

# The Picture of a Future Global Citizen

The views towards educating  
young people as global  
citizens in Lithuania,  
Bulgaria, Cyprus and Spain



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This publication was developed in the frame of the project “Six Steps to Global Citizenship” (project No.: 2015-1-LT02-KA205-004096).

## Project partners:



Global Citizens' Academy (Lithuania) - project coordinator



Pro European Network (Bulgaria)



Future Worlds Center (Cyprus)



Cazalla Intercultural (Spain)

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Co-funded by the Erasmus+ Programme of the European Union .



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## Preface

Today young people face new challenges related to interconnectivity of people and countries around the world. The recent trends of globalization process make a significant impact on the lives of young people, as well as the local communities they belong to. Dependency on issues in other regions, as well as increasing diversity in a local society requires to rethink, what new competences young people need nowadays. Furthermore, current trends require a more active civic participation of youngsters towards meeting challenges of the global society.

In order to be able to act towards meeting today's global challenges, youngsters need to start thinking beyond the borders of their countries. They should start perceiving the world as one community and be able to find their own role in coping with major global issues that the global society is facing today. Young people should start perceiving themselves not only as citizens of their country, but as citizens of the world, which means taking responsibility for the future of the global society.

This publication is the result of the project "Six Steps to Global Citizenship" co-funded by European Commission, Erasmus+ programme. It was developed by the project team from 4 countries: Lithuania, Bulgaria, Cyprus and Spain. The publication includes a set of articles presenting individual results of the research conducted in all partner countries meant to draw a picture of a future global citizen by identifying key characteristics (knowledge, skills, values and personal features) necessary for such person.

Each article presents the case of every partner country on what young people need today in order to become promoters of global justice and contribute to the process of sustainable development in the global community. The articles are based on the views, opinions and ideas of young people and other

actors active in youth and education sectors, as well as the observations of the project team members who were responsible for the research process. The publication represents the views and ideas of a huge number of stakeholders, thus some of positions might be conflicting in different articles.

Although the project team used diverse methods for their researches resulting some differences identified in the results, the connecting point of the work was the 6-steps approach to global citizenship. This concept of the global citizenship education process includes main features that need to be gained by young people in order to become promoters of global solidarity and justice and to be able to take action towards a more just and sustainable global society. The approach includes the following steps:

1. Exploring understanding, values and attitudes towards global realities and global citizenship;
2. Generating important issues affecting the lives of young people and thinking about them in local and global contexts;
3. Finding out more about the issues of interest, understanding their reasons and consequences;
4. Looking for solutions towards meeting the chosen issues;
5. Taking action;
6. Reflecting on the achievements of global citizenship learning process and discussing the possibilities to further apply them.

The present publication will serve as a basis for the next results of the project "Six Steps to Global Citizenship". The results of the individual researches will be compared and summarized in the joint framework for global citizenship education, which will be applied in all partner countries through the realization of the training modules and tools developed by the project team.

# The Picture of a Global Citizen. Lithuanian Perspective

Prepared by: Indrė Augutienė (Global Citizens' Academy, Lithuania)

## Introduction

The present article presents the key findings of the research "The Picture of a Global Citizen" conducted by Global Citizens' Academy in Lithuania. The aim of the research was to identify key characteristics (knowledge, skills, values and attitudes) of active and responsible global citizens. The present article is meant to answer the following questions:

- How do young people understand the connections with the wider world?
- What influences do young people in Lithuania feel the most?
- What are the global issues which are recognized as most important to young people in Lithuania?
- What should young people know and be able in order to meet global challenges?
- What are the priorities for action by the young people in Lithuania?

The results of the research presented in the current article are based on the opinions of young people (13-19 years old), leaders of youth organisations and educators (teachers of formal and non-formal education, school management staff, etc.), as well as the observations of the facilitators of the research process.

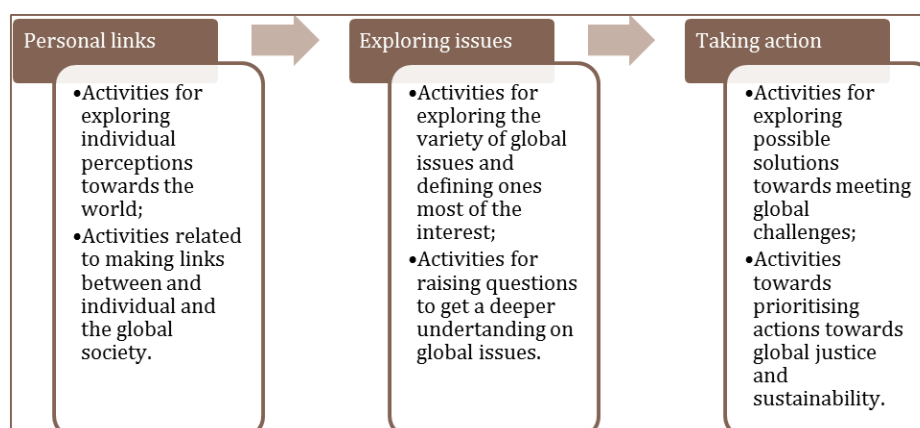
## Methodology

Global Citizens' Academy arranged 3 workshops with different target audiences for drawing the picture of a global citizen in Lithuania:

- *Young people.* The workshop for young people aged between 13 and 19 years was arranged in Kaunas on 20/11/2015. The workshop engaged 25 youngsters from 3 municipalities: Kaunas, Panevezys and Siauliai district.
- *Leaders of youth organisations.* The workshop for the leaders of youth organisations was arranged in Kaunas on 25/11/2015. The workshop engaged 6 participants who are the members of the association of youth organisations in Kaunas.
- *Educators.* An additional workshop for educators (teachers of formal and non-formal education, school management staff, etc.) was arranged in order to strengthen the position of the project and get some input on the needs of schools. This is important in order to ensure effective cross-sectorial cooperation in the frame of the project. The workshop was arranged on 27/11/2015 in Vilnius and engaged 20 educators coming from all over Lithuania.

All 3 workshops were run following the 6-steps approach to global citizenship. They followed the same logic and were structured into 3 main parts including the 6-steps model to global citizenship:

Picture 1. The structure of the workshops for young people, youth leaders and educators



The facilitators of the 3 workshops used a variety of non-formal education tools and methods to stimulate the discussions with the stakeholders towards active global citizenship:

- Simulation activity for exploring the perceptions towards (in)equality in the world was run with a group of young people.
- A spider web for mapping influences on people, things and issues was used with a group of youth leaders.
- A set of photos was used to stimulate the discussions in all 3 workshops. It was combined with the Development Compass Rose activity (used in a workshop with young people) and the exercise of asking questions (used in workshops with youth leaders and educators).
- A set of cards with sample civic actions towards a more just and sustainable world was used in all 3 workshops.
- A drawing of a human being was used in a workshop for young people for defining key characteristics (knowledge, skills, values and persona features) of a global citizen.

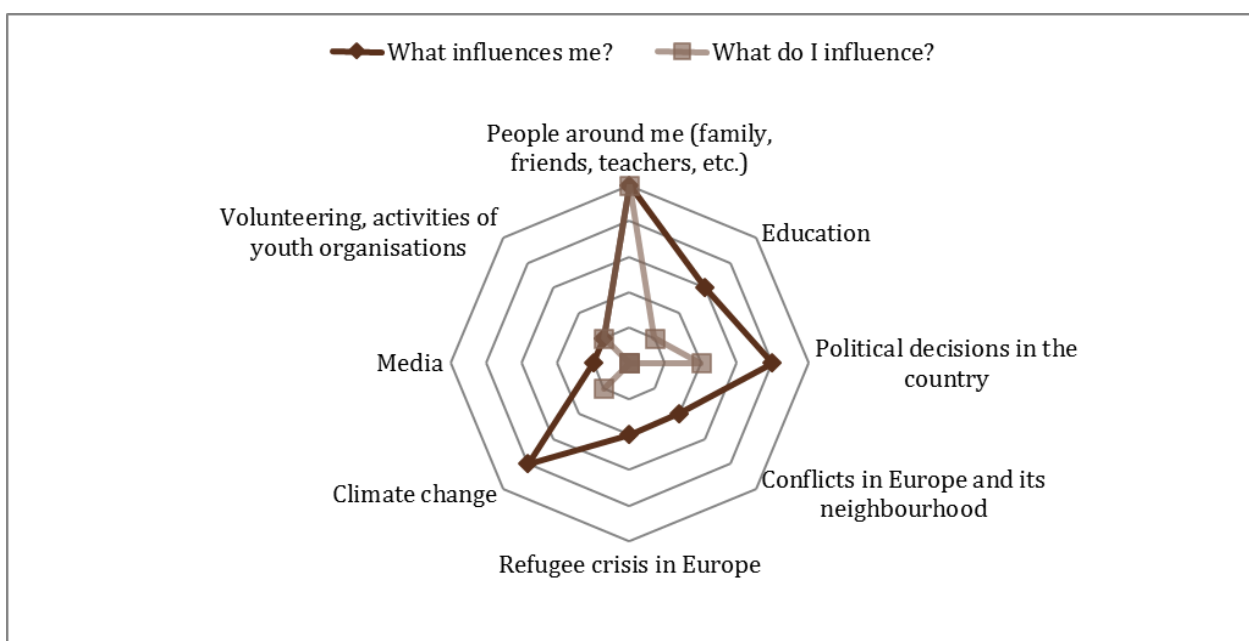
### The vision of a global citizen in the eyes of young people, youth leaders and educators

#### *Understanding global connections*

During the workshop with the leaders of youth organisations the participants were asked to draw a spider web of people, things and issues which affect them the most and another one with the features to which they make influence. The activity highlighted that most of the participants had the strongest influences both ways on people with whom they spend most of the time (friends, parents, teachers). Most of them also agreed that the political decisions in Lithuania made by local or national government, as well as their experience in educational system affect them strongly. Most of the participants also mentioned that the climate change, conflicts in Europe and its neighborhood, as well as refugee crisis had some influence on their lives. However, none of the participants found their own role in influencing the above mentioned global issues. They mentioned only people around them, as well as cultural, political life of the country and activities of youth organisations as the ones, to whom they have influence. Furthermore, one of the questions raised by the leaders of youth organisations during the activity was – “Why do others intervene the lives of “poor”/developing countries?”. This demonstrates the lack of understanding of global interconnectedness and the ways how people around the world influence each other.

