



# LOCAL TO GLOBAL

A workshop on Global Citizenship Education  
and the Sustainable Development Goals



Co-funded by  
the European Union

## **YEU CYPRUS**

YEU Cyprus stands for Youth for Exchange and Understanding Cyprus and it is a non-political, non-governmental organization (NGO) based in Nicosia, Cyprus. It was established in 1995 with the aim to advocate for young people raising their voice in society. To do so YEU Cyprus promotes the fostering of close cooperation and better understanding among young people of the world through the exchange of information, experiences, and ideas. YEU Cyprus strives to encourage young people to become active members of our society on a local, national, and European level. It is one of the biggest youth organizations in Cyprus numbering more than 500 members and considered to be one of the most active organizations of the island realizing several activities both on international and local level, mainly based on non-formal education. YEU Cyprus is a full member of the Cyprus Youth Council and is represented in the CYC Board. It is also affiliated with the YEU International platform which is under the European Youth Forum umbrella. The mission of YEU Cyprus is to establish mutual understanding, acceptance and support among countries, communities and people on cultural, educational and social issues. It focuses on improving the relationships among youngsters coming from countries with different political systems, religious beliefs and traditions, thus fostering tolerance and mutual respect. Its vision is to empower and engage young people to create the change they want to see in our societies and this world. In the past three years YEU Cyprus has focused on projects that deal with active citizenship, remembrance, volunteerism, intercultural education, cultural heritage, human rights education, mental health education, sustainability and peace building through the use of non-formal methods and then implementation of a variety of local and international projects.

## **LOCAL TO GLOBAL**

Local to Global is a project co-funded by the **Bridge47** project. Bridge 47 is part of the DEAR programme which empowers European Union citizens and young people to take action on some of the biggest issues facing Europe and the world today. The Bridge47 Network aims to bring organizations and people together to make the target 4.7 a reality through working and learning from each other. Four years after the Sustainable Development Goals (SDGs) were adopted by the United Nations, knowledge about them is still quite low.

In 2020, YEU Cyprus organized seven local workshops based on non-formal education, addressing young people with different social and ethnic backgrounds. The aim of these workshops was to raise awareness regarding Global Citizenship Education and its relevance to the Sustainable Development Goals, and how through this correlation active participation of all young people can be achieved. These workshops were structured on non-formal education and experiential learning and took place in different regions across Cyprus to reach people geographically disadvantaged, and distinct groups of young people with various backgrounds. To ensure a long-term impact of the project, at the end of the workshops a questionnaire was shared amongst the participants. In this way we had the chance to reflect upon their learning, how and if their general global outlook has changed, and through which means we can ensure the perpetuity of learning. This survey will and can deliver a follow up project based on its results. Finally, one of the outcomes of the project was the creation of a manual which entails the methodology of the workshops and the survey, to promote the implementation also in other countries.

Workshops had a duration of approximately three hours, designed for 10 to 15 people aged 16-35. In the following pages is a step by step explanation of what these workshops entailed. The design of the workshops was created in a way that can be easily adapted to different realities and conditions.

### **COVID-19 reality**

Amidst the pandemic, YEU Cyprus had to adapt and slightly change the implementation of the project Local to Global. Workshops were still implemented in collaboration with organizations throughout Cyprus, but in an online version. In retrospect, as a youth organization we believe that this enhanced our project, made it more innovative and as youth workers enabled us to reach a target group that most likely we would have not reached otherwise. In this manual we have included not only the initial structure of our workshops, but also the online version.

If you have any question or if you need any specifications, you can contact directly YEU Cyprus at [info@yeucyprus.org](mailto:info@yeucyprus.org) or visit our website at [www.yeucyprus.org](http://www.yeucyprus.org).

## Activity 1

# WELCOME, INTRO TO THE WORKSHOP, RULE SETTING, GLOBAL BINGO

**Duration:** 35 minutes

**Objective:** To set and create a safe space for participants to take active part in the following sessions

**List of Materials:** Small ball, flip-chart stand, flip-chart paper, markers, Bingo handouts, pens

### Activity Detailed Description:

**5 mins** - Short welcome of participants and intro to the flow of today's workshop (we do not reveal specific details, just a general outline that interactive activities will follow in order to explore the workshop's topics).

**5 mins** - Round of names

**10 mins** - Rule setting/community agreement to make the participants feel engaged and safe (on a flip-chart, we can start with certain suggestions and keep noting down what participants suggest and others agree with) - stretch the notion of safe space to share, learn and create freely, respect others' opinions, one-mike, etc).

