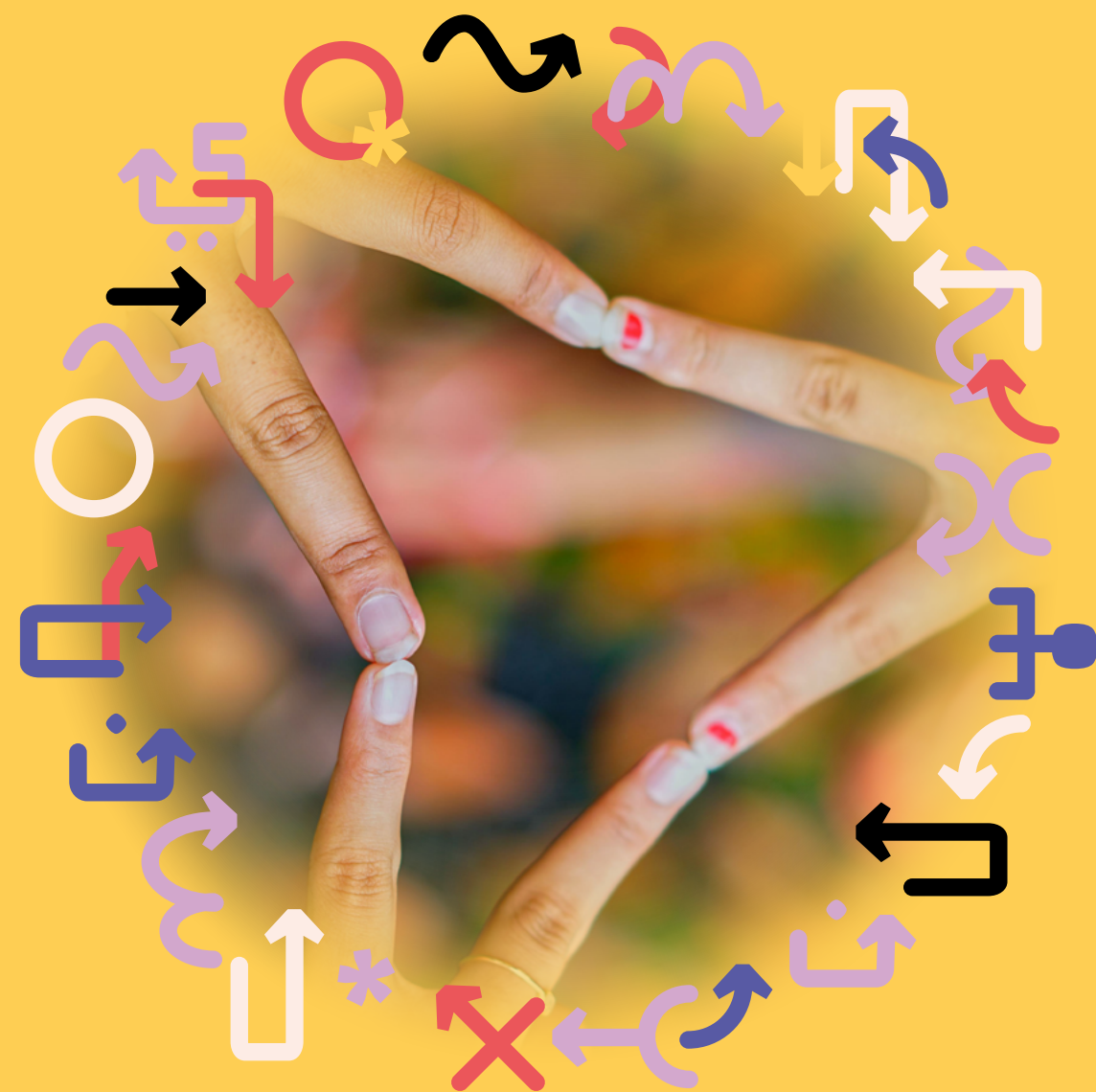




A small Utopia.

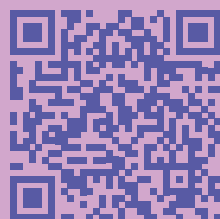
Philosophy and Practice for DCYDE!





DCYDE!

Digital Global Citizenship
for Youngsters & Educators



We kindly ask for your feedback!
Scan the QR-code and fill out the
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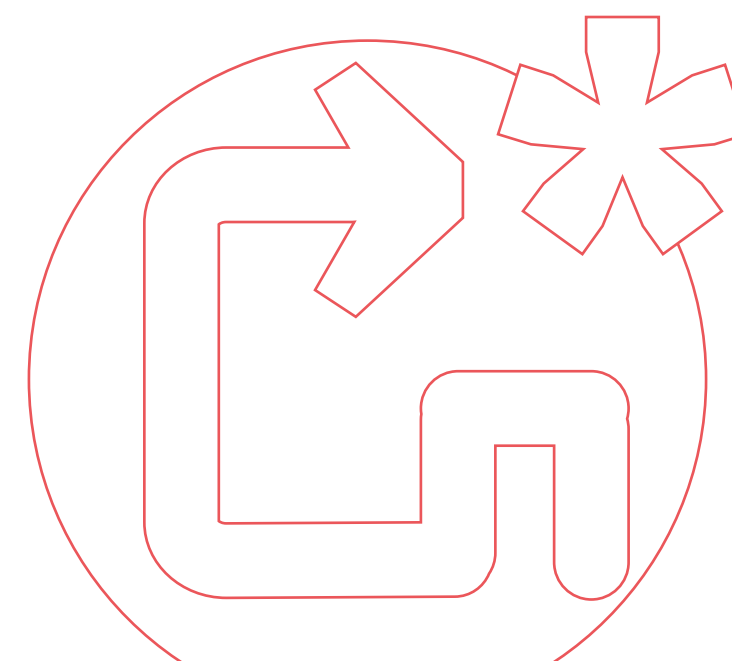
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DCYDE!'s vision and approach

Pedagogical Concept

Some projects begin with a focus on deficits. This one began with a conviction that the future is not fixed but can be shaped: by young people, educators and organisations that dare to work together across borders, languages and differences.

DCYDE! – Digital Global Citizenship for Youngsters and Educators in Partnership – is a small project in the face of enormous global challenges. But it is a deliberate one. At a time when nationalist tendencies are spreading, when digital spaces are increasingly shaped by division, mistrust and economic interests of Tech CEOs, and when global cooperation feels fragile, DCYDE! makes a conscious choice to show that genuine global collaboration is possible.

Above all, DCYDE! is not a deficit-oriented project. We are not here because something is broken beyond repair. We are here because we believe in self-efficacy, in the capacity of individuals and groups to actively shape the world. Together.

This is, admittedly, a small utopia and yet we mean it that way.



About the book

This handbook explains the philosophy behind the project, the pedagogical approach that guides it and the values that hold it together. It does not aim to replicate what has already been written elsewhere, but to show how these ideas come alive in the specific context of DCYDE!

The second part of the handbook offers practical guidance and methods for implementing DCYDE! learning settings in formal and non-formal education. It is written for educators, multipliers, researchers, young people and civil society organisations. For everyone who believes that Global Citizenship Education (GCE) can be a lived practice and not just a buzzword. Sticking to that idea, this handbook itself is a product of that collaboration: developed together with coordinators and trainers from all the partner organisations, shaped by their experience and perspectives.

DCYDE! is designed for everyone who believes that Global Citizenship Education can be more than a theoretical framework and who wants to help make it a lived practice. **Young people** are at the center of the project. They are not the target of an educational intervention; they are active co-designers of their own learning. Within the hybrid living labs, they develop their own project ideas and collaborate with peers from other countries.

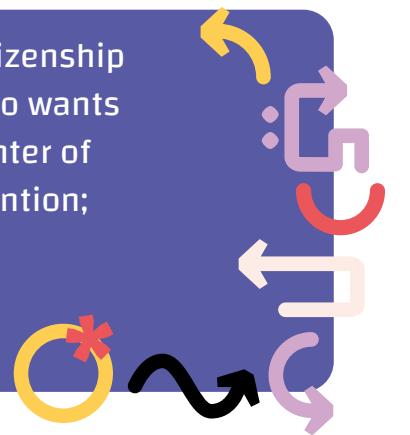
→ **Educators and trainers** bring the DCYDE! framework to life (throughout this handbook, we refer to them as facilitators). They create and facilitate hybrid learning environments, accompany young people through coaching and mentoring, and ensure that the approach is implemented with quality, ethics, and inclusion in mind.

→ **Researchers** can use DCYDE! as a case study for hybrid Global Citizenship Education – looking at how digital and on-site collaboration actually works in practice.

→ **Civil society organisations, NGOs and Youth Organisations** will find in DCYDE! a concrete adaptable model for integrating global perspectives into their work.

Why DCYDE!? Or: How can global citizenship be made tangible?