The below provided diagram provides a picture of the main factors having impact on the lives of young people.

Picture 2. Spider web of the main factors influencing the lives of young people



The above described findings show that young people have strong connections with people around them. This fact demonstrates their potential to influence the opinions and behavior of the others towards the global justice. However, young people still lack of a clear understanding how their behavior, habits of consumption and active participation makes an impact towards the global issues, such as global poverty, climate change, military conflicts, etc. Youngsters have not yet found their role in the global community. This highlights the need to show young people how their lives are linked to different global issues and how they affect them through their individual behavior.

### *Defining and understanding global issues*

One of the starting points for discussing the global issues with young people was a simulation which allowed to explore how youngsters saw the world regarding the population in different continents, the distribution of the world's wealth, energy consumption, as well as the level of literacy. The activity showed that the young people see the world as more even than it actually is. Furthermore, the youngsters imagine some parts of the world much bigger than they are: i.e. at the beginning of the activity they thought North America was 5 times bigger than it actually was in terms of population, although it holds more than ¼ of the overall world's wealth. They also perceived Asia as 30% smaller than it actually was.

Nevertheless, from the main trend of distributing the world's population it is obvious that young Lithuanians perceive the world as unequal and understand that people, especially the ones in the developing world, face a huge variety of issues.

The participants of all 3 workshops were able to identify a significant number of issues depicted in a set of photos provided to them. During the workshops with young people and youth leaders the participants were asked to pick the issues which were most important to them. The issues that were most of the interest of young people and youth leaders were (1) low level of education, (2) access to water and sanitation facilities and (3) military conflicts. Moreover, such cross-cutting themes like gender equality and poverty were also found as important to the youngsters in Lithuania.

In order to have a full picture of the issues raised by the participants of all 3 workshops, the following questions were highlighted as crucial to answer:

*Table 1. Questions for deeper understanding of global issues*

<i>Understanding the extent of an issue</i>	<i>Understanding the reasons of an issue</i>	<i>Understanding personal links with an issue</i>
<ul style="list-style-type: none"> <li>• How many people in the world live in poverty and exclusion?</li> <li>• What is the context of an issue: living conditions in different countries, legal standards?</li> <li>• What do we know about other cultures and their traditions?</li> <li>• Who is responsible for occurrence of the issue and looking for solutions to cope with it?</li> <li>• Are there any technical possibilities, human and financial resources necessary to cope with an issue?</li> <li>• Why do „rich“ countries interfere the „poor“ ones?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do the problems appear?</li> <li>• Why do local people not use resources and opportunities that they have?</li> <li>• Why do people lack of the important resources that they need?</li> <li>• Why do people lack of information about their own protection and safety?</li> <li>• Why do local and national governments not care about the issues?</li> <li>• Why social injustice is so huge in the world?</li> <li>• Why do unequal opportunities for women and men/boys and girls exist?</li> </ul>	<ul style="list-style-type: none"> <li>• How does it affect me?</li> <li>• Do I affect it?</li> <li>• Can any individual and/or state help?</li> <li>• How can we contribute to addressing the issue?</li> <li>• Do we face any similar issues in Lithuania?</li> </ul>

In order to get a clear understanding on what is happening around the world, young people need to have some important skills. All participants of the workshops for drawing the picture of a future global citizen agreed on the following skills that need to be developed in order to understand the problems and processes in a global society:

- *Ability to critically assess information and data:* this skill is of crucial importance in this digital era, since young people are overloaded with information coming from mass media. It is very important to have skills, so that young people are able to question what they read, hear and watch, and are able to challenge the manipulation of media and authorities, as well as develop their own opinion towards the issues happening around the world.
- *Ability to form and express one's opinion:* there are not always right or wrong answers to questions about the global realities, as well as correct or incorrect opinions on what is happening in the world. For this reason, it is very important for young people to be able to develop their own informed opinion and have skills to present it to other people.
- *Empathy:* it is important that every global citizen is able to employ the knowledge on the global issues for his/her further civic participation towards challenging the global injustice. For this reason, young people have to familiarise with living conditions and challenges connected with social injustice that people around the world face every day. Being empathetic can help in this process. Young people have to be able to get into someone else's shoes, so that they can have an opportunity to face other people's life realities and thus felt more connected with the issues that people around the world experience every day.
- *Ability to break stereotypes and challenge perceptions:* young people in Lithuania are still full of stereotypes and prejudices about people and their living conditions in other parts of the world. Such statements like "People in Africa are poor because they are lazy [...]" proves the need for giving an opportunity to young Lithuanians to explore deeply the real extent and reasons of the problems faced by people in different parts of the world, especially the developing ones.
- *Ability to change own perspective:* global citizens need to be flexible and open-minded. For this reason, ability to change own perspective towards the global issues is very important. It is necessary for employing newly gained information and data about the reasons and consequences of the issues, as well as broadening personal understanding on what is happening in the world.

### Looking for solutions

Global citizenship is a problem-based educational process. For this reason, it is very important to enable young people to look for solutions towards meeting global issues. During the workshops the participants were asked to brainstorm on possible solutions towards the issues that have been discussed. They raised a variety of alternatives starting from creating conditions for learning, improving educational systems, creating new jobs, financing innovative ideas for development and ending with some very concrete activities which could be implemented by themselves.

The participants of all 3 workshops were also asked to list knowledge and skills necessary to look for solutions towards a more just and sustainable world. The list of knowledge and skills includes the following:

Table 2. Knowledge and skills necessary to look for solutions towards meeting the global challenges

<i>Knowledge</i>	<i>Skills</i>
<ul style="list-style-type: none"> <li>• Knowledge on existing technologies, tools, methods and funding opportunities for meeting global challenges;</li> <li>• Understanding personal role towards the global change;</li> <li>• Understanding the roles of different actors playing towards the changes in the global society.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to look for creative solutions;</li> <li>• Ability to look for new ideas;</li> <li>• Ability to set priorities;</li> <li>• Ability to make smart decisions;</li> <li>• Ability to meet challenges.</li> </ul>

### *Priorities for action*

Taking action is one of the steps of global citizenship education process. For this reason, the participants of all 3 workshops were asked to set priorities for possible civic activities towards meeting global challenges. They were provided with a set of sample activities that could be implemented by young people towards meeting global challenges. The sample activities include:

- A1. Advocate towards meeting the global challenges that are of our interest;
- A2. Arrange a lecture/workshop with an expert to raise awareness on global challenges of our interest;
- A3. Change personal habits of consumption, behavior towards other people, etc.;
- A4. Contribute to the activities and campaigns of organisations working towards a more just and sustainable world;
- A5. Cooperate with mass media while raising awareness of people about global challenges.
- A6. Create and distribute flyers and posters in order to raise awareness of people towards global realities;
- A7. Create and show a performance depicting the global realities;
- A8. Create audiovisual materials (audio, video, photo sets) and engage peers into active discussions towards global challenges by using them;
- A9. Raise money and things for charity.

The individual results of prioritizing actions are as follows:

*Table 3. Individual results of prioritising actions  
(the numbers of the activities are similar to the ones in the list of sample actions provided above)*

<i>Priority</i>	<i>Young people</i>	<i>Youth leaders</i>	<i>Educators</i>
1.	A4	A1, A4	A3
2.	A9		A7
3.	A3	A5	A4
4.	A1	A3	A8
5.	A8	A2, A8	A2
6.	A2		A6
7.	A5	A6, A7, A9	A1, A9
8.	A6, A7		
9.			A5

It is obvious from the individual results of prioritizing actions that contributing to the activities of different organisations working in the field of global development and global justice is recognised as one of the top three priorities by all target groups. This result also demonstrates motivation of young people to take an active role towards making the world more just and sustainable in different structural bodies. On the other hand, it highlights the lack of self-trust and self-esteem to take the leadership and implement civic activities by themselves. It can be related to the lack of knowledge and skills necessary to understand the global challenges and define a personal role towards meeting them. However, obviously it is very important to give an opportunity to young people to become aware of organisations working in the field, as well as develop their skills of cooperation, communication and working in a team. Furthermore, enabling young people to take initiative would allow young people to plan and implement global citizenship activities by themselves.

It is significant to mention that the priority for raising money and things for charity was set very differently by the target groups. While young people set this activity as one of their top three priorities, the two remaining groups gave the lowest one to this action. Furthermore, youth leaders showed even more skepticism on funding given to people and organisations in developing countries. This opinion was



demonstrated by the following statements: “Why are they given with a fish, but not with a rod?”; “Why do Western countries invest in the developing world?” It is obvious that youth leaders and educators perceive the importance of long-term actions towards global sustainability, while young people still lack of this understanding.

It is also significant to mention the skepticism of educators towards the advocacy activities, while young people and youth leaders give a high priority to it (4<sup>th</sup> and 3<sup>rd</sup> priority respectively). This can be explained by an enthusiasm of young people, as well as their belongingness to youth organisations which do a large advocacy work. Furthermore, the younger generation is already growing in the society where their voice becomes more and more significant. Thus it is important to strengthen the advocacy skills of young people, especially the ability to defend personal opinion, as well as form and provide arguments.

### *Key characteristics of a global citizen*

The participants of all 3 workshop were asked to brainstorm on key values and personal features that a global citizen needed to have. The below given picture provides a set of key characteristics of a global citizen agreed by all three target groups:

*Picture 3. Key characteristics (values and personal features) of a global citizen*



### **Conclusions and recommendations**

The research “The Picture of a Global Citizen” drew a picture of an active and responsible global citizen, as well as allowed to develop a set of competencies necessary for every young person in order to meet global challenges and contribute to making a change in a world’s society. The research conducted in Lithuania can be summarized with the following conclusions and recommendations to the further outputs of the project “Six Steps to Global Citizenship”, as well as other global citizenship education processes:

1. Young people in Lithuania lack of a clear understanding how their behavior, habits of consumption and active participation makes an impact towards the global issues, such as global poverty, climate change, military conflicts, etc. Youngsters have not yet found their role in the global community. For this purpose, specific tools and educational methods should be included in the training modules, so young people are able to explore how their lives are linked to different global issues and how they affect them through their individual behavior.

