

Ri**g**HTs

pRomoting Global citizenship
Through digital Storytelling

DELIVERABLE N. 9 RESEARCH REPORT

LIFELONG LEARNING PROGRAMME COMENIUS

a project coordinated by



Università degli Studi
Guglielmo Marconi



This project has been funded with support from the European Commission.
This communication reflects the views only of the author, and the Commission
cannot be held responsible for any use which may be made of the information
contained therein.

Document Metadata

Project	RIGHTS “pRomotIng Global citizensHip education Through digital Storytelling” PROJECT NUMBER – 517923-LLP-1-2011-1-IT-COMENIUS-CMP SUBPROGRAMME: COMENIUS Multilateral Projects Agreement n. 2011 – 3614 / 001 - 001
Title of the document	RIGHTS Research Report
Elaborated by	C.I.E.S. Centro Informazione e Educazione allo Sviluppo
Contributes provided by	
Work package / Task	WP3 – Research
Deliverable number	9
Dissemination level	PO Public
Date of the document	27/03/2012
File name	DEV9_RIGHTS_Research_Report

Abstract

The document presents the experiences of seven European partner countries regarding Global Citizenship Education (GCE). The idea is to help map out the main methods guiding GCE in Italy, Bulgaria, Norway, Portugal, Spain, Switzerland and Turkey, with a focus on the activities of those schools attended by 12 to 16 year-old students.

The Research has been coordinated by



Research Team:

Daniela Bico
Silvia Di Laurenzi
Irene Fisco
Maria Cristina Fernandez Lacret

We thank for the collaboration:

Lucía Gabriela Nieves Cobos

TABLE OF CONTENTS

Methodological Note	5
Introduction: Global Citizenship Education in European Regulations	10
Analysis and Comparison of National Reports	16
Fieldwork Research	22
Informed List of References	28
ANNEX A	32
ANNEX B	34
ANNEX C	35

Methodological note

The aim of this research was to compare the experiences of seven European partner countries regarding Global Citizenship Education (GCE). The idea was to help to map out the main methods guiding GCE in Italy, Bulgaria, Portugal, Spain, Norway and Switzerland, with a focus on the activities of those schools attended by 12 to 16 year-old students.¹, with the aim of building a common training module regarding e-learning methods for teachers.

The research assumptions were therefore based on the need to know and make clear the position of each country on the issue, i.e. to report on the state of national progress and obtain useful information to make a comparison.

The research context was not a single place, defined and definable, but rather a collection of national and local contexts, each having specific historical traditions and a particular social, political and economic situation, a diversity which, in research terms, brings into play an infinite series of variables, which are not easy to control. The study was also to have been carried out at the same time by different actors, working within different types of institutions.²

Such a starting situation obliged the researcher who drew up the study design to follow two strands: explorative and purely qualitative research, that is to say aimed at surveying the state of progress of each individual case-country through the point of view of the actor involved in it. In this case, it would be through the eyes of each partner as the subject set within the situation under study. The multiplicity of possible viewpoints to be taken into consideration, and the diversity of the socio-cultural backgrounds and individuals who were to gather valuable information in the field required operating within a research project that explored each national context, taking into account this diversity and, ultimately, being able to make a comparison, however minimal, between case-countries. In terms of social research, we started from two specific needs: to control such diversity as far as possible and to make sure that this became a strength and not a weakness, to be exploited to the maximum. A "hemetic" perspective was used,³ that is, an approach aimed at understanding the situation of the various socio-cultural contexts through the viewpoint of the person involved in it, who therefore can interpret it more correctly, explain it and clarify it by using their own imagery and vocabulary. This seemed to be the most effective and successful method. The use of instruments constructed and imposed from on high by a sole researcher or country would not have paid off, because this method would have confined the real situation of the various contexts under study within a structured and predetermined logic (and likely within just one point of view). Therefore, an orientation of a purely quantitative nature would have restricted the research within a rigid vise completely out of place for the pre-conditions of the work from which we started. In addition, it would have also imposed a definition from the start of certain initial hypotheses to be verified. This path would have been difficult to follow, and would have also thwarted many potentials that could be truly expressed.

The decision was therefore made to adopt a qualitative methodology with the goal of making it so that the analysis and interpretation of the documentation on the topic produced by each country would be done by individual partners. In other words, that they would directly choose the most representative documentation to analyze and report, simply following some general guidelines, contents and methodological structures. They would always be the ones to explain what they meant by "Citizen/citizenship, Global Citizenship, Global Citizenship Education", as these terms are

1

The 12-16 target group was set by the project partners as a minimal common denominator given the different structures of school systems in the different countries.

2 Specifically, public and private institutions, which are very diverse: 3 non-governmental organizations, 1 non-profit association, 2 universities, and 1 local authority.

3 See: Clifford Geertz, *Interpretazione di culture*, Il Mulino, Bologna, 1987

indeed empty without interpretations, and each country involved has its own perspective and interpretation from which to draw. In this case, the story would come from within, with the perspective of someone who lives in and knows that social context. Other activities included the use of an FB page/group and interviews with teachers. For the FB page/group, we tried to start with a shared stimulus by the partners to suggest to users, which was primarily visual (to avoid language and vocabulary implications).⁴ For the interviews, they were asked to directly choose teachers to interview, without any kind of restraints, other than choosing teachers they considered best suited to tell about GCE in their country.⁵

In order to favor comparison, however minimal, the survey tools had to be set and used to incite partners to take the same path. These tools were therefore essentially support tools and constituted a simple storyline for the work.

Ultimately, based on the initial research question (state of progress on the theme in each country) and regarding the goals it set (building a single educational module), the preference went to understanding *how* certain processes happened in the different countries on the GCE theme. This was considered rather than *why*, in a cause/effect sense, it happened, effectively taking advantage of both the diversity of the involved players (partners) and the diversity of the social-cultural settings. It should be emphasized that, operating within the paradigm of qualitative research, the organization of the research⁶ (specifically, the exact empirical context in which it took place, the cases to submit to attention, tools and methods to use) was partially identified, in a loose draft that was absolutely not definitive. It was left open, in the sense that they would have to construct and reconstruct themselves as they unfolded. This means that the materials that were gradually gathered and subjected to analysis by the partners should have led the researcher who guided them and directed them towards the further study of certain concepts and/or experience, i.e. towards these sensitizing concepts that gradually merged. They would use the tools that would best serve the purpose (not the least of which were the tools that could be used by all the partner countries).

While the definitive concepts give indications on what to see, the sensitizing concepts provide only a guide to approaching the empirical situation... suggesting directions in which to look in a relationship of self-correction with the empirical world. This is so that the suggestions around this world can be controlled, refined and enriched by empirical data [in a process that] goes from the concept the concrete, distinctive features of the situation, instead of trying to confine the situation in an abstract definition of the concept⁷

It should be said that, due to time and organization constraints, often quite laborious, sometimes difficult because of the distance of the actors, as well as issues of language and different interpretations of how certain questions should be correctly investigated, the research, in effect, stopped at the first level. In other words, it wasn't possible to proceed to further in-depth analysis after the first interpretation, i.e. the emerging of the "sensitizing concepts" that came out of the first overview of the state of progress within each country. This indeed underlines how the issues related to research work at distance between European partners should have an initial phase of opportunities for reflection and workshops among the participants in order to set up the method, in a way as agreed-upon as possible and according to the needs and limits of each participant.

The results of the research, still of a high level, let each participant explore in depth and combine a number of issues specifically related to GCE. It also let them share and report these to the other countries, which showed that the experiences on a European level are indeed varied and a shared vocabulary, though not extremely far off, is still a good way from being built. It showed that there is often still no coinciding of the contents, which is to say what is meant by "Citizen/citizenship,

4 The activity was meant to be continued through the choice of other stimuli agreed-upon between the partners to put online. (See below about research activities.)

5 In some cases, the interviewees were the same teachers directly involved or had accessed the project's FB page.

6 See: Mario Cardano, *La ricerca qualitativa*, il Mulino, Bologna, 2011

7 See: Herbert Blumer, *Symbolic Interactionism. Perspective and Method*, Englewood Cliffs, Prentice-Hall, 1969, pg. 149-150. See also: Piergiorgio Corbetta, *Metodologia e tecniche della ricerca sociale*, Il Mulino, Strumenti, 1999

Global Citizenship, Global Citizenship Education" (which should be the general terms of discussion). It showed that the methods used and the practices/experiences adopted in different countries to promote this education are often not the same and not based on the same thinking. It should be emphasized that the interviews with the teachers seem to show a shared perspective (see "analysis of interviews" below). Given the differences described above, this is a point well worth considering. It is likely that the teachers who work with young people and adolescents day after day are the first who can understand, in the field, the difficulty that these young people have relating in their social context. As such, they have a clear view of the path that institutions and society in general should take to meet their needs and respond positively to their educational and individual issues.

Lastly, we should emphasize that we can delineate lines of "research-action" in the research methodology used, as the performing of each activity of mapping based on the experiences of each partner / national area encouraged the exchange of experiences on the issue of building an educational module. The research activity was therefore partly aimed at modifying and acting on the social reality, through and based on themes that were the object of study.

The research activities were as follows:

- analysis of the most important national documentation on the topic, with a focus on European standards (by the Italian partner) and the definition of key concepts on the theme of citizenship;
- experimenting and observation of an FB page/group;
- interviews of teachers from secondary schools on the relevant topics.

