

**BOOSTING GLOBAL CITIZENSHIP EDUCATION
USING DIGITAL STORYTELLING**



**TRAINING NEEDS ANALYSIS
REPORT**

AN UPDATED EUROPEAN OVERVIEW ON GCE

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Abstract	<p>The purpose of BRIGHTS project is to promote Global Citizenship Education (GCE) in formal and non-formal Educational contexts in Europe, with the help of digital storytelling (DS) techniques. The project will adapt, disseminate and upscale two existing best practices, which fall into the scope of the Paris Declaration: (a) the RIGHTS "Promoting Global Citizenship Education through Digital Storytelling" course and (b) the UNITE-IT "Uniting Europe through digital empowerment" online platform.</p> <p>Starting from the considerations included in the outlines of the two Best Practices to be transferred with the BRIGHTS project, this report summarizes the results of the desk and field research conducted during the first five months of the project and it stresses out the main pedagogical and content elements to be taken into consideration for the design of a blended course Digital Story Telling for Global Citizenship Education.</p>
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Abstract

The purpose of BRIGHTS project is to promote Global Citizenship Education (GCE) in formal and non-formal Educational contexts in Europe, with the help of digital storytelling (DS) techniques. The project will adapt, disseminate and upscale two existing best practices, which fall into the scope of the Paris Declaration: (a) the RIGHTS “Promoting Global Citizenship Education through Digital Storytelling” course and (b) the UNITE-IT “Uniting Europe through digital empowerment” online platform. BRIGHTS will be implemented in 4 European Countries (Belgium, Croatia, Greece and Italy) by 7 project partners and will directly address secondary school teachers and trainers (e-facilitators, youth workers, cultural mediators, etc.) working in formal and non-formal educational settings with young people. The project will realize a training curriculum and a blended course. At least 400 teachers and trainers will be trained through a MOOC on how to implement GCE inclusive educational approach using DS. A subset of them (100) will attend face to face workshops and then directly apply the acquired methodology with young people at risk of marginalisation in disadvantaged areas and institutions of the project countries. Around 1500 young people (13-19 years old) will be directly involved in the project and engaged in the production of digital stories on global challenges and subjects including human rights, peace and democratic values, intercultural dialogue, active citizenship, etc. BRIGHTS will generate multiplier effects at local, regional, national and European level in the education and training sector. Sustainability of project results is ensured by the establishment of the first European Community on Global Citizenship Education. This online community will use an improved version of the existing UNITE-IT platform to foster cooperation and synergies among project participants, existing members of the community and new interested actors.

The report on *Training Needs Analysis* for teachers and trainers in the field of Global Citizenship Education (GCE) represents the first project milestone and it provides the necessary framework for the implementation of the following activities. Its main aim is to identify the priority aspects for the adaptation and improvement of the RIGHTS project course Curriculum, and its final piloting, evaluation and upscaling, using an upgraded version of the UNITE-IT platform.



In the first chapter, we present the outline of the two Best Practices selected for the BRIGHTS project (RIGHTS and UNITE-IT), focusing on their strengths and weaknesses both in terms of results already obtained with their implementation and with a specific reflection on their transferability potentials for the BRIGHTS pilots.

Based on the main assumptions highlighted in the outlines, the second chapter includes an overview of the methodological framework for the conduction of the research activities, elaborated by *Associazione Centro Studi Città di Foligno (CSF)*, which included guidelines and templates for the collection of data through semi-structured interviews of experts and teachers/trainers in four partner Countries.

With the third chapter, being the general framework of the BRIGHTS project, we focus on GCE by offering a comprehensive and updated overview of the most relevant activities and networks at local, national and European level, as well as highlighting comparative views on the role of GCE in educating future European citizens.

The fourth chapter of the report goes deeper on the specific framework of BRIGHTS, presenting the results of a SWOT analysis on the exploitation of *digital storytelling* in GCE initiatives for youths and providing relevant information for maximizing the impact and the success of the blended course that will be designed and piloted within the timeframe of the project.

During a relatively short period of time, all the partners involved in the research activities have demonstrated to be actively dedicated for the achievement of high-quality and relevant information, with a particular focus on:

1. getting a better understanding of the main targets' needs for approaching GCE;
2. involving the key stakeholders at an early stage of the project's implementation as a strategic factor for the successful start-up of the Policy Influence Plan;
3. making the target groups and the civil society aware of the project's objectives and activities;
4. providing a solid ground for the development and contextualization of the training contents, as well as for the delivery of the training itself.

Moreover, as a complementary research tool, an open call for contributions has been published on the project's website and widely disseminated through social networks and dedicated platforms for e-participation. In fact, although the research phase of the project terminates with the publication of the final reviewed version of this report, the partnership agrees on maintaining this tool available for the whole duration of the project, aiming at continuously collecting additional resources and inputs, as well as enlarging a GCE community of practice already established with a dedicated working group on the UNITE-IT platform.



TRAINING NEEDS ANALYSIS REPORT



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1. Upscaling RIGHTS and UNITE-IT

During the start-up phase of the project, the University "Guglielmo Marconi" (USGM) and Telecentre-Europe, which has been recently renamed as ALL DIGITAL, produced a detailed outline of the two Best Practices selected for the BRIGHTS project, namely:



The Comenius Multilateral Project **RIGHTS** "pRomotIng Global citizenship education Through digital Storytelling" (ANNEX A), coordinated by USGM from October 2011 to September 2013;



The KA3-ICT Network of the Lifelong Learning Programme **UNITE-IT** "Digital Inclusion Network" (ANNEX B), coordinated by Telecentre-Europe in 2012-2015 and still operating as an online community and informal network of almost 800 users from 85 countries.

One of the main objectives of the BRIGHTS project, in fact, is to disseminate and upscale at local, regional, national and EU level these two best practices by:

- a) widening the educational contexts (to include non-formal and informal learning),
- b) increasing the number of target groups to be directly involved in the project activities (teachers and trainers working with young people; key stakeholders and policy makers) and
- c) implementing project activities in countries and regions that were not involved in the original projects.

Therefore, in order to ensure the quality of the upscaling process, the referent partners of each best practice were asked to reflect on the strengths and weaknesses of their respective initiatives and, using a template provided by CSF, to present them during the Kick-off meeting of the project, which was held in Brussels last January 2017.

1.1. Exploiting the RIGHTS curriculum and course

RIGHTS produced a didactic methodology for Global Citizenship Education based on Digital Storytelling and an e-learning course targeted at secondary school teachers and students. The course was successfully implemented in 7 Countries (Italy, Bulgaria, Spain, Portugal, Turkey, Switzerland and Norway) and allowed both secondary school teachers and students to approach GCE in a creative and interactive way, and at the same time to develop transversal key competences such as digital, social and civic competences and intercultural awareness. The methodology proposed by the project was based on the understanding of the multicultural and multi-linguistic nature of Europe and how national cultural identities interact with the European Identity.

Such a good practice, which has been already tested with 150 teachers and 200 students, represents a perfect background for further investigation in the field of GCE and, based on the outline provided by the coordinating organisation USGM, it has supported the design of the research methodological framework in different ways:



1.2. GCE Community of Practice on Unite-IT

The main result of the project is the UNITE-IT online community and informal Network (www.unite-it.eu) of digital inclusion professionals and practitioners throughout Europe and beyond. Members are professionals working for organisations specialised in digital inclusion, ICT teachers, trainers from telecentres and NGOs, or people simply interested in digital skills and community development – the UNITE-IT community is for all. Although UNITE-IT is mainly a Europe-wide network (77% of total members), it has so far attracted a considerable international community of members.