2. Young people are interested in the issues which are of crucial importance to the global society today. These issues include primarily the ones to meet the primary needs of the society: access to education, access to water and sanitation facilities. Furthermore, the ongoing refugee crisis caused by military conflicts in the neighborhood of Europe is as well recognised as one of the key issues for today. Since the learning needs and expectations of young people are of crucial importance for the success of the project, these issues have to be taken into consideration and addressed in the further outputs, as well as deeply explored during educational events.
3. Young people in Lithuania are still full of stereotypes and prejudices towards the challenges that the world is facing today. Thus we need to ensure opportunities for young Lithuanians to explore deeply the real extent and reasons of the problems faced by people in different parts of the world, especially the developing ones. Furthermore, better awareness of different cultures and their traditions explaining the living conditions and customs is of crucial importance. Developing critical thinking skills, empathy and ability to change own perspective should be taken into consideration while constructing the modules for training active global citizens in order to help them towards getting a real picture of the problems the world is facing today.
4. Young global citizens should be able to look for solutions to meet global issues based on information and creativity. Furthermore, they need to understand their personal role, as well as the responsibilities of other actors working towards the global justice and sustainability. For this reason, we need to make sure that the training modules and educational activities include tools and methods for stimulating young people's creativity, as well as training them to engage actively into decision-making process and be able to take collective decisions.
5. Contributing to the activities of different organisations working in the field global development and global justice is recognised as one of the top three priorities by all target groups of the research. Thus we should give an opportunity to young people to become aware of organisations working in the field, as well as develop their skills of cooperation, communication and working in a team through the outputs of the project. Furthermore, we should look for the ways to empower youngsters to take initiative, building their self-trust and self-esteem, so that they become able to plan and implement global citizenship activities by themselves.
6. The behavior of global citizens should be based on numerous values and personal features, such as tolerance, respect, belief in making difference, commitment to global justice, open-mindedness, motivation, patience and courage. These are the core characteristics for ensuring the success of young people towards becoming active and responsible global citizens. For this reason, we have to ensure that the training modules and educational events follow the value-based approach to the educational process and take into consideration the need to strengthen the above mentioned values and personal features.
7. The overall set of competencies of a global citizen identified in Lithuania is in line with the ones set out in the curriculum frameworks and guidelines accepted by the international community of educators and youth work practitioners, i.e., Global Education Guidelines, developed by the North-South Center of the Council of Europe, as well as Global Citizenship Education curriculum, developed by Oxfam. Most of the skills and values identified are similar to the ones accepted by the international community of global citizenship practitioners. Taking this fact into consideration will allow the project partners to consult already existing good practices of global citizenship education while developing own training modules and tools, as well as organizing educational processes with young people.
8. The 6-steps approach to global citizenship has been proved as an effective way for developing global citizenship competencies of young people in Lithuania. It is obvious that many of the competencies are important in more than one step of the global citizenship process, thus we need to look for an appropriate balance of tools used to build same competencies in the training modules. This is important in order to avoid overlapping and repetition, as well as to ensure the quality and effectiveness of the global citizenship learning process for young people.

# Drawing a Picture of the Future Global Citizen: Bulgaria

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## Introduction

This report summarizes the results of research efforts, aimed at drawing the picture of a future global citizen in Bulgaria. The research results presented below are clustered in two main categories: characteristics and competencies of the future global citizen identified by young people themselves; needs identified by the researcher during the research period, juxtaposing the current state of affairs to already established competence frameworks on global citizenship.

## Methodology and Participants

The present report is built upon the input collected through a number of ways. The main method for collecting information is the organization and facilitation of two workshops, which took place on 26.09.2015 in Sofia and on 21.11.2015 in Bourgas. The two workshops gathered and engaged an overall of 40 people, out of which:

- 35 young people in high school (15-18 years old);
- 2 teachers in high school (philosophy cycle, including civic education);
- 3 young people (20-25).

The group of young people, who took part in the Sofia workshop was predominantly from the countryside (the towns of Kyustendil, Veliko Tarnovo and Shumen). The group of young people, who took part in the workshop in Bourgas, were mainly from the city, while some of them were from smaller (rural) areas around, but went to school in the city. While we did not collect specific information on belonging to disadvantaged groups, it was observed that some young people involved belonged to the Turkish minority, while others came from low-income families.

The methodology of the workshops was built on the following logic:

- Getting to know each other, ice-breakers and introduction to global issues;
- Better understanding on global issues, global education and global citizenship;
- Collecting ideas for the characteristics and competencies the future global citizen should have.

The first two points of the list were covered with cooperative and already established methods in global education like self-presentation, energizers, Global Bingo, drawing a global map, moving debate and tracing the production chain of products young people use. The third point was differently covered in the two workshops:

- In the first workshop the collecting of ideas was guided through working on a case study, specifically designed for the research, the aim of which was to facilitate the discussion in a less abstract way (the outline of the exercise is attached as Annex 1);
- In the second workshop participants were invited to go through a simplified fast-forward version of Six Steps to Global Citizenship model, planning idea around concrete global issues.

Additionally, the researcher worked on global education with 9 more groups of young people and youth workers within the research period in the framework of another project<sup>1</sup>. While these were not specifically designed to collect data on the research, the discussions and opinions expressed within these trainings, gave additional input to the research process and are somewhat reflected within the research results.

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<sup>1</sup>The project "Youth of the World! Mainstreaming Global Awareness in Youth Work". The initiative is implemented in Bulgaria by C.E.G.A. Foundation and is one of the projects with which GlobaLab builds a synergy on the local Bulgarian context. <http://youthoftheworld.org/>

## The Future Global Citizen in the Eyes of Young People

This first part of the research findings represent the competencies and characteristics of the future global citizen, as formulated by the young people involved in the research. The categorization into knowledge and understanding, skills, and attitudes and values is done by the researcher and is conditional. It needs to be noted that in our opinion some of the listed elements of the future global citizen are influenced by the methodological approach of the workshops – where we feel this could be particularly strong influence, it is noted in the text.

### *Knowledge and understanding*

- *Smart.* Young people are unanimous around the idea that the future global citizen should be “smart”, but have a hard time being more concrete (and agree on) what does this mean. According to some, “being smart” refers to basic intelligence – knowing simple facts of life and the world. Others suggested that smart means performing well at school, but this opinion has been challenged as many agreed that good school/university diploma does not equal “being smart”. Some suggested “smart” means being able to orient, navigate and analyse information, which is already on the borderline with different skills. For the purpose of our categorization, we should support the first opinion where being smart goes to knowing basic facts, figures and factors for the world and life in general.
- *Know where to find information.* Access to information and information flow has been a much debated issue among young people. While many expressed concerns that young people have become “lazy” to memorise information because of technical advance (“asking uncle Google for every little thing”), they also shared the opinion that it is more important to know where you could find specific information rather than having the information in your mind. Young people are aware that knowing where to find information is different than skills for research, which they find equally important (it is pointed out below in skills).
- *Knowing different languages.* Out of the discussion whether “knowing a language” goes to this category, young people had no disagreement on the fact that this is an important part of the future global citizen. Furthermore, there seems to be understanding that “English is not enough” and that more foreign languages need to be considered (the participants strongly relate this topic also to employability). An opinion was shared that “all people in the world need to speak one language”, but it was isolated. In general, young people see languages as a value – even those who struggle with learning (don’t feel like knowing) a foreign language.
- *Information on the basic ways of opposing injustice.* Young people feel that they lack information on what to do when they feel something is “wrong”. Some also added that the future global citizen should be more aware on how to recognize “wrong” (this is reflected below in values). It is a shared opinion that the future global citizen should be informed how to react to the different kinds of injustice they face – both when they are facing the injustice themselves and when others are subjected to such. “We need a step-by-step guide how to react because we have no idea”, one participant said and was supported by others.
- *Information on the production and supply chain.* While young people consider consumption as one of the main characteristics of the globalized world, they feel that the future global citizen should have much more information about the processes behind the stuff we use. There needs to be a clearer understanding on who, where, from what and at which price the products that we consume are being produced. While we consider this as a vital part of the knowledge that future global citizen should have, it needs to be noted that this aspect might have been influenced by the methodology used (in particularly, the Case of Maria – annex 1) and it cannot be said with certainty if this idea would come out if a different methodology was used.
- *Human rights.* The opinion was expressed that Human Rights remain a vague and unclear concept that young people still struggle to understand. It was however agreed, that the concept of Human Rights is of a crucial importance for the future global citizens, as well as a “clear list of Human Rights”, better understanding of the mechanisms for protection of Human Rights and clear demarcation between

“rights” and “Human Rights”. Within the realm of Human Rights, participants found it important for an emphasis to be put on children’s rights and labour rights (however, the formulation of this emphasis might as well have been influenced by the methodology used).

### *Skills*

- *Using technologies.* The future global citizen, according to young people, should be able to use the technological advances of the society. Technology seems to be a topic young people are very interested in (as discussed below). While everybody agreed that the global citizen should be able to handle technology and “use it for the right purposes”, many young people felt that it is important that the global citizen was able to balance between technology and “real life”, “they should not be lost in technology”. It is a shared opinion that while young people nowadays use a lot of technological “gadgets” and have access to a lot of resources, the potential of these opportunities is not fully utilised.
- *Appreciating and dealing with cultural differences.* Dealing with cultural differences was a well formulated and widely shared expectation towards the new global citizen. While young people struggle to define culture (and often mix nationality, ethnic belonging, religion), they are in conformity with the idea that one should be able to successfully deal with cultural differences in a globalized world. The idea that one should be able to keep their cultural identity (which is being “washed out by globalization”) was also widely expressed. The skill for appreciating and dealing with cultural differences was discussed by young people in close relation to values such as open-mindedness, respect and empathy. Recognising and dealing with cultural stereotypes was also implied in the discussion, although not clearly formulated.
- *Research.* Young people feel that the future global citizen should have specific skills in terms of searching, finding, analysing and using information. The discourse of the research was discussed in close relation to using technology and some opinions were expressed:
  - 1) people should be better equipped to use the advantages provided by technology and the Internet (“not only for video games, selfies and gossips”);
  - 2) people have become lazy and don’t search for information which is not available online (i.e. the future global citizen should also be able to do research outside the Internet);
  - 3) access to information doesn’t mean it is perceived or used properly, more efforts should be put into this direction (“we all know how to copy-paste, but that’s not the right way to use information”).