Speaking from a practical point of view, despite the richness of GCE as a concept, it too often stays in the classroom or in theory. There are many projects that bring it to life locally, fewer that make it global. DCYDE! is a direct attempt to close that gap: creating learning spaces in which young people from different parts of the world work together, think together and



act together on global challenges and the Sustainable Development Goals (SDGs). Digital spaces are the bridge that makes this possible, turning ideas into small, action-oriented projects across borders.

And this matters especially now. The challenges we face, from climate change to lasting inequality, to the risks of an increasingly unregulated digital landscape, to the erosion of democratic values, do not respect borders or spaces, and neither should our responses to them. That is why we want to demonstrate that digital spaces can serve connection rather than division. With that in mind, DCYDE! practices global dialogue and global action in hybrid living labs: communication and experimentation spaces where the local and the digital come together, and where (young) people, trainers, educators and CSO colleagues from different countries jointly develop solution-oriented projects on sustainable development.

So, the answer to the initial question lies in communication and joint action, and in how the activities are designed and implemented: participants collaborate across borders on topics that matter to them, change perspectives, co-create common outputs and experience self-efficacy in addressing global challenges. By making their work visible and public, they demonstrate that global collaboration is possible.

A DCYDE! Youth Activity:

- makes (digital) Global Citizenship Education tangible
- is dialogic online-based communication in hybrid settings
- supports learners' development of 4C-Skills, digital literacy and transcultural competence through project-based learning
- is a youth-driven collaboration between groups in different countries
- aims at the co-creation of an artistic, creative, multimedia output
- focuses on the Sustainable Development Goals
- promotes dialogue on how global sustainable development is interpreted and implemented at the local level
- focuses on the indivisibility of humanity
- bridges the local and the global
- connects analogue and digital spaces thoughtfully

What does it look like in practice? Imagine a group of young people in Romania and Ghana co-producing a podcast series exploring climate justice from their local perspectives – one of the SDGs that shapes their everyday lives differently, yet equally urgently. Or young people in Belgium and Hungary who are working together on a digital comic about the right to education, weaving together their personal experiences and hopes for just educational opportunities. In both cases, the groups meet locally in small teams, and globally through digital collaboration with their partner group on the other side of the world. These are not just creative projects but learning processes that bring Global Citizenship Education to life.

Global Citizenship Education (GCE) – a framework for action

DCYDE! is grounded in the approach of Global Citizenship Education. As a concept, GCE brings together various pedagogical approaches – global learning, peace education, human rights education, intercultural education and education for sustainable development – into an overarching framework. At its core, it aims to enable people to understand themselves as part of a world society and to actively participate in shaping it, not merely as individuals with good intentions, but as politically engaged subjects. GCE explicitly addresses power structures, inequalities and the historical conditions, particularly colonialism and imperialism, that have shaped and continue to shape global injustice.

Within the concept, citizenship is understood in three dimensions: as a legal status, as a sense of belonging and as lived practice. The latter is most significant for educational work: (Young) people are not future citizens, they are citizens now, and GCE creates spaces where they can experience, shape and act on that reality, with a view to global sustainable development. DCYDE! takes these principles seriously. By connecting them with digital spaces and online collaboration, the project opens up a practical path to Global Citizenship Education.

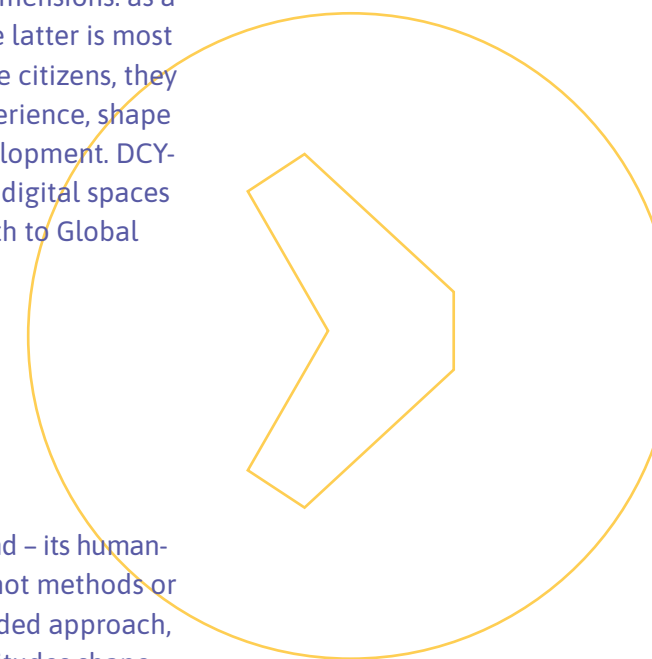
DCYDE! Principles

Everything DCYDE! does and – as we tried to describe beforehand – its human-centred approach is guided by four core principles. They are not methods or tools, but attitudes. Without those attitudes and an open-minded approach, we won't be able to create hybrid learning settings. Those attitudes shape how we think about learning, collaboration and global citizenship.



Taking perspectives

The ability to take perspectives is more than an educational technique. It is an attitude: the deliberate attempt to see the world through the eyes of others, to understand their thoughts, their experiences and values as well as their social and cultural context. This is sometimes uncomfortable and challenging. Going further than empathy, it means reflecting critically on one's own assumptions and ways of acting. A key insight here is that our own cultural background could always have been completely different. We did not choose the context we were born into, and neither did anyone else.



Perspective taking does not happen automatically through mere contact with other cultural backgrounds or perspectives. It requires reflection and starts with stepping back: questioning one’s own concepts, values and ways of thinking. It goes on with gathering knowledge and ideas about the other: understanding why people in other lived realities name and categorise things differently and recognising one’s own behaviour as culturally shaped. Those who internalise this practice gain openness to the most diverse interpretations of the world and begin to recognise that realities are fundamentally subjective.

In the context of GCE, perspective taking actively counteracts the demarcation between “us” and “the others.” It is not about excusing harmful ideologies or ignoring injustice. Rather, it is about trying to understand people and contexts and gives sense to their behaviour. It lays the groundwork for dialogue and for shaping the world together, which is one of our goals in DCYDE!

Summary Perspective Taking:
Perspective taking (from the Latin *perspicere*, to see through, to clearly recognise) means more than putting yourself in someone else’s shoes. It must be consciously practised and exercised and it involves:

→ Questioning their own concepts, values and ways of thinking

→ Understanding other life realities, values and worldviews in their own context

→ Understanding why people in other contexts name and categorise things differently

→ Acknowledging differences from one’s own life reality without wanting to judge or reconcile them

→ Gaining an outside view of one’s own life reality and placing it in a more global context

→ Creating distance from one’s own perspective to avoid using one’s own assumptions as the standard

→ Reflecting on their own assumptions in the communication process

→ **Globality**

Globality describes the condition of an already globally interconnected world, as distinct from globalisation as a process. While globalisation refers to what is happening, globality describes where we are: a world in which decisions and developments in one place inevitably have consequences elsewhere. We often become aware of globality when things go wrong: the spread of a virus, a blocked trade route, the rise of nationalist tendencies. Yet globality is not only a source of risk and disruption. The very fact that we are all affected by the same challenges, though in different ways and different degrees, also means that we share a common stake in addressing them. Globality, in this sense, can be understood as an invitation to take on

shared responsibility. Seeing globality as a condition we can shape is the pedagogical starting point. Therefore, the question is not whether we are part of an interconnected world, but how we act within it: as individuals, as communities and as a global society.

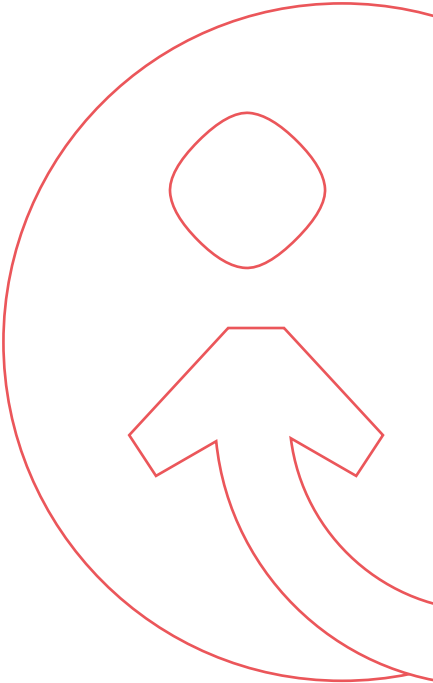
For many people, this idea can feel overwhelming. Many of its challenges, climate change, inequality, the erosion of democratic values, seem too large to face alone. And as long as one only knows one’s own local perspective, globality remains abstract and distant. It is through encounter, dialogue and collaboration across difference that it becomes tangible. This is where DCYDE! comes in. It wants to reflect this spirit of joint action and responsibility, connecting the global and the local, and inspire people to advance dialogue and cooperation across difference through the opportunities we have (including digital tools and cross-border connections). In that manner, the project sets out to create spaces where young people can experience globality not as an insurmountable challenge, but as something they can actively respond to and help shape in safe, experimental spaces (see: Hybrid Living Labs). By working together with peers from other parts of the world, they discover that their actions, even on a small scale, can make a difference.

