

Welcome on Board!

The Context

Today young people face new challenges related to the interconnectivity of people and countries around the world. The recent trends of globalisation make a significant impact on the lives of young people and the local communities they belong to.

Dependency on issues in other regions, as well as increasing diversity in a local society requires rethinking, what new competencies young people need nowadays. Furthermore, current trends require a more active civic participation of youngsters towards meeting challenges of the global society including the growing inequality, injustice and climate change.

To act towards meeting today's global challenges, youngsters need to start thinking beyond the borders of their countries. They need to start perceiving the world as one community and be able to find their role in coping with major issues that the global society is facing today. This can only happen when young people start perceiving themselves not only as citizens of their country but as citizens of the world, which also means taking responsibility for the future of the global society. For this reason, young people need skills to critically assess the issues and identify their approaches in local, national, European and global contexts. Young citizens need to understand the roots of global issues, their consequences to the local and global society and be able to take an active civic role towards making the world more just, peaceful and sustainable.

The Guide

Our GlobalLab project and this guide, in particular, are the response to these needs. Developed by the international team of youth workers in Bulgaria, Cyprus, Lithuania and Spain, this publication has the main goal to provide a framework of competencies young people around Europe need to further develop and strengthen so that they can act better in this interconnected world. These competencies are listed and explained in detail in the next chapter. Furthermore, we aim to provide not only the vision but also the practical tools to go there. For this reason, the main part of this publication offers a number of educational tools which aim to support young learners in their paths towards active and responsible global citizenship. These tools are clustered in four training modules around the themes of *Environment, Technology, Moving and Stuff*. More about the modules, the tools and the overall usage of this guide is available in the chapter *How to Use This Guide*.

Who Is It For?

As visible from the title, the main target groups of this guide are youth workers, trainers and facilitators who run non-formal educational activities with young people and would like to work with them on global issues. The guide can also be useful for youth workers and trainers who have no previous experience with global issues but are looking for opportunities to acquire competencies in this sphere. The processes we propose here might be a great learning opportunity for them. The guide can also be easily used by teachers and school staff who have the possibilities to propose and run extra-curricular activities with students in their respective schools. The variety and flexibility of educational tools can be of great help to shape participatory and student-centred learning processes in such context. Finally, this publication can be partial of help to trainers, facilitators and practitioners who are only searching for different methodological ideas without necessarily being interested in global issues. We hope that while searching for methodological inspiration throughout the following pages, they will also get convinced how useful and important it is to work on global citizenship education!

We've developed this guide for the work with young people aged 13-19. However, both the competencies we strive to develop and the tools to do that are equally important for both younger and older people. Some of the tools offered in this guide could be easily used for age groups outside the one noted, while others can be modified either during the planning or the debriefing of different activities. It depends on the ability of the educators to be flexible while taking into consideration the needs of the young people they work with.

The learning processes offered in this guide can work in both school environment as extra-curricular classes and in non-formal structures engaging young people in educational activities of youth organisations, centres or service providers. Collaboration between schools and youth organisations is also possible and, actually, something we encourage.

P.S. Enjoy!