### *Attitudes and values*

- *Be active.* The future global citizen is expected to be much more active “than now”. Young people consider their generation as lazy and passive, usually referring to their peers, but sometimes also acknowledging personal passive position on many issues, including the global ones. The participants were divided in their opinions if young people should be more active in politics (following political processes, voting or taking a stand in front of authorities) – many expressed the opinion that “politics is dirty” and they are to stay away from it. While less supported, the idea that the future global citizen should change that (“clean politics”) was also expressed and shared by some. Regardless of the different stands on politics, the idea that future global citizens should be much more active in their everyday lives has no opposition.
- *Be empathic.* Empathy is unquestionable characteristic that the future global citizen should have, according to young people. What turned out to be questionable was whether or not empathy is an innate characteristic (“you are either born empathic, or no”) or it could be developed. The latter opinion has been more supported, but many agreed that empathy should be shaped since early upbringing, as otherwise it is much harder to develop it later.
- *Show and act on solidarity.* The term “solidarity” was never mentioned straight away, but young people would agree that it is important for the future global citizen to walk into the shoes of others,

understand their struggle and do something about it. This value was discussed in close connection with empathy and it was implied that one can show solidarity only if they are empathic. It needs to be noted that when confronted if the future global citizen should help others and if this also influenced their own status (well-being), some participants backed out. However, the general consensus was that supporting people in a more disadvantaged position is a way of thinking the future global citizen should have.

- *Reduce egoism.* As in other cases, this value was discussed in the light of the current state of affairs with young people. According to the participants, people nowadays become more and more egoistic, which should change in the future if we are to live in a sustainable and equal world. At least in theory, young people agree that the future global citizen should acknowledge the well-being of its community (including the “global world”) and not only consider their own position and development.
- *Be moral.* Many young people shared the opinion that our societies have become more and more “immoral” and that this should change in the future, thus seeing a role for the future global citizen in this direction. When asked about the elements or examples of “moral”/“immoral”, participants usually struggle to give concrete examples and would either make reference to relationships/sex, or to some of the other values listed (egoism, lack of respect). Regardless of the fact that young people failed to better define “morality” we feel the need to include it in the report, as it has been an opinion very commonly expressed within the research process.
- *Responsibility towards use of technology.* As already mentioned, young people are clearly concerned about the expansion of technology in everyday life. It was clearly formulated that the future global citizen should want to and be able to keep balance between using technology for the right purposes and letting it “take over all our lives”. The question of excessive use of technology is often discussed in a self-reflective manner as opposed to other values, discussed as problematic for “our peers” or “young people in general”.
- *Be open-minded.* Open-mindedness is among the attitudes, identified by young people with full consensus. It is closely discussed in the framework of appreciating and dealing with cultural differences. While the participant fully supported the idea that the future global citizen should keep an open mind, they also took into account of the possibility to “lose yourself” in terms of opinions, values and culture – similar to what the Global Education Guidelines would call “assertiveness” (Carvalho da Silva et al, 2012: 23). While the two should not be necessarily in conflict, this needs to be taken in consideration by the “people of the future”, young people thought.
- *Have courage.* “Having courage” partly covers what Oxfam describes as “a belief that we can make a difference” (Oxfam, 2006: 4). However, we have decided to keep the original formulation of the participants, as it brings the additional value of “daring to make a change”. Young people considered “having courage” and believing in your role and responsibility as an interconnected element with “being active”: you will never be active if you don’t believe that it makes sense.

### *Other*

The young people involved in our research have also expressed one characteristic of the future global citizen, which they found particularly important, but it didn’t fit in the categorization of competencies, even if it is clearly connected to many of them. It concerns *the possibility to travel*. While it is connected to a number of competencies (for example – willingness to travel, dealing with cultural differences, research, etc.), there is also one important difference – *possibility* also goes to external factors such as financial possibility, nationality (passport, visa restrictions), just to name a few. With no doubt, according to young people, the future global citizen should be able to travel and thus explore, learn, understand, shape values and attitudes.

### **Needs of young people in relation to global education identified during the research**

In this part of the report, we will present some specific needs identified by researchers and facilitators when working on global education with young people. These are not elements clearly formulated by young

people, but rather problematic learning areas that have been identified when juxtaposing the current global education competencies of young people with already established competencies frameworks on global citizenship. Listing them does not necessarily mean that these competencies are completely lacking, but rather that there are problematic elements that might be more specifically addressed and further developed.

- *The notion of “global issues”* – young people can easily name global issues, but the criteria they would usually use would be “they are faced in different countries”, thus not always taking into consideration the elements of interconnectedness and interdependencies.
- *Critical thinking* – discussions around elements of critical thinking exist, but it is never fully tackled or clearly formulated. Many young people would still struggle to apply it, while others have a hard time distinguishing critical thinking from conspiracy theories.
- *Media literacy* – media literacy in the online environment has very low levels in Bulgaria, which is only getting worse in a geo-political situation of “hybrid warfare”, observed in the country (Holmes, 2015). Being critical about the sources of information, possibility for manipulation and critical analysis of media content should have a critical role in global education process with young people.
- *Tendency to go into extremes* – some young people involved in the research process have the tendency to oversimplify things, thus go to extremes, seeing “black and white”. There is a need to boost what The Global Education Guidelines would call “*dealing with complexity, contradictions and uncertainty*” (Carvalho da Silva et al, 2012: 23).
- *Debating skills* – it would not be fair to say that the skills to participate in debate completely lack among young people, however some elements of these skills need to be further strengthened, in particular building argumentation and “agreeing to disagree”. It is similar to what Oxfam calls “*ability to argue effectively*” (Oxfam, 2006: 4).
- *Questioning authority* – presumably influenced by the fact that almost all of the young people, included in the research process, are still school students, challenging the opinions of a person in position of “authority” is something young people rarely (if ever) do. In the context of the workshops young people would tend to agree with (or not question) opinions expressed by the facilitator (in this case – in position of “authority”), even if they would be contradictory.
- *Learning to learn* – as basics of all the other competencies presented above.

Finally, the researcher and facilitators have identified two main topics, which seem to be of a serious interest to the young people who took part in the research. We measure “interest” by the involvement of big parts of the group in the discussion of these topics, the intensity of the discussion, the creativity and depth of the argumentations and on the time spent by the group to discuss these topics. They are:

- *Technology* – including sub-topics as access to technology, excessive use of technology, technological expansion in the future, technology VS. “real life”, artificial intelligence VS. people.
- *Religions* – particularly in the framework of the debate around refugees, war, safety and migration.

### **The Future Global Citizen in Relation to the Six Steps Approach to Global Citizenship**

The project “Six Steps to Global Citizenship” utilises the Six Steps model to Global Citizenship, as developed in the toolkit “Get Global! A Skills-based Approach to Active Global Citizenship” (Price, n.d.). It first needs to be noted that young people are not used to undergoing similar processes in school. According to their own words, they are often given a topic (rather than selecting it themselves as in Step 2) and their role is usually limited to Step 3, as most of the projects they are given are research projects and they rarely turn into action. Reflecting on the process (Step 6) is something promoted by individual teachers, rather than followed as a rule. From this perspective, there are specific competencies that might need to be further addressed when young people start the “path to global citizenship”.

The picture of a global citizen, as drawn by the young people who took part in the research and as described above, is in close relation to the Six Steps model. It is visibly clear that the competencies of the

future global citizen would be either supportive for young people to undergo the model, or would be further developed in those young people that take the six steps, or both. While some of the competencies listed are specifically relatable to concrete steps (for example – research skills in relation to Step 3 ‘Get More Information!’), most of them are horizontal and can hardly be limited to a certain step.

## Conclusions

Based on the exposition so far, the following conclusions from our research can be made:

1. Young people have generally poor understanding of what are competencies and how they “work”. We find this problematic, as being aware of competencies is an important part to plan, run and evaluate your own learning process – both in the context of global education and in general. Learning to learn is an important concept which many young people fail to recognize or formulate.
2. When describing the future global citizens, young people tend to give preference to values and attitudes, rather than knowledge and especially skills. From one perspective, this is understandable, considering the challenge identified in Conclusion 1. While some might find it problematic that not enough emphasis is made on skills (in the context of employability for example), we find it positive that young people pay attention to the fact that we need to stress on change in values to come to the “ideal global citizen”. However, it needs to be pointed out, that shaping values and attitudes is among the most challenging parts of non-formal education, both in terms of implementation and especially in terms of evaluation.
3. The concepts of both “global issues” and “global citizenship” are still vague for young people. Global issue is usually described as an issue which appears in different countries in the world, while not enough attention is paid to the questions of interconnectedness and interdependency. On the other hand, global citizenship remains very abstract and unclear, while “global citizen” seems to be more accessible for young people.
4. Young people are often self-reflective when they build the picture of the future global citizen. Without specifically being asked to, they tend to identify weakness, learning needs and behavioural elements in their own lives and the lives of their peers. While this analysis sometimes misses important needs (added here by the subjective view of the researcher), it is of a crucial importance – possibly unconsciously, young people imagine themselves as the future global citizens.
5. The picture of the future global citizen, as drawn by the young people included in the research, is relatable to the model Six Steps approach to Global Citizenship, selected as a methodological scale for the learning process within the project “Six Steps to Global Citizenship”.

## Recommendations

The following recommendations concern mainly the following stages of the project “Six Steps to Global Citizenship”, but some of them might be applicable to planning and running global learning process in general. For this reason we have tried to keep the balance between being too specific and too broad. They are in close connection to the conclusions listed above.

1. We should pay more attention to develop competencies in the realm of “learning to learn” among the young people we are to work with, as this is of a crucial importance for undergoing the Six Steps to Global Citizenship model (and any other global learning process for that matter).
2. When developed, the methods to guide young people among the Six Steps to Global Citizenship model, should take into account that many of them would not be used to such kind of continuous process. The same concern needs to be taken into consideration by the facilitators to support these processes and the necessary time, support and additional explanations need to be foreseen.
3. While the picture of the future global citizen gives a detailed list of competencies (and they relate to the Six Steps model), the project team needs to take care, if specific learning needs emerge within the learning process in relation to specific steps. Such needs might need to be addressed adequately for the successful application of the model.



4. Clear definition of “global issues” and “global citizenship” need to be developed by the partnership and consistently used within the project, so that young people are not trapped in too abstract of concepts, which will most probably be a major obstacle to go through the path of the Six Steps model.
5. There are global issues that young people are intensively interested in (in our case – technology and religions). These need to be further explored and used within the project, which might increase the interest and the proactive attitude that young people would need to successfully go through the Six Steps model.