→ **Digital spaces**

As we have seen, experiencing globality requires encounter. Digital spaces can be the bridge that makes these encounters possible, across continents, time zones and cultural contexts. At their best, they make interactions possible that are more flexible and more diverse: closer to what democratic coexistence could look like. The internet has carried the promise of a global learning space enabling personal encounters, dialogue and collaboration that would otherwise be impossible or at least limited.

But this potential comes with serious risks. Algorithms reward outrage over dialogue. Deepfakes blur the line between truth and manipulation. Cybergrooming exploits the trust of young people. Misinformation spreads faster than correction. AI may be a tool to support but can also lead to misinformation and superficial communication. And digital platforms are increasingly shaped by economic and political interests far removed from democratic participation. Should we avoid the internet, then? That is, of course, not an option. Most of us use digital devices and the internet every day. What we can do is help people use them consciously.

What makes DCYDE! work pedagogically is its deliberate and critical use of technology as a tool for connection and collaboration, not as an end in itself. The project creates a counterproposal to the negative aspects of digital communication: it helps participants move through digital spaces critically, communicate with care and create something together. Within the project activities, small global learning communities emerge that jointly implement



projects for more sustainable development. Central to this is a human-centred approach: asking how partners in different contexts experience the collaboration, whether all participants can follow, and what it means to work together across difference, especially in an era where artificial intelligence increasingly shapes how we communicate. In this sense, online-based communication and communication in hybrid settings can bring learning at eye level closer to reality on a global scale, making global perspectives not just a thought, but an experience that participants actively shape (see: Hybrid Living Labs).

→ Collaboration

Collaboration is more than working together. It means jointly developing ideas, sharing responsibility and making decisions on equal footing. Unlike cooperation, where people divide tasks and work in parallel, collaboration requires interdependence.

The outcome emerges from communication within the process itself, and no single participant could have created it alone. There is no predefined right or wrong and results emerge collectively through shared ideas and shared responsibility. In the context of Global Citizenship Education, collaboration is not just a method or a skill. It is a political practice: the experience that we achieve more together than alone, and that working across difference is not an obstacle but a source of strength. This kind of collaboration cannot be learned through frontal instruction or individual work. It requires togetherness and, as stated, encounter.

For DCYDE!, this means something very specific: learning to talk with each other instead of about each other. This sounds simple. It is, in practice, one of the most demanding aspects of the project. It means finding not only the right technical tools for (online-based) communication, but also formats for dialogue and joint action, whether synchronous, asynchronous or mixed, in which both groups can participate equally. It also means being honest about power.

Global collaboration does not happen in a vacuum, it carries with it histories, inequalities and asymmetries that shape who speaks, who is heard and whose knowledge is valued. Here, the project actively works to reflect on these dynamics and to create spaces where all voices and contributions are equal in the process. It is precisely this diversity of voices and perspectives that makes collaborative intelligence possible.

In DCYDE!, intelligence is not seen as a static property of an individual, it is something that emerges in social interactions, a dynamic process that unfolds in concrete situations and is shaped by the social fabric and shared practices around it. When people from different countries and different realities work together, new perspectives, ideas and solutions can emerge that no one could have developed alone. In practice, this is demanding work. True collaboration means stepping out of familiar roles, negotiating across languages, cultural lenses and institutional logics, and allowing yourself to

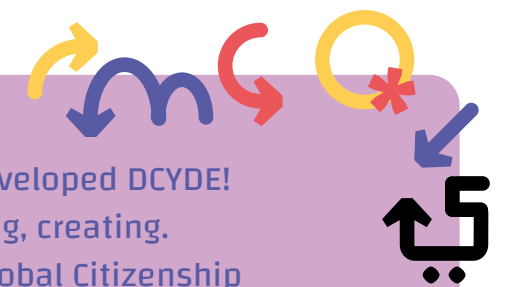
make mistakes. It also requires the right conditions: spaces where participants feel safe to contribute, to question and to be changed by the encounter.

Creating these conditions is a pedagogical necessity. In a world shaped by globality and at the same time in many ways authoritarian tendencies, young people need more than knowledge about global challenges. They need the experience of acting together across difference: of negotiating based on equal participation, of finding solutions together and of discovering that their actions, even on a small scale, can make a difference. Collaborative learning environments are supposed to create authentic situations in which these competencies are not just practised but needed.

What is learned and created collaboratively stays not as isolated knowledge, because it emerged in a social process. In our educational systems that generally reward individual performance and competition this is a pedagogical statement: Every person involved matters and it is only through everyone's contribution that something shared can emerge. In this way, collaborative learning is not just a pedagogical method, but rather the practice of global citizenship itself.

The project practices what it preaches!

Eleven partner organisations from across Europe developed DCYDE! together as a consortium. Negotiating, compromising, creating. In other words: the project was already practising Global Citizenship before the implementation of activities actually started.



DCYDE! competencies

These four principles are not separate ideas, they are interconnected. But principles alone are not enough. To put them into practice, DCYDE! draws on three competency frameworks: the core competencies of Global Citizenship Education, the 4C-Skills and media literacy. Together, they translate attitude into action.

The 4-C-Skills meet perspective taking

The 4C-Skills, Critical Thinking, Communication, Collaboration and Creativity, are key competencies for life and action in an interconnected and digitalised world. But in the frame of GCE activities, they only unfold their full potential when combined with the ability to take perspectives.

The connection to the 4C-Skills becomes clear at this point:

- Critical Thinking enables questioning one's own thought patterns and understanding different ways of thinking

- Communication only works when we can engage with other communication styles and value systems
- Collaboration requires acknowledging differences and bringing together various perspectives
- Creativity emerges precisely where different viewpoints generate new solutions

The 4C-Skills alone, as important as they are, remain mere techniques without perspective taking. Only when we think critically AND understand other ways of thinking, communicate AND appreciate other communication styles, collaborate AND productively use differences, are creative AND let ourselves be inspired by unfamiliar ideas: only then do these skills become competencies for dealing with a globalised and interconnected world. The combination of both makes lived global citizenship possible. In DCYDE!, we practice this in digital and hybrid spaces, which brings an additional layer of complexity and opportunity, as explained in the following section.

Where GCE, 4C-Skills and Media Literacy meet

Practising these skills in a digital context requires another dimension, which is the ability to navigate digital spaces consciously and responsibly. To achieve that, in DCYDE!, three competency frameworks come together and build on each other: the core competencies of GCE, the 4C-Skills and media literacy. They are not parallel tracks, but intertwined, each one strengthening the others.

- Drawing on UNESCO's Media and Information Literacy framework, DCYDE! understands media literacy as encompassing three interconnected dimensions: knowledge about digital tools and their use, critical reflection on the social and ethical dimensions of online communication and the active, participatory use of digital media to shape dialogue and co-create content. Here, two further areas are important: digital safety and resilience and digital emotional intelligence. Digital safety means understanding how to protect oneself and others in digital spaces, which includes data protection, privacy and recognition of online risks such as cybergrooming and manipulation. Digital emotional intelligence means being aware of how digital communication affects our emotions and relationships and developing the capacity to communicate respectfully across cultural and linguistic differences.
- These dimensions map directly onto the core competencies of GCE: recognising, evaluating and acting. Knowledge about how digital tools work and how to use them safely, including an awareness of how partner groups in different contexts may access and navigate these tools differently and how possible inequalities show up in digital spaces.

This enables participants to recognise global interdependencies. Critical reflection supports the evaluation of information, power dynamics and one's own position within global structures; and the active and conscious participatory use of digital media translates into concrete action and co-creation across cultural lenses.

- At the same time, these dimensions connect to the 4C-Skills. Critical Thinking, for instance, means questioning own assumptions and using digital tools thoughtfully. Respectful Communication means dialogue across languages, cultural lenses and time zones. And Collaboration means co-creating shared outputs across borders. Creativity, finally, means finding new formats for exchange and creating common solutions.

How does this actually work? Remember our initial example, the one group in Ghana and one in Romania working on a project about climate justice.

First, they need to understand how their digital tools work and what climate justice actually means in their own context and beyond (media literacy: knowledge dimension / GCE: recognising).

Then, they need to critically reflect on what climate justice means in their different local realities, and how they can balance both perspectives in their joint work (GCE: evaluating / perspective taking/ media literacy: critical reflection). Finally, they co-create a shared output that reflects both their realities and proposes concrete responses and ideas (GCE: acting / media literacy: participative approach).