Analysis of the national documentation on the subject and definition of key concepts on the topic of citizenship

The material analyzed are "reperti"⁸ in which there was no or modest intervention by the researcher who guided the activity (agency). In the first case (more or less absent agency), the researcher asked other participants (partners) to select documents on the subject produced in their own country, to analyze them with the support of an indicative grid (see "Reference grid for the analysis of documents selected from each country" Annex A) and to comment upon them. The participants were then asked to add in the documents (institutional or otherwise) of their country and to report at the same time through writing (which can conceptually be a form of narrative) the reasons that compelled them to select those documents (therefore excluding others). In the second case (*modest agency*), the researcher urged the participants to write a document on the specific themes/concepts (citizen/citizenship, global citizenship, education about global citizenship).

Both activities allowed the researcher who was guiding the activity to interpret and bring into focus the point of view of the participants on the topic of the research (GCE) and thus to be able to deal with such material in the same way as other empirical data originating from the research.

The participants were also asked to include three best practices, one of which had to utilize the Digital Storytelling Approach in the education context.

From these suggestions, each partner created a national report.

Then, the material produced from the partners underwent a secondary analysis,⁹ i.e. it was "segmented" and "qualified" based upon the content of the text and upon the characteristics adopted in regard to the research subject matter.

8 *"the category of reperti includes empirical materials to whose constitution the researcher made a modest contribution"*; M. Cardano, op. cit.

9 *" this expression indicates that many researchers explore a knowledge problem that interests them by analyzing data already collected by others rather than directly collecting data"* ; Alberto Marradi, *Metodologia delle scienze sociali*, Il Mulino, Bologna, 2007

Put very briefly, the work of analyzing the empirical documentation created by qualitative research is based on a chain of three steps: the segmentation of the empirical documentation, the qualification of each of the identifying segments; and the identification of relationship between the attributes assigned to different segments. With the sole exception of artifacts, all other types of empirical documentation are a continuous flow of information...to control this flow of information and to condense answers to the research questions (and the questions raised by the analysis) from such a heterogeneous whole, it is necessary to proceed with its breakdown by focusing the lens in a selective way on its parts, strategically putting together a "freeze frame".¹⁰

Reference grid for the analysis of documentation selected by each country

Each country was asked to select the ten most important documents that deal with an educational methodology on the GCE theme.¹¹ At the same time, each was asked to explain the reason of the choice; i.e. the importance of the documentation had to be justified.

Then, each was asked to analyze the selected documents utilizing two indicators, i.e. highlighting:

- the "*theoretical*" corpus (AKA "theoretical" segment), or that regarding the concepts (or group of concepts) that guide the educational practice;
- the "*practical*" corpus (AKA "practical or operative" segment), or the techniques and instruments utilized, or recommended, to develop the practice based on the "theoretical" corpus.

European Union regulations

The European regulations (such as decisions, framing guidelines, and so forth), which the researcher focused on guiding the activity, were chosen according to the most recent and still current ones. It was decided to choose the ones that could have (or inherently have) elements that go beyond the concept of European citizenship and are therefore already conceptually promoters of GCE, that is more close to the concept of "world citizenship". Furthermore, following the analysis of this documentation, we proceeded to highlight the points of connection between the selected national documentation and the European regulatory guidelines on the issue.

FB page experiment

The idea was to choose some images and/or videos to present as a stimulus on the FB page. At first, we suggested not using subtitles or audio to avoid the users having different interpretations due to the language or vocabulary used (therefore using plain visual stimuli). Given the difficulties encountered in sharing this activity with partnership, we opted for a compromise solution: use video as much as possible with little audio or text (and in English), images that could "speak for themselves" well enough and videos that were available with subtitles in the national language. The partners were each asked to make their own proposal. Some videos were chosen, which were shared and accepted by all and put online. The "stimulus object" was inserted at the same time on the national pages. Results were collected on approval ratings, comments, number of page views, audience of the people who viewed it, and so forth.

Here too, the research was completed only at a first level. It was not possible to have further work, shared and performed at the same time by all of the partners. The results achieved should at any rate lead to stimulating shared thinking on how to use this tool from the perspective of GCE within an educational module for teachers.

Interviews with secondary school teachers

¹⁰ M. Cardano, op. cit., pg. 247

¹¹ We would like to specify that by methodology we mean a collection (*corpus*) of theoretical concepts that guide and direct a specific mode of relating in the field of an educational practice (*practical corpus*). Therefore, in this case, methodology should be understood as the collection of theories, techniques and tools that let certain identified "educational lines" be enacted in the field.

Interviews had an exploratory aim and investigated the educational needs of teachers regarding the topic. To these ends, a structured grid was provided with open questions with a limit of characters allowed for the answer (500-1000 characters). With this approach, the interviewers were guided to avoid too many generalizations and better focus their perspectives. We would like to emphasize that with the respect for the methodological orientation described above, we avoided surveying this information with a questionnaire, or with closed, standardized questions. Here too, given the social and cultural diversity of the contexts in which the interviews were taken, it seemed counter-productive to formulate preset answers, i.e. to constrict the answer only to the researcher's thinking. However, the use of a questionnaire would be desirable after the trial of the educational module, which this research seeks to help construct and with the teachers who will be directly involved.

SUMMARY TABLE OF METHODOLOGICAL NOTES
Research type: exploratory and qualitative.
Research objective: to create a map of methods that guide GCE in order to highlight the state of progress in each country on the topic and construct an online educational module for teachers.
Research question: how is GCE perceived, understood, and implemented in the involved partner countries, with particular focus on Digital Storytelling (DS).
Tools used: support charts to analyze the documentation of different types produced in each country and chosen by the project partners (in an example case: see modest <i>agency</i> findings); FB; structured interviews with secondary school teachers.
Research and sample context: the context cannot be truly defined in terms of surveying information, i.e., it is not a single empirical place where all useful and relevant information can be directly sought. As such, the "context" of research was identified in the country of each individual partner ("country context") and the types of institutions involved as partners ("institutional contexts"). Therefore the sample (a convenience, non representative sample) consisted of seven "country contexts" (Italy, Bulgaria, Portugal, Turkey, Spain, Norway, and Switzerland) and two "institutional contexts" (public / non public schools).

INTRODUCTION

Global Citizenship Education in European Regulations

Several definitions of Global Education or Education for Democratic Citizenship can be found at a European level, while Global Citizenship Education (GCE) 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 identifying 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 definitions:

Council of Europe White Paper on Intercultural Dialogue, June 2008¹²

The intercultural approach offers a forward-looking model for managing cultural diversity. It proposes a conception based on individual human dignity (embracing our common humanity and common destiny). If there is a European identity to be realised, it will be based on shared fundamental values, respect for common heritage and cultural diversity as well as respect for the equal dignity of every individual. Intercultural dialogue has an important role to play in this regard. It allows to prevent ethnic, religious, linguistic and cultural divides. It enables to move forward together, to deal with our different identities constructively and democratically on the basis of shared universal values.

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (adopted by the Committee of Ministers on 11 May 2010)

Education for democratic citizenship and human rights education are closely inter-related and mutually supportive.

Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

Recommendation CM/Rec(2010)7 to the Member States of the Committee of Ministers on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (adopted by the Committee of Ministers on 11 May 2010 during its 120th session, 8 pages.)¹³.

“Education for democratic citizenship” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing

their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law”.(...) Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals,

¹² <http://www.coe.int/t/dg4/intercultural>

¹³ (http://unipd-centrodirittiumani.it/public/docs/CoE_edu2010_1.pdf)

learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.

At the European institutional level the **North-South Centre**¹⁴, provides this definition of **Global Education**: "“Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship”.

The North-South Centre’s objective as regards Global Education is **to develop, enhance and sustain strategies and capacity-building for global education**, targeting institutions and practitioners in the field of global education in the formal, non-formal and informal sector. This work is based on the conviction that global education is a holistic **“education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all”**¹⁵.

The Global Education Programme of the North-South Centre promotes, improves and intensifies this type of education in the Council of Europe member states as well as on a global level¹⁶. This networking approach is supported by **Global Education Week**, the Europe-wide annual awareness raising kick-off event to encourage global education practice in formal, non-formal and informal educational settings¹⁷.

More recently, the **North-South Centre of the Council of Europe and the European Commission** have agreed to combine their efforts to promote global education and youth action in Europe and beyond. To this end, the two institutions have signed a joint management **agreement on 28 November 2008** that aims at strengthening public understanding and critical support for development cooperation, and for the achievement of Millennium Development Goals, through key stakeholders in the field of global education.

The project is based on two lines of action:

- 1-**raising European awareness of issues of global interdependence and solidarity through education and youth programmes;**
- 2- promoting North-South solidarity policies in conformity with the goals and principles of the Council of Europe through dialogue between Europe, the Southern Mediterranean countries and Africa.

Global Education does not introduce new contents; in fact it enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions. Global education is mainly focused on the notions of **social justice and sustainable development** to give life chances to everyone. It provides knowledge about **universal concepts of humanity** and about **communalities and different lifestyles, cultures, religions and generations**.

Global education is not only about global themes, world problems and how to find solutions all

14 North-South Center, officially named the European Centre for Global Interdependence and Solidarity, is a Partial Agreement of the Council of Europe whose mandate is to provide a framework for European co-operation designed to heighten public awareness of global interdependence issues and to promote policies of solidarity complying with the Council of Europe’s aims and principles, respect for human rights, democracy and social cohesion.

15 Maastricht Global Education Declaration, 15th-17th November 2002. The definition was originally formulated during the yearly “Meeting of the Global Education Week Network” in Cyprus, 28th- 31st March 2002.