### **Annex 1. Ideas collection and discussion tool “The Case of Maria”**

#### *Instructions for facilitation:*

- Divide the participants in smaller groups and handle them the text below;
- Ask the groups to read through and discuss the questions after the text;
- Invite the groups to share their findings in plenary;
- Make sure to take notes of all characteristics and competencies mentioned;
- Ask additional questions to break down too abstract of formulations and allow discussions around certain competencies where there is disagreement in the group;
- Cluster and prioritize the competencies and characteristics together with the group.

#### *The Case of Maria*

Maria has a birthday and she is now 15 years old. She has already hinted at her parents several times that she wants THAT nice shirts, which she tried on in the mall. That green one with the buttons. PRITA’s. Instead of that one, however, she receives another green shirt, again with buttons, but it’s not THAT ONE. This one is Fulen’s. Maria is quite disappointed. She asks her parents why they haven’t after all bought her the shirt she wanted. They answer that it was three times more expensive, and it wasn’t very different from this one.

Maria is lying in bed thinking. How is it possible for so many shirts to have such a big difference in prices? Who determines the prices? Why is it that some things (exactly the ones she want) are so much more expensive than others? She takes her phone and googles it. She finds different articles, in which she reads horrible things about the way clothes are made, about pollution, exploitation, dirt, inhumane working conditions. But she still can’t answer her own question why some things are more expensive than other. Who is responsible for this?

Next day Maria writes an e-mail to the PRITA representation, and asks how the price of their production is determined. Several weeks go by and she doesn’t receive an answer. She sends the e-mail again. After several more weeks she receives an answer in Spanish from some European branch of the company. She translates it with Google Translate, and she finds out that apart from a lot of generalities about fine quality and high standards, she doesn’t get detailed information about the production and the pricing of the company’s products.

“Screw it”, she says and she puts Fulen’s shirt on. She still wishes it was the PRITA one though.

#### *Questions (Think outside the box!):*

1. Think about it and make a detailed list with the things Maria MANAGES to do.
2. What does Maria know and can do, which helps her achieve what she achieves?
3. Think about and make a detailed list with the things Maria DOESN’T MANAGE (but perhaps should) to.
4. What doesn’t she know and which skills is she missing to achieve more?

# The Picture of a Future Global Citizen: the Case of Cyprus

Prepared by: Memnon Arestis (Future Worlds Center, Cyprus)

## Introduction

Global citizenship is a key term for all generations living and interacting in today's globalised world. Its meaning bears many ideals and freedoms, and at the same time a large share of responsibilities. It involves considering and investigating subjects that may seem intangible at a first glance as they may be taking part in a distant place on our planet and impacting certain communities, albeit that impact could be the consequence of actions taken by us, located on the other end of the world. The vast extent of global interdependencies poses a high demand for global citizenship education and a global mentality that can contribute towards the collective benefit of our world.

This report focuses on some activities and online interviews that were conducted with students and teachers with the main purpose of defining the ideal characteristics of a global citizen. The report is divided into three main sections: methodology, key findings and conclusion.

## Methodology

### *Classroom Activities*

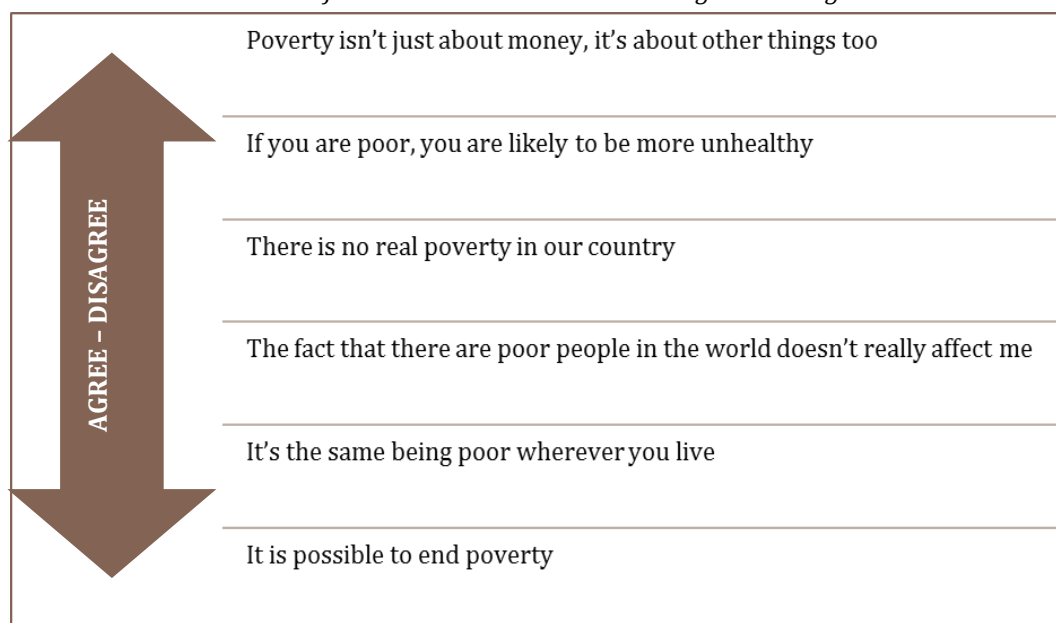
Three workshops were conducted engaging 47 student participants of ages ranging from 14 to 17 in two secondary schools in Cyprus. They were conducted on the 20th and 26th of November, 2015.

The first session was conducted during a global perspectives class with 15 students aged 14-15. The students had some basic understanding of the concepts of global learning. Following a brief introduction on global education, they were given the opportunity to pose some of their opinions regarding global themes, and reflect upon them. The moving debate tool was utilised, where students were moving on a fictional line with agree on one end and disagree on the other, after listening certain statements, in order to state what they believed about the specific statement.

The statements that were presented, focused on poverty as a global phenomenon in an open – ended manner which allowed the students to share their reflections and explain why they positioned themselves closer or further from each wall. The tool was an effective introductory activity as it utilised a free flow of communication where participants somewhat explained their understanding without any particular interference from the facilitators.

The list of statements given to students is provided in the picture below:

Picture 1. List of statements that were used during the Moving Debate



The second workshop was conducted with an identical approach as the first and it involved 18 students with ages ranging from 16-18. The participants of the second workshop have not been introduced to global education in the past and as there was more time flexibility, an additional activity was conducted during which students were requested to map the origins of their clothes by observing the clothes' labels, noting down the manufacturing country on a post it, and eventually attaching it on a world map. A discussion followed exploring the fairness that involves clothes manufacturing in terms of the working conditions of the employees that are involved in the production.

Finally, the third workshop involved 14 students with ages ranging from 15-17. It was conducted in a similar manner to the aforementioned two, although it included discussions on the chocolate production process, and the extent of global interconnectedness highlighted in this production process. Similarly to the second workshop, fairness and fair-trade was a key topic that was touched upon by the participants.

All three workshops included a session where students were separated in groups, and were provided with an A2 paper, post-its and colour markers and asked to draw their ideal global citizen by attaching the ideal characteristics this citizen should have. The guidelines were to divide those characteristics into *knowledge/understanding, values/attitudes, and skills – actions*. The teams were then asked to come to the front of the class and present their citizen and some the characteristics they have attributed to them.

### *Interviews with Educators*

An online interview has been conducted with an Economics educator who has a particular interest and training in Global Education. She teaches a global perspectives class to a group of her high school students and implements the concept of global learning in her Economics class. Her perspective and input was highly valued as she has solid knowledge on global issues and global interdependencies, something which is a common ground when she teaches economics.

A further online interview was conducted with a primary school teacher who has been actively engaged in global education activities and was engaging her students in global education for the past two years. Her contribution to this interview is highly valued as she teaches children who are from diverse backgrounds, in a multicultural school environment offering a wider perspective on the topic.

The questions that were posed to the educators are presented in the following table:

*Table 1. Interview questions for educators*

1. In your opinion, which do you believe are the ideal characteristics that tomorrow's global citizen should possess? If it was easier for you, feel free to divide the characteristics in knowledge/ understanding, values/attitudes and skills.
2. Are there any global issues that you believe negatively affect you/us on a local level? If yes, please name a few.
3. Are there any global issues that you believe affect yourself in your workplace or affects your students? (it could be anything that troubles/concerns them, global events, global politics or any other you find to be relevant)

### **Key findings**

All the responses were structured into themes as a lot of them reflected similar aspects, or dimensions of the same issue or concept.

The participants were requested to categorise the characteristics of their ideal global citizen under three main categories: knowledge/understanding, values/attitudes and skills. At this point it should be noted that some of the characteristics were perceived as multi-dimensional by the participants, as they have found them belonging in more than one category. This will be discussed further in the conclusion.

### *Knowledge and Understanding*

This category refers to the theoretical and experiential accumulation of general understanding. Some groups of participants placed great importance on obtaining a thorough understanding on human rights. The same belief was shared by the educators. Although the word "rights" is a commonly used one, there

was no clear-cut definition of human rights provided. However, some students mentioned the occurring gender inequality in proper access to education in the Global South.

One of the educators has noted the vital importance of understanding the Sustainable Development Goals (SDG's) and the Millennium Development Goals (MDG's) and having the overall capacity to conceptualise sustainable development. Part of it includes understanding the social and environmental standards of the United Nations, and the capacity to understand the global interdependencies and interconnectedness that characterises our world.

In addition, one of the two educators highlighted the importance of understanding diversity. Numerous students have noted in their corresponding groups, that it is essential to become globally aware, and to understand the issues that are affecting the world globally. On a similar basis, one of the educators emphasised the importance of understanding the area of peace and conflict in order to better grasp the ongoing military conflicts that occur globally. On a different page, one educator has highlighted the importance of a sound understanding of alternative energy systems and of the tremendous benefits these can in our society.

### *Values and Attitudes*

This category has been drawn on a range of responses from the participants. Initially, the most basic attitudes and values were reflected as certain beliefs: belief in fairness and equality, belief in world peace as a given fact, belief in transparency and belief in change through action. Secondly, at its most basic form, open-mindedness was rated by all groups in all sessions as a key personal value, referring to one being open to new ideas and new perspectives. Similarly, acceptance of diversity was a popular characteristic evident throughout all the sessions, particularly towards other religions and cultural backgrounds. On a similar note, tolerance and understanding were rated as vital characteristics, particularly when relating towards victims of torture, refugees, asylum seekers and other vulnerable groups. The educators' and some of the groups' responses have included that it is highly important to demonstrate a compassionate and empathetic attitude towards others and to have the ability of placing our selves in their position. It is important to note, that empathy was conceptualized both as an innate value and as an ability that can be developed.