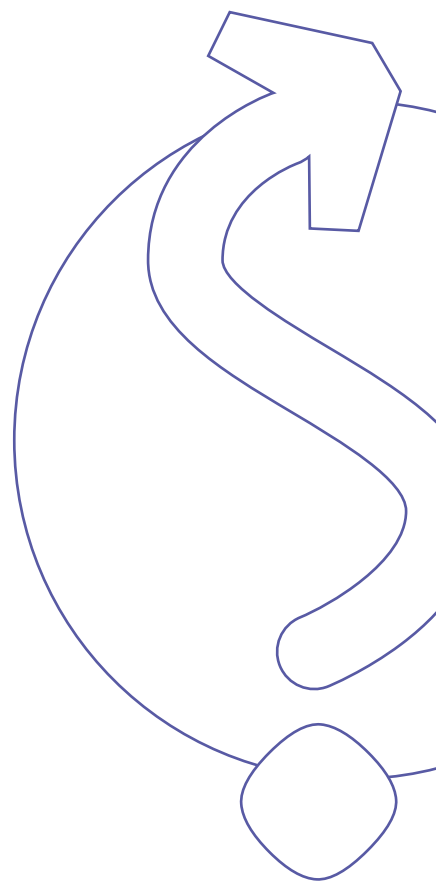
Throughout this entire process 4C-skills can be enhanced: they **communicate** across languages and cultural lenses, structure their shared working process (**collaboration**), weigh up content and arguments (**critical thinking**) and find new creative formats for expressing their ideas (**creativity**). None of these competencies works in isolation. They go hand in hand and together they support and deepen the ability to take perspectives.

Creating learning environments that support and connect these competencies can lead to action-oriented projects and can make Global Citizenship, as a lived practice, tangible.

How we work: Hybrid Living Labs and mentorship

Hybrid Living Labs as Learning environments

"Hybrid living lab" is the term we use to describe the learning environments created for DCYDE! activities. At their core, these are meeting places: hybrid,



Note on terms: the Global South is a contested but useful shorthand. We use it to name a position within global structures of inequality rather than a geographical region. These lines run within countries and between them. That is also why partnerships in DCYDE! can look very different from one another.

because there are spaces where young people from Europe and the Global South can come together locally within their own group, and digitally with their partner group across borders. And Living lab means that the space goes beyond traditional learning: participants do not receive knowledge passively, but actively experiment, reflect and co-create creative outputs on global sustainable development.

But digital collaboration does not mean sitting in front of a screen all day. It can happen asynchronously and multimodal using different apps and tools: messages, ideas and responses can take the form of text, image, audio or video, both on the sending and receiving end.

This flexibility opens up richer, more diverse forms of expression and exchange (even between time zones), particularly across languages and cultural contexts. And they leave room to create different kinds of outputs. Having this in mind, we see the digital space is not a substitute for real connection. It is a bridge and an action space.

The Role of trainers and educators: Mentorship

This pedagogical approach is rooted in the emancipatory understanding of GCE, inspired by thinkers such as Paulo Freire, that is power-sensitive and action-oriented. But participants are not left alone in this process. The frame of the learning environments is created by the trainers and educators who lead the workshops.

Mentors prepare and implement the settings with their counterparts in the partner country: they provide technical equipment, ensure workflows, ensure quality, ethics and inclusion, and accompany reflection phases without limiting creative autonomy. They support participants in perspective taking, conflict resolution, goal clarification and ensure that learning translates into local engagement. They work with open questions rather than prescribed methods, creating spaces for experimentation and exchange.

To be clear: The design and implementation of projects lie in the hands of the participants themselves, but the participants are supported by trainers through coaching and mentoring.

Crosscutting topics: Gender Equality and Discrimination Sensitivity

DCYDE! is committed to gender equality and discrimination sensitivity, not as add-ons, but as fundamental principles that shape every aspect of the project. This means actively creating learning spaces where all participants, regardless of gender, background or identity, can engage equally and safely.

It also means being attentive to the ways in which discrimination shapes the experiences and opportunities of young people. Discrimination rarely operates along a single dimension. It emerges at the intersection of gender, ethnicity, class, ability and other aspects of identity. This intersectional perspective is central to DCYDE!'s approach: it recognises that participants bring different and layered experiences of privilege and marginalisation into the learning space and that these dynamics must be acknowledged, not ignored.

The digital dimension adds another layer of complexity. Access to digital spaces is not equal: Who has reliable internet? Who feels safe communicating online? And whose voices tend to be amplified or marginalised in digital communication? These are questions that DCYDE! takes seriously. A global perspective cannot ignore the structural inequalities that determine who has access to education, to digital spaces and to the opportunity to shape the world.

This also connects to the principle of perspective taking: recognising discrimination and structural inequality requires the willingness to see beyond one's own experience and understand realities that may be very different from one's own.

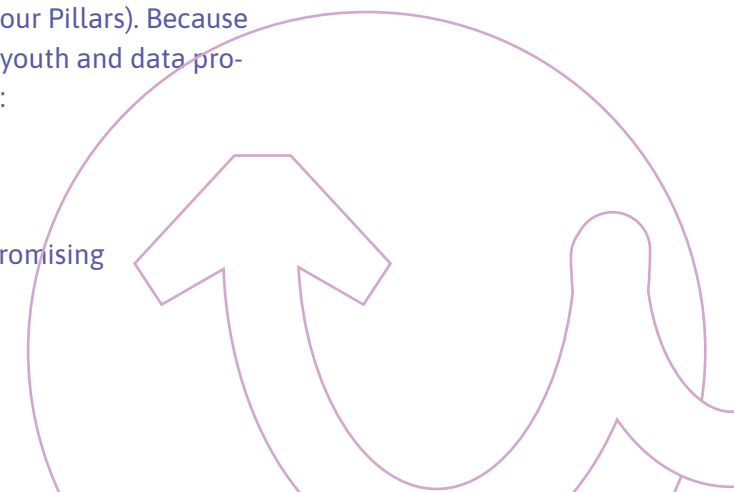
In practice, facilitators are trained to recognise and address discriminatory dynamics including in hybrid and online settings, where power imbalances can be less visible but no less real. This includes paying attention to who speaks, who is heard, whose contributions are valued and how communication formats may unintentionally favour some participants over others. Methods and materials are designed to be inclusive and the project continuously reflects on its own blind spots.

Collaboratorium

Collaboratorium (Colli) is one of the concrete outcomes of the DCYDE! Project: a dedicated digital platform developed by the consortium as its central collaborative space, in order to meet the thematic and pedagogical requirements described in this handbook.

This platform is a crucial part of the project because commercial platforms are increasingly shaped by economic and political interests that are at odds with democratic participation and dialogue (See: The Four Pillars). Because we work specifically with young people in this project, youth and data protection are non-negotiable. We needed a platform that:

- Combines data protection with youth protection
- Offers multiple integrated tools
- Allows us to use different features without compromising on either aspect



Collaboratorium offers concrete solutions: open source, data secure and designed with the needs of all DCYDE! target groups in mind: young people, educators, NGOs and youth organisations alike. Data protection and the safety of minors are central concerns in the platform's design (democratic). The platform is built with youth protection in mind, ensuring that young people can collaborate in a secure and safe digital environment.

"Colli" brings together a range of tools for both pedagogical and organisational collaboration: video conferencing, shared writing spaces, cloud storage, calendars and task management. It is multilingual, free of access barriers and hosted in accordance with ecological standards. Its governance structure encourages user participation and co-creation. In that way, Collaboratorium reflects the democratic principles of the project itself.

The platform is not a finished product. It requires continuous testing, adaptation and improvement. That, too, is part of the DCYDE! philosophy: learning by doing, together.

A small Utopia

Utopian thinking has always been a tool for change. Not because utopias are achievable in their perfect form, but because they give us direction. They expand what we think is possible. They encourage us to act beyond the limitations of the present.

DCYDE! is, admittedly, a project. It will not solve the climate crisis, end discrimination, or repair fractured democracies on its own. But it is a deliberate attempt to practice something that the world needs more of: collaboration across borders, critical engagement with digital spaces and the experience that collective action can make a difference.

The idea is simple but profound:

Humanity is indivisible.

The challenges we face, as climate change, wars and economic crisis, inequality, discrimination, democratic backsliding, do not respect borders. Neither can our responses to them. Every young person who develops a project idea with a peer from another country, every educator who creates participative learning spaces, every multiplier who carries this approach into their community: they are all, in their own way, practising that indivisibility.

That is what DCYDE! is about. A small utopia and yet we mean it that way.

Flashlights

On the following pages we've highlighted the most important aspects you need to keep in mind for your own DCYDE! Youth Activity.



For more tips, methods, checklists, tools, and ideas access here:
<https://cloud.collaboratorium.agl-einewelt.de/apps/collectives/p/bd5DapiBY7EnZeg/DCYDE-Wiki-4>

1 DCYDE! Youth Activities and how they work

No two **DCYDE! Youth Activities** look alike, but they share common aspects. They...

- digitally connect youth from across the world,
- incorporate an artistic outcome or multimedia output,
- are thematically based on the SDGs,
- combine online (synchronous and asynchronous) with onsite group work, and
- are hybrid living labs, that focus on collaborative and trans-cultural learning based on everyday experiences.

Young people are not just participants. They are researchers, designers and decision-makers actively shaping the project. They...

