03 **Relationship between Countries**

Ask the countries' representatives on how they plan to have a relationship with each other. What sort of trade will they have with each other? Would the representatives like to visit other countries to set up relationships with them and in which way?

EVALUATION

Possibility to do it via postcards, evaluation form etc./ info for future involvement/ sharing resources

W5 (FINAL)- SUSTAINABLE DEVELOPMENT GOALS (SDGs)

What did we want to achieve with this workshop?

The objective of the workshop is to facilitate participants' recognizing and understanding of how to implement the Sustainable Development Goals in personal as well as professional life. The intention here is to present and promote the debate on the 17 Sustainable Development Goals, the SDGs, defined by the 2030 Agenda - created by the UN - an action plan to eradicate poverty and promote a decent life for all, within the limits of the planet.



SDGs CHOSEN ONE

Summary

Get to know Agenda 30 and SDGs.

Objective

Reflect and introduce the topic of SDGs.



20 minutes

Level of difficulty



Paper, Glue, Pens

Process description

Stick papers around the room with all the 17 SDGs, play a song and ask the participants to choose one they would prefer. Afterwards, they sit in a circle and explain why they chose that specific one and debrief about whether they are connected to each other or not. You can ask them why exactly they chose this or that one, why they think it is important and how they can or are already contributing to it.

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?

VIDEO (introduction)

Summary

Awareness (Retrospectives of topics regarding SDGs – check UN for these videos)

Objective

Introduce the topic of SDGs and Agenda 30 for the participants.



20 minutes

Level of difficulty



Computer, Slideshow,
Projector

Process description

Show 2 videos:

- What is SDG and MDG? ([Youtube link](#))
- TED talk on how we can make a better world



Debriefing opinions

Raise the questions regarding the importance of SDGs



GLOBERS workshops in Slovakia, May 2021

WHAT KIND OF SUSTAINABLE ACTION IS ALREADY A PART OF YOUR LIFE?

Summary

Make a list of things that the participants consider a move to sustainable acts that they are already practicing.

Objective

Understanding what challenges we face and what actions we can take were part of the activities developed.



40 minutes

Level of difficulty



Paper, Pens

Process description

Participants choose some sustainable acts that they already practice in their daily life and exercise their citizen muscles by telling stories to each other with a focus on global challenges, solutions and actions for them, connecting practical actions and exchanging and increasing knowledge about the topic.

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?


TIPS for Facilitators
"To remember the different SDGs, we have to associate how they touch the parts of our lives. We have to imagine what objects and ideas we can associate with them."

GLOBERS VOLUNTEERS



EDUCATION CAN TRANSFORM THE WORLD

Summary

Students will look at how education has the power to transform lives. [Link](#) 

Objective

Explore how not everyone has the same access to education, interpret global education data by using online visualizations, practice persuasive writing techniques, advocate for equal access to education for everyone around the world.



60 minutes

Level of difficulty



Paper, Post-it notes,
Large sheets, Pens

Process description

- 01 Split students into groups of 3 or 4
- 02 Ask each group of students to draw a large outline of a person. Ask them to think about what qualities and characteristics an educated person might have.
- 03 Ask them to draw a big circle around the drawing of the person to represent the world. Students should now discuss what the qualities and characteristics of a world full of educated people would be, and write these down. Students can also add pictures and symbols to their drawing.
- 04 Ask groups of students to share their ideas. With students in pairs, ask them to think about the opportunities that could open up as a result of getting a good education.
- 05 Ask them to come up with a list of 5 opportunities to share with the class.

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?

PLAY MIME OF 17 GOALS AND EXAMPLES

Summary

Playing mime about the SDGs to memorize and remember about them.

Objective

Train the memory to remember each SDG and energize a little.



30 minutes

Level of difficulty



No specific materials
needed

Process description

- 01 Participants are divided into 2 groups.
- 02 Every turn, a different player acts out a drawn SDG for both groups.
- 03 Winners are the team who gets the right answer first. It can also be played miming individually, with the whole group.

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?



It was really really fun!

UN RAP

Summary

Give to the participant a different amount of sweets/biscuits/stickers and discuss whether they feel that it is fair.

Objective

Train the memory to remember each SDG.

UN Rap sometimes doesn't work as it isn't available in all the languages.