16 This programme is based on recommendations and outcomes of conferences that the North-South Centre organised in Athens (1996), Budapest (1999) and Maastricht (with the Maastricht Declaration, 2002). The Global Education Programme is also based on the recommendations of Resolution 1318 (2003) of the Parliamentary Assembly of the Council of Europe, which recommends that the member states “promote global education to strengthen public awareness of sustainable development, bearing in mind that Global Education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens”. This programme complements the actions carried out by Directorate General for Education, Culture, Youth and Sports of the Council of Europe in the field of Education for Democratic Citizenship and Human Rights Education.

17 The Global Education Week network had its first meeting in Lisbon in 2000.

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. Transformative learning enables people to shape a common vision for a more just, sustainable world for all. People and goods are both causes and characteristics of globalisation as a process that leads to an interdependent world and to what nowadays is called glocalisation.

This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting.

Globalisation is complex and ambivalent and its consequences can be regarded as both positive and negative on social, economic and environmental levels. Worldwide consciousness of **global change** towards more sustainable, fair development and the need for international cooperation have been increasingly addressed through covenants, declarations and campaigns promoted mainly by a growing civil society commitment and international organisations.

Hence, the need for global education as an international dimension in **learning and teaching methods in both formal and non-formal education** in order to move towards a better understanding of the current issues of the world, its impact at local and global level, is not only a need, but an ethical challenge in today's world. Globalisation poses fundamental challenges for all areas of education in every country. It provides access to people, cultures, economies and languages in a new way.

However, the importance of education lies in helping people recognise their role and individual and collective responsibilities as **active members of this global community** in the sense of engagement for social and economic justice for all and the protection and restoration of the earth's ecosystems.

Global education is the pedagogical concept behind this vision!

In this context, it is increasingly maintained that education should provide opportunities for realistic, informed appraisal of contemporary issues in our world without reinforcing negative images of an inevitable gloom and doom future. At the same time it is argued that there is a need for greater opportunities in curricular designs for creative and rational discussions of diverse views on alternative futures. This goes in line with contemporary movements for **curriculum innovation** in different countries that encourage a more flexible and open perspective by applying new content and using active methods and new resources.

Global education corresponds to this movement!

Global education is not just concerned with different perspectives on globalised themes and what you teach and learn about them. It is also concerned about **how you teach and learn** and the contextual conditions in which you teach and learn. In fact there is a necessary unity between the content, form and context in which the learning process takes place¹⁸.

In a global education learning process students and educators go deeper into the roots and causes of events and developments and share ideas on possible solutions in a dynamic exercise of observation, analysis, reflection and exchange of information that creates a new circle of knowledge and interests.

The content is therefore a result of a constant interrelation between abstract knowledge of theory and concrete experience of everyday life.

Global education **skills** are:

- Critical thinking and analysis

¹⁸ See the aims of global education in "Global Education Guidelines – a handbook for educators to understand and implement global education-, North-South Centre of the Council of Europe, Lisbon, update version 2010, pagg. 18,19.

- Changing perspectives or multi-perspective approach
- Recognise negative stereotypes and prejudices
- Intercultural competences in communication
- Teamwork and Cooperation
- Empathy
- Dialogue
- Assertiveness
- Dealing with complexity, contradictions and uncertainty
- Dealing with conflicts and conflict transformation
- Creativity
- Research
- Decision Making
- Dealing with Media
- Dealing with Science and modern Technology

The ultimate purpose of global education is to develop **values**, based on knowledge of global issues and relevant skills in order to build attitudes for responsible global citizenship at individual and collective level. Core values allow educators to clarify the basic principles of the learning process. They include:

- Self-esteem, self-confidence, self-respect and respect for others
- Social responsibility
- Environmental responsibility
- Open-mindedness
- Visionary attitudes
- Proactive and participatory community membership
- Solidarity

Therefore, global education **methodology** has to be related to the realities of the world. This means, it is first of all based on the reality, contexts and needs of our learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnections between them. This requires first clearing all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (i.e. age, language knowledge, cultural background and physical capacities) and related to learning styles¹⁹.

Global education activities follow a process of continual preparation, action and reflection. All participants of this type of education will conduct needs assessments, develop proposals, create action plans and reflect on and share the results of their action with their peer group. **Internal evaluation** is an important pillar of the whole process, based on reflection and linked to the objectives of the activity. Evaluation results can be the starting point for re-designing an activity or a project, for new perspectives and plans. Global education is not a static, repetitive procedure, but a continuous and dynamic process of reflection and action, that is to say *praxis*. The **global education evaluation** process needs to be decided and designed through a participatory procedure. There are different evaluation procedures and also different evaluation methods according to the people involved, the time schedule, the tools used, objectives and especially the context of the educational project, which includes: self-evaluation; internal and external evaluation; initial,

¹⁹ See the methods of Cooperative-based learning; Problem-based learning and the Dialogue-based learning in "Global Education Guidelines – a handbook for educators to understand and implement global education-, North-South Centre of the Council of Europe, Lisbon, update version 2010, pages 29, 30..

formative, final and post-evaluation; qualitative and quantitative evaluations.

Methodology could develop critical thinking and active involvement as well as stimulate curiosity and creativity. It could be based on an interdisciplinary approach from local to global, from personal to collective, from emotional to rational, analysing the past, the present and the future in order to introduce elements of changes using **interactive tools with a bottom-up procedure**.

On this basis anything interactive is welcome: icebreakers and energisers, simulation activities and games, role playing, brainstorming, problem-solving exercises, debates, group discussions, panel or round table discussions, pair group exercises, exchange of experiences, research and presentations, study visits, participative arts, case studies, art activities including music and/or dance and activities based on stories and tales or visual arts / iconography (photos, movies, collages, comics, drawings, etc.).

The most commonly used tools in our technological society affect the media. **Digital storytelling** is an important media tool for involving people. It belongs to **media education** which is directly related to global education.

In global education an educator using the media may encourage learners to become aware of global problems to be a critical audience for any form of given information, to deconstruct stereotypes, to develop a culture of understanding and to be active citizens. Learners using the media in a global education learning process can be active researchers of information and collaborative participants in a process towards discovering knowledge. Using the media is a challenging way not only of getting, but also of spreading information from the group to the local or global community, if the group goes on from the learning activity to action in the real life or in cyber space. The media can be used to raise people's awareness and to give visibility to individuals or collective actions of common interest (e.g. actions of solidarity or cooperation for the well-being of the community, protests against violations, multicultural events, activities for the sustainability).

However in global education **a great variety of methods and materials** are used and a wide range of educational settings and actions are possible: from international school partnerships to community learning, from sports to debate competitions, from intercultural practices to contextual practices and so on.

Global education methodology issues are expected to be reflected in the procedure when designing a **global education curriculum**; the content of a curriculum includes not only cognitive and ethic, but also methodological issues. It means global education perspectives must run through all aspects of the learning procedure.(i.e. methods, activities, textbooks and other resources).

Designing the curriculum for global education does not mean incorporating a new specific discipline in an existing or new curriculum. Global education is essentially a cross-curricular perspective which promotes the incorporation of global issues in any education programme and enables educators to approach such issues through any subject. Criteria for global education curriculum design should be set on two axes, (a) criteria on the content of the curriculum itself and (b) criteria on the procedure followed when designing the curriculum. It is, of course, necessary for both axes to be in accordance with the aims of global education.

In the light of the above-mentioned, it is important to ask ourselves to what extent global themes have actually become shared knowledge incorporated in European school curricula and which methodologies are currently used. Furthermore, it is vital to ask ourselves how school has created synergies with other education subjects at the local level, in order to activate concrete citizenship education processes. Last, we should ask ourselves which barriers need to be overcome in order to apply global education in formal, non formal and informal education contexts...Those questions should pave the way to an in-depth exploration of our life, working and personal realities, in order for us to understand in a critical and constructive way to which extent they are connected to the rest

of society, such as the neighbourhood we live in, our country, Europe and the rest of the world. The current piece of research certainly does not encompass all aspects of global education; its aim is to help answering the questions above by describing good practices applied in this field in several partnership Member States. The starting point of the current piece of research is the *signifier* and *signified* that each stakeholder attaches to the term "Global Citizenship Education".

In order to understand specific terminology, the reader can use the "glossary of terms for education for democratic citizenship" ²⁰, designed by the Council of Europe.

²⁰ O'Shea, Karen, "**Education for democratic citizenship 2001-2004. Developing a shared understanding. A glossary of terms for education for democratic citizenship**", Strasbourg, 22 October 2003 DGIV/EDU/CIT (2003) 29, - 29 pages. [www.coe.int/t/dg4/education/edc/.../2003_glossaryEDCItallian.pdf]. The glossary seeks to offer the reader an introductory framework and pathway through the significant terms associated with EDC. The glossary explores thirty-one key ideas offered in discussion documents, reports and research undertaken by the Council of Europe. The glossary is divided into three Sections: Section I: Core Concepts offers an exploration of EDC through terms such as 'citizenship', 'civil and political rights' and 'human rights'.* Section II: Processes and Practices focuses on the processes and practice of EDC by examining such terms as 'life-long learning', 'active learning', 'cooperative learning' and 'critical analysis'. Section III: Outcomes of EDC explores the outcomes associated with EDC such as 'cognitive competencies', 'participation', 'responsibility' and 'solidarity'.