Besides the more technical aspects and considerations, which will be taken into account by the partner responsible for the establishment of a GCE Online Community, the most relevant issue for the purposes of the research concerns the actual low rate of contributions and interaction between members, especially in those working groups where there is not a leading communicator.

For this reason, aiming at identifying the best conditions and features for a GCE Online Community, which would have the capacity to be operative and to keep growing even after the duration of the BRIGTHS project, both the target groups interviewed during the research activities have been asked to share their opinion on:

- the role of the community in setting up global citizenship values;
- added values in setting up virtual communities focused on GCE;
- their interest to be actively involved in such a community of practice.

In fact, a long-lasting community of practice, especially if based on virtual platforms, should be based on self-governance, a sense of ownership, trustfulness, recognition of contributions, high expectations for value creation, organizational voice, connection to a broader field, interactions with other communities.

All these aspects have been compared with the answers given by the respondents at the semi-structured interviews and finally analysed in the last chapter of this report (Boosting GCE through digital training, learning and networking).



2. The methodological framework

As it was already mentioned, the partnership met for the first time in January 2017 with a Kick-off Meeting in Brussels, where a specific session has been dedicated to the “Best Practices and Training Needs Analysis”, with the aim of presenting the best practice outlines and confirming both the methodological and operational details for the conduction of the research.

During the discussion with the project partners, several important topics were agreed, such as:

- ➔ to design the research tools in a way that these could be flexible enough to be adapted for different target groups, as well as to meet the institutional, geographical and strategic needs of the partners supposed to cooperate in the conduction of the research activities;
- ➔ to clearly identify the topics of GCE that we want to focus on during the research, as well as in the further adaptation of the RIGHTS curriculum and e-course;
- ➔ to investigate on the training needs related to digital skills (also referring to the MOOC and online collaborative tools) and to use examples of digital stories in the research phase as tools;
- ➔ to focus more on the GCE contents when interviewing experts, while stressing more the pedagogical and training aspects with teachers and trainers.

2.1. The field research in the four partner Countries

Following the main guidelines mentioned above, CSF has elaborated a research framework (ANNEX C), which was mostly based on the exploitation of a support track (ANNEX C.3) for the conduction of semi-structured interviews in the four partner Countries: Belgium, Italy, Croatia and Greece.

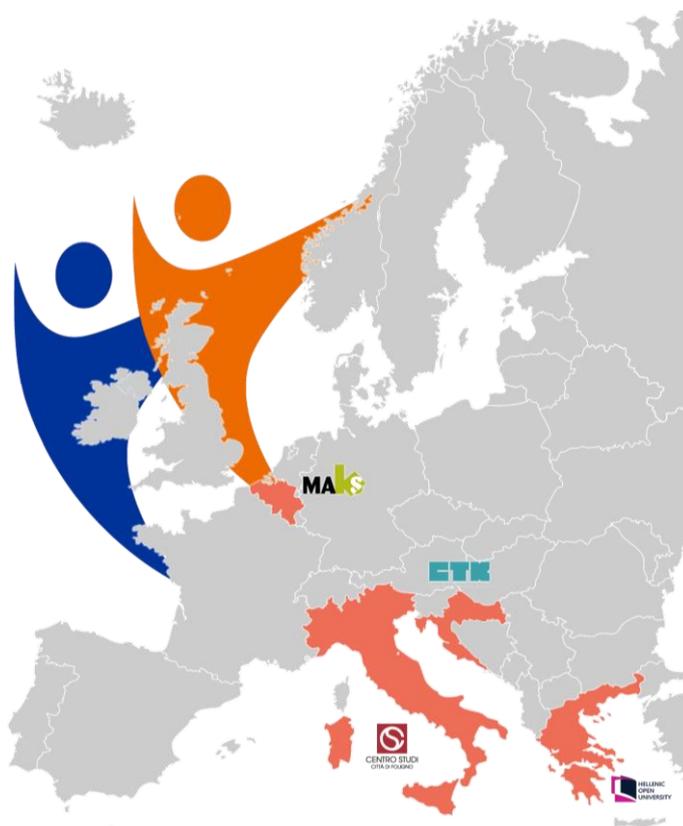
The semi-structured interview has been chosen because it is a flexible survey tool, based on open questions and changeable during interaction (if the interview is conducted in presence), adaptable to

different empirical contexts and to the different personalities of the respondents.

Whether it was through a face-to-face interview, participating in a focus group or completing an online survey, the respondents were asked to express their opinion on the two main topics of BRIGHTS project (GCE and Digital Storytelling) but, differently from a structured interview, they were free to propose additional topics and go deeper in those ones that best fit with their interests, priorities and professional peculiarities.

All potential interviewees received an invitation letter (ANNEX C.1) and, if they finally accepted to contribute to the research, they signed a consent form for the publication of quotes and personal details on this report (ANNEX C.2).

The field research was implemented between March and April 2017 by four of the project partners, representing different EU Countries, while Telecentre-Europe had the responsibility to disseminate the Open Call for Contribution at European level and to contribute with a report on policies, projects and other related initiatives and networks that are relevant in the field of GCE.



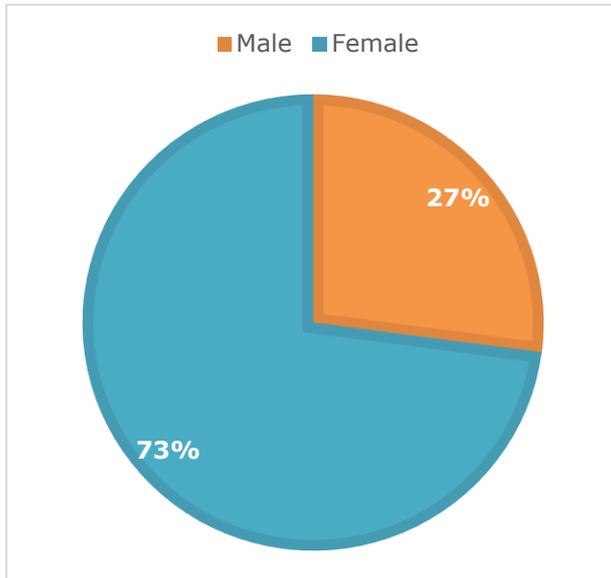
After the collection of all expected interviews, each partner involved in the field research has produced National Reports that have been compared by the CSF for the publication of this final report and that will be used at national level to maximize the impact of the action and increase the awareness on the project.