30 minutes

Level of difficulty



Paper, post-it notes, large sheets, Pens

Activity description

- 01 Participants get grouped (depend on how many people will participate in the workshop)
- 02 Give each group a table with 17 blank cells (with the same color and order as the SDGs established by the UN) to fill in the names of the 17 SDGs
- 03 All group listen carefully to the UN rap 2 times (1st + 2nd: listening only, 2nd: listening + watching) to catch the names of 17 SDGs and write down those they heard on the given table. [UN RAP](#)
- 04 Each group presents about 3-5 SDGs names. During the presentation, all group contribute to the SDGs table

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?

THE WORLD IS NOT EQUAL. IS THAT FAIR?

Summary

Give to the participant a different amount of sweets/biscuits/stickers and discuss that it is fair.

Objective

Understand there are different types of inequality, present a concise, but persuasive argument based on research, explore the impact inequality can have on the wider society and economy.



60 minutes

Level of difficulty



Paper, post-it notes,
large sheets, Pens

Activity description

- 01 As students enter the room, distribute a number of sweets/biscuits/stickers unevenly. Some students should have a lot, some students have none.
- 02 Keep a majority of the sweets/biscuits/stickers for yourself.
- 03 When all the students are seated, ask: "Is this fair?" Encourage students to discuss this as a class. Ask the students to discuss how they feel about the amount of sweets/biscuits/stickers they have.
- 04 Explain to the students that you have the most because you are the oldest. Ask students if they think this is fair, and should you redistribute the sweets/biscuits stickers on this basis?
- 05 Introduce the idea of social inequality as the subject of this lesson. This definition might be useful "a situation in which people are not equal because some groups have more opportunities, power, money, etc. than others" (source: MacMillan dictionary).

Debriefing opinions

- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?
-

IMAGINE 2030 ABOUT THEMSELVES

Summary

Activity to think about themselves, their families, city, country (economy, transportation, etc). They can draw pictures in groups, debriefing about what they think will change the most in the future - for good or bad).

Objective

Reflect on our planet and how life would.



40 minutes

Level of difficulty



Paper, post-it notes, colorful Pens, glue, magazines

Process description

This activity can be used to do a postcard also about global citizenship, reflecting on how we want the world to be in the future.

Debriefing opinions

- Discuss what each participant is already doing to contribute to the 2030 agenda and what they think they can do more in order to help the global community reach it by 2030.
- What did they learn today? what was the information that was completely new?
- Will it change somehow their perception of the world's challenges?
- if they still have to choose one SDG as they did in the beginning of the workshop, would it still be the same goal?
- Why understanding SDG is important for a global citizen?

TESTIMONIALS FROM THE VOLUNTEERS



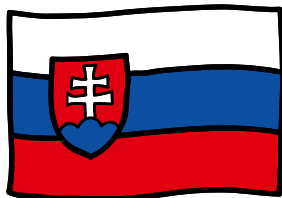
I really love the idea of Global Citizenship. I consider myself a Global Citizen and I would love to spread this idea further during my life and work. I think the workshops were a good challenge for me, to practise public speaking and organizing events.

I was involved completely during the whole process. I created the programme, created new activities and tasks and presentations. Had meetings with the university. For the second workshop I also baked a traditional slovak cake for the participants to taste a different culture. While organizing I showed initiative to share these important topics also to an academic environment. I managed to organize one of the workshops about Environment and SDGs 2030 at PUC RS University for a "Conversation Science" class of Biology Department. The other workshop about Global Citizenship, Migration and Multiculturalism was held at AVESOL - human rights organization in Porto Alegre.

For the workshop I used some activities and suggestions from the materials sent to me. I also created some new activities, which I found suitable for the programme. During the workshops I felt nervous and overall it was kind of funny, as I was leading and facilitating a workshop and I didn't understand almost anything. The participants were discussing multiculturalism in Portuguese and I could only listen and try to understand something, but I wasn't able to contribute much to the discussions.

However in both of the workshops I had some translation help from my Brazilian friends, who helped me facilitate the workshop (especially the first one at the PUC RS University).

Both of the workshops ended up well, the evaluations were good and I was happy that people enjoyed and appreciated my efforts.



Simon from Slovakia

TESTIMONIALS FROM THE VOLUNTEERS



Volunteering at Globers Project was one of my biggest dreams coming true so far. In addition to the technical skills that we have acquired throughout the year, human skills are the ones that continue to teach me the most until now. And I say we were - in the plural - because there was no work in which I found myself alone. At all times, I counted on ideas, support and joint construction of paths for collective learning on the themes of the workshops. From the perspective of non-formal education, we learn by teaching, develop knowledge in practice, plan ahead and evaluate everything afterwards. Working in a group, with people from different contexts, cultures and experiences was, for sure, the biggest learning experience of this journey.