- ... bring in their own lived experiences,
- ... identify problems,
- ... develop solutions and test ideas, as well as
- ... reflect and improve themselves and their competencies.

As a **facilitator**, you should...

- promote trust, openness and shared responsibility. Create a safe space where participants can experiment, fail and try again. Safety strengthens engagement.
- offer guidance when needed but avoid leading the process. Focus on asking questions rather than giving answers. Work closely with your partner facilitator and support youth in taking ownership of ideas, decisions and actions. Remember: Young people are experts in their own realities.
- pay attention to group dynamics: who speaks, who stays silent, and whose ideas are taken up? Ask questions like "Who is not represented yet?" to foster critical thinking and inclusion.

2 Transnational Collaboration and Partnership

Successful collaboration is built on equality, trust and openness. In order to work together at eye-level, you as facilitators must value each other's perspectives, contexts and expertise.

Building trust also means creating space for honest dialogue and learning from each other. It also means talking with each other instead of talking about each other. Recognise and value different working styles, experiences and expectations. Be open to receive feedback and be willing to adapt to smoothly navigate uncertainties and differences.

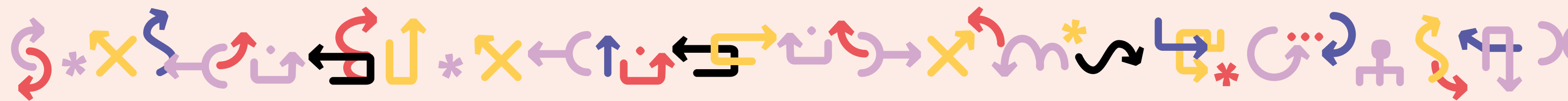
Communication without assumptions is key!

Collaboration is an ongoing process, from joint preparation via implementation to final reflection.

- ... Stay in continuous exchange to align expectations, goals and working methods.
- ... Be aware of what each group needs: time, technical access and group dynamics.
- ... Agree on roles, tools and timelines.
- ... Be mindful of cultural differences, time zones and digital access.

Strong partnerships require mutual commitment and reliability. Regular check-ins between facilitators help to address challenges early, adjust plans and maintain a shared vision.

Remember, good international collaboration is not only about achieving results, but about building real relationships, shared ownership and a sense of global connection that extends beyond the project itself.



3 Bridging the Gap between online & in-person activities

Online and in-person activities should not exist separately but be intentionally connected to create a coherent project. Each format offers different strengths:

- In-person settings allow for trust-building and hands on experiences,
- while online spaces open opportunities for transcultural exchange, reflection and collaboration across distances.

Close coordination between facilitators is key to ensure that both formats align with shared objectives.

1. Offline and asynchronous work can be used to explore ideas and build relationships that will deepen during face-to-face interaction. Before online-meetings, participants could share materials such as photos, surveys or short presentations to help create continuity and curiosity.
2. During real-time online sessions, interactive and participatory methods are essential to ensure that all voices are heard. Activities should be adapted, considering digital access and group dynamics.
3. Insights and outcomes from online collaboration should be brought back into offline settings and vice versa, where they can be further explored, reflected upon and translated into action.

4 Collaboratorium – the digital heart of DCYDE!

Collaboratorium (Colli) is a free to use digital platform for civil society organisations and educational projects. It is the shared workspace for all DCYDE! partner groups and serves as a community space for the whole DCYDE! network.

Colli hosts key tools needed for collaboration, enabling both synchronous and asynchronous work in each project phase: from initial ideas to final outcomes. This means collaboration does not depend on a single moment but grows over time.

The platform combines structure and flexibility: Facilitators and participants alike can actively shape their group space, making it a living environment for digital collaboration.

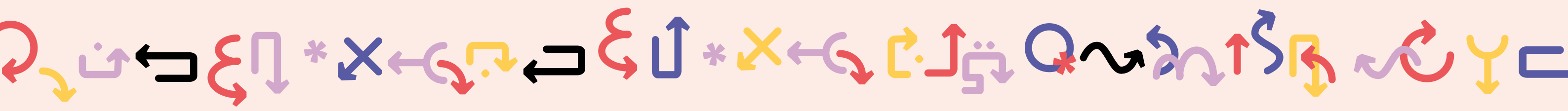
Why Collaboratorium?

- Strong data protection and youth safety standards
- Open-source and sustainable
- Specifically designed for digital/hybrid and international collaboration and education
- European-based, democratic and free-to-use

Collaboratorium is the go-to hub for DCYDE! Youth Activities, specially designed for and tailored to the project's needs. Packed with a wide range of integrated tools, it makes flexible and creative GCE easy and fun. Use these key collaboration features to plan and implement your activities: Video conferencing, cloud-based file sharing, task boards, whiteboards, pads, feedback tools, polls, surveys, wikis and more...



Use this link to get a glimpse at Collaboratorium:
<https://collaboratorium.agl-einewelt.de/guest/esmjbnw>



5 Shared responsibility

DCYDE! Youth Activities encourage a conscious shift away from fixed or one-sided interpretations of global challenges towards more open ways of thinking. The emphasis lies on recognising one's own capacity to act, shared responsibility and the potential for positive change on a local and global level.

Young people are supported to move beyond their initial beliefs, question dominant narratives and explore how different social, cultural and geographical contexts shape perspectives. Through exchange with global peers, they begin to understand complexity, ambiguity and interconnectedness as part of global realities.

The aim is for participants to see themselves as active contributors to change instead of passive observers. By developing and sharing their own ideas, they create alternative and often visionary futures that go beyond existing limitations. Such "utopian" thinking is intentional, because it encourages imagination, hope and constructive engagement.

Facilitators support perspective taking through intentional dialogue and questions that connect local and global levels, compare viewpoints or critically examine assumptions.

Questions that can open up the mind for different point of views:

- How is someone from a different country affected by _ ?
- Why do they think differently about _ ?
- What can we do about _ together?
- What alternatives can you imagine beyond the current situation?
- How can this challenge become an opportunity for collective action?

It is about expanding horizons, perspective taking and enabling young people to actively engage in shaping more just and sustainable futures together.

6 DCYDE! Youth Activity structure model

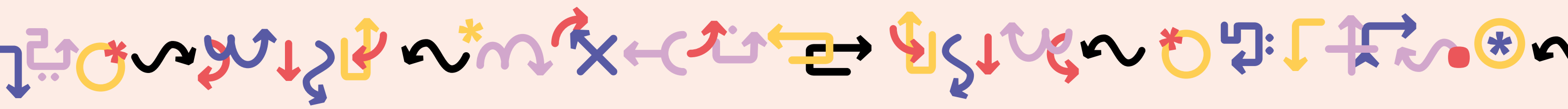
DCYDE! Youth Activities are highly individual and differ in approach, scope and duration. They may range from a few sessions to several weeks or months, covering diverse SDG topics and leading to a wide variety of creative outcomes (→ see Firmament page on the following spread).

Despite this diversity, most activities share a common structure with flexible phases that can be adapted to the needs of the group:

1. Preparation: Facilitators coordinate with each other and prepare participants by aligning expectations, objectives, tools and timelines.
2. Introduction: The first joint meeting focuses on icebreakers, getting to know each other and initial brainstorming of ideas.
3. Research: Participants explore the topic in their local context through research, interviews or fieldwork. Results are documented and shared asynchronously.
4. Exchange: Groups come together online to present findings, compare perspectives and deepen their understanding through dialogue.
5. Production: Participants collaboratively create a final output, supported by continuous feedback and iteration.
6. Publishing & Reflection: Results are shared with a wider audience, and the process is evaluated together.