ANALYSIS AND COMPARISON OF NATIONAL REPORTS
Global Citizenship Education and Digital Storytelling
in Bulgaria, Italy, Norway, Portugal, Spain, Switzerland, and Turkey

C.I.E.S. WP3 leader

Introduction

As can be gathered from the European situation described above, Global Citizenship Education does not have an official definition. It is a practice, which has been developed in Europe, and in several non-European countries, in the Global North as well as in the Global South, starting from the need to grapple 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 crises, 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" while others, instead, have introduced in their school curricula, joining traditional civics or citizenship education, new issues which can be tied to GCE, the basis of the previous analysis. This includes including education on sustainable living, critical consumerism, conflict resolution and inter-cultural dialogue.

The research produced by the Rights project's partners, involving 7 European countries, delineates a highly varied portrait of the concepts, practices and objectives attributed to GCE.

As reported in the methodological note, CIES, as research coordinator, requested each partner to "filter" some data to highlight definitions, based on the national context, of the concepts of *citizen/citizenship*, *global citizenship*, and *global citizenship education*. It then asked them to cite national regulations to highlight, for example, whether there are national guidelines on citizenship education (particularly if global) and if there are hours dedicated to disciplines relating to GCE, and any other regulation considered relevant. It then asked the partners to analyze several texts and materials published at the national level (essays, articles, multi-media materials, Internet sites and the like), to highlight, as reported in the methodological note, the theoretical guidelines and practices useful to delineate the state of the art of GCE, and the level of knowledge and/or the practice of Digital Storytelling, as applied to GCE and as a separate tool. Each partner was asked to analyze approximately ten documents. As we will see, in some cases, this number was reached and even surpassed; in other cases, the partner was not able to find more than 5 or 6 pertinent documents, or, as in Switzerland and Italy, they felt that 5 or 6 was enough to delineate a sufficiently clear picture of the researched themes.²¹

21

This partly already gives an idea of each country's state of progress, if it can be said that the publication of documents (institutional and otherwise) confirms that there are variously "institutionalized" concepts and practices. It is clear that where there are legal regulations, a level of recognition has already been achieved, while where there are non-institutional documents, such as those published by NGOs and associations, we can say that it's civil society that responds to problems arising in the "field", ahead of the institutions to some extent. When there is very little documentation, or none at all, it is clear that we are seeing a very low, or non-existent, recognition, on the studied topics.

To complete the analysis, they were asked to support it with field research, implemented in part through interviews to a selected group of teachers, in part through the opening of a Facebook page/group, open to teachers and students in secondary schools.

The work was complex and not without difficulties. After the first months of research, the WP leader felt it necessary to send the partnership additional guidelines for the analysis of the documentation, which were discussed during a virtual meeting and approved, though with some doubts about timing expressed by some partners. At the same time, it was decided to include the teacher interviews in the literary review. The Facebook experiment, the possibility of which was mentioned during the kick off meeting, was discussed at length on the project site's forum, seeking to agree on times, objectives, and modes. The results were uneven, and in some cases, the modes put into practice were different than those discussed on the forum. However, even these disagreements provided very interesting data, which will be analyzed later.

DEFINITIONS

The definitions given by each partner, attached below, have numerous similarities and at the same time reveal considerable differences, related either to the meaning of citizen/citizenship, or to what is explicitly referred to as global citizenship/Global Citizenship Education.

For the definition of citizen/citizenship, we can delineate two groups of definitions: the first, which emphasizes belonging to a nation and the knowledge of the existing regulations as the first basis for citizenship (this is true of Turkey and Switzerland), and the second, emphasizing more active participation and influence on political processes, belonging, as a creative process that is "realized" through participation (Bulgaria, Italy, Norway, Portugal, Spain).

The Norwegian definition adds another element: the participation of children and young adults, supported by laws designed to consider them full-fledged citizens. Their "co-determination" is specifically referenced for decisions that directly concern them (even though, as highlighted by several authors, there is a gap between this theory and the actual involvement of minors in decision-making processes).

In none of the partner countries is the concept of global citizenship officially recognized, but each study reached a definition through documents and analyzed experiences.

What mostly comes up is, once again, the concept of belonging, expanded to encompass the entire world community. It is a concept that can "develop a sense of interconnectedness and re-enforces mutual understanding" (Transit-Spain). Some definitions further developed the concept of belonging, speaking of "a connection between the individual and society which involves many levels, - (local, national, European and other levels)" each of which is connected to a sense of identity and belonging" (APS-Portugal).

In some definitions, this feeling of belonging is connected to understanding common problems and the recognition of the "innate dignity in every human being" (CIES - Italy).

Another concept that comes up again and again is participation, which is necessary both on a local and global level for an active involvement for a sustainable future (CIES - Italy and ILMEM - Turkey).

However, not all definitions include both concepts (belonging, participation). The one given by SEED (CantonTicino), for example, refers to Global Citizenship as the knowledge of the operation of international institutions; and HUC for Norway preferred not to give any definition, as did BGRF for Bulgaria.

Likewise, only five out of seven countries provided their own definition of Global Citizenship Education (Norway, Portugal, Spain, Italy, and Spain). The other countries had difficulty in defining a concept that is still under-developed, though they provided definitions and practices for

citizenship education. It is noteworthy that these definitions also include elements that we could define as "global openness". The definition of citizenship education given by the Bulgarian partner, for example, gives the main goal as the creation of "free, moral and active individuals, who respect national laws and *the rights of other populations and their cultures, religions and languages*", even if most emphasis is attached to the borders of national states.

In the Norwegian definition, GCE is "education for participation in the democratic process, that encourages the *involvement in the community, both national and international*": the two communities are therefore placed on the same level, and this marks a further advancement over the notion of "global openness".

The other definitions emphasize the importance of learning to live in a fragmented, multicultural world, where it is necessary to open our minds and eliminate prejudices. Global Citizenship Education should provide certain skills: the capacity for problem solving as members of a local and global society, the capacity for inter-cultural dialogue, critical thought process and the awareness of environmental problems. Some definitions highlight the importance of integrating formal, non formal and informal education plans. Portugal highlights the potential dimensions of GCE: development education, human rights education, sustainability education, peace education, and citizenship education.

NATIONAL CONTEXTS

The overall picture of the standards and specific educational contexts of the seven countries covered presented some similarities. First, in none of the countries there is specific teaching called "Global Citizenship Education". However, all the countries provide for one or more variously named types of teaching which refer to teaching about citizenship and human rights. Furthermore, we noted how many systems, in defining the objectives and contents of the teaching, make clear the need to give it a "global" scope. For example, the legislation in Italy which established "Citizenship and the Constitution" education states: "*consider civic and social values on a broader scale than that of the education of the generations preceding the current school population. The globalization of problems, of inter-relationships, of cultures, knowledge and human rights... of possible catastrophes, environmental and otherwise, demand a considerable effort of awareness, understanding and critical engagement.*"

Likewise, Spanish regulations require that "*Citizenship Education and human rights*" furnish students with "*principles and rights recognized by the Spanish Constitution and by universal treaties and declarations, as well as of common values, that form the basis of a democratic citizenship in a global context.*" The Norwegian Principles of Education suggest that the school should "*prepare students to take part in the democratic decision-making process and encourage involvement in the community, at national as well as international levels.*" The aim of "World and Personality" teaching in Bulgaria is to "*create conditions for free, moral and active individuals, who respect the national laws, the rights of other people, their culture, language and religion.*"

The different pedagogic systems all proceed from the common understanding that global conditions have changed and from the consequent necessity to furnish students with new abilities, so that they may face up to the challenges of their time with greater resources. The contents of the disciplines (or, as we shall see, disciplines) related to citizenship still vary from country to country, and though some themes recur, others seem to be dealt with only in some of the countries.

In most cases, with the exception of Portugal and Norway, which we will look at further in detail, only a fairly small amount of time of the school curriculum is given to teaching about citizenship and human rights. For Switzerland, 20 hours in two years (although there is a "class hour" once a week when students discuss class problems), and between 32 to 35 hours a year, equal to one hour a week, in Turkey, Bulgaria, Spain and Italy. Significantly, some national reports, like those of Bulgaria and Spain, object to the disproportion between the very often ambitious aims of the teaching and the reduced resources of time and money made available. Ultimately, there seems to be a lack of real political will to invest in such teaching, beyond the statements of principles. It should be noted, at any rate, that the number of school years during which this teaching is carried out varies from country to country. One year in the case of Turkey, two in Canton Ticino (Switzerland) and Spain, four in Bulgaria, and in the case of Italy the whole school course, from nursery school to secondary school (with different objectives for every level).

Portugal and Norway are quite different cases. In Portugal an obligatory cross-discipline teaching called "Project Area", which existed until 2011, was eliminated in the latest school reform. There is still Citizenship Education as a trans-curricular, non-obligatory discipline, often carried out via extra-curricular activities and run by after-school staff, at least in secondary schools (there is still an annual course in primary school and a cross-discipline area in pre-school). Nonetheless, Portugal would seem to be the only country to have someone in charge of Citizenship Education teaching, responsible for planning and carrying out GCE-related activities, working alongside other subjects and organization of activities. Furthermore, though it may be outside the aims of the current research, it is interesting that citizenship and global citizenship are included in the list of certifiable skills by a system which validates adult skills (the Novas Oportunidades program).