2.2. Analysis of the target groups

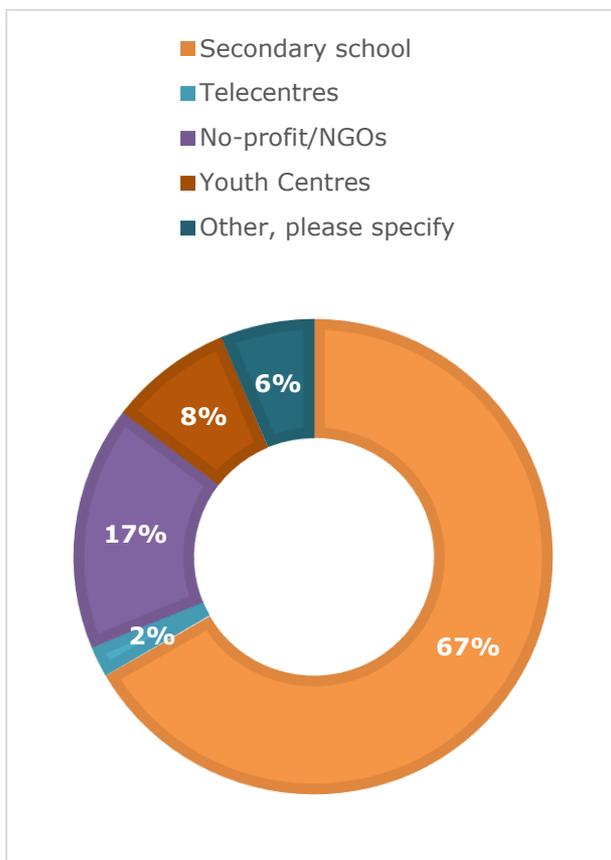
As a general rule for the selection of representatives from both target groups, it was suggested to focus on those professionals/volunteers who were strongly motivated to be involved also in the future networking, evaluation and training activities of the BRIGHTS project:

<p>For the first target group: teachers and trainers (secondary school teachers, e-facilitators, youth workers, cultural mediators, etc.) working in formal, non-formal and informal settings (schools, Telecentres, Youth Centres, NGOs, etc.) with young people. 48 interviews in total.</p> <p>In Italy 10 lower and upper secondary school teachers were contacted especially among the members of the Community of Practice on Digital Animation of the Umbria Region</p> <p>In Croatia 14 among non formal education trainers and school professors, were enquired by carrying out three focus groups.</p> <p>In Greece, HOU interviewed 10 professionals in the field of formal and non-formal education with experience in vulnerable groups and with emphasis to the ages of 13-19</p> <p>In Belgium, 12 teachers and 2 directors of secondary schools were interviewed during face-to-face individual or group meetings</p>	<p>For the second target group: Global Citizenship Education (GCE) experts, policy makers and representatives of NGOs or non-profit organizations active in the field of human rights, peace promotion, sustainable development, international understanding and migrant issues. 41 interviews in total.</p> <p>10 Italian experts were invited mostly by sharing information about the project on the mailing lists of the General States of Innovation and the National Alliance for Sustainable Development</p> <p>11 Croatia experts, out of the 17 contacted through Eurodesk Multiplier events and direct meetings with local non-profit organization, filled the online form.</p> <p>A focus group with 2 Greek experts was organized by HOU, while the other 8 respondents were directly contacted by HOU and Hepis for face-to-face or virtual meetings</p> <p>MAKS directly contacted 10 experts from relevant Belgian organisations and took the chance to disseminate the project during events on similar topics</p>
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2.2.1. Generalities of teachers and trainers



A total of 48 teachers and trainers have been interviewed in the four project Countries, with a predominance of female representatives (35) in comparison with male ones (13).

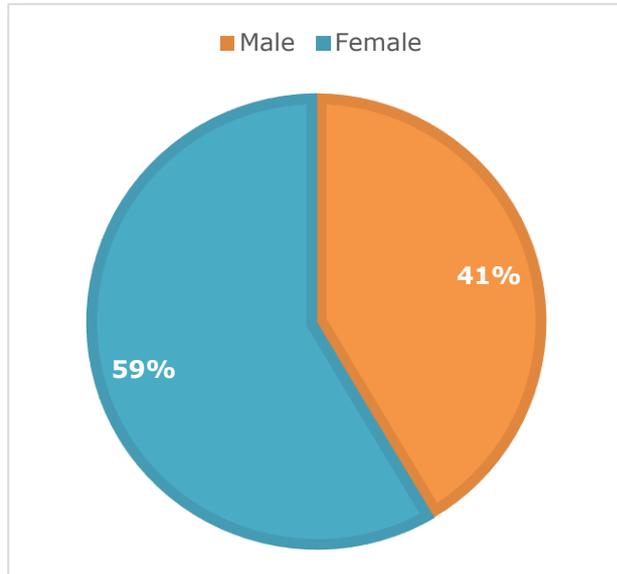


A result that is most probably due to the fact that the majority of the piloting partners have preferred to involve teachers from secondary schools, where the percentage of female teachers is higher than the male ones (ref. Eurostat).

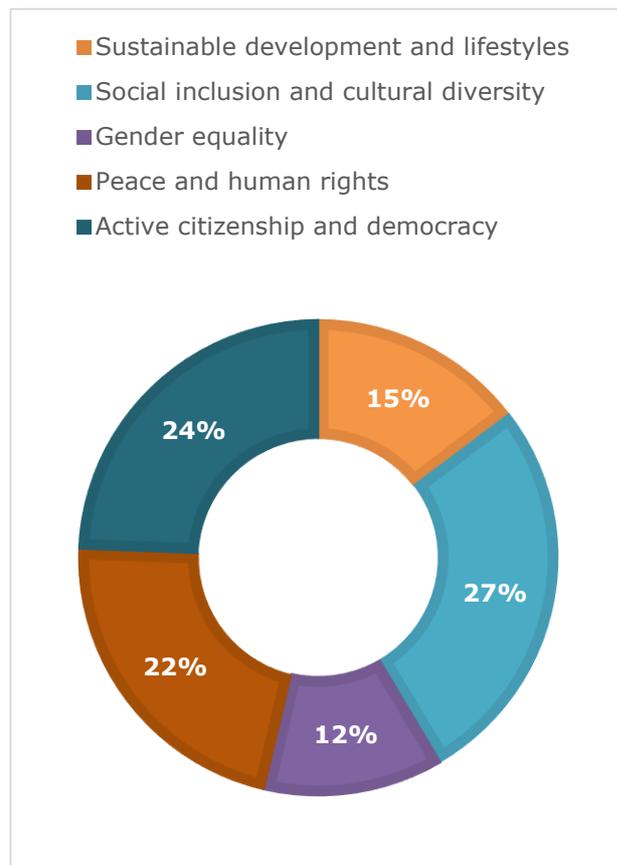
Nevertheless, the opinion of a good representation of trainers and educators (16 in total, more or less a third of the sample) has been also taken into consideration, bringing different perspectives and experiences in comparison with the research of the RIGHTS project. Besides Telecentres, NGOs and Youth Centre, this section of the sample includes also an educator at a cram school, a librarian and an educator for work placements.

2.2.2. Generalities of experts in GCE

With regards to the second target group, the piloting partners managed to ensure a more effective balance between female (24) and male representatives (17), collecting a total of 41 interviews in the four Countries.



In this case, also the statistical relevance of GCE thematic areas has been better represented with a slightly preference for experts in the Social inclusion and cultural diversity (11), probably due to the urgency of facing the European migratory crisis, which is a daily hot topic in, at least, two of the four piloting Countries (Italy and Greece).



Moreover, it has to be underlined that this was a very good occasion to get in contact with extremely relevant organisations, whose representatives may play a key role for the mainstreaming of the project results at national and international level.



In **Italy**, CSF interviewed experts from the Association of Virtuous Municipalities ([Comuni Virtuosi](#)), the General States of Innovation ([Stati Generali dell'Innovazione](#)) and the Table of Peace, an umbrella organisation of [cities](#) and [schools](#) that promote Peace and Human Rights education.



In **Belgium**, MAKS met with [Kleur Bekennen/Annoncer la Couleur](#) (a Belgian organisation that disseminates and supports World citizenship education in schools), the Flemish knowledge center of media knowledge [Mediawijs](#), the Belgian state agency for development cooperation [BTC/CTB](#) and [Teach for Belgium](#) (a training organisation for teachers who teach in schools with a low socio-economical index).