**15 mins** - GLOBAL Bingo! - see Appendix 1

Tell pax that on the count to three they have to go around the room and find people who can answer YES to the sentences (and elaborate) on the Bingo table. When they receive an answer they should write it down with the name of the person next to it. They can write each name only ONCE (in case of a very small group, adapt accordingly). Invite them to try to talk to as many people as possible. The first person to complete the whole card, shouts BINGO! and we stop and check if the card is correct.

**Online Version:** Instead of implementing the last part of Activity 1, the Global Bingo was sent to the participants via email, one to two hours before the workshop, to self reflect and as an introduction to the workshop.



## Activity 2

# DNA OF A GLOBAL CITIZEN!

**Duration:** 25 minutes

**Objectives:**

- Explore participants' associations with the notion of Global Citizenship
- Share these associated ideas and discuss the possible experiences, understandings and values behind them
- Map the complexity and the multiple perspectives of Global Citizenship

**List of Materials:** 1/2 A4 paper per participant, stopwatch, rolled definition

**Activity Detailed Description:**

1. Give each participant 1/2 A4 paper with the empty diagram as you can find in Appendix 2
2. When everyone has the empty diagram, ask the participants to very quickly fill it in , writing down, within one minute, the first associated words that come to mind. (When filling it in, remind them of the time limit and insist that they should not think too much but simply write down whatever comes into their minds).
3. Share the completed diagrams: ask participants to stick them on a big wall or floor. Participants should walk around and look at the other diagrams. Alternatively you can quickly read out loud all the diagrams' associated words.
4. Debriefing and evaluation:  
Identify relevant findings (common associations or contrasting ones) or controversies coming from the group.
  - What do they think about those associations?
  - Where do they come from?
  - Do they mean anything in terms of ideas, values, previous experiences?
  - Did they discover any new ideas in relation to Global Citizenship from the sharing of these associations?



[The purpose of the sharing task is not to have deep discussions or to promote agreements. The most important part is simply to map all the associations and to identify some key issues related to Global Citizenship.]

**5.** We sit back in the circle and all together we unfold and read the definition of “Global Citizen”.

*'Global citizen: a person who has a global perspective and mindset, understands the global implication of their actions, takes the responsibility attached to them, and is constantly making changes in their life in order to accommodate their impact on the world in a positive way. A global citizen could be anybody, regardless the age, status, profession'*

Found within Global Education Manual by A.R.T. Fusion Association Romania

### **Tips for trainer:**

This exercise is called DNA because it aims to make explicit the “personal-genetic” or unconscious associations within the notion of Global Citizenship. It is important to keep the time pressure for participants to fill in the diagrams so that it does not become a purely rational or conceptual exercise. The outcome of this exercise is usually a big brainstorm. It is important to acknowledge and value the diversity of words and answers. Without over-interpreting what was written in a minute, the group sharing and discussions should serve to map some understandings, controversies and key issues. Remember, the most important aspect of this activity is the mapping and not facilitating deep discussion or consensus. In the debriefing, it may be helpful to explore whether participants developed their own awareness of their perceptions of Global Citizenship, and how the diversity of associations influenced their ideas.

**Online Version:** Parts 1, 2 and 3 of Activity 2 were implemented through the use of the online tool Mentimeter.com and specifically the option Word Cloud. Each participant was asked to write the first three associated words that come to mind when hearing the phrase “Global Citizen”. Then the facilitator shared his/her screen to the participants, so participants could see on a slide the words that everyone had written. Part 5 was implemented by sharing the definition of Global Citizen on the second slide of the presentation.



## Activity 3

# WHAT ARE SDGS! – KAHOOT

**Duration:** 45 minutes

**Objectives:**

- Create awareness and enhance the knowledge of participants on the SDGs
- Discover facts on world performance for various SDGs
- Focus on SDGs 4, 8, 10, 11, 17
- Gain knowledge on where the country stands regarding the SDGs

**List of Materials:** computer, mobile phones, projector, screen, internet

**Activity Detailed Description:**

**1.** Use very brief verbal questions about if they know what SDGs are, if they've heard of the term before, what do they think are the links between GCDE and SDGs

**2.** Make teams of three to four participants

**3.** Play the KAHOOT Quiz! - with discussions/info added between each question (Appendix 3):

Name: Let's see what you know about SDGs!

Organisation/username: YEU Cyprus / yeuisyou

The link contains the initial quiz created and used for the LOCAL TO GLOBAL workshops addressing the Cypriot reality. If you wish to adapt the questions according to the reality in your own country, you can do so, by duplicating the quiz in your own KAHOOT account and then editing it. If you are satisfied with the one in the link, you can use it directly from our account. There is a shorter version too.