For me, running these workshops were the best part of the project. I really enjoyed putting into action the concept of global citizenship and learning in the process how to build a better world. I feel much more confident after passing through this challenge, and greatly surprised on how much I enjoyed the path along the way. I used materials which were given to us, but, at the same time, I could also add a personal dimension by searching different tools and implementing different activities still connected to the topic.



Camila from Brazil

TESTIMONIALS FROM THE VOLUNTEERS



Sagar ran workshops both in Bolzano Italy and Kathmandu Nepal

For workshops in Bolzano Italy:

I really had no clue who the participants were going to be. All that information was somehow kept away, maybe because no-one really knew who was doing what in terms of organizing the event. When I arrived in the workshop, I noticed that the room had nothing in it other than the participants and their chair. No water bottles, no snacks, no pens...it was very strange.

But the workshop went fairly well, and Goncalo was awesome at bridging the language gap. The next day was great because we got water bottles for everyone, there were pens and markers...the normal workshop stuff. Things went on smoother in the workshops.

What I learnt during my experience in Bolzano Italy:

1. Talk to the organizer (host) about what is going on and how we can help.
2. Communicate with the host about the need and requirement of the workshop.
3. NEVER assume anything.
4. Stress can cause people to act in various different ways. We have to deal with it properly.
5. Have some snacks for the participants during and after the sessions. IMPORTANT!

For workshops in Nepal;

We had organized the workshops earlier in February, but due to some factors, we weren't able to hold the workshops. We then scheduled the workshops for April 14-18 2022, and reposted the same designs, photos and flyers with the new dates. This time, we had a lot more interest (also because we said that we would be providing them with a certificate of completion at the end of the workshops)

Having learnt the lesson of 'organizational gap', I was very involved in the organizing of the workshops. I created the event on Facebook, organized the space and ran the workshop. If you want it organized well, do it yourself. I think it went quite well. I was also kind of drained at the end of it. So perhaps consider my Emotional health as well.

I also learnt that our workshop content has a lot of potential! People are very interested in learning about it, they just needed the platform. I felt the need to learn more about facilitating the conversation in a large group.



Sagar from Nepal

TESTIMONIALS FROM THE VOLUNTEERS



Although we had received information for how to run the workshops, for some of the activities I did additional research to get a better grasp of the theme. I felt that my Multilingual Competence was sharpened the most during the entire process. I spoke in Italian for most of the session, which was quite new to me (to deliver workshops as such in Italian).

Also during the workshop, depending upon the day, my energy was up and down but mostly I felt quite engaged. Even though all activities were planned, I still felt that I could put enough 'me' in the workshops. Somehow, in all of the activities we had to adapt. We changed the length a bit here and added an extra something on the other one. Overall, I felt great and I think we passed the message. And as I write this, I feel a little sad because I am no longer in Italy.



Gonçalo from Portugal

TESTIMONIALS FROM THE VOLUNTEERS



I had the 'healthy' anxiety of getting everything right, finding people and preparing everything, but it was formative for me and a real challenge that I am happy to have overcome!

During the organizing process I learnt to take my time to do things well, to know how to organize myself and manage unknown people. I feel happy to have completed the workshops and hope that you enjoyed them and found them interesting and dynamic. I also learnt that I can cope on my own and I can solve and manage the problems that arise.

And yes, we (the participants and I) connected right away and we got on very well, especially we laughed a lot.

It would be better if participants were found by the host organization, so that there are no problems and everyone always comes. I also think that these workshops should be led by more than one volunteer (if the organization is not very present, otherwise one volunteer is fine) if you continue to make them 5 days and the same amount of hours.



Elena from Italy



ACKNOWLEDGEMENT

Together we

ACKNOWLEDGEMENT

We would like to thank the support and the involvement of all the volunteers who have taken part in the project, team members and coordinators who supported the volunteers along the way, the organizations involved, and especially young people who participated in the workshops and made GLOBERS project happen. We chose to believe that the activities proposed in this handbook will reach many young people from different backgrounds, ages, and countries and will inspire the readers to spread the values of global citizenship and solidarity.