In **Croatia**, the first to be interviewed by CTK were the experts from the Centre for Peace Studies ([Centar Za Mirovne Studije](#)), immediately followed by the Croatian Youth Network ([Mreža mladih Hrvatske](#)), [B.a.B.e. Be Active Be Emancipated](#) that has a particular expertise on gender equality and the [CEDRA national cluster](#) for eco-social innovation and development.



In the context of our field research in **Greece**, HOU visited the Koinoniko Polykentro – the research and training institute of ADEDY (the [Greek Civil Service Confederation](#)). HOU also interviewed experts in the Center for [Cross-Cultural Psychology](#) and the [Centre of Cross-Cultural Education](#) of the University of Athens. Interviews have also been held in the [Kethea Mosaic Centre](#) that seeks to facilitate the social integration of migrants and refugees and in particular drug addicts.

3. An updated overview on GCE

Global Citizenship Education (GCE) does not have an official definition. It is a practice, which has been developed in Europe and in several non-European countries starting from the need to deal with some common challenges. These include the changing international social and political situation, the globalization of the economy, information and transportation, the increase in migratory flows to richer countries, which has brought about the growth of an increasingly multi-cultural society, the economic crisis, and the problems linked to climate change, to name only a few. These "global" problems have led many countries, with different procedures, timing and objectives, to try certain practices explicitly called "Global Citizenship Education". Others, instead, have introduced in their school curricula, joining traditional civics or citizenship education, new issues which can be tied to GCE. The methods used and the practices/experiences adopted in different countries are often not the same and not based on the same thinking. The centre of Global Education in Belfast addressed a definition that in our opinion seems very close to what we want to achieve: "GCE aims to raise awareness of global issues and encourage action towards social change".

In this chapter, we will present the results of the first part of our research, which is mostly based on comparative views on GCE analysed under three main aspects: the legal and policy framework, related initiatives and necessary competencies for all the actors involved.

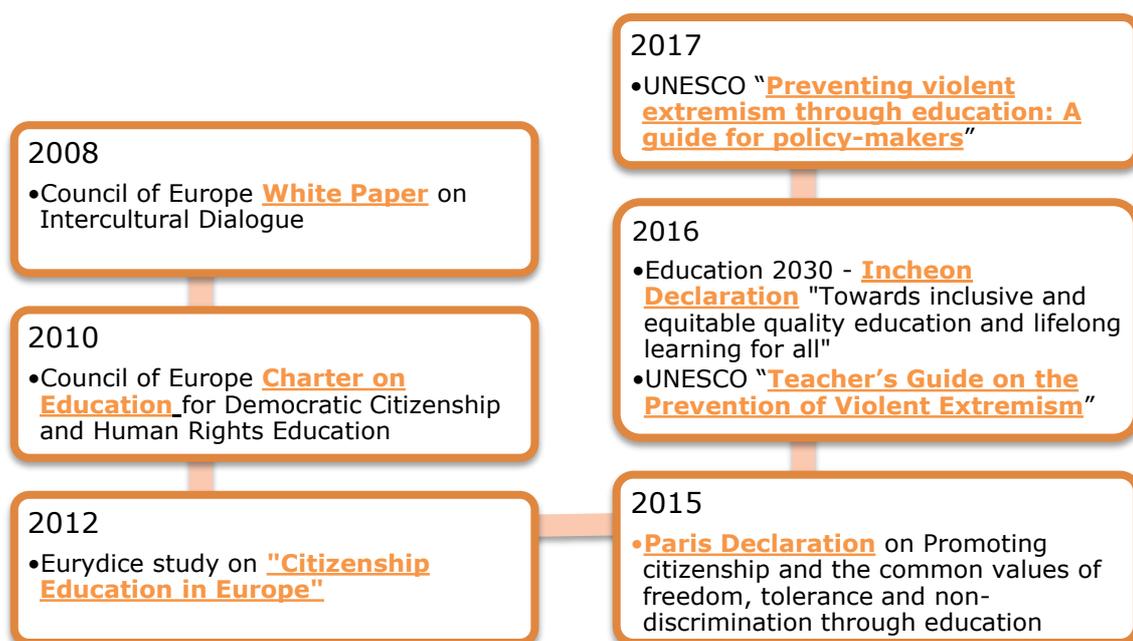
3.1. The legal and policy framework

There are different interpretations of the notion of "*global citizenship*". A common understanding outlined by UNESCO is that it means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between people as well as between the local and the global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future. It

addresses themes such as peace and human rights, intercultural understanding, citizenship education, respect for diversity and tolerance, and inclusiveness (UNESCO 2017). GCE enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions. GCE is not only about global themes, world problems and how to find solutions all together. It is also about how to envision a common future with better life conditions for all, connecting local and global perspectives, and how to make this vision real and possible, starting from our own spot in the world and changing it to be a better place for all citizens.

3.1.1. European overview

Several definitions of global education or education for democratic citizenship can be found at a European level, while Global Citizenship Education (GCE or GCED) is a relatively new term, which still can't be found in European regulations or official documents. Nevertheless, we maintain that these definitions provide a significant framework to help us identify the key characteristics of GCE. Various international documents are related to the development of the concept of global or citizenship education, from the *Universal Declaration of Human Rights* (Article 26, United Nations, General Conference, San Francisco, 10 December 1948) to nowadays. Here is a list of some of the most recent and relevant studies, recommendations and declarations:



3.1.2. GCE in formal education systems

Within the framework of formal education, all four piloting countries have transposed the EU [Recommendation 2006/962/EC on key competences for lifelong learning](#), where *Social and civic competences* are described as the ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.



Recently, in Italy, the MIUR (Ministry of Education, University and Research) has launched a Public Call for the implementation of projects aimed at enhancing the skills of global citizenship, thus to ensure a more open, inclusive and

innovative school, focusing on five different areas: alimentary education, food and territory; well-being, correct lifestyles, physical education and sports; environmental education; economic citizenship; respect for diversity and active citizenship.

In Greece, starting from 2003, the Pedagogical Institute developed a Cross-Thematic Curriculum Framework (DEPPS) that introduced a cross-thematic approach to learning, focusing on the horizontal linking of all subjects. This has resulted in the design of teaching subjects which cover several disciplines and some examples of such subjects include: "social studies and citizenship education", "studies of the environment" or "exploring the natural world" (UNESCO-IBE, 2012a, p. 10).

According to the Croatian law, teachers are obliged to implement activities in their curricula, aimed at education of youth about citizenship. Specifically, at the local level, the City of Rijeka started to implement civic education (CE) in several primary schools in the school year of 2016/2017, when it was experimentally introduced to the educational system as an extracurricular activity. Nevertheless, there are some problematic points in carrying out the subject of civic education in formal education. Main disadvantages of current implementation pertain to its non-mandatory feature, i.e. students

aren't obliged to attend CE classes, insufficient and uneven design of material content and teaching methods, as well as inadequate proficiency of teaching staff to successfully conduct their classes.

In Belgium, where education is a regional matter, Global Education (GE) is integrated in a number of ways, especially in secondary education where the terms *World Citizenship Education* and *local-global* are mentioned. In the Flemish schools *Education for Citizenship* is primarily addressed through the compulsory core curriculum, while in the French community citizenship skills are implicitly present in the "Mission Decree" and explicitly dealt with in the "Decree for Citizenship".