Note: In the case that there is no internet, use a power point to transfer the questions and during the quiz, each team will answer the questions manually (eg. on a piece of paper).

**Online Version:** Remained as is.



## Activity 4

# LIVING STATUTES!

**Duration:** 10 minutes

**Objectives:**

- Get energised
- Use other elements to approach SDGs and GCED (ie movement, embodiment)

**List of Materials:** Write the SDG 4, 8, 10, 11, 17 on small pieces of paper

**Activity Detailed Description:**

1. Divide the group in teams of three

2. Each group picks a folded piece of paper with an SDG (or another term like citizenship, participation, etc. written on it) and then gets a few minutes for preparation.

3. One-by-one teams go on stage and embody / depict what is written on their paper. The audience has to guess.

*\*\* If the group is very small and there is time, have a second round.*

**Online Version:** This was not implemented





## Activity 5

# RAINBOW OF OPINION

**Duration:** 30 minutes

**Objectives:**

- For participants to reflect on their own lives and connect them to facts all over the world
- Discover SDG 4 on Quality Education in more detail
- Physically visualise where they and their peers stand in relation to certain statements/facts/opinions

**List of Materials:** 3 A4 pieces of paper with Agree, Disagree, Not Sure, masking tape

**Activity Detailed Description:**

1. Certain statements are read to participants and they are asked to position themselves along the rainbow (depending on if the statement is true or false or partially true/false for them).

Statements could include:

- I go to school/university every day, except holidays and when I am ill
- Many of my friends are from school/university
- My school/university doesn't have running water
- I know at least one person of my age that doesn't go to school/university

2. A second round of statements follows. After participants position themselves, the facilitator asks questions about the statement, trying to bring in more explanations and/or arguments from all 3 types of opinions. The facilitator then summarizes the short discussion and reveals the truth about the statement's fact. After argumentation, participants are allowed to change their position. Statements could include:

- All kids that are enrolled in primary schools, attend their classes. Fact: Enrollment in primary education in developing countries has reached 91% but 57 million children remain out of school



- The main reason most children do not go to school is poverty. Fact: It is actually half true. An estimated 50% of out-of-school children of primary school age live in conflict- affected areas where many are recruited into armed forces and become child soldiers
- Public schools/education is free everywhere! Fact: In most developing countries, public school is not free. The costs of books, uniforms, and teachers' salaries are paid for by students' families

### 3. Debriefing and evaluation:

- How did you feel at the beginning of the activity and how do you feel now?
- What statement did you most like or what was the most interesting to you?
- Have you learnt something new from all the statements and the discussion? What may that be?
- How would you feel if you were in a situation like those reported by the last statements, or if somebody from your family or friends were?
- To which SDG goal do you think this exercise relates to? (discuss about SDG 4 on Quality Education and enhance the discussion by mentioning SDG 4.7, which calls countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"). Education and the development of knowledge and skills is key for sustainable development. Erasmus+ is therefore an important catalyst for achieving all SDGs and in particular SDG 4 aiming to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and leaving 'no one behind', contributing to the EU commitment to the 2030 Agenda for Sustainable Development.

**Online Version:** Through the use of Bitpaper.com the facilitator created a paper and shared the link with the group. In each paper there was the statement and a line (Agree/Disagree/Not sure) and participants had to place their names on that scale.



## Activity 6

# MYSELF, MY COMMUNITY, MY WORLD

**Duration:** 30 minutes

**Objectives:**

- Encourage young people to think about the issues in their life and in the world.
- Cultivate the attitude that it is important to work together to find solutions.
- Discover SDG 17 on "The Global Goals & Partnership" in more detail.

**List of Materials:** Three flipcharts titled "Myself", "My Community", "My World", each with three circles (one inside the other)

### Activity Detailed Description:

There will be three flipcharts, each titled "Myself", "My Community", "My World". On each sheet of paper there will be a large circle drawn, with a medium and small circle within it (see Appendix 4). These sheets can be placed on the wall, a table, on the floor or spread out in the room.

1. The participants are asked to think of an issue or a problem that they see for each of the three sheets of paper; in their life, in their Community, in their World. They should write each on a post it and place it on the inner circle of each sheet.
2. The participants are then asked to write down what it would look like if that issue or problem did not exist - ideal situation. This should be written down on another post it and placed in the outer circle facing their inner circle sheet.
3. It is now time for all pax to move around and see what everyone has written. While this is happening, they can add any solutions/ interventions or advice they see as helpful for moving from an issue on the inner circle to the ideal situation on the outer circle. These can be written down and placed in the middle circle between the two existing post-its.