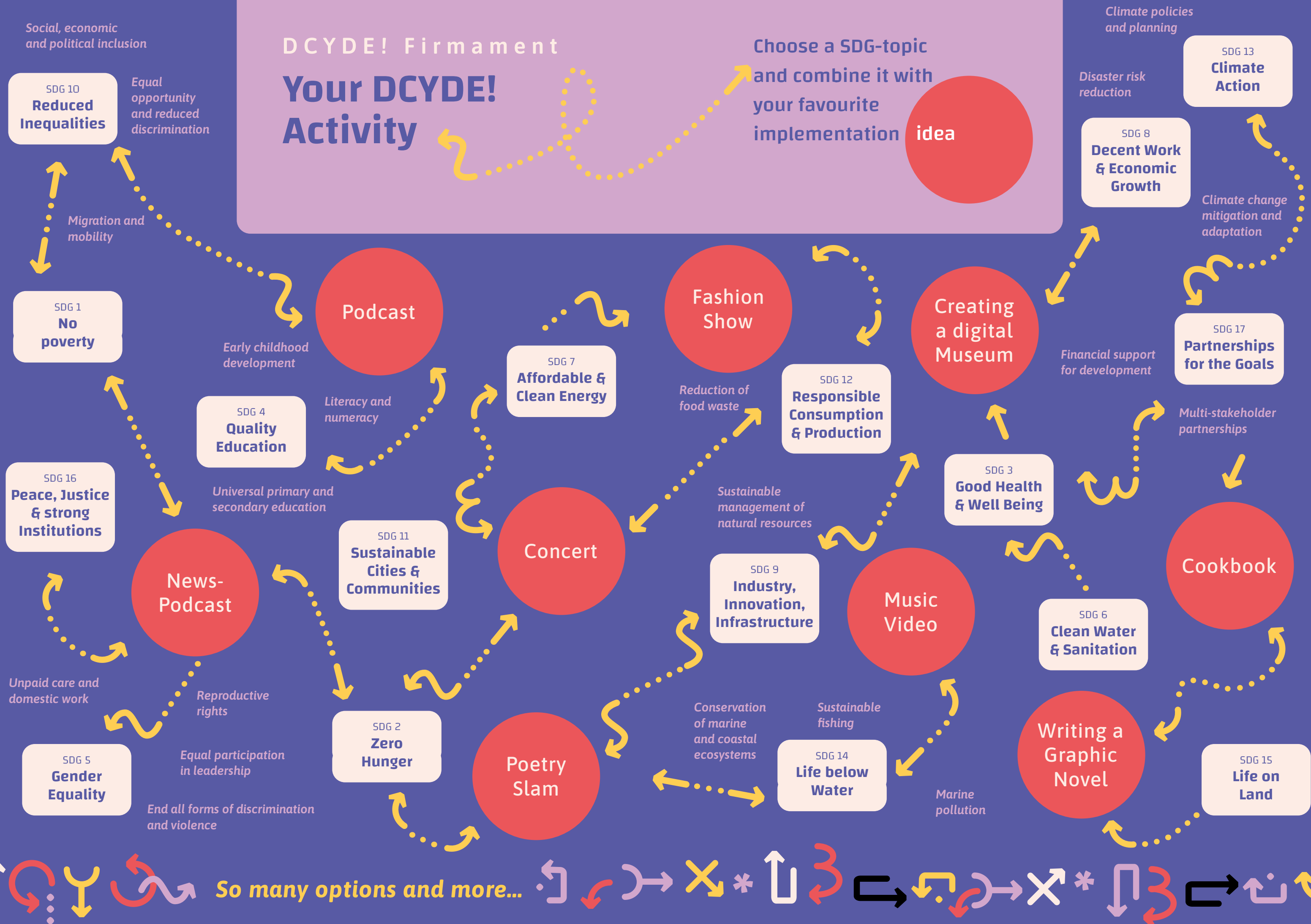
Phases 3 to 5 can be repeated or combined as needed, allowing for a dynamic, iterative project. They can be done synchronously and asynchronously.

Example: Participants in Hungary conduct interviews or a photo walk in their neighbourhood, documenting what sustainability means in their local context. They share their findings asynchronously on a shared whiteboard or the Collaboratorium, as photos, short texts or voice messages. Their partner group in Ghana does the same. Both groups then meet online to compare perspectives, discuss similarities and differences and collaboratively develop a joint digital collage or podcast episode that weaves together both local realities. The final output is shared publicly as a deliberate act that demonstrates that global collaboration is possible.



DCYDE! Firmament
**Your DCYDE!
Activity**

Choose a SDG-topic
and combine it with
your favourite
implementation **idea**



7 Your own DCYDE! Youth Activity

If you feel inspired to facilitate your own DCYDE! Youth Activity for young people aged 15 to 30, we encourage you to take the next steps. The DCYDE! approach is built on initiative, creativity and collaboration. You can start by sharing your idea on Collaboratorium, where you can find resources and connect with others.

You may also reach out to your local DCYDE! coordinator for guidance, support and potential partnerships.

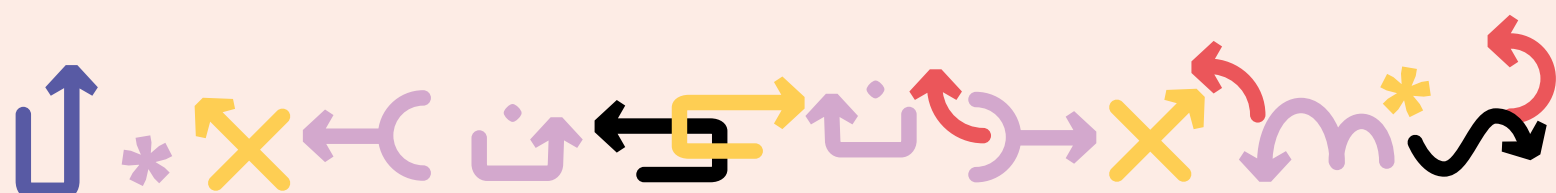


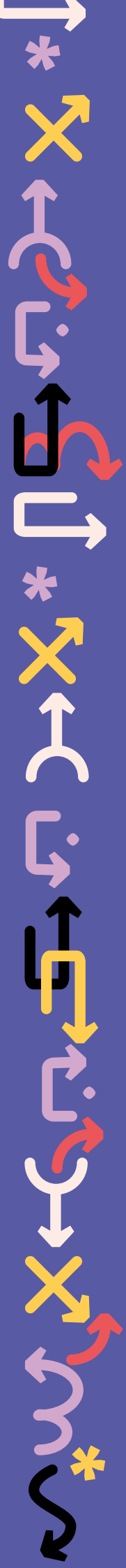
To get started, scan the QR code to see a list of helpful contacts.
<https://cloud.collaboratorium.agl-einewelt.de/s/zXPG8smbmNw5SjC>



Methods

On the following pages you find a selection of methods to use during your DCYDE! Youth Activity. These methods are impulses. Use them as inspiration, structured guidance or a quick reference during your work.





Keep in mind the **hybrid setting** of the whole activity. Participants should not sit in front of a screen the entire time; instead, digital and in-person elements need to complement each other. Hybrid work means combining synchronous and asynchronous formats, as well as online and offline learning. It allows participants to engage, collaborate across distances and reflect individually, while still fostering connection and shared learning experiences.

You share the project with your partner group. Keep both groups in mind when planning and implementing methods. Equal participation and joint reflection matter.

It is important to **adapt the chosen methods to your specific (technical) setup**. Consider whether participants are working with a shared device (e.g. laptop with beamer or smartboard) or whether each participant has access to an individual device. This may differ for the partner group. These conditions affect how collaboration works and how everyone can take part.

While using the methods, remember that **reflection** is not an optional add-on but a central learning space within the DCYDE! approach. Well-chosen questions can open up new perspectives, challenge assumptions and encourage participants to step into others' realities. They should be adapted to the specific method, the topic discussed and the group's level of trust. Creating a safe and open atmosphere matters, so that diverse viewpoints can be expressed and an exchange can take place.

Method:

Emoji Check-in and Check-out

Connection to the project idea:



This method supports short, non-verbal communication in a youth-friendly way. It connects to DCYDE!'s emphasis on inclusive, multimodal communication, giving every participant an equal and accessible way to express themselves, regardless of language level or background.

Purpose:



Whether used as a quick mood barometer or a feedback tool, this method gives facilitators immediate visual feedback from the whole group. It is language-independent, low-barrier and works in almost any setting. It is particularly valuable for introverted participants who may find verbal check-ins uncomfortable, and for cross-cultural groups where language barriers can make quick exchanges challenging. An emoji is selected and shared in seconds. This makes it ideal for the beginning or end of a session.

How to use it:



This method can be flexibly adapted depending on the setting and purpose:

Variant 1 – Emoji in the chat or reaction feature (online): Participants post an emoji in the chat or use the reaction feature of the video conferencing tool. Example prompt: "Choose an emoji that best describes how you feel after today's session." This works synchronously in a live session or asynchronously (see Setting Guide).

Variant 2 – Emoji story (online or hybrid, smaller groups): Participants post a short story using exactly three emojis – for example about their weekend, a learning moment, or how they feel about the project so far. Others can guess or comment on the story. This variant takes slightly longer but creates more connection and is particularly good as a check-in at the start of a session.

Setting Guide:

Online (synchronous) – Both partner groups come together in a live session. The facilitator shares the prompt and both groups respond via chat, reaction feature or shared screen.

Online (asynchronous) – Both groups post their emoji response on Collaboratorium in their own time. The facilitator picks up highlights in the next session.

Note: For in-person work within each group, a flip chart with a mood barometer or printed emoji sheet works well.

Duration:

5 to 15 minutes depending on the variant chosen

Materials and Tools:

Offline: flip chart and sticky notes or printed emoji sheet

Online: chat or reaction feature of the video conferencing tool; Collaboratorium news section for asynchronous responses

Group Size:

Minimum 5 participants

Format:

☒ online ☒ offline

Target group:

young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:

- If your week were an emoji, which one would it be?
- Choose an emoji that reflects your current energy level
- Which emoji describes your most important aha moment of today?
- Which emoji best describes how you feel about the next steps of the project?
- What emoji would you use to describe your experience of working with the partner group so far?

Timing:

☒ Start ☒ End

Additional Comments:

This method works well as a regular ritual at the start and end of every session creating a sense of continuity and helping facilitators stay in touch with the group's mood. It can also be used as a quick pulse check at key moments during the project, for example after the first contact with the partner group or after completing a major task.