In Norway, we find a more complex system of teaching methods linked to citizenship. They are "distributed" over two curricular subjects, "student councils" and "social sciences". The aim of the first is to "help students to develop their ability to express their independent opinions and their ability and willingness to cooperate", an objective linked closely to the practice of student councils, which we will consider below, while the second aims to *"contribute to the understanding of and support for basic human rights, democratic values and equality, and active citizenship and democratic participation."* The "school councils" teaching covers all Norwegian students, in all grades, and in secondary schools consists of 71 hours a year, about double than that in the other European countries involved in the research. Alongside this teaching there is an effective practice of elective "student councils" whose operation is provided for by national regulations and concerns different levels of education. By means of these student councils, the school can be regarded as a "democratic arena" where students have to learn the most important lesson for a democracy: participation.

Another interesting aspect is the role of civil society, especially NGOs, in determining and, in some cases, in implementing GCE-related activities in schools (i.e. workshops on human rights, development education, gender policies et al.). Such role was emphasized by several countries: the Bulgarian partner, for example, pointed out that the school subject "world and personality" is inadequate, because it does not provide actual education on human rights. Bulgaria also reported several projects implemented by NGOs in schools in order to compensate for such deficit. The Spanish partner attaches emphasis on the tension between the world of associations (which contributed to the incorporation of the school subject "Citizenship and Human Rights") and the government in power (intending to change it). In Italy too, it was the NGOs and associations to introduce GCE in schools and to carry out a reflection on the notion of GCE itself as the evolution of development education. Finally, in Portugal it is thanks to associations external to schools that GCE is still possible, at least in secondary schools.

The partners examined a total of 49 documents²² supplied by 6 different "country contexts"²³ on a total of 7 (that is to say, by all except Bulgaria; the Bulgarian partner, however, supplied a list of references including a large number of national publications). The first element to catch the researchers' attention was the presence (or lack) of direct references to Global Citizenship Education in the selected documents. Only the sheets supplied by Norway and Switzerland do not contain specific references to GCE: the material provided by Norway, indeed, explores the relation between democracy, political education and the role played by the youth (also in a creative way), while sheets supplied by Canton Ticino only contain documents and material concerning citizenship education.

Many partners (but not all of them) chose to analyse university degree papers or pieces of research: perhaps, this is a sign that GCE issues are still relatively new but, nonetheless, they are perceived as attractive and worth to be analysed more in depth. The Turkish partners chose to analyse a large number of institutional documents (references to legislation and the Constitution), proving that particular emphasis is attached to the national definition of citizenship; however, reference to an article on GCE shows that a broader notion of citizenship is making its way.

The first element emerging from the large number of material on GCE provided by Spain, Portugal and Italy is the lack (in nearly all materials) of concrete action proposals, while the theoretical component and the definition of GCE itself seems to play a much more important role. However, when concrete examples are given, significant emphasis is attached to the use of new technologies, supported by websites, platforms and specialised CD-ROMS. Also, NGOs and associations produced a large share of material, often the final product of projects related to global citizenship. Finally, the large number of teachers' manuals shows that the teachers' interest in these issues is increasing.

As for the institutional nature of the involved partners ("institutional contexts")²⁴, no significant differences were detected, apart from the Turkish partner, who views the notions of citizenship as closely connected to the notion of nationality to a greater extent than the other partners. Such lack of diversity might, in any case, be held as a positive fact, because, due to the social, historical, political and cultural differences among different "country-contexts", it indicates that there are some common institutional lines, in spite of both different "context-countries" and the different nature of institutions themselves. Therefore, there is a will of holding the notion of global citizenship and GCE as a transversal notion, that is to say as a process cross-cutting today's societies and showing how globalisation processes are a major driving force of European society. Democracy, human rights, sustainability, multiculturalism: both in context-countries and in institutions of different nature all these issues are held as collateral to and implicit in the acknowledgement of a world system based on new social balances. Such new balances are based on the principles of dignity for all and equality; cooperation and social participation of individuals and their personal responsibility play a vital and key role in this vision.

22 Number of documents selected and analyzed according to the "Reference grid for the analysis of documents selected from each country", see Methodological Note

23 Rif. Methodological Note

24 Rif. Methodological Note

DIGITAL STORYTELLING

Researchers analysed material concerning DST, especially some portions of the reports (Switzerland and Turkey) and some analysis sheets regarding specific documents (Spain, Norway, Portugal)²⁵. Such material does not necessarily contain good practices, but it provides descriptions of some relevant projects carried out at the national level. According to the researchers' analysis, the use of the DST method is still in its initial stages; in some contexts (Spain, Italy), however, reference was made to either some specific texts or Internet sites containing information on this methodology. Although in Italy and Spain some projects entirely revolving around DST as the core of students and teachers' educational activities are allegedly being carried out, in other countries DST is mainly used in a synergy with other, more traditional educational and teaching activities. More precisely, DST is part of an education scheme, a useful tool in the summarising and/or final stages of workshops or learning activities actually based on other techniques and tools. In these contexts, DST is used as an instrument for fixing and preserving an education project on a digital support. In Italy and Spain, instead, some workshop and teaching activities were actually focused on and around DST, and the entire pathway of the project revolves around it. In this case, DST is not only the "object" (tool) of educational activities, but also is the main "subject" of education activities (a form of digital education).

It must be pointed out, however, that material on DST is available in all countries, although the use of DST is still in its initial stage. Anyway, it is broadly acknowledged that the huge potential of DST should be developed in several and diverse educational contexts and according to different perspectives, due to its strong impact on adolescents, youth, and, last but not least, children, who were actually born in a highly technological social context.

According to analysed material, there are four main common notions regarding the subject in all countries:

- the notion of "reflection"
- the notion of "experience and expression"
- digital education
- the "social" dimension (meant both as the existing tension/attention towards social issues and as the whole spectrum of possible ways to use this tool for fostering interaction/sharing among participants).

The notion of "reflection" is mentioned in practically all documents on the subject gathered at the national level. To all appearances, DST is viewed as an extremely useful tool to foster collective and individual reflection on several themes which do interest participants. The very fact of translating one's experience into stories - and, subsequently, into pictures - seems to generate some form of responsibility towards what will be later depicted and, therefore, it prompts careful consideration of what should be told, how and why. Communication is thus experienced with a critical spirit, as a form of expression to be enhanced through both individual and collective reflection, because stories are a source of perceptions, thoughts, ethics, values, ideas and emotions. This aspect is thus underpinned by the notions of "experience" and "expression": it is concrete life experience - and especially, a reflection on it - that provides the basis to tell (express) different points of view and visions of reality to the world, to society, to the other.

According to the analysis, indeed, because DST allows this kind of reflection on real life experience, it consequently contributes to increasing the participant's knowledge of the world and making it less superficial. Also, the reality of each individual and social group can be depicted, thus making DST a real instrument of democracy and social equality. In this way, critical thinking on and around reality is carried out, subsequently turning itself into culture. DST is, therefore, an instrument for producing and re-producing culture. Ultimately, DST promotes reflection which, in its turn, fosters a general production of culture, the result of life experience shared with the other. New meanings are built from experience, as if images could stop and preserve time and allow the world to reflect upon the contexts one wants to convey.

Another important common aspect of what the individual partners reported concerns digital education: it seems necessary to help young people understand how to use media and digital devices in general in a conscious, responsible way. Indeed, as the access to and use of media and digital devices becomes increasingly easy, a specific educational culture should be developed. Digital devices are therefore constantly evolving and developing, at a much faster pace than educational critical support does. Consistently, it emerges from the analysed material that special emphasis is attached to adult education, underlining the need for adults to know how to manage the relations of youth with the digital world in a positive way. To sum up, it seems that adults feel the need to improve their technological literacy, which is much lower than the adolescents' one and advances at a much slower pace. Such tension perceived by adults (and especially teachers) is based on their need to learn how to use and manage technology in order to become valid educators.

Finally, "the social dimension" is meant as the tension towards social issues and the need and intention to use DST as an instrument aimed at improving interaction and sharing among participant. By its very nature, DST is able to bring down the limitations imposed by geographical distance and develop broad collaboration. In the case of social issues, it must be pointed out that through stories, such instrument can give a voice to the voiceless and, subsequently, enhance visibility of social dynamics and issues involving groups that are usually left at the margins. It is therefore possible to increase knowledge of such realities and of other kinds of realities, for example, the cultural ones, so as to foster better social cohesion by encouraging empathy. Reflective interaction on such themes among individuals encourages social learning and communication between people who are usually distant from each other, both from the social and from the physical point of view, thus promoting the creation of contexts for collaboration and new forms of cooperation and, ultimately, helping social inclusion. This might lead to shared social action, that is to say, to promotion of new forms of positive actions, based on actions resulting from the shared work of individuals who collectively reflect on their life experience. The culture of participation, especially among the youth, is thus promoted. Indeed, the stories that young people tell, build and re-construct often become stories to tell to other young people: learning material made by young people for young people.