4. All participants can now read out loud what they have written, including the solutions others have suggested.

#### 5. Debriefing and Evaluation

- How was it? How did you feel?
- Was it easy to think of problems for the three categories?
- Did you find it easier to express your opinion on certain categories than others?
- How did it feel finding solutions for the problems?
- Which SDGs did you see coming up in the problems/issues that you raised?
- Was it difficult to come up with solutions to very serious problems?
- Do you think some of the suggested solutions/interventions are realistic?
- Could YOU be part of them? If yes, would you want to?

**Online Version:** Through the use of Bitpaper.com the facilitator created three papers and shared the three links with the group. On each paper there is one of the titles "Myself", "My Community", "My World" and three cycles, one inside the other one. Participants are invited to use text boxes to write their thoughts.



## Activity 7

# POP-CORN CLOSING

**Duration:** 5-10 minutes

**Objectives:**

- Briefly verbally evaluate the workshop
- Prepare participants for reflection
- Prepare them for the next step (if there is one) the individual evaluation

**List of Materials:** none needed

**Activity Detailed Description:**

Participants stand in a circle with shoulders touching each other and imagine that they are popcorn's. Whoever wants to share something (a special moment they had during today's workshop and/or a takeaway), says "Pop", jumps in the circle and shares!

NOTE: one person/facilitator can take notes of anything interesting and/or useful that is said which can be used for the improvement of your activities.