3.1.3. Youths and GCE in non-formal educational settings

When it comes to non-formal and informal education, youths and youth workers are the main target group taken into consideration both from public (local governments) and private (NGOs) bodies.

The Umbria Region, in Italy, has carried out *LEX GOV – Partecipa Pensa, Proponi* – a participatory process in which the main organizations representing the youth world at regional level contributed to the definition of a Regional Law on Youth Policies (Regional Law February 1st 2016 n.1). Young people living in the territory of the Umbria Region (Article 14) who have reached the age of 16 can: participate in consultative referendums, make petitions to propose laws, be consulted, participate in projects (e-democracy, open government, open data). In order to ensure their participation, the Regional Government supports (Articles 15-17): creativity and art, use of cultural goods and activities, volunteering and participation in the regional civil service, initiatives to improve the intercultural dialogue of young migrants (especially those of second generation). Moreover, a portal for young people is being completed, linked to a youth and student card and a regional youth day on an annual basis to enhance creative, artistic, sporting and entrepreneurial experiences.

In Croatia, there are several actors (NGOs, CSOs, libraries, etc.) which work at local, regional, and national levels and carry out activities aimed at promoting citizenship, human rights, multiculturalism, etc. For example, Centre for Peace Studies has been engaged in Civic Education (CE) through advocacy, education of

Finally, in the non-formal education in Belgium, GCE is strictly linked to Development Education (DE), which is funded and regulated by the BELGIAN TECHNICAL COOPERATION (Belgian Development Agency) that cooperates with KLEUR BEKENNEN and ANNONCER LA COULEURS, respectively the Flemish and French speaking government organisations working around GCE. They support schools and organisations in their GCE initiative and organise trainings around GCE related topics.

3.2. Relevant initiatives around Europe

853 implemented projects, € 55.224.586,42 spent, 65 good practices and 3 success stories. These are the numbers that one can see if searching “Global Citizenship Education” in the [Erasmus+ Project Results Platform](#), the official archive of projects funded under the LLP and the Erasmus+ programmes. From Youth exchanges to Strategic partnerships, but also adult and higher education staff motilities, GCE has definitely represented one of the most important topics for European collaboration, particularly thanks to the contribution of coordinating organisations from Germany, the United Kingdom and France.

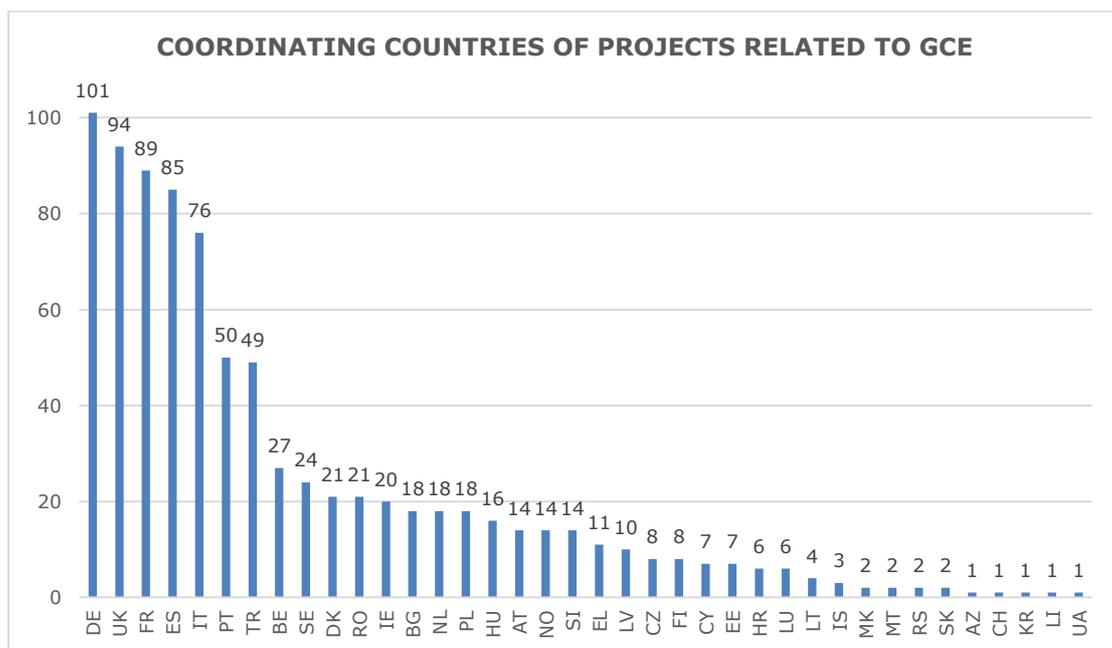
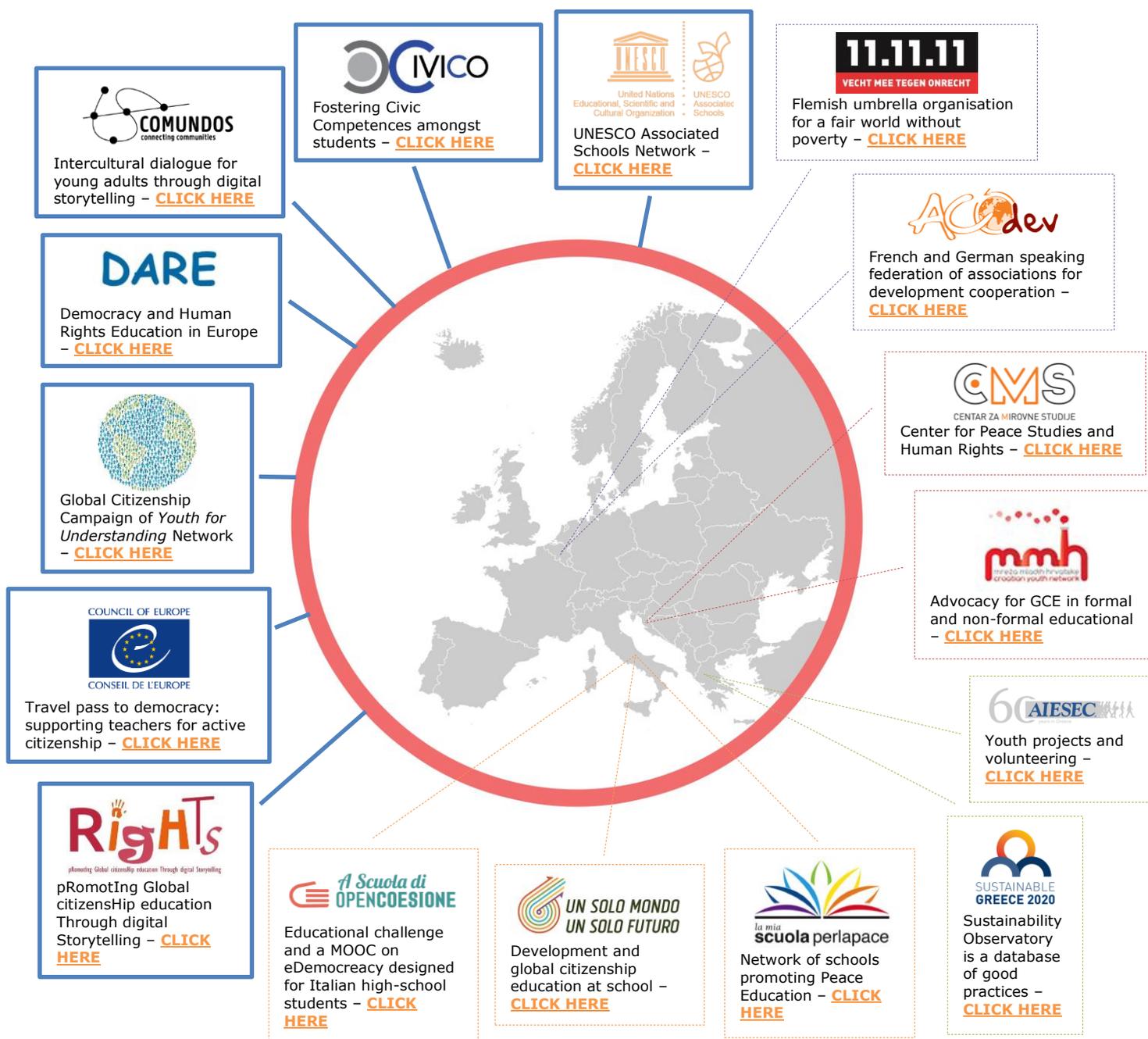