### *Skills*

There were a variety of characteristics that were included under this category. To begin with, some of the groups included creativity and public expression skills as essential in terms of raising awareness for a specific cause, and for effectively engaging the public. Moreover, the ability to listen, debate and form arguments were listed and eventually collated and named as Negotiation and Diplomacy skills. Almost in all three sessions, the groups listed critical thinking as an ability of high importance, referring to the ability of one being an independent thinker. Contemplating on a similar basis, one of the teacher interviewees, listed research skills which goes hand in hand with critical thinking.

In nearly all groups, it has been collectively noted that an ideal characteristic of a global citizen is the ability to understand other points of view, and the ability to show respect towards others opinions, diversity and to the environment. Finally, one of the educators has pointed out the ability of self-evaluation as a valuable skill that refers to the ability of identifying and altering one's own behaviours, practices and correcting mistakes.

### *Issues that the teachers believe affect them and their students*

The educators that were interviewed have noted that there are some issues that affect them and their students both directly and indirectly. The issues that were reported fall under two main categories: social and environmental.

As far as social issues are concerned, racial or gender discrimination and stereotypes can affect individuals in schools which identifies the need of appropriate education on diversity and human rights. The cultural

diversity that is currently evident in schools, was also observed as a challenge for teachers, who are required to develop the adequate competencies that are needed to facilitate discussions in a diverse context.

Corruption is another social issue that affects the local society which requires a critical and investigative mind to oversee beyond it.

In terms of environmental issues, the educators have referred to pollution, the senseless abuse of natural resources on the planet and the numerous cases of animal rights violations.

*Table 2. The ideal characteristics of a Global Citizen*

<i>Knowledge/Understanding</i>	<i>Values/Attitudes</i>	<i>Skills</i>
<ul style="list-style-type: none"> <li>• Understanding of the Social and Environmental Standards of the UN</li> <li>• Understanding of the extent of global interdependencies</li> <li>• Knowledge of Human rights</li> <li>• Knowledge of Global issues that concern/affect people globally</li> <li>• Knowledge and understanding of the Sustainable Development concept (MDGs, SDGs)</li> <li>• Knowledge of alternative energy systems</li> <li>• Understanding of Peace and Conflict</li> <li>• Understanding the concept of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Belief in Fairness and Equality</li> <li>• Open-mindedness</li> <li>• Sympathy - Empathy – Compassion</li> <li>• Belief in world peace as a given fact</li> <li>• Tolerance - Understanding</li> <li>• Transparency</li> <li>• Belief in change through action</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation and Diplomacy</li> <li>• Creativity</li> <li>• Critical and Independent thinking</li> <li>• Public Expression</li> <li>• Research skills</li> <li>• Ability to understand other points of view</li> <li>• Ability to Respect</li> <li>• Ability of self-evaluation</li> </ul>

### **Analysis and concluding remarks**

The activities and discussions have provided us with an interesting insight of the students’ and educators’ beliefs regarding global citizenship at its ideal level. Located in the core of the characteristics that were provided by the students, themes of compassion, acceptance, and open mindedness were evident that were generally falling under the Values/Attitudes and Skills categories. For instance, in a globalised world where people from different religious and socioeconomic backgrounds interact on a daily basis, it is of vital importance for a global citizen to have a general open minded attitude towards diversity, and at the same time have the ability or the skill of showcasing that certain degree of respect and understanding towards diversity.

Importantly, the concept of diversity appeared to be evident in all categories, as it is a concept that requires to be understood, become integrated as a value in terms of being accepted, and balanced with an ability of respecting diversity. Although this has been a key concept, there are still some stereotypical perceptions in the local youth evidenced, which in essence translates to an increased need for global learning in schools.

Furthermore, the concept of fairness and equality was regarded as an essential value, and similarly to qualities of compassion and open-mindedness, such beliefs indicate essential human values, located at the core of the characteristics of a global citizen. The concept appears to be interlinked with possessing knowledge and understanding of human rights, global issues and global interdependencies. Interestingly, during some of the classroom activities, it was evident that the majority of students could not fully grasp the idea of the great extent of global interdependencies that characterises our world. After some discussion and during their identification of the ideal characteristics of the future’s global citizen, it was evident that they viewed these global interdependencies with higher regard, although there was an increased need for making global learning individual in order to change young people’s mentalities and help them to skilfully embrace the idea of interconnectedness.

The students were aware of some global issues, although they did perceive them as given facts, without

indicating any understanding that they can take action and tackle specific issues. An example given is in the clothing production process, where the wealth allocation is unequal and the workers that work in the factory process receive a significantly low income, leaving them unable to adequately live with their families. Although the belief in taking action was highly regarded as an attitude, some students considered poverty and inequality as a given fact that is somewhat unchangeable, and for instance could not comprehend that as consumers they can in turn have an active impact on this by purchasing and consuming more consciously and selectively.

As a general observation, involvement in local and global communities through a multitude of ways is a concept that can be further explored with students at schools, as it does not merely involve donating in charities, protesting or being an extreme activist. Every individual has a unique ability in which he or she can approach specific topics and become active, and global educators and school teachers alike, should ideally focus on harnessing these abilities.

The key characteristics of the ideal global citizen that the educators have expressed, were equally balanced among the three categories and there was a consistent progression within their responses. The teacher participants have shed light on the importance of possessing a solid knowledge on the various global issues that are currently affecting the world, and an understanding of the global interconnectedness and interdependencies. Students and the youth would greatly benefit from global education with particular focus on the global interconnectedness, as they will be more able to grasp and understand various global issues, their position towards and within them (if and how they are affecting the problem, or are being affected by the problem) and facilitate an environment where they can explore ideas and possible solutions for those problems.

Moreover, understanding diversity should be a high priority in schools, since various global issues and realities (i.e. terrorism, economic crisis etc.), enables an extensive degree of multiculturalism in our societies, particularly in the western world. Therefore, careful education should equip the youth with tools that allow them to challenge stereotypes, identify solutions and overcome difficulties, and enable them to adopt and accept mentality towards diversity and become more empathetic and respectful towards others of diverse religions and cultures. From there onwards, human rights understanding is a fundamental aspect of global citizenship that should be included in the quest for knowledge by the youth in order to challenge maladaptive attitudes and open the window towards open mindedness, acceptance and the concept of equality.

The educators and some of the student participants have highlighted the importance of sustaining and improving our environmental well-being. Being environmentally aware, increases the opportunities for showcasing respect towards the environment, and towards adopting a more environmentally friendly attitude. Importantly, knowledge and understanding of the alternative energy methods can broaden one's horizons. Both the students and the teachers have placed equal importance on knowledge and abilities that focus on living in harmony with the environment.

Great emphasis was placed upon the ability to maintain a critical, independent mind, and to obtain adequate research skills which will in turn contribute to acquiring more competencies as a global citizen. An independent mind is perhaps the most vital tool to challenge and change maladaptive points of view that were adopted by past generations, and to learn to view the mass media with a critical, investigative mind.

In relation to the Six Steps approach towards global citizenship, the activities presented in the current report have allowed the participants, both educators and students, to reflect upon their own place in a globalised world (step 1). This was done through the discussion and through positioning themselves to imagine the ideal characteristics of a global citizenship. In addition, they were able to become aware of the existence of several global issues, and to comprehend, on an introductory level, their position towards them. Taking action (step 5), was not a clear-cut concept for some of the students, as some appeared to be unaware of the impact they can have by taking small steps towards action (i.e. challenging stereotypes against a religious minority in a given country) which can happen by investigating the topic (Step 3), and planning arguments against those stereotype (Step 4). It is important for young citizens to consider, that part of taking action begins when a perception changes, through a balanced and careful investigation of any given issue. From there onwards, action is taken when that perception or attitude is communicated. One gradual step at a time, can bring us closer to the ideal change that we want. If the world has not changed, at least our understanding has improved, and we have probably positively influenced a person or two.

# The Future Global Citizen: the Case of Spain

Prepared by: Agnieszka Byrczek (Cazalla Intercultural, Spain)

## Introduction

This report presents the results of the research which was conducted in Lorca in October and November, 2015 on the vision of a future global citizen. The aim of the research was to get an input from young people, youth workers and decision makers on the competences that future Global Citizens should have in order to build the competence framework and use it within the project "GloLab: Six Steps to Global Citizenship".

The report is divided into 3 main sections – 1) methodology - how the research has been implemented, 2) picture of the future global citizen - how young people and youth workers/ decision makers imagine the perfect Global Citizen and 3) final conclusions and recommendations.

## Methodology

The research was implemented in October 2015 in Lorca, Spain and was composed of 3 different activities: 1) Workshop for the youth workers that took place on 14<sup>th</sup> of October 2015 ; 2) Event for young people that took place on 16<sup>th</sup> of October; 3) Interviews with youth workers, young people and decision makers.

### *Target groups of the research*

We have reached in total 46 people: 27 of them participated in the workshops and 19 people were interviewed. In terms of the groups of people we have reached the following:

- *Young people:* 17 (workshops) + 15 (interviews);
- *Youth workers:* 10 (workshops) +3 (interviews);
- *Decision makers:* 1 (interview).

Young people whom we have targeted were 15 years old and more. Within the research there were some national minorities represented – young people with the Moroccan and Ukrainian origin, and residents of Lorca.

### *Workshop for the youth workers*

The workshop for youth workers was implemented following the following structure:

*Table 1. The structure of the workshop for youth workers*

Session	Session description
1.	<i>Introduction to Global Education.</i> The session started with short games for getting to know each other and the creation of a good working environment. As a next step we were exploring what are the global issues. It was done by the brainstorming and finding the connections among different global issues that have been mentioned. The session finished with the creation of the definition of the global issues.
2.	<i>Ideal future.</i> For this activity we divided participants into small groups where they had to reflect and share their imagination on the future of the world in 10 years. Participants' task was to create the drawings representing this future. Then the results of the work were presented.
3.	<i>Future Global Citizen.</i> We did a short introduction to the concept of "competence" (most of the participants have been already familiar with it) understood as knowledge, skills and attitudes. We asked the participants to draw a perfect global citizen, writing down all the characteristics (head – knowledge, hands – skills and heart – attitudes). Then the results were presented.
4.	<i>Role of youth work in solving global issues.</i> At the end of the workshop we organized an open debate on the role of youth work in global citizenship education. We discussed current trends in educational systems and youth work, our opinion on topics most needed to address by the global citizenship activities and challenges we see dealing with the topic. At the end a lot of time was spent for discussion on how we introduce the topic – idealistic vs. pragmatic perspective.