FIELDWORK RESEARCH

Using a social network to stimulate debate on GCE: experimental results

Experimentation via Facebook was suggested in order to ascertain how useful this social network might be as a tool for Global Citizenship Education. As mentioned in the methodological introduction, this experiment was meant to develop through a series of stages, but in practice it came to an end earlier. After a first stage, during which groups (and, in some cases, pages) were created on Facebook and teachers and students were contacted, some videos were published which had previously been discussed and selected by partners through the forum available on the project's website. After careful consideration, 7 videos were selected:

Title of the video	Main issue/issues developed
1) The world has changed	Changing lifestyles
2) Change the world in 5 minutes	Global Citizenship/Participation
3) Prayer to mother Earth	Environment and protection of biodiversity
4) Global citizen video	Poverty, environmental crises, north-south relationships, development co-operation, solidarity, environment protection, participation
5) Miniature Earth	North-south relationships, life conditions all over the world
6) If the world were a village of 100 people	North-south relationships, life conditions all over the world
7) The girl who silenced the world for 5 minutes	Biodiversity, Environment protection, sustainability, children's participation

Preference was given to videos subtitled in national languages, such as "The girl who silenced the world for five minutes", or to videos with little audio content and/or sufficiently "eloquent" images, so that the same material could be used in all 7 countries and results might be easier to compare. Research was intended to continue by collecting reactions expressed by the target on Facebook pages/groups and then proceeding accordingly (for instance, by providing new stimuli in response to reactions, preferred topics, etc.). However, because the social network is still relatively recent as a research tool, the debate between partners required more time than had previously been foreseen and more than was available for the project: the different possibilities for use were questioned and many inputs (some of which positive) were received. The experiment was therefore brief in duration and this is one reason why it did not produce the expected results. Even though the various pages/national groups were generally scarcely attended, they did provide useful information. Out of seven national-level experiments, only three got beyond stage one. The other four came to a halt during the task of contacting targets, and therefore did not register significant interactions. The

reasons for this are yet to be investigated in depth; however, it can be assumed that guidelines were not accurately understood or that partners experienced time shortage and/or technical difficulties in the management of Facebook groups, resulting in their failure to carry out the experiment fully. In particular, three out of these four (Turkey, Spain and Bulgaria) only published one or two of the seven selected videos, even though they had acquired 17 group members in the first and 55 in the second case (these numbers, while not enormous, are altogether significant). In the fourth case, Canton Ticino, the difficulty consisted in contacting teachers familiar with the Facebook tool; unfortunately, none of the teachers had a Facebook profile, so that the group was announced only through the Seed association's website, but without success. This is in itself useful, since it shows how, at least in this particular national context of Canton Ticino, the social network is not yet very widespread and how it cannot be taken for granted that a still relatively 'young' tool has already been widely used by a community of users who are more mature, as usually applies to the teaching body.

The 3 experiments that went beyond the initial phase were conducted by the Portuguese, Italian and Norwegian partners. Each of these invited teachers with which they were in contact to visit the page or to join the group, according to the selected option. Guidelines given to the partnership recommended forming initial contact groups of about 20 teachers and 20 students – the latter to be contacted by the first. This minimum quota was reached and exceeded only by some of the partners (see attached file): the membership of groups created by these partners reached numbers between 17 and 76. The next step consisted in publishing videos (previously selected through the project website's forum) on the Facebook page or group, sometimes accompanied by questions designed to stimulate reactions. The aim of this step of the experiment was to evaluate the interest level with which these stimuli were received, as expressed through comments, likes, sharing on other sites and spontaneous publication of other material pertaining to the group's subject by students and teachers. As for Italy and Norway are concerned, these reactions were few and scarcely significant, with a number of comments ranging from Norway's 3 to Italy's 23. Lacking sufficient data to explain these differences, we can only surmise. The Norwegian partner, for example, supposed that more time would have been necessary to reach a larger target and thus enable more interactions within the group, and also that content should have been more varied, for instance by posing a larger number of questions. In Italy's case, as thoroughly described below, some teachers experienced a strong involvement in the project, serving as a "drive" for other teachers to leave comments on the page.

Perhaps some additional information may be gained from the Portuguese page, which – by comparison to the other countries - registered an extremely high number of interactions. For detailed information the reader is referred to this specific case; however, we may formulate some hypotheses on the reasons that led to a result so different from that of the other countries.

Firstly, even though discussion in the specific forum had resulted in a different decision, the Portuguese partner chose to create a page and not a group, precisely in order to facilitate participation. Moreover, the Portuguese page was divided into separate sections for students and for teachers, in which the video material was published together with stimulating questions specifically designed for each of these targets. The partner also chose to use only two of the videos that had been selected by the partnership through the forum ('Global Citizen Video' and 'The girl who silenced the world'), adding two more which, even though they had been discussed, had not been selected ('Story of stuff' and 'Being a global citizen'), plus three completely new videos: two about

Human Rights and one on Peace Education. The aim of this choice was to widen the range of subjects discussed within the group.

Some of these choices, or in some cases “deviations” from the design of the research project certainly proved to be winners, as clearly inferred by the high number of interactions (135 comments). It must also be remembered that, in the case of the Portuguese partner, the first target group (teachers) was partly identical with the partner itself, since APS is a teachers’ association. This may perhaps indicate that direct and conscious involvement of teachers in this kind of activity can substantially stimulate the participation of the second target (students) and generally enhance the usefulness of the social network as a tool for discussing subjects pertaining to GCE.

This same conclusion may be inferred from the Italian case: from an initial membership of 2 teachers and 10 students who had already been involved in an earlier project promoted by Cies, the group grew in only a few days’ time to a membership of over 70, about half of whom were teachers. This is a very important result which, for the Italian case at least, shows how the facebook tool can be perceived as useful, among other things for establishing links between teachers, for discussing subjects of common interest – such as GCE – and as a tool for keeping up-to-date. Here too, the personal engagement of teachers who invited colleagues and students to join the group was the decisive element and certainly reveals an interest for this subject area, even though subsequent interactions were modest in entity (about 23 comments), perhaps due to the absence of questions stimulating reactions or to the fact that the videos were not found very interesting; or possibly the target hoped to find other kinds of content. It would certainly be of interest, in the next months of this project, to ask the group members themselves how they would like to use the group. In both cases (Italian and Portuguese) it can be supposed that interaction can be facilitated by publishing videos that use the national language and that are therefore easier to watch. However this would have limited possibilities for comparison for language-related activities; for this reason, the decision had been made to publish the same videos in all countries. At this point, though fully aware of the limitations of such a comparison, we wish to attempt a survey of subject areas which raised the most interest in the various countries, based on the number of comments and likes received by each video (see Annex B).

The resulting grid shows how videos about environmental sustainability and global citizenship (considered in terms of active participation in resolving global problems) were found most interesting. Videos on human rights were very much appreciated on the Portuguese page.

In conclusion, we believe that this experiment, on condition that its continuation bear in mind the outcome of this first stage, could produce further useful results concerning subjects of interest pertaining to GCE, for instance by selecting video materials in national languages about an agreed number of subjects jointly selected by the partnership, in order to analyze the information deriving from this first experiment in greater depth. It might also be useful to try out a variety of other materials such as, for the teachers’ target, the publication of national and international reports, specialized articles, links to inter-active games and so on, introducing specific stimulating questions in order to encourage participation.

Interviews with teachers

The interviews were structured in such a way as to include the opinions of teachers involved in individual partner countries on such topics as GCE, the emerging and necessary thematic requirements from a youth perspective and instruments useful for transferring and promoting content and expertise in the field. Another of the objectives was to establish whether or not teachers know and use the technique of digital storytelling.

In terms of the instrument to use, major emphasis was placed in quality, in line with methods used in research. The sample, therefore, is not statistically representative, but the freedom of choice afforded to partners with regard to the subjects to be interviewed was designed to allow partners to choose interviewees who might be able to relate current schools of thought in each country. Given the diversity of each individual country and the economy of this research, it is not possible to develop a series of interviews claiming to be statistically representative and, as a result, able to keep at bay with any degree of scientific accuracy the variables that, in each specific national context, affect social situations, individual and collective perceptions or particular elements with historical, cultural and social aspects.

Questions were therefore structured according to a pre-defined but simple grid, which can be easily interpreted regardless of particular contextual elements, as it features open questions that are both exploratory and projective (see grid attached - Annex C). In order to allow for careful reading and to ensure that each subject was able to conceptualise their opinions in simple and direct words, a limit was imposed on the number of characters (between 500 and 1,000) to be used in answers. A total of 22 interviews were conducted, more or less equally distributed between the relevant countries, with the exception of Turkey, which did not feature. In detail, there were 3 interviews for Switzerland, 5 for Norway, 4 for Spain, 5 for Portugal and 3 for Italy.

Results of the analysis of the interviews

The results obtained are related below, with a general excursus. It must be highlighted that the analysis across the various countries showed only **minor specific differences, if at all**. The main issues that the teachers interviewed believe should be examined at school for GCE are democracy and rights, in particular human rights, cultural exchange and immigration, environmental and economic sustainability, an element better represented by the concept of development education. A tension exists between the concept of the territory, in that the relationship between “micro” and “macro” is often quoted. This refers to the fact that practice in single areas can lead to positive development on a global scale. Furthermore, the concept of cultural exchange, which often carries references to the phenomenon of immigration and therefore to the dynamics of social integration and cultural contrast, in an accurate reflection of the social situation in Europe, is linked to the need for young people to understand fully the value of human rights and of democracy, which not only needs to be developed through its social cohesion elements, but also and, more importantly, put into practice by casting aside prejudice and forms of discrimination. Indeed, the interviews appear to

betray a fear that the term “democracy” could be deprived of its meaning and remain an acclaimed and oft-quoted concept but one that is less and less practiced in its entirety and to its fullest scope.

Teachers say that the main need for young people seems to be to redesign a context that is being lost because the real pre-requisites of an equal and democratic society are disappearing from view. This can be achieved through the recovery of social relations and active participation in social life within the individual framework of daily life, particularly in connection with the relationship with diversity that the phenomenon of immigration has brought to European countries. This factor is geared towards overcoming all forms of discrimination and, when associated to respect of the environment and of economic policy marked by economic sustainability on a global scale, can bring about an idea of citizenship that is not exclusive – focussing only on what lies inside each individual country or national entity – but inclusive, in other words where the local context is not defined but refers to a “global system”. In this context, rights and duties are more strictly understood as general and inalienable rights for all human beings and duties linked to participation and individual responsibility.