Table 1 – Data elaborated from the results obtained through the Erasmus+ Project Results Platform

Therefore, not aspiring to provide a compendium of GCE initiatives in Europe, the partnership of the BRIGHTS projects has conducted a desk research on already existing networks, projects and other initiatives at EU, national and local level, which are more relevant for the project's topics (digital storytelling) and targets (teachers/trainers). Here below we offer a brief representation of the results obtained with the research, mapping the most relevant initiatives.



3.3. Comparative views on Global Citizenship Education

If we want to identify one common aspect for all the interviews conducted during the research phase of the BRIGHTS projects, this is: ***Global Citizenship Education is an extremely relevant topic for Europe!***

In fact, this statement seems to be shared by both educators and experts from all the partner countries, regardless their area of expertise or their knowledge on GCE contents and methods. Moreover, although it has been widely suggested to integrate GCE into nursery and primary school curriculum (Italy), the important role of non-formal education in enhancing global citizenship behaviours among young people it has been also mentioned (Croatia and Belgium), as well as the need to educate first the educators, especially in those countries where GCE is less present such as Croatia and Greece.

3.3.1. Benefits of GCE

When asked to express their opinion about the most important aspects of GCE and its relevance in the current global and European scenarios, both experts and educators particularly focused on the capacity to let young people discover a new vision of peace, solidarity and development with the final aim of avoiding a dangerous return to nationalisms.

Encouraging a tolerant and non-discriminatory behaviour of students should be a priority of GCE in primary and secondary schools, thus addressing the issue of peer violence and discriminatory attitudes. Almost all educators, especially those from multicultural and urban contexts, highlighted mainly the wish to discuss on the subject of diversity and prevention

"We need to ensure that we stop people, especially young people, from developing violent and extremist attitudes in the first place. This means promoting freedom, democracy, human dignity and respect. And it means reaching out to all young people, enabling them to find jobs and their place in society."

Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport

of violent radicalisation: Who am I? Who are the others? How can we feel connected?

One representative from the experts' sample even proposed to consider the topic of migration as basis to discuss about different subjects such as war, climate, agriculture, etc...

Of course, Peace and Human Rights are not the only topics that can be stressed out in GCE, but also sustainable development and lifestyles, social inclusion and cultural diversity, gender equality, active citizenship and democracy, and many others that have been recently well represented with the **17 Sustainable Development Goals of the United Nations**. In other words, or even better, with the words of Ellen Braet, a Belgian expert representing the Flemish-speaking Government Organisation *Kleur Bekennen*, working with GCE "it's about bringing the world into your classroom".

However, the beneficial aspects of GCE do not terminate with the civic empowerment of young people. The interviewees have identified several additional dimensions for change and improvement, in particular:

➔ **The educational system**

- GCE entails a change of approach in education and a different conception of school. It is necessary to imagine and put into practice an educational model capable of responding coherently to the "world project" that we want to build.
- The educational system should be participative, making students experience democracy. Teachers should be coaches, coworking with the learners in a place based learning system, making the school a discussion and social change environment.
- In order to work with GCE, teachers and educators should accept GCE principles as their way of being and not just as another module to be taught.

➔ **The way of learning**

- In the path toward growth and awareness, it is necessary to make the youths protagonists, to put them at the center of the learning action, taking their skills and

interests into account, giving space to autonomy, different opinions, ensuring a real freedom of expression that empowers different skills and points of view.

- In GCE the topic should be decided by the learners. It is important to know what is alive inside them, to start at their level, with their background and age, analysing and debating on real life cases, and possibly taking into consideration their personal stories.

➔ **The mentorship mission**

- GCE is a participative method that is based on cocreating, cothinking, co-acting between the facilitator (teacher, youth worker, social workers) with his/her trainee.
- GC educators should be able to create intercultural and democratic atmosphere in their classroom to bring closer the global concepts to the learners. In that way, the educator creates the opportunity to show how the relationships and behaviours demonstrated in the classroom could be manifested at the higher levels (local communities, national, European, global).
- Participants' physical, emotional, social, and spiritual well-being should be at the center of all phases of a project. The process of creating stories/dramas within a workshop is as important as the end products (media pieces) resulting from the workshop. Strategies to ensure the well-being of the learners are particularly important. Those participants who are sharing stories about especially (painful) experiences should be supported in approaching their narratives from a position of strength rather than from a vantage point that reinforces victimization. Facilitators should maintain appropriate boundaries at all times while remaining open to processes of listening and understanding.
- Informed Consent: participants must have the ability to make informed choices about the content, production, and use of their work. Participants should be provided with the information they need to make these choices and should have the right to withdraw their stories from public circulation at any time, recognizing the constraints

of withdrawal from Internet forms of distribution. Facilitators must strive to offer guidance in these decision-making processes in a way that protects the dignity and safety of participants.

- Ownership: participants have the right to freedom of expression in representing themselves in their stories. They should be provided with the space and flexibility to describe what they or others have experienced. Participants have the right to determine whether or not their names are attached to their stories and whether images of themselves and others are blurred to protect privacy. Protecting privacy is important in its own right and is also an essential element in ensuring the participants safety. Participants and facilitators must agree to maintain confidentiality about information and materials that are shared in a workshop but that may not make it into publicly circulated stories.
- Ethics as a process: facilitators should view ethics as a process, rather than as a one-off occasion of “gaining consent.” Ongoing dialogue between participants, trainers and partner organizations/institutions about how best to design and implement an ethically responsible project is key to ethical practice.

Summing up, GCE facilitates the transition to a new educational vision based on “reassembled curricula”, where GC is not seen as an extracurricular activity, but as a common thread between all subjects and on several school years, with digital storytelling as a best practice to work with. Global citizenship, in fact, is not an addition, but a crucial element that characterizes each of us: you may want to ignore it, but it’s still present, it’s part of you, it’s part of what you will encounter or with which you will fight in life.

Within this framework, GCE represents also an opportunity for exchange between educator and learner, where the first becomes a “human being” and not an “all knowing god”. An attitude that might also represent the solution to overcome some barriers highlighted by the Greek educators and experts, such as:

- ➔ the generation gap in the fields of digital literacy and the new age of digital and global communication;



- concerns on how to handle sensitive issues especially those related to religion, sexuality, cultural diversity and radicalization.

3.3.2. From education to the real (and virtual) world

It is pretty clear that, regardless the specific topic we focus on, the main objective of GCE is to make sure that learners develop those knowledge, skills and competences that make them able to act as citizens of an enlarged world community.

"Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected."
Ban Ki-moon, UN Secretary-General

Being a citizen means having full awareness of own personal and social identity, recognizing yourself as a person with rights and duties towards yourself and others and being able to protect and respect the

planet where you live. In order to do so, GCE learning outcomes must include the development of critical thinking, the ability to face and solve problematic situations, encouraging action towards social change and, finally, to know how to be an active part of the community through participation and collaboration.

According to the UNESCO publication on *Global Citizenship Education – Topics and Learning Objectives*, "Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global." (UNESCO, 2015)

Being a global citizen, therefore, is about feeling that one is part of a group, about learning in a bounding way. Bieze Van Wassenhove, Pedagogic advisor at *Belgian Technical Cooperation*, resumed it as follows: "In GCE we combine knowledge (head), recognition (heart) and action (hands)."

Still from the UNESCO publication mentioned above, we learn that "Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education. (...) These core

conceptual dimensions are based on, and include, aspects from all three domains of learning:

- ➔ Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- ➔ Socio-emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- ➔ Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.”

For all these reasons, both the Italian and the Croatian interviewees declared that the first “playground” for GCE initiatives is the local community. People first need to be open to others in their community and raise awareness in their near environment, in order to be able to transfer behaviour and attitudes of acceptance and mutual respect at higher levels.

In fact, when we talk about inclusion and participation of citizens of all ages, nobody than those who live in a certain context can better imagine and plan the actions to be undertaken. The different specificities of a territory need to be taken into account in all GCE initiatives and it is necessary to highlight what local people know and think about a specific topic, beyond their educational and professional background. In this sense, GCE, especially if treated through digital storytelling, has the power to democratically put everyone at the same level and to give voice to people’s own emotions.

Moreover, under a methodological point of view, considering project-based and cooperative learning as the most adequate approaches to the implementation of GCE, the practical active participation of students and young people in their local communities has the two-fold result of contemporarily:

- ➔ making the learning outcomes immediately visible to the learners, also with reference to the impact obtained at personal and community level;
- ➔ contributing at the identification of good practices that aspire to solve global challenges.

Finally, in line with the digital transformation of our actual society, we have been investigating on the role of virtual communities. Most interviewees find them extremely useful as they favour the elimination of barriers, creating networks of interchanges and promoting the transmission of values of global citizenship, whether they are social or economic, but they also believe that are yet capable to replace offline communities and “proximal relationships”.



3.4. Competences and values for GCE

Talking about the general framework of the BRIGHTS project, we have asked both target groups to list the core competences of those who are supposed to carry out GCE (trainers/teachers), the direct beneficiaries of these initiatives (learners) and their surrounding communities. Below you can see the results of the comparison between the four partner countries:





4. Exploiting Digital Storytelling in GCE initiatives for youths

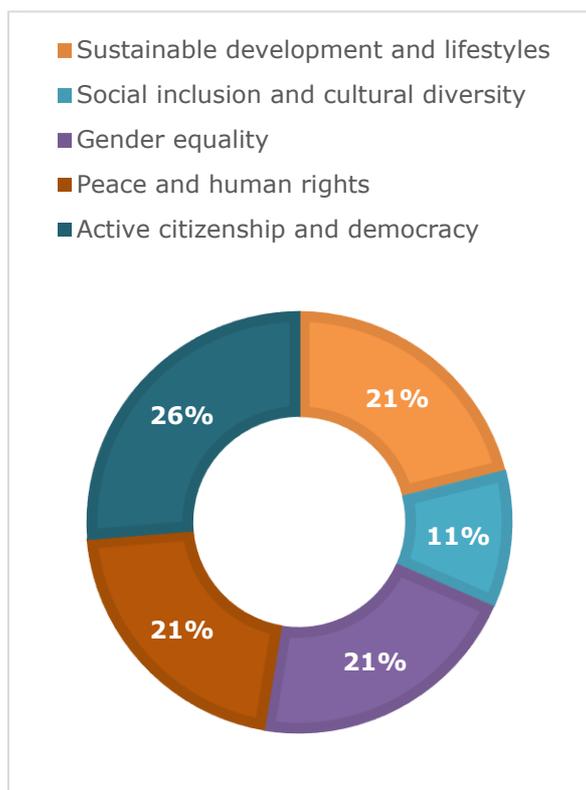
Digital Storytelling (DS) is a powerful and effective learning tool in stimulating creativity, digital literacy and critical thinking. The act of publishing one's story, trying to influence peers to do the same and not to remain silent about societal issues like social exclusion, hate crimes or violent radicalization, will become an important factor in this process. Learners can be transformed to empowered actors who choose to put their stories out in order to raise awareness and help others.

In this chapter, we will first analyse the reaction of GCE experts and teachers/trainers to some of the digital stories produced within the framework of previous projects and workshops conducted by MAKES and USGM. We will continue providing a SWOT analysis on the exploitation of DS in GCE initiatives for youths and we will conclude with a set of recommendations for the conceptual design of the BRIGHTS blended course, as well as for its piloting in the four partner countries.

4.1. The video selection

Where it was possible, the second section of the semi-structured interview started by watching a digital story, chosen by the interviewed expert, teacher or trainer among a list of pre-selected and categorized videos. In particular, expert had the chance to choose between videos from the same category of their area of expertise, while teachers and trainers were free to pick one or more videos from the full list.

This activity, from one side, had the main objective of introducing the second area of the research (DS) to the respondents, but it was



also meant to verify teachers and trainers inclination on linking a specific subject to GCE more than the others in the list.

Considering that some of the partners have organized focus groups where the choice of the videos has been agreed among all the participants, the final total number of views is 19 with a quite balanced representation of all GCE categories, except for “Social inclusion and cultural diversity”, which has been selected only 2 times.

With the analysis of the comments provided by the respondents just after having watched the videos, it is possible to extrapolate several relevant suggestions, which should be taken into consideration for the adaptation of the RIGHTS project course curriculum and methodology:

- ➔ working with youths in the production of a digital story, it is important to select topics and characters that are relevant to them if we want to reach the expected impact;
- ➔ more and more the theme of Environment protection and Planet preservation cannot be considered only under the “environmental” point of view, but also as a social and socio-economic phenomenon;
- ➔ it is counterproductive to leave too many unanswered elements in stories related to controversial and delicate issues, such as social inclusion and cultural diversity. In order to avoid this situation, then, it is important that the educator is always updated and prepared to support the youths in the critical thinking process that will eventually lead them to develop a personal interpretation of the problem;

- stereotypes and discriminatory attitude can easily emerge from a story on topics such as Gender equality and Peace and Human rights, especially if treated in relation to cultural contexts which are completely different from the daily life of those involved in the learning activity;
- “small things” make the difference: bad audio, spoken language incomprehensibility, irrelevant and static images, are all elements that distract the attention from the real core of the story;
- in order to effectively spread the idea of GC and its associated values, after having presented the issue or the challenge, it is fundamental to include a reaction or a proposal. Real critical thinking is about analysing a problematic situation and reflecting on *what we can do* and *what we can change*.

4.2. A SWOT analysis on Digital Storytelling

All partners involved in the research phase of the BRIGHTS project have been asked to preliminarily analyse the interviews collected at national level and, taking advantage from the presence of two different target groups, to categorize them by following the typical scheme of the SWOT analysis, but paying attention at treating the feedback of teachers/trainers as *Internal elements (strengths and weaknesses)* and those coming from experts as *External elements (opportunities and threats)*.