### *Event for young people*

Considering that we frequently face a challenge in getting young people to participate in educational activities (especially when those activities relate to topics that are not appealing to them) we have decided to change the structure of the activity and organize a “Global Citizenship Halloween event”. The event was open for any young person who could join any hour they wanted to.

We chose an interactive game with the Halloween scenario as a form of the event. All participants had to go through 5 quests, and, of course, the scary elements were provided. The stations and quests were as follows:

- *Global problems* – participants had printouts with the picture of a globe which was in a bad condition. They had to mention different global problems that are affecting all of us and underline those that they would like to solve.
- *What do I do to fight global problems* – the station was placed in the bathroom with a question on the mirror, so participants could look at each other and reflect what they were doing to fight the global problems.
- *What happens in the world* – in this station participants had the possibility to watch a video presenting the newly approved Sustainable Development Goals. After watching it the participants had to share with their colleagues what they thought about it.
- *What can we do to fight global challenges* – the participants had to travel to “hell”. We created a space that looked like a dessert with its sounds, and there were papers with the names of the global problems spread around. This was a metaphor to motivate participants to do something, and their task was to write down concrete actions that they could do in order to overcome global challenges.
- *Future Global Citizens* – the last station was organized with the Dixit cards that were supposed to inspire the participants to find among them the ones representing the characteristics of the future Global Citizen.

### *Interviews*

In order to have a bigger picture of the future global citizen according to people from Lorca, we have conducted interviews with 19 people (some of them were interviewed individually and some of them in groups of 2-3 people). Most of the interviews were done with young people in bars, on the streets and in the villages of Lorca municipality. This way, we ensured that we have more accurate and relevant information and we do not only count on people who were already participating in the activities of Cazalla Intercultural before.

Among the interviewed people we contacted the councilor of youth in Lorca responsible for the youth policy and youth activities in the municipality.

### **The picture of the Future Global Citizen in the eyes of youth workers and decision maker**

In the research within the group of youth workers we have identified 4 main groups of characteristics of the future global citizens.

#### *Personal characteristics*

In our research we discovered that one of the important elements, that needs to be worked with the young people, is the personal development. Few elements of the personal development need to be underlined:

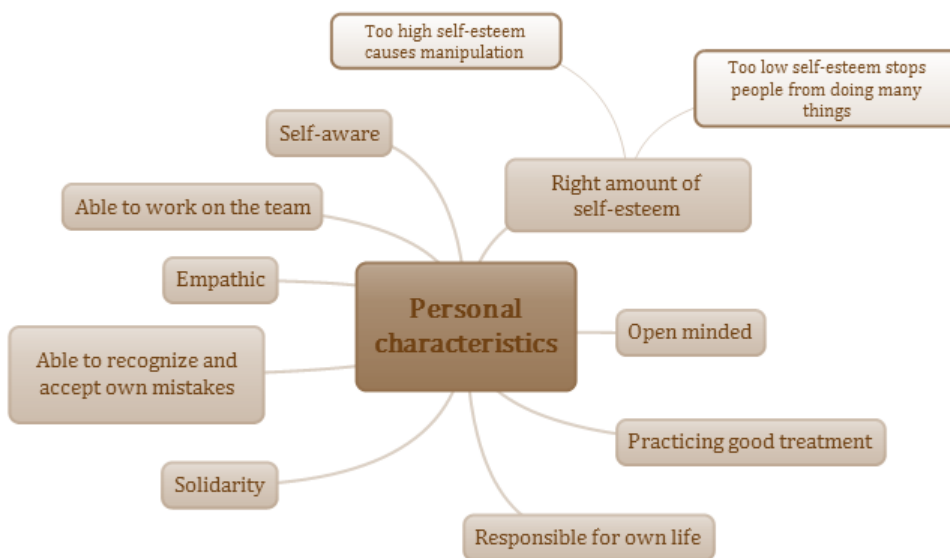
- *Self-esteem* – it should not be neither too high nor too low. There is an important risk of a too high self-esteem: a person might start being manipulative and keep influencing others in the surrounding too much. At the same time low self-esteem causes lack of self acceptance, difficulties in socializing and



lack of empowerment to be able to take actions.

- *Self-awareness* - the global citizen should take into consideration his/her possibilities in the moment of acting. It is obvious that, for example, a teacher, a waiter and a politician don't have similar possibilities and capabilities to act for the society, so each person should act in the framework of what s/he can do. And here any small action supporting the change matters.
- *Good treatment* – the competence of focusing on how we treat people in our everyday life by taking small actions to make others and ourselves feel good. In the research with young people it was mentioned several times that they don't believe in change since the mistreatment we are facing on a daily basis causes more mistreatment, lack of trust, etc. Therefore, good treatment is such an important element, so that human relations can be embraced and promoted.
- *Empathy and the ability to recognize the needs of others* – this is very much connected with what has been said by young people with the characteristic of collectiveness, with the additional need to understand that we are not the same and that there are different needs. First of all ,we need to recognize them and then we can start taking action.
- *Basic social competences* – ability to listen, ability to take responsibility for own actions and ability to admit our own mistakes as well as working in the teams.

Picture 1. Personal characteristics of a global citizen



### *Global Thinking competence*

Global thinking is mainly characterized by critical thinking competence and the ability to see connection between global and local. What was mentioned many times is the slogan “think globally and act locally”, with the clear indication that young people need to realize the consequences of all the actions made by them not only in their personal life, but also on a global level. For this there is definitely quite a lot of knowledge missing and the ability to process the information that we are receiving.

It was also mentioned by the local authorities that *“there is a need to have collective responsibility, young people need to understand the implications of the individualistic approach in our societies”*.

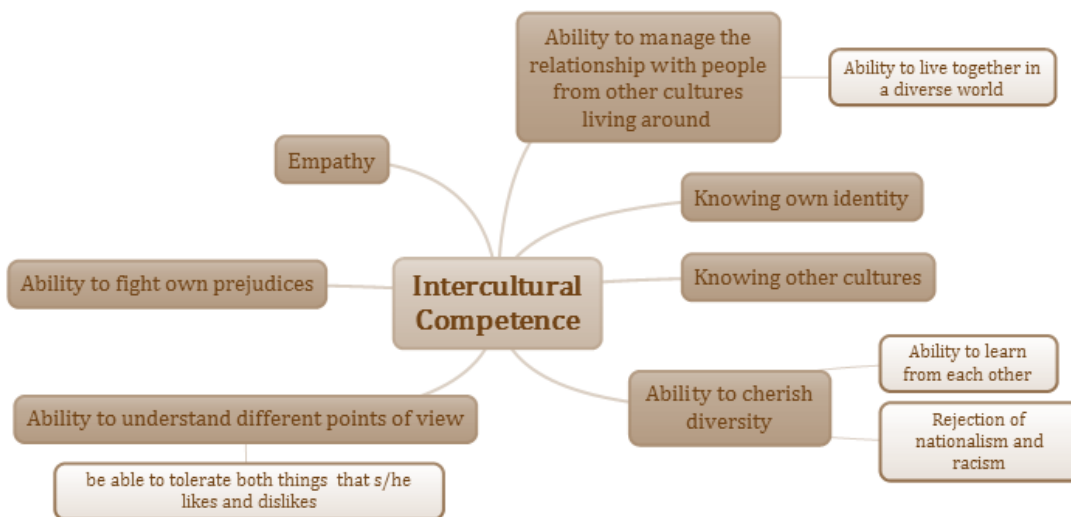
Picture 2. The structure of "Global Thinking" competence



### Intercultural competence

The intercultural competence has been already described many times. All people who participated in the research expressed very clearly that it is one of the main competences that needs to be worked on. What needs to be underlined is the approach to the intercultural learning that we have, as well as the need first of all to work on the complexity of the identities of young people we are working with, to enable them to understand the interculturality from a non-ethnocentric approach.

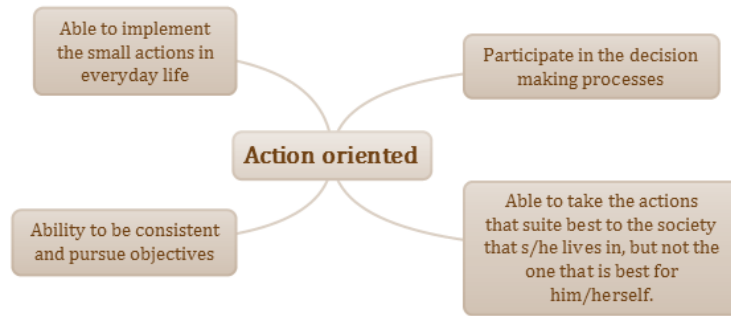
Picture 3. The structure of intercultural competence



### Action oriented

Youth workers were clear that ACTION is the integral part of the global citizenship. It is important though to mention that actions should be realistic. We cannot expect from every single person to wake up every morning with the motivation to save the world. When we talk about the actions, we talk mainly about small things that we can change in ourselves and local communities, starting from taking the responsibility for own actions through getting informed and raising awareness among others (for example by being an example to other people).

Picture 4. The structure of the “Action oriented” competence



### The Picture of the Future Global Citizen in the Eyes of Young People

After collecting all the data we have clustered it into bigger categories representing 5 main values and characteristics how young people in Lorca imagine the future global citizen. Each characteristic is presented with the graphics that include some of the quotes of young people and additional comments of the researcher needed for interpretation of the statements to understand better the local reality in Lorca.

- *Collectiveness* – this characteristic could be named as well as “togetherness” and mainly refers to putting collective needs in front of the individual ones. What we can observe in the society, and it was confirmed by the young people during the research, is a strong individualistic tendency, and the young people quite often are not able to think about anything else than their own needs. This is connected with the general condition of the young people, big frustration connected with lack of jobs and other possibilities, lack of money, etc. Those frustrations were coming out often during the research, and the young people were mentioning that they have their own problems and they don’t want to care about anything else. As the consequence of this tendency we can observe lack of collectiveness influencing many aspects of the lives of young people – lack of belonging, worsening of the social relations, and in the end having influence as well on personal wellbeing.