Making a Mixtape

☒ End

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Method:

Timeline

Duration:
30 to 60 minutes for initial setup; ongoing monitoring throughout the project

Materials and Tools:
Offline: flip chart and markers
Online: Collaboratorum task- or whiteboard, a shared document or Tiki Toki

Group Size:
any size; works well in small groups

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators, facilitators and multipliers

- Exemplary discussion questions:**
- What is the goal of the project?
 - What tasks are needed to achieve this goal?
 - Are there any external deadlines or dates that would be relevant?
 - Who is responsible for which tasks?
 - Who takes care of monitoring the timeline and achievements?
 - How did you negotiate when both groups had different ideas about the timeline?
 - Were there differences between both groups in how they prioritise tasks?

Timing:
☒ Start

Connection to the project idea:



A timeline supports online collaboration and improves digital literacy by helping partner groups across different countries coordinate their work, identify concrete moments to meet up and keep both groups informed throughout the project.

Purpose:



Every project needs a timeline to ensure greater transparency. In DCYDE!, this means creating it together with the partner group, which in itself is already an act of collaboration. A shared timeline helps identify concrete moments to meet up synchronously, plan asynchronous phases of collaboration in between and ensures that both groups have ownership of the project process. The choice of tool (analogue or digital) depends on the technical possibilities of both partner groups.

Personal Notes:

How to use it:



Step 1: Before starting, agree with the partner group on which tool to use (analogue or digital) depending on the technical possibilities of both groups. For the analogue approach, use a flip chart and draw a timeline. For the digital approach, tools like Tiki Toki, Excalidraw or the taskboard on Collaboratorum can be used.

Step 2: In a first synchronous session with the partner group, compile all tasks together and agree on deadlines and milestones. Record these in a shared document or directly in the chosen tool.

Tip: The timeline can also be prepared asynchronously by both groups independently and then discussed and agreed on together in a synchronous session.

Step 3: Enter the tasks and milestones along the timeline together, making sure both groups have equal input and ownership. During this process, it often becomes clear that there are additional tasks to consider. Add these together.

Step 4: Ideally at each synchronous meeting point, agree on how and when to monitor the timeline and make adjustments together if needed.

Additional Comments:
The timeline should be shared with both partner groups from the beginning to ensure equal participation in planning. It can be revisited and adjusted at each synchronous meeting point.

Setting guide:
Offline: Draw the timeline on a flip chart during an in-person session. Photograph the result and share it with the partner group.

Online (synchronous): Both partner groups meet online to build the timeline together. Use a shared digital tool like Excalidraw or the Collaboratorum taskboard that both groups can edit at the same time.

Online (asynchronous): Each group prepares their part independently and shares it via the Collaboratorum taskboard or a similar tool. A synchronous session follows to discuss and agree on the final version.

Method:

Pathway to Project Ideas

Duration:
90 minutes for the full synchronous session; additional time if Steps 1 to 3 are prepared asynchronously

Materials and Tools:
Offline: flipchart, sticky notes, pens
Online: shared digital whiteboard, videoconference with breakout room function

Group Size:
minimum 10 participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ How satisfied are you with the idea your team is going to work on? Why?
→ What helped you decide on a problem or solution?
→ What are you curious or excited to do next as a team?
→ Were there ideas from the partner group that surprised you or that you had not considered before?
→ How did it feel to form a team with people from the partner group?

Timing:
☒ Main

Connection to the project idea:



This method directly embodies the core principles of DCYDE!. It promotes collaboration, creativity and communication by bringing participants together around shared interests and problems. It connects to Global Citizenship Education by turning global challenges linked to the SDGs into concrete, locally rooted and globally connected project ideas. Perspective taking is practised throughout: participants are invited to consider problems and solutions from multiple angles and life realities.

Purpose:



This method guides participants from broad themes to concrete project ideas through a clear, structured process. Teams form around shared interests, building co-creation and shared responsibility. By collaboratively defining problems and developing solutions, participants begin to see themselves as active contributors to society. This method can build a bridge between the philosophical foundation of DCYDE! and the concrete work of the hybrid living labs.

How to use it:



Preparation for facilitators – Create a shared whiteboard with five clearly labelled sections:

- Thematic Fields
- Needs and Problems
- Possible Solutions
- Preferred Solutions
- Team Formation

Coordinate with the partner group facilitator in advance to ensure both groups use the same tool and understand the structure. Optional: add colour coding or emojis for clarity.

Opening (5 to 10 minutes): Explain the goal and show an overview of the five steps so participants know where they are heading.

Step 1 – Identify Thematic Fields (10 minutes). Participants brainstorm issues connected to the SDGs and their own life realities. Prepare some thematic fields in advance and ask participants to add their own.

Step 2 – Identify Needs and Problems (10 to 15 minutes). Small groups define specific problems within their chosen themes in breakout rooms or dedicated sections of the shared whiteboard.

Step 3 – Find Solutions (15 minutes). Participants brainstorm possible solutions. Encourage creative and diverse thinking – solutions can be local, digital, artistic or activist.

Example: If working on global supply chains and public awareness, possible solutions could be: a training for journalists, a film evening, or a digital tour through a Fair-Trade Cooperative jointly organised by both partner groups.

Step 4 – Choose a Solution (10 minutes). Each participant reviews the solutions individually and selects one or two they would like to develop further, based on interest and motivation.

Step 5 – Find a Team (10 to 15 minutes). Participants from both partner groups write their name and chosen idea on the shared whiteboard. The facilitator guides team formation by selecting one idea and asking who from either group would like to join. Where possible, teams should include participants from both partner groups. – This is the moment where collaboration begins. Once teams are formed, participants move into breakout rooms that bring together members from both groups to discuss their ideas in more depth. Switching teams or refining ideas is still possible at this stage – flexibility and self-organisation are encouraged.

Tip: Steps 1 to 3 can be prepared asynchronously before the session. The synchronous session then focuses on Steps 4 and 5 – choosing solutions and forming teams – which benefit most from live interaction.

Follow-up – Define a concrete and feasible goal together with the partner group; clarify roles and communication methods; start drafting a shared project timeline.

Personal Notes:

Additional Comments:
Ensure enough visual structure on the shared board to avoid confusion. Allow flexibility: some groups may move faster or slower through the steps. If the group is large, consider running Steps 1 to 3 in parallel across both partner groups and bringing results together in a joint plenary for Steps 4 and 5.

For synchronous sessions:
Open with a brief technical check to ensure all participants can access the shared whiteboard. Assign breakout rooms in advance and communicate clearly how participants move between steps. Use a visible timer to signal transitions between steps. After each breakout session, bring the group back to the main room for a short plenary before moving to the next step.

Setting Guide:
Offline: Use a large flip chart divided into the five sections. Participants use sticky notes. Team formation happens physically. Photograph the results and share them with the partner group via Collaboratorium or whiteboard.

Online (synchronous): Both partner groups work on the same shared whiteboard at the same time. Use breakout rooms for Steps 2 and 3, mixing participants from both groups where possible. The facilitator circulates between rooms to support.

Online (partially asynchronous): Steps 1 to 3 are completed asynchronously on the shared whiteboard before the synchronous session, which then focuses on Steps 4 and 5.

Method:

Question, Connect, Reflect

(Videoconference)

Duration:

at least 3 hours in total; approximately 30 minutes for the live conference call itself; additional time for asynchronous preparation and follow-up

Materials and Tools:

Offline: moderation cards and pens

Online: laptop, tablets, microphone, webcam, projector, speakers; online conferencing tool with breakout rooms; Collaboratorium pad, task- or whiteboard for asynchronous question development

Group Size:

15 to 25 participants per group

Format:

☒ online

Target group:

young people aged 15 to 30; educators, facilitators and multipliers

Exemplary discussion questions:

- What surprised you during the exchange?
- What was different from what you expected?
- How did the partner group come across – and how do you think we came across to them?
- What connections can you make between what you heard and your own life?
- What would you do differently next time?

Timing:

☒ Main

Connection to the project idea:

This method creates the actual moment of hybrid, cross-border exchange between partner groups. It brings together all four of DCYDE!'s core principles (perspective taking, globality, online-based communication and collaboration) in a structured, live or asynchronous dialogue between people from different countries.

Purpose:

Meaningful online exchange does not happen by itself. It requires careful preparation, clear structure and a follow-up that makes sense of what was shared. This method guides facilitators through all three phases – before, during, and after – so that the exchange becomes learning at eye level rather than a superficial encounter.

How to use it:**Phase 1 – Before:****Finding questions and preparing the dialogue**

Step 1 – Form thematic groups (10 minutes): Participants are divided into small thematic groups. Where possible, use col-

our-coded or symbol-marked cards to assign participants to groups. Each group develops questions around their topic, ensuring a greater variety of questions and giving quieter participants space to contribute. Thematic areas should connect to the SDGs and to the lived realities of both partner groups exploring how global challenges manifest differently in different local contexts. Topics should be agreed upon with the partner group in advance.