**Online Version:** Participants can share their final thoughts if they want without the use of an activity.



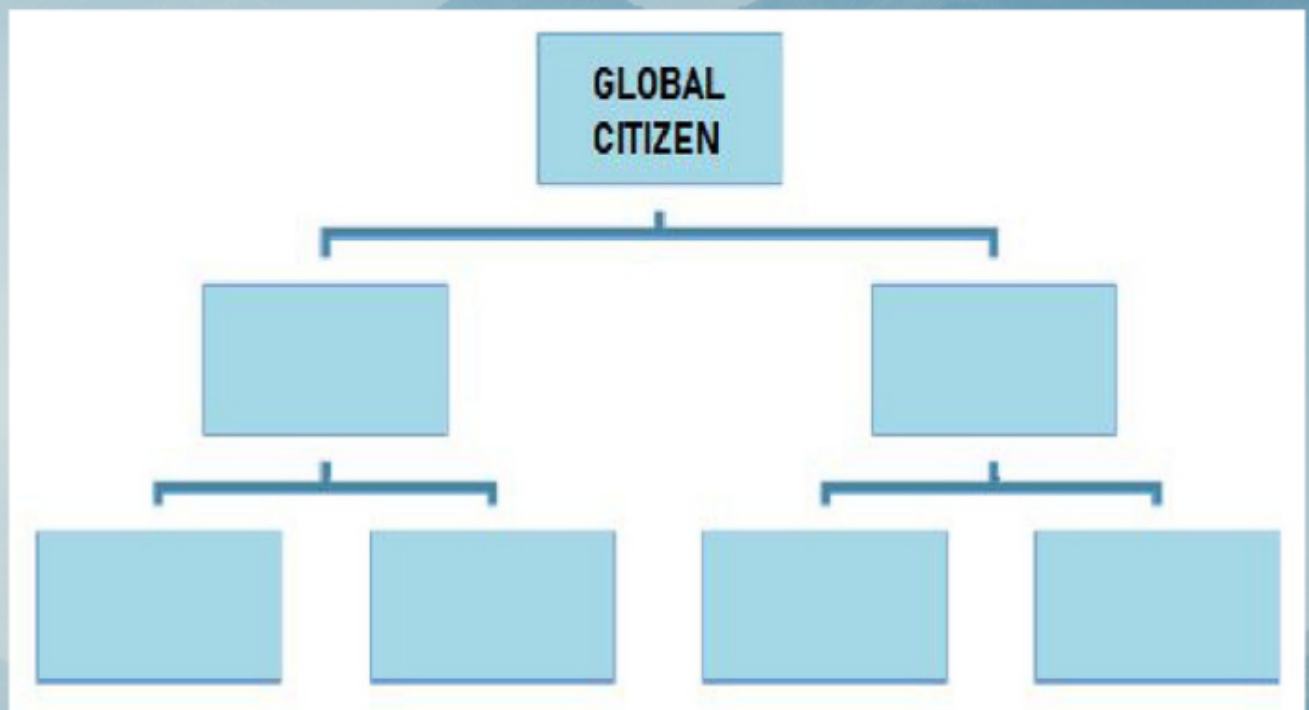
# Appendices

## APPENDIX 1

### Global Bingo!

According to my understanding, I have done Global Education before (give some example)	I prefer to eat local products, made in the country/region where I am situated.	When explaining about this workshop to my family/friends, I was telling them that..
I participated in a protest / street campaign (details..)	I can make different objects out of tetra-pack (what kind of objects?).	I usually get updated about the news and situations in other continents! (why? how?)
I boycott certain companies (which ones and why?)	The global issue that concerns me the most is... because...	I am quite pessimistic about the future of our planet (what is the reason?)

## APPENDIX 2



# Appendices

## APPENDIX 3

**Q1:** Sustainable Development Goals

**Q2:** SD is development that meets the needs of the present... without compromising the ability of future generations to meet their needs

**Q3:** GCED aims to .. all correct [Add: GCED is based on the three domains of learning - cognitive, socio-emotional and behavioral.

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop effectively, psycho-socially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioral: conduct, performance, practical application and engagement.]

**Q4:** True [Add (not necessarily everything): This is indeed the main link between GCDE and SDGs. In more detail, SDG 4, calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. “Global Citizenship Education is a Key Enabler of SDGs”. - GCED contributes to the realisation of the values and vision of the United Nations, and the SDGs, in particular, by fostering respect for human dignity, strong and peaceful relationships with diverse people, support for people in need, and environmental responsibility. Progress toward achieving the Goals depends on the actions of global citizens who are motivated to uphold the values and vision of the UN at the local, national and international levels.

**Q5:** 17 [Add: and they have 169 targets. They balance the economic, social and ecological dimensions of sustainable development, and place the fight against poverty and SD on the same agenda for the first time]

**Q6:** United Nations [Add: with leaders from 193 countries]

**Q7:** 2016 [Add: they were developed in 2015]

**Q8:** 2030 [Add: Just like the millennium development goals that came before them, the sustainable development goals will last for 15 years]

**Q9:** All countries, both rich and poor. [Add: While the millennium development goals (2000–2015) were largely focused on lower-income countries, the sustainable development goals apply to all countries]

**Q10:** Decent work 7 Economic Growth [Add: SDG8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all] - a goal that especially concerns us as youth..

**Q11:** How many youth worldwide lack basic literacy skills? Ans: 103million [Add: 60% of them are women!!]

**Q12:** 11% (2019)[Add: This relates to SDG 7 - Affordable & Clean Energy. In 2019, The global population without electricity has dropped to 840 million from 1.2 billion in 2010]

**Q13:** around 795 million, 1/9 [Add: In other words, some 795 million people in the world do not have enough food to lead a healthy active life. Some facts you could add: The vast majority live in developing countries. At the same time, 1/3 of food is wasted. Asia is the continent with the most hungry people - two thirds of the total. Poor nutrition causes nearly half (45%) of deaths in children under five - 3.1 million children each year. One out of six children in developing countries is underweight. If women farmers had the same access to resources as men, the number of hungry in the world could be reduced by up to 150 million.]

**Q14:** [Add: The \$1.90 threshold is a measure of extreme income poverty that allows comparisons to be made across countries when it is converted using purchasing power parity. kids in risk of poverty . Additionally, according to the Eurostat in 2018 23.4% of kids in EU are in risk of poverty or social exclusion and 22.1% of adults. that means that they fall into those categories: they are at risk of poverty after paying social benefits, are in a serious deprivation of material possessions, or live in low-income households. ]

**Q15:** Peace, Justice & Strong institutions

**Q16:** 40%

**Q17:** 54.99%[Add: Moreover, the 2019 Europe Sustainable Development Report revealed that Cyprus has the worst performance in EU countries (28) and/ or Cyprus is lagging in achieving sustainable development goals, ranked together with Bulgaria and Romania last among EU Member States according to a newly released report - source: <https://www.sdgindex.org/>]

**Q18:** Nicosia's 53.7% [Add: Nicosia is 43/45 cities on the index]

**Q19:** No poverty [Add: the only one we have actually green status on; Red: 12 responsible consumption and production, 13 Climate Action, 14 Life Below Water, 17 Partnerships for the Goals]

**Q20:** Non-formal learning [can add very few words on the differences if there is time or ask whoever is interested to approach you for resources/our site/events/etc.]



*Appendices*

APPENDIX 4