Picture 5. The structure of the “Collectivness” competence



- *Thinking globally, acting locally* – many of the young people who were participating in the research were referring to the concept of a “global citizen” as a person who cares of the things that are happening around him/her. Many examples were given on the small actions that we can do in our everyday life, i.e., collaborating with NGOs, raising awareness among people, supporting the reduction of climate change, helping other people and in this way eliminating mistreatment, and surprisingly, not throwing garbage on the floor repeated by many young people. This can be a point of reflection that maybe young people repeat the standard phrases, since they actually lack of knowledge on how small local actions can influence their lives and the lives of others. On the other hand, maybe they

didn't have the possibility to deeply reflect on those topics.

Another important aspect is the interconnectedness between what is happening locally and globally. There is a rather clear understanding in the area of environment and climate change, how our local actions can have global consequences, although this topic needs further development so that young people can make connections with other aspects of the global citizenship. Moreover, the topics of corruption, contamination, hunger, war, and inequality should be taken into consideration, since they were mentioned by young people as ones affecting their lives.

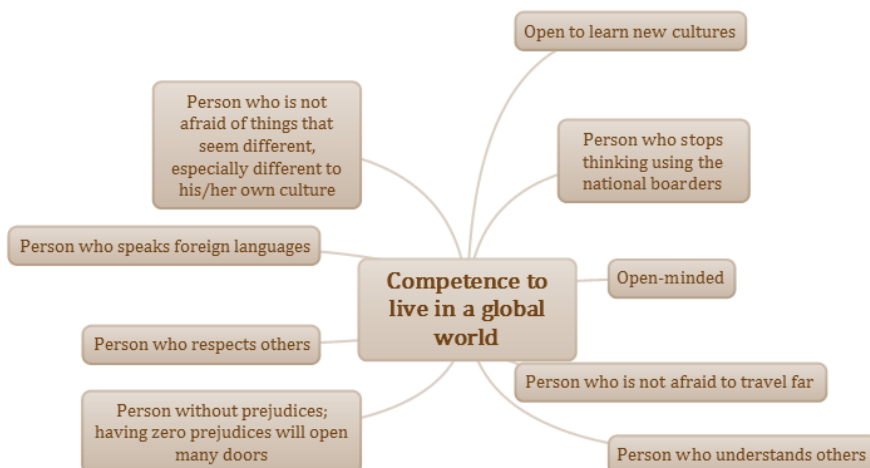
Picture 6. The structure of "Thinking globally, acting locally" competence



- *Competences to live in the global world* – after the research we have realized that many young people have limitations to feel they are global citizens, because they lack of opportunities and basic competences, like a speaking foreign language. Most of the young people with whom we worked have never traveled abroad, and they felt quite disconnected on what is happening on the global level. We have interviewed as well 3 people who already did their EVS. They strongly stated that it should be a responsibility of the government to offer young people a possibility to travel and to have the learning mobility experience. These type of activities can support the development of the attitude of thinking globally, or at least thinking further than their local community.

In the eyes of young people, it is very important to develop the intercultural competence, eliminate prejudices, be open to other cultures and cherish diversity.

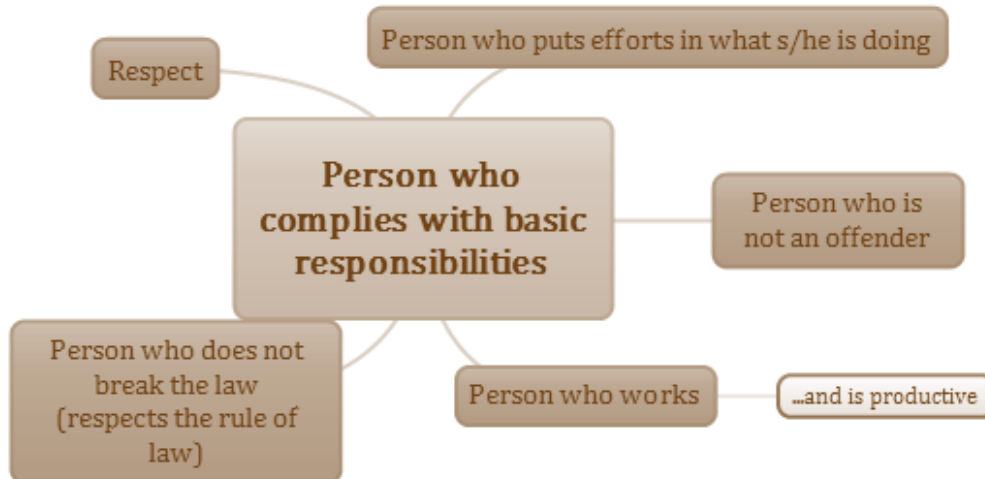
Picture 7. The meaning of the "Competence to live in a global world"



- *Person who complies with the basic responsibilities* – this characteristic is closely connected with the basic civic competence, which young people need to develop as the pre-condition to become a global citizen. This is logical, since you need to work on the idea of the citizenship and the civil responsibilities in general in order to be able to apply this concept on a global level.

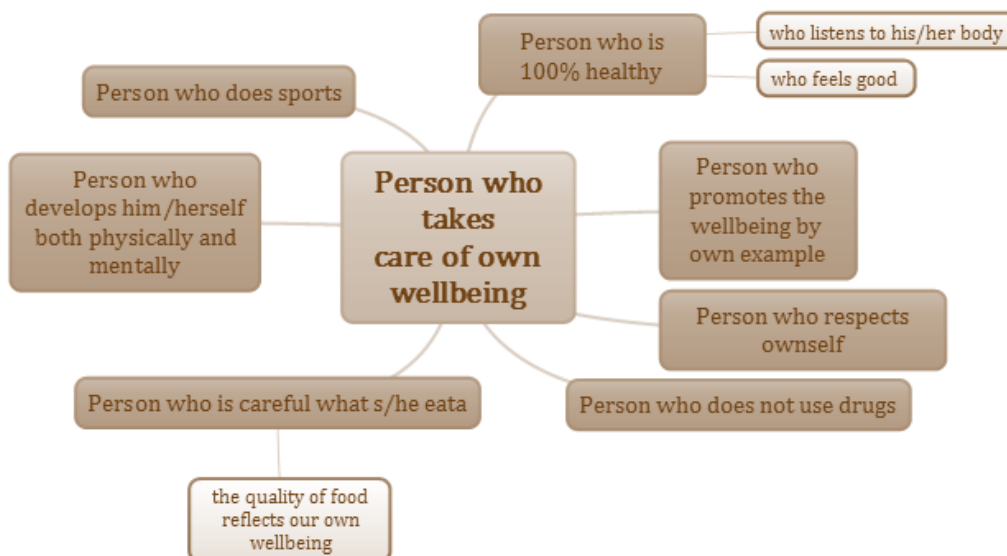
The responsibility of young people to work and be productive came up a significant number of times during the research, therefore it needs to be reflected on.

Picture 8. The meaning of the competence “Person who complies with the basic responsibilities”



- *Personal wellbeing* – over 50% of the young people we have interviewed stated health as one of the most important aspects of global citizenship. This aspect was as well discussed during the workshop. It was very clear to all young people that first they need to be healthy in order to be able to act as global citizens. When we say “health”, we understand it as both physical, mental health and overall wellbeing. Young people mentioned different aspects of it including the need of personal development.

Picture 9. The meaning of the competence “Personal wellbeing”



## Conclusions

Looking at the picture of the global citizen that has been drawn by the young people of Lorca we can conclude that this person needs to be *respectful* and take care of *personal wellbeing*. The term “respect” has been included in all the categories of characteristics that we have developed and we can call it the transversal value for the global citizen. Personal wellbeing on the other hand we understand as the precondition for global citizenship and is highly desirable by young people.

## Research and the model of Six Steps towards global citizenship

The research didn't make a clear link with the six steps model towards global citizenship, because the people who have been involved in workshops, as well as interviewed had a very limited knowledge about the model and global issues in general. While implementing the research all the comments we received were focused on the first 3 steps of the model, that actually make sense and justify that the model might work.

## Recommendations of what needs to be worked during the project

The research brought a lot of insights on how young people and youth workers perceive global issues and global citizenship. Based on what was said the following recommendations can be drawn:

1. *There is a need to work on the personal grow of young people* – it was expressed in many different ways both by young people and youth workers, with the main point that we should work on the attitudes of young people and especially on their feeling of responsibility on various levels. There is a tendency of “externalizing the blame” for everything that is happening in the surrounding of young people, as well as in their own lives, and the statements like “*I will not do anything, it is not my job or if anybody in my city does something why should I*” were very often mentioned, that perfectly describes the problem.
2. *Interconnectedness of what we do locally on global level* – there is lack of knowledge about global interconnectedness. Although there is an interest in environment and climate change, a wider picture with the non-environmental elements is missing. If we draw clear links between local and global realities, we can motivate young people much more to get active.
3. *We should work with the topic having a realistic approach* – it looks like that “saving the world” is not what young people want to do, since the objective is too big and many questioned if it was realistic, or that individuals don't have enough power to contribute. Young people don't want to be brainwashed, they need a concrete and realistic approach, mainly focusing on what is happening in the local level.
4. *There are two main topics that young people are interested in: environment and personal development.* If we talk about the environment, it looks like that young people have a lot of knowledge on this topic and are interested in activities that deal with it, so it can be a good starting point to engage them. Regarding the personal development it was mentioned by most of the young people that first they need to invest in personal well being. It is highly recognized especially by young people that if this aspect is not covered, then the level of engagement of young people in any social issues is almost not existing. Moreover, youth workers and decision makers mentioned a lot about the team work that needs to be supported by any programme directed for youth.

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The images used from the gallery:
  - Lou Anderson, *Warning signals helped people to flee to higher ground when an 8.3 magnitude earthquake caused a tsunami along the Samoan coast,*
  - Dirk Guinan, *Slum housing is built along the polluted river, while modern housing is further away in Mumbai, India.*
  - Jim Holmes, *Jangali Ram draws water from a tubewell before carrying it back to her home, Bastipur, Nepal*
  - UNICEF, *New teaching methods and smaller classes, like this one in Pakistan, help children learn.*
  - Kate Holt, *A sister and brother sit on a plastic container outside their family's makeshift shelter at Ifo Refugee Camp in Dadaab, Kenya.*



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