In a more specific school education context, the emphasis is on the need to insert these concepts with historical and explanatory properties into school curricula at all levels. Teachers stress that a sore point for education systems is that they do not always recognise the right of certain issues to enter the realm of explanatory analysis specific to each subject and, often, aimed at being decontextualised. In so doing, it is as if the formative “package” that school provides were rigid enough to avoid comparisons and contrasts with social reality, the problems inherent within it and emerging global needs, effectively limiting any form of consciousness of lives far removed from one’s own, and therefore limiting opportunities to understand fully and without prejudice the history, relationships and dynamics of the “global system”.

The way in which the teachers interviewed would like to handle the issues in question always comes back to the concept of participation. It does not seem possible to deal with certain issues if not in a shared manner, in an active way designed to directly stimulate social relations and relationships between individuals, who should be capable of mediating and managing their own relations by discussing and sharing things of common interest, for which each individual has specific responsibility. So the aim is for discussions, group work, exchange of experiences and reflections, forums, debates and meetings aimed at getting to know people and life stories. All cooperative instruments directly favour relationships between people. In some cases, teachers underline that these ways of working should be adopted not only in work with youngsters but also as a means of exchange between teachers.

The interviewees also think that the most useful digital instruments for use in class and with students are Internet-based, in particular social networking sites such as Facebook and Twitter, specific website such as the Moodle platform, blogs and forums, videos (including Youtube), e-films, Skype, DSt (specific instruments for DSt such as Photostory3 and Photostory-MS are cited), multimedia projections and slides and finally, instruments for digital photography. It should be pointed out that many say that they do not use digital instruments in class, even though they are

aware of them and often understand their potential. They can, therefore, imagine certain possibilities in the use of digital systems, as long as they are used as stated in the previous paragraph, in other words with the aim of increasing knowledge and information that is more difficult to access by more traditional means (television, radio, print media etc), improving social relations, promoting relationships and the exchange of experiences and stimulating discussion and cooperative participation. These instruments are considered “democratic” and should be used mainly for collective ends. In some cases, a need is expressed for these instruments to support activities, but not to become themselves the content of activities. They should therefore be instruments for getting to know reality, rather than reality itself. In terms of their use in the education system, this entails content and the information that it conveys becoming a stimulus but not an absolute guide, to ensure that the potential existing within it should remain that of “being a means rather than an end” for knowledge. The role played by teachers in leading and accompanying students in the use of the instruments is also highlighted.

With regard to the specific instrument itself, most of the teachers interviewed say that they are not aware of DSt (around 70%), a little over 10% use or have used it, while the remainder know it but have never used it. Two Italian teachers say to have used DSt in class, some of the Portuguese and the Norwegians know the tool but have never used it, while almost all of their Bulgarian, Spanish and Swiss counterparts say that they do not know it.

As has been mentioned, it is to be underlined in conclusion that the interviews did not reveal particular elements specific to individual countries. The only variety was noted in Canton Ticino - Switzerland, where the particular need to deal with issues concerning relationships between cultures with particular reference to religion was underlined.

The statistics are very interesting. Independently of the diversity registered in the analysis of the documentation produced in the various countries, and therefore of the state of institutional advancement of the various national systems, teachers show that the problems/needs of young people inherent to the condition of today’s (global and local) society have a minimum common denominator, in that there are key areas that should be analysed in greater depth to allow young people to maintain the privilege of democracy, without it becoming a hollow concept. This can be achieved by participating, reporting, discussing, learning, promoting sustainability, asserting and practicing rights and duties. Working as they do every day on the ground, teachers are more able than others to perceive the issues to be dealt with and how they should be dealt with, and are therefore the main source of information enabling society to be built and rebuilt according to the demands and rights of those who will inevitably shape the future: the youth.

Informed List of References

Citizenship Education / Global Education

European Community

Education for democratic citizenship. - 2001-2004 : Recommendation (2002)12 to the Member States of the Committee of Ministers on Education for Democratic Citizenship - (DGIV/EDU/CIT), 11 pages - (Adopted by the Committee of Ministers on October 16th, 2002, during the 812th session of the Ministers delegates) - [www.storiairreer.it/Materiali/Materiali/.../07.1cittadinanza2002.pdf]

This recommendation points out that education for democratic citizenship is a factor for social cohesion, mutual understanding, cross-cultural and cross-religious dialogue and solidarity, contributing to promote the principle of gender equality and fostering the establishment of peaceful and harmonised relations among different peoples and individual citizens and protection and development of democratic societies and cultures. The document states that all formal, non-formal or informal education activities should be considered components of education for democratic citizenship, including education in the family, which enable the individual to behave as an active, responsible and respectful citizen throughout his/her life. The Appendix includes five basic actions for development of education for democratic citizenship proposals: 1. General guidelines for EDC policies and reforms 2. EDC educational targets and contents. 3. EDC methods. 4. Initial training and improvement for teachers and trainers. 5. Role of mass media and new information technologies.

Recommendation of the European parliament and of the Council of 18 December 2006 on key competences for lifelong learning. (2006/962/EC) Official Journal of the European Union 30.12.2006. - 9 pages.

[<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:141:0017:0020:it:PDF>]

The Recommendation emphasizes in art. (6), the role of education to preserving and renewing the common cultural background in society and to learning essential social and civic values such as citizenship, equality, tolerance and respect, and is particularly important at a time when all Member States are challenged by the question of how to deal with increasing social and cultural diversity. Moreover, enabling people to enter and stay in working life is an important part of the role of education in the strengthening of social cohesion.

Recommendation CM/Rec (2010)7 to the Member States of the Committee of Ministers on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (adopted by the Committee of Ministers on May 11th, 2010 during its 120th session, 8 pages.

(http://unipd-centrodirittiumani.it/public/docs/CoE_edu2010_1.pdf)

The current Charter concerns education for democratic citizenship and human rights as described in art.2. The Charter does not directly deal with related issues such as inter cultural education, equality education, education for sustainable development and education for peace, except in cases when these notions overlap and interact with the principles of education for democratic citizenship and human rights education.

O'Shea, Karen

EDUCATION FOR DEMOCRATIC CITIZENSHIP 2001-2004 DEVELOPING A SHARED UNDERSTANDING. : A GLOSSARY OF TERMS FOR EDUCATION FOR DEMOCRATIC

Strasbourg, 22 October 2003 DGIV/EDU/CIT (2003) 29, 29 pages.

[www.coe.int/t/dg4/education/edc/.../2003_glossaryEDCItalian.pdf]

The glossary seeks to offer the reader an introductory framework and pathway through the significant terms associated with EDC. The glossary explores thirty-one key ideas offered in discussion documents, reports and research undertaken by the Council of Europe. The glossary is divided into three Sections: Section I: Core Concepts offers an exploration of EDC through terms such as 'citizenship', 'civil and political rights' and 'human rights'. Section II: Processes and Practices focuses on the processes and practice of EDC by examining such terms as 'life-long learning', 'active learning', 'cooperative learning' and 'critical analysis'. Section III: Outcomes of EDC explores the outcomes associated with EDC such as 'cognitive competencies', 'participation', 'responsibility' and 'solidarity'. The glossary ends with a list of references including texts at the source of key terms and ideas.

Interdepartmental Centre on Human Rights and the Rights of Peoples of the University of Padua
Material for school curriculum on "Citizenship and Constitution", documents of the Work Group on Civic education, human rights, citizenship, constitution (academic year: 2009/2010). - Second High Education Training Course for Experts in Civic Education, Human Rights, Citizenship, Constitution (academic year 2009/2010)", Padua, 2011, - 407 pages.

[http://unipd-centrodirittiumani.it/public/docs/materialiCdAF20092010_1.pdf]

The volume contains the works of teachers who attended the Second High Education Training Course for Experts in Civic Education, Human Rights, Citizenship, Constitution in 2009-2010. The Course was generally aimed at training teachers specialised in the school subject incorporated in curricula by law 30.10.2008 n° 169; besides, participants sought concrete ways to incorporate those notions, values, institutional references that serve as pillars of the democratic values recognised by the Italian Constitution and developed in legal theory and by the culture of universally acknowledged human rights in the school curricula. The text includes three parts: projects in kindergartens, projects in primary schools and projects in secondary schools of first degree. Each part consists of a preamble, methodology tools for discussion on curricula and some work patterns.

Global Education Guidelines - A handbook for educators to understand and implement Global Education. Global Education Guidelines - A handbook for educators to understand and implement Global Education.), 2008, Centro Norte-Sul do Conselho da Europa – Lisboa, 2010 . - 87 pages.

[<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf>]

The documents contains notions and methodologies on global education for educators as analysed in-depth by the Network for global education and published by the North-South Centre of the Council of Europe. The guidelines are based on the Maastricht Global Education Declaration, (2002), which is held as a process of transformative learning aimed at promoting mutual knowledge and collective self-awareness. The part on methodology based on reality, the contexts and needs at different levels and references to competences to be acquired is particularly interesting. The text especially focuses on evaluation.

Galiero, Marco

Global citizenship education. Building a fair world begins in schools. - Bologna, 2009. - 171 pages.