Most importantly we'd like to THANK to the Moon and back the GLOBERS volunteers: Sagar, Hien, Leo, Goncalo, Camila, Simon, Elena, and Lila. We also want to especially thank Mike and Irene who have contributed so much to the team spirit and the online activities we've been doing to promote global citizenship around the world although unfortunately didn't get their chance to depart to Vietnam and Nepal due to the situation with the pandemic. Every contribution of each volunteer was valuable and full of meaning on the way to achieving our ambitions objectives: we believe that if at least some of the young people left our workshops being inspired on thinking, feeling, or acting as global citizens this project is a success.

At the same time, the project wouldn't happen without the support of coordinators, whose role was to facilitate sometimes fun and sometimes challenging learning paths of the volunteers and help them to run the workshops. We'd like to thank Marta from Geoclube, Lara and Stien from Infotreff, Veronique and Laura from Red Cross, Que and Phuong from CSDS Vietnam, Sagar and Kabita on behalf of VHS Bhaktapur Nepal team, Daniela from ICYE Colombia, Jess and Danila from ICYE Brazil, Lenka, Lenka and Mirka from KERIC, Jessica from La Strada, Anya from InCo who coordinated the project in the challenging years of the pandemic. We would like to especially thank Mirka and KERIC team for hosting the meeting in Slovakia where this handbook had been created with our joint effort.

And most importantly, we'd like to thank you, dear reader, for your interest and curiosity that brought you to open this handbook - we hope you enjoyed reading it and that you could apply some of the ideas in your work with young people.

And of course, we want to thank the Erasmus+ programme and the European Commission for the possibility of bringing together so many countries, people, and ideas together. We believe that capacity building in the field of youth key action of the Erasmus+ programme is a unique opportunity for our organizations to learn from each other and do great things on a literally global level.

Please check GLOBERS social media channels:

Our Facebook page: <https://www.facebook.com/globersproject>

Our Instagram page: <https://www.instagram.com/globersproject/>

Our website: <https://globersproject.wordpress.com/>

Podcast

The GLOBERS volunteer felt that there was so much they wanted to share about their experiences that they created a podcast! They talk about their strange new countries that they had begun to call home, about traveling cross-continent, about the small things that made them happy, and also about the Globers Workshops. We also created a zero-podcast with Anya, the project coordinator, where we talk about the challenges met on the way to project implementation during the pandemic.

You can all hear the volunteers' voices on their podcasts; The Art of Volunteering.

[Spotify Podcast](#)

[Apple Podcast](#)

[Google Podcast](#)

[Radio Public](#)

[Anchor Podcast](#)

[Pocket Casts](#)



GLOBERS Christmas meeting on zoom with coordinators and volunteers

PARTNERS

Project coordinator:

InCo - Interculturalità & Comunicazione, Italy

Inco, an Italian NGO, has been working for more than 10 years in the field of international mobility, volunteering, and non-formal education. Thanks to the activities they have coordinated, hundreds of young people have had the opportunity to acquire new skills, develop personally and professionally.

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- Tel: (+39) 0461 1822775
- Email: info@incoweb.org
- Website: www.incoweb.org
- Facebook: www.facebook.com/associazioneinco
- Instagram: www.instagram.com/associazioneinco
- LinkedIn: www.linkedin.com/company/associazioneinco/



Partner organizations:

Associazione - Verein "La Strada - Der Weg ONLUS", Italy

Today the Association "La Strada - Der Weg" is a 'complex organization operating in various areas of private social work.

Approximately 220 employees, supported by 100 volunteers, 35 civil and social service people, various trainees, working on a daily basis to support children and minors in distress, to rehabilitate youth and adults with drug addiction problems and psychiatric distress, to work for equal opportunities, to assist women victims of trafficking and exploitation of prostitution, to develop youth and sports culture through the management of youth centers, after-school services and family-friendly services.

- Via Visitazione 42 Mariaheimweg - Bolzano 39100 Bozen
- Tel. 0471 203111 - Fax 0471 201585
- <http://www.lastrada-derweg.org>
- info@lastrada-derweg.org



Red Cross Centre for Asylum Seekers "Belle-Vue", Belgium

The asylum-seekers Center "Belle-Vue" is managed by the Belgian Red Cross. It is located in Eupen, in the German speaking community of Belgium. The Belle-Vue Institut accommodates 105 inhabitants (Families, non-accompanied minors, women, men) of different cultures, nationalities and religions, asking for asylum.

- Eichenberg 11, 4700 Eupen, Belgium
- Tel: (+32) 087 32 1851
- E-mail: centre.eupen@croix-rouge.be
- Website: www.accueil-migration.croix-rouge.be
- Facebook: www.facebook.com/CentreaccueilCR.Eupen



Geoclube, Portugal

The Geoclube is a Youth Association, created in 2000 by a group of teachers and students from Gondomar High School. The main mission of the Association is to promote the active participation and involvement of young people in the defense of environmental issues, democracy, social inclusion and youth entrepreneurship.