With this analytical exercise, we aimed at defining if and how DS could represent an adequate tool to work on GCE with youths, but also to verify the presence of possible obstacles and risks for the successful implementation of the pilots, so to anticipate them and put in place relevant supporting and training measures.

4.2.1. Strengths

Based on the feedback received by the **teachers and trainers**, the **most useful qualities** for boosting Global Citizenship Education with Digital Storytelling are:

- ➔ Power of image and sound.
- ➔ Easily understood by all, even by individuals with special needs or speaking a different language.
- ➔ Promotes creativity and critical thinking.
- ➔ Contributes to digital literacy.
- ➔ Promotes values of GCE in a vivid and youth-appealing way.
- ➔ Consistency with youth's modern way of communication.
- ➔ Can be used in different environments and science fields.
- ➔ Most of today's youths are technically skilled and enjoy working in an online setting.
- ➔ It is a way to go beyond the clichés, with a positive result.
- ➔ Videos can be used to promote peer-learning activities.
- ➔ Can be a powerful tool for capturing student voices, especially those which seek to challenge a norm or prevailing culture.
- ➔ Enhances learners' motivation, and helps teachers in building constructivist learning environments that encourage creative problem solving based on collaboration and peer-to-peer communication.

4.2.2. Weaknesses

On the contrary, the **most harmful qualities** in using Digital Storytelling with Global Citizenship Education are:

- ➔ Can easily transmit the "wrong messages" or be misinterpreted.
- ➔ Videos have to be dubbed and subtitled.
- ➔ Necessity of specific equipment, software and applications for production and editing.
- ➔ Basic digital skills may not be enough to create the material and to guide others to do it.
- ➔ Discussion on topics presupposes special training and skills for the facilitator.
- ➔ It is not always easy to be included in the Syllabus.
- ➔ The use of English language represent a barrier for some teachers/trainers and learners.

- ➔ It is not always easy to plan and incorporate it in regular school activities.

4.2.3. Opportunities

Based on the feedback received by **experts on GCE topics**, the **most useful qualities** for boosting Global Citizenship Education with Digital Storytelling are:

- ➔ Can be used for teamwork, thus bonding relationships within the learning group.
- ➔ Facilitates empathy development.
- ➔ Provides opportunities for relating to the local community in the frame of common activities of storytelling.
- ➔ The final product can be used to promote citizenship values through different channels and digital media, which represent an especially powerful way to achieve this on a larger scale.
- ➔ May represent a different and innovative way to evaluate the learning results.
- ➔ Being cross disciplinary, can increase cooperation among teachers and innovation of the school system.
- ➔ Permits students to utilise technology in an effective manner, encouraging them to put more effort into their stories and to create quality products

4.2.4. Threats

On the contrary, the **most harmful qualities** in using Digital Storytelling with Global Citizenship Education are:

- ➔ May bring an unprepared facilitator in a difficult position or in the middle of a conflict and of parents' complaints.
- ➔ GCE and DS could remain at the project level and they are not finally incorporated in the regular training activities of schools and organisations.
- ➔ As the topic of GCE is very broad, it is important to delimit the subject.
- ➔ If the facilitators are not aware of the ethical process of digital storytelling, they can't create the needed safe environment for the storytelling and the stories will be very superficial.

4.3. Maximising the impact of the BRIGHTS blended course

As it was agreed by the project's partners during the Kick-off meeting in Brussels last January 2017, the field research has been exploited also as an opportunity to verify the interest of interviewed teachers and trainers in joining the BRIGHTS blended courses, as well as to ask them which features should be included in the related MOOC in order to make it relevant for their learning needs and preferences.

All our respondents showed a high interest in the project, and most of them said they wanted to participate actively. The teachers would gladly follow a blended course on the themes addressed during the interview and the experts would be ready to offer their contribution, also to animate the nascent BRIGHTS online community.

In order to facilitate the participation and to reduce the dropout rate (which is still very high in MOOCs), our respondents provided some suggestions and requests under different points of view:

➔ Logistics and planning

- The calendar and the programme should be clear well in advance.
- The course should not last more than 2h/week, during max. 2 months.
- If classroom activities are included, these should be planned before the beginning of the school year.
- There should be clear and transparent indicators for the selection of MOOC and pilots' participants.
- F2F should be organized at least at the beginning and at the end of the course.

➔ Format of the course

- Online platform should be easy to join, user-friendly and visually appealing.
- High level of interactivity (with teachers, tutors and other participants) is expected during the online sessions.
- Tests and activities with evaluation of results.
- Modules should not last more than 5 minutes.

- There could be a compulsory programme plus optional/extra modules.
- Ready-to-use material and guidelines should be present from the beginning of the course.

➔ **Contents and tools**

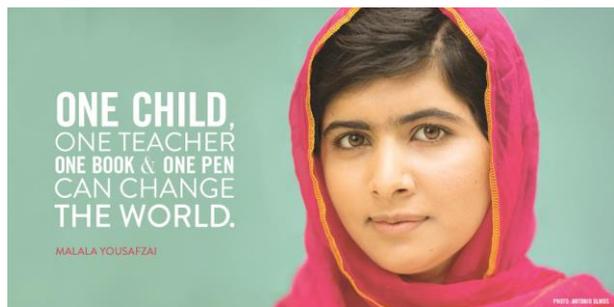
- Online and free software/applications for digital storytelling.
- Pedagogical and didactic indications on how to integrate GCE and DS within curricular activities.
- Cover all the crucial GCE topics in accessible and clear way, in order to effectively address trending global issues.
- Information about social media platforms suitable for schools and students.
- Short testimonials from inspiring speakers.
- Technical contents: screenplay writing, video editing, authorship, open source licencing.

Teachers/trainers appeared to be open for cooperation and showed great interest for joining the project. "I would like to be involved more actively in this or similar projects in order to learn and share the successful GCE practices." They are willing to integrate DS into their normal activity (videos are suitable for that because of the short duration), and are particularly interested in their own education in terms of developing technical skills and competencies for implementing DS method.



5. Conclusion

"Let us pick up our books and pens. [...] They are our most powerful weapons. One child, one teacher, one pen and one book can change the world."



Malala Yousafzai, a Pakistani activist, delivered this address on education to the United Nations Youth Assembly on her 16th birthday in 2013 and, only one year after, she was announced as the

co-recipient of the 2014 Nobel Peace Prize, along with Kailash Satyarthi, for her struggle against the suppression of children and young people and for the right of all children to education.

Imagine if Malala have had the opportunity to shot a video on her story and to disseminate it through the Web. Imagine if her peers from other war or deprived areas would have the same opportunity. Would this not contribute to change the world even more rapidly?

Unfortunately, although the digital revolution has considerably increased the opportunities for amplifying people's voice all over the planet, due to different type of political barriers and socio-economic conditions, this is not happening yet in too many countries.

On the other hand, despite the different level of knowledge and practice in European countries about GCE and DS, we strongly believe that both formal and non-formal educational systems in Europe are ready to be equipped with *new citizenship weapons*.

All the 89 interviewed teachers, trainers and experts from the four partner countries have also confirmed their interest and willingness to be an active part of this process, as well as the five external contributors who have already shared links, reports and comments through the [Open Call for Contributions](#).

Therefore, with this report, we have achieved the first milestone of the BRIGHTS project and we are now even more convinced that the following implementation activities will make the difference not only for those who will be directly involved in the pilots, but also for all the stakeholders and the practitioners who will be indirectly reached.



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