(Global citizenship education. The building of a fair world begins in schools)

The text originates in the three-year European project "Conectando mundos", which established a network of teachers, educators, pedagogists and NGOs in the four partner countries. The text is meant to serve as both a theoretical instrument and a source of inspiration for concrete action. The debate is based on the need to transform school in order to address the challenges of the contemporary world and place school education at the core of global citizenship. The first part of the book includes some useful considerations on the new perspective of global education, whose methods and contents need re-thinking in order to pool development education, human rights, sustainability, peace, multiculturalism and gender equality in one consistent vision, stressing those issues' close interdependence. The second part of the book includes the description of some global citizenship training projects carried out in Italy, Malta, Spain and Portugal.

Oxfam, CIDAC, Inizjamed, Ucodep.

Global citizenship education in today's schools. Draft position paper. Intermón Oxfam, CIDAC, Inizjamed, Ucodep. 11 p.

[http://intranet.unicodep.org/educiglo/images/stories/documenti_scaricabili/documento_posizione_090508_versione_definitiva.pdf]

The document was drafted in the framework of the project "Conectando Mundos", which was co-financed by the European Commission. It originates in the work of 4 European NGOs involved in the project: CIDAC (Portugal), Inizjamed (Malta), Intermón Oxfam (Spain) and Ucodep (Italy). The document is meant to serve as a basis for broad discussion amongst teachers, academics and educators at the national and international level, so that Global Citizenship Education is increasingly recognised on an international scale.

Premoli, Silvio

Pedagogie per un mondo globale. Culture, panorami dell'educazione, prospettive. Torino, [EGA-Edizioni Gruppo Abele](#), 2008. – 222 p. ([Studi e ricerche](#))

Pedagogies for a global world. Cultures, education scenarios and perspectives

The world is now a global space and nearly all people inhabiting the planet have clearly changed. For a long time now, several scientific disciplines (especially economy, sociology and anthropology) have addressed the globalisation processes, while pedagogy is still lagging behind, focusing solely on a few globalisation-related phenomena such as new multicultural social systems. But the connection between education and the sense of globalisation is neither extemporaneous nor recent.

The author of the book reconstructs the complex connection between pedagogies and globalisation processes, investigating its history and meaning.

In the first part of the book, the author provides a pedagogical view on globalisation and on global education economy; the second part of the book contains several approaches to world's education, divided into two main traditions: the Anglo-Saxon area tradition, connected to global education, and the holistic-biological paradigms. The third part of the book is about connections and pathways between the global and the local dimension.

Save The Children – Italia

Conference proceedings: “Global citizenship, education and the school curriculum: comparing policies and best practices”, Milan, September 13th-14th, 2010 - Organized By Save the Children Italia with The Education Department of the Milan Province, Save the Children, 2010.

- 62 pages.

[www.cnos-scuola.it/newsletter/allegati/.../15_Educ_cittadinanza.pdf]

The text is a collection of speeches delivered by experts from several European and extra-European countries about the role and relevance of global citizenship education in today's school. Policies, experience, and teaching programmes incorporated in curricular schedules are compared: pedagogical targets, work stages, favourable conditions and barriers. Furthermore, some specific Italian global citizenship education projects are described. Such projects, in their turn, fostered good practices in participation-based teaching approaches, in the interaction of formal and informal education systems, in networking of different local subjects.

ANNEX A

REFERENCE GRID FOR THE ANALYSIS OF DOCUMENTS SELECTED FROM EACH COUNTRY

SELECTION AND ANALYSIS OF ITALIAN AND European DOCUMENTATION

European Union (WP leader only)

The selected European regulations (decisions, guidelines and so forth) will be the most recent or still current. For these as for other documents (such as glossaries) we chose to select those who might have (or have already in itself) elements of the concept of Global Citizenship, even if that is not explicit (for instance, we could use documents such as "Global Education Charter" which only implies the concept of citizenship).

National research

Proceed in chronological order:

1) **National acts, guidelines** by Ministry of Education and similar:

we ask partners to indicate the **3 more current or those who still remaining most significant**.

2) **Documents on Global Citizenship Education:** We ask to select just the **10 documents** more relevant, choosing those who outline an educational methodology on the theme of global citizenship (in particular in the formal context). It is very important to explain the reason for the choice.

The 10 selected documents will be analysed keeping in mind two areas ("segments"):

- "theoretical" corpus (theoretical segment), i.e. the concepts that guide educational practice;
- "practical" corpus (practical or operational segment), that is what techniques and instruments are used (or recommended) and how (or how they should be used).

[For "methodology" we mean a collection (a corpus) of theoretical concepts that guide and direct a specific mode of implementation on the field, of educational practice (a body of practice).

Therefore, the methodology is intended for the set of theories, techniques and tools that enable the realization on the field of the identified "educational lines"]

After the analysis of documents, partners should fill a form for each document, with the following structure:

FORM N. 1/10 Title of the document+author+editor+year
Theoretical corpus: Please, enter a phrase or a representative quote from the text showing each concepts that guide educational practice, always reporting the page / pages (e.g.: participation, consultation, accountability etc ...)
Practical corpus : Please, enter a phrase or a representative quote from the text showing any concrete educational

practice, always reporting the page / pages (e.g. : team-work, storytelling, research action)

FORM N. 11
COMPARATIVE PROFILE OF THE DOCUMENTATION

Theoretical Corpus:

Each partner should therefore fill an **11th form**, as a summary of the previous ten, i.e. a **comparative profile** of 10 forms which will summarize all the similarities found (if possible reporting again quotes and page/pages).

Practical Corpus:

Please enter all the similarities found on the practice outlined in each text (if possible reporting again quotes and page/pages).

3) Documents on Digital Storytelling Technique: We ask partners to choose and comment **three documents** on this issue: if any publication or other type of document on DSt can't be found, Wp leader will use that information too in the final comparative part of the report. What must be highlighted, in the chosen documents, it **how** Ds technique has been already used in the Country and the degree of knowledge of the same technique at national level.

4) Three best practices on GCE (and at least one implying the storytelling technique, if there is any in the national context) in the secondary schools (formal educational context, with possible links to non formal contexts). For every best practice please indicate:

- type of school where it was realized
- number of students involved
- main issue developed
- duration
- results
-

It will be very important to indicate the criteria which led to the selection of those best practices.

5) In the end, partners should define the following concept based on national context and on documents analyzed: "Citizen/citizenship" – "Global Citizenship" - "Global Citizenship Education"

ANNEX B

FACEBOOK INTERACTIONS GRID

	World has changed- issue: changing lifestyles	Change the world in 5 minutes- issues: Global Citizenship/P participation	Prayer to Mother Earth issues: Environment and protection of biodiversity	Global Citizen Video – issues: Poverty, environmental crises, north-south relationships, development cooperation, solidarity, environment protection, participation	Miniature Earth - issues: North-south relationships, life conditions all over the world	If the world were a village of 100 same issue of miniature earth but with cartoonish images	The girl who silenced the world for 5 minutes- issues: Biodiversity, Environment protection, sustainability, children participation	Other material added by users (teachers and/or students)	youth for human rights – issue : human rights	The story of stuff – issue: sustainable education (discussed on the forum but not selected)	Direitos Humanos – issue : human rights	Being a Global Citizen – issue: peace education (discussed on the forum but not selected)	total comments	total likes
CIES -ITALY	1 like, 2 commenti	1 commento	2 likes e 1 commento	1 like e 2 commenti	11 – private discussion between a student who abandoned school and her professor).	1 comment (to state that the miniature earth video was better)	4 comments e 3 likes	10 comments e 5 likes					23	16
HUC – NORWAY				2 likes									3	2
SEED – SWITZERLAND	x	x	x	x	x	x	x	x					0	0
BGRF – BULGARIA					0	1 like	1 comments 1 like						1	2
TRANSIT – SPAIN	6 comments												6	0
ILMEM – TURKEY				2 likes								2 likes		4
APS – PORTUGAL				19 likes 9 comments			32likes 35 comments		29 likes 30 comments	29 likes 46 comments	17 likes e 8 comments	13 likes 13 commenti	135	153
tot like	1	0	2	24	4		36		29	29	17	15	135	177
tot comments	8	1	1	11	2	1	40		30	46	8	13		

Annex C

FIELDWORK RESEARCH INTERVIEWS

As a means to complement the experimentation through the social network, Fieldwork research will also include an interview to 5-6 teachers for each partner Country.

The interviews have an explorative purpose: we mean to investigate the training needs of teachers and students related to the key issues of our project, that is Global Citizenship Education and Digital Storytelling.

To this extent, we'll use a grid of structured interviews (with open questions) with a maximum amount of characters for the answers (we suggest 500 characters, about 5 lines).

In this way we'll bring the interviewed to avoid generalizations and to express synthetically their point of view.

Given the big heterogeneity, both social and cultural, of the educational contexts involved, we maintain that it would be inappropriate to detect data with predefined answers, even if that would help the interpretation of results. The interviews will ultimately have the aim to better understand the point of view of teachers in the involved Countries, without any expectation of exhaustively, in order to better design the online training.

- "In your opinion, what are the central issues to be dealt with on the issue of Global Citizenship Education"? (answer: *max 500 characters*)
- Explain why, in your opinion, young people today have to deal with this issue (answer: *max 500 characters*)
- What specific issues of Global Citizenship would you like to study in detail and by what specific tool? (e.g. interactive tools, group discussion with other teachers, thematic bibliographies..) (answer: *max 500 characters*)
- What do you think are the most effective digital tool to use in secondary schools, and how do you think they should be used? (answer: *max 800 characters*)
- Do you know the Digital Storytelling technique?
- If so, can you explain how did you use it?