- Centro Cultural de Rio Tinto | Casa do Voluntariado; Rua da Boavista, s/n 4435 - 354, Rio Tinto - Portugal
- Tel: (+351) 935 504 948
- Email: geral@geoclube.eu
- Website: www.geoclube.eu
- Facebook: www.facebook.com/geoclube.associacaojuvenil
- Instagram: www.instagram.com/geoclube
- LinkedIn: https://www.linkedin.com/company/geoclube



KERIC, Slovakia

KERIC is a non-profit non-governmental organization working mainly with children and youth aged 4-30 as well as adults. They offer a wide range of activities with an extra added international dimension which develops the personality of children and youth and differs based on the needs of participants. With the mission is to connect our region Kysuce with Europe and the whole world.

- Nábřežná 1351, 022 01, Čadca
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- E-mail: kerice@kerik.sk
- Website: www.keric.sk
- Facebook: www.facebook.com/KERIC.Cadca
- Instagram: www.instagram.com/keric_cadca



CSDS, Vietnam

Center for Sustainable Development Studies (CSDS), a Vietnamese NGO, aims to promote education for sustainable development through building the capacity of people and organizations to address development challenges in Vietnam. CSDS tries to reach this massive aim through youth empowerment, youth leadership development, youth civic engagement, various activities on community development and through international volunteer exchange.

- 72, Phạm Thiện Duật, Mai Dịch, Cầu Giấy Hanoi 10000
- Tel: (+84) 024 6027 8323
- E-mail: info@csds.vn
- Website: www.csds.vn
- Facebook: www.facebook.com/CSDS.VN
- Instagram: www.instagram.com/csds.vn



Infotreff, Belgium

We are the Youth Info, a meeting place for all young people of the DG communities. Here you can get information on all kinds of topics. We advise you, support you and help you in all situations. Our information is free of charge and is updated regularly. Everyone who visits us gets an answer to their question. We are independent of any other interests or concerns and are bound by confidentiality. Your privacy and anonymity are respected. To guarantee the quality and the wide range of information we have numerous partners: Infor Jeunes, Eurodesk, Eryca.

- Gospertstraße 24, 4700 Eupen, Belgium
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- E-mail: eupen@jugendinfo.be
- Website: www.jugendinfo.be
- Facebook: www.facebook.com/infotreff.eupen
- Instagram: www.instagram.com/jugendinfo_ostbelgien



Infotreff

VHS Bhaktapur, Nepal

VHS Bhaktapur, a Nepali Social Business, is a community learning center that aims to provide, practical oriented education, which can directly contribute to the better development of the country. As a youth hub, VHS Bhaktapur regularly organizes training on Social entrepreneurship, Social media marketing, Environmental awareness programs, workshops on project management, woman empowerment etc. Especially huge involvement of youths on several social events makes it an Ideal organization on innovative approaches.

- Lalupate Marga, Putalisadak; Kathmandu Ward No. 29, NEPAL
- Tel: +977 1 4444834
- Mail: info@vhsbhaktapur.org
- Facebook: @vhs Kathmandu @VHSBhaktapur
- Instagram: vhs_bhaktapur_volunteers



ICYE Brazil, Brazil

ICYE BRAZIL – Associação Brasileira de Intercâmbio Cultural. Founded in 1987, after bilateral co-operation with ICYE starting in 1968. The main office is in Porto Alegre.

- Rua Alm. Barroso 665 (Floresta), Porto Alegre, RS
- Tel: +55 51 98126-6376
- E-mail: info@icye.org.br
- Website: www.icye.org.br
- Facebook: www.facebook.com/icyebrazil
- Instagram: www.instagram.com/icyebrazil



ICYE Colombia, Colombia

ICYE Colombia offers you the possibility to live one of the best experiences of your life. Our programme is structured and organized in order to have a successful experience. Full of learning, culture, adventures, feelings, knowledge and lots of fun.

The majority of voluntary service projects are located in Bogotá, and surrounding areas, although we have a presence all around the country.

- Carrera 15 No. 36-40 Piso 2, Bogotá, Distrito Especial
- Tel: +57 1 3403608
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PLEASE THINK TWICE BEFORE PRINTING THIS DOCUMENT, WE CARE ABOUT THE PLANET