Step 2 – Develop questions (10 to 15 minutes): Each small group has 10 to 15 minutes to develop their questions. The goal of the exchange must be communicated clearly from the start. Ideally, participants will produce a tangible outcome after the dialogue – such as a poster, mind map or shared digital document. This keeps momentum and promotes group cohesion.

Important: in sessions with large groups or limited devices, the small group structure is essential. It ensures that all participants can contribute meaningfully without requiring one device per person.

Phase 2 – During:**The dialogue session itself**

Step 3 – Introduce and open (10 minutes): Partner groups begin by introducing themselves. Agree in advance which group starts and how the introduction will proceed. A question parking space like a visible collection of questions prepared in advance allows participants to refer back to their questions during the exchange.

Step 4 – The dialogue (20 minutes): Facilitators take on a moderation role: they support the dialogue content-wise, organisationally, technically and socially. But they do not lead or direct the conversation. Participants speak.

Important practical notes: Always use a microphone even if it does not always improve sound quality, it focuses attention and makes clear who is speaking. Live exchanges are never fully synchronous prepare participants for possible pauses due to technical reasons. For exchanges in a foreign language, review questions together in plenary before starting to build confidence and avoid duplication. Always have a Plan B ready: agree on a backup format with the partner group in advance (e.g., text chat or video messages).

Phase 3 – After:**Contextualisation and reflection**

Step 5 – Contextualisation: A dialogue session must not stand alone. After the exchange, open questions and misunderstandings should be clarified. The information exchanged must be contextualised to avoid reinforcing existing stereotypes or creating new ones.

Step 6 – Reflect in small groups (15 minutes): Participants return to their thematic groups to recap the answers they received and reflect on what they learned.

Step 7 – Plenary (15 minutes): Key results and reflections are shared in plenary. The group discusses what surprised them, what connections they can make to their own lives and what they would do differently next time.

Tip: Steps 1 and 2 can be prepared asynchronously before the session: participants develop their questions on a shared pad on Collaboratorium in their own time. The synchronous session then focuses on the live exchange and reflection.

Additional Comments:

Technical preparation is essential and must begin well in advance. Test calls with the partner group should be arranged before the actual session. Data protection must be discussed with participants beforehand: full names and personal contact details of participants should not be shared. Think beyond dialogue: use this method as a basis for joint cooking sessions, dance workshops or other shared activities.

Setting Guide:

Both groups work locally in their own setting and come together digitally for the live exchange. A stable internet connection and good audio and video quality on both sides are therefore essential.

Synchronous moments: Both groups join the same online conferencing session for Step 3 (introduction and opening), Step 4 (the dialogue itself), and Steps 6 to 7 (reflection in small groups and plenary). Each group has a dedicated facilitator. Use breakout rooms for small group work in Steps 1, 2 and 6.

Asynchronous moments: Steps 1 and 2 can be prepared asynchronously before the live session. Participants develop their questions on a shared pad or whiteboard in their own time. Steps 5 to 7 can also happen partially asynchronously through written comments on a shared task- or whiteboard, followed by a short synchronous reflection session.

Method:
Silent Play

Duration:
minimum 45 minutes for synchronous sessions; additional time needed for asynchronous preparation and follow-up discussion.

Materials and Tools:
Offline: camera for taking photos if need be.
Online: videoconferencing space for synchronous sessions; cloud space task- or whiteboard (Collaboratorium) for sharing video clips and photos asynchronously and for organising themes and reflections.

Group Size:
ten or more participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ What did you see (1) and what did you interpret from it? (2)
→ How did you feel when your gesture was misunderstood?
→ How do we handle it in our day-to-day project work when we realise that nonverbal cues are being misunderstood?
→ Which silent cues should we pay special attention to in our project?
→ What does the way something was depicted say about context?

Timing:
☒ Main ☒ End

Connection to the project idea:
 A language-independent way to explore topics in a playful manner. Silent Play encourages creativity and fosters empathy by inviting participants to communicate without words, making it particularly valuable in transcultural and multilingual settings. It directly supports perspective taking by making visible how the same gesture or image can be interpreted very differently depending on one’s cultural context. Also available as a photo-based version for offline use.

Purpose:
 Either as a fun activity to break the ice or as a form of artistic expression, Silent Play fosters empathy and can also be used for conflict resolution. By removing language as the primary mode of communication, it creates a level playing field for participants from different linguistic backgrounds. It also makes visible how nonverbal cues are culturally shaped. This could be an important insight for cross-cultural collaboration and perspective taking.

How to use it:
 Both partner groups can participate in the same variant simultaneously or take turns: One group acts while the other observes and guesses. This works particularly well for Pantomime Quiz and Frozen Images (see below). There are several ways to use Silent Play both synchronously and asynchronously:

Variant 1. Pantomime Quiz: Participants act out concepts or cultural characteristics that the group must guess. This works well as an icebreaker and opens up conversations about cultural differences in expression and interpretation.

Variant 2. Frozen Images (Statues): Participants use their bodies to form a “frozen” image based on a theme (e.g., “conflict” or “home”), which is then analysed as a group. What does each image say about the participant’s context and cultural background?

Variant 3. From Play to Text: A situation is first improvised through pantomime, and a text or dialogue is subsequently developed from it. This is an approach that is particularly helpful in language instruction and for groups with different levels of language proficiency.

Variant 4. Scenic Learning: Pantomime elements are integrated into larger theatre projects to make stereotypes visible and encourage reflection. This version works well as a way to start a reflection on the project: What were memorable moments? What stereotypes became visible?

Setting Guide:
Offline: Ensure enough physical space for participants to move freely. Divide the group into smaller units depending on the chosen variation. For Frozen Images, a circle formation works well so everyone can see each other.

Online (synchronous): Each partner group needs at least one working camera. For Pantomime Quiz, one participant acts while others guess in the chat or by raising their hand. For Frozen Images, participants hold their position in front of the camera while the group discusses what they see. Good camera positioning and lighting matter. Both groups need to see each other clearly.

Online (asynchronous): Participants from both groups record short video clips (1 to 3 minutes) or take photos of their pantomime or frozen image and share them e.g. on whiteboards or Collaboratorium. Both groups watch each other’s clips and leave written or video comments. A synchronous session follows to discuss together. This works especially well across time zones.

Tip: For the photo-based offline version, participants take photos instead of acting live. These are shared on a digital task- or whiteboard (Collaboratorium) and discussed in a synchronous session with the partner group.

Additional Comments:
This method is particularly useful when both groups do not share a common language or when language barriers are creating tension in the collaboration. It can also serve as a reflective tool at the end of the project, e.g., inviting participants to express memorable moments nonverbally before discussing them. The facilitator should be prepared to help participants reflect on why the same gesture or image may be interpreted differently across cultural contexts.

Personal Notes:

Method:

Let's Collaborate Comically!

Duration: approximately 6 hours in total, spread across three sessions of approximately 2 hours each

Materials and Tools:
Offline: paper and drawing materials for offline contributions; camera or smartphone to photograph physical drawings for hybrid settings
Online: shared whiteboard; collaborative pad on Collaboratorum for scriptwriting; video conferencing tool with whiteboard function

Group Size:
15 to 20 participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

- Exemplary discussion questions:**
- How did you find working together to convey one message?
 - Were there moments during the collaboration where you had to compromise? How did you handle that?
 - Did the message you had in mind originally change through interaction with others?
 - How is it different to work on paper versus working on a digital board?
 - What will you take with you from this experience?
 - How did the comic reflect both groups' perspectives?

Timing:
☒ Main

Connection to the project idea:



Comics are a powerful medium for transcultural communication: they combine text and images in a way that transcends language barriers and invites creative, visual thinking. A collaborative comic requires participants to negotiate ideas, divide tasks, and communicate clearly across cultural and linguistic contexts. This makes the method a perfect fit for DCYDE!'s core competencies of collaboration, creativity, and communication. Through different characters and dialogue formats, participants can explore complex topics in an accessible and playful way.

Purpose:



Comics bring out creativity and invite participants to think visually about their ideas. Text is minimal and the group must think carefully about how to convey their message in few words, or even without words at all. This makes the medium particularly inclusive for groups with different language levels. A collaborative comic also requires teamwork: every part of the story depends on the others, which fosters shared responsibility and a sense of collective achievement.

How to use it:



Preparation for facilitators: Coordinate with the partner group facilitator in advance to agree on the topic, format, tools, and session plan. Set up a shared whiteboard and a collaborative pad on Collaboratorum for the scriptwriting phase. Plan the sessions in advance and communicate the timeline clearly to all participants. A suggested structure is three sessions of approximately 2 hours each:

- Session 1: Steps 1 to 3 (research, sharing and pitching ideas, drafting)
- Session 2: Steps 4 to 6 (dividing work, finalising script, creating visuals) with asynchronous work in between
- Session 3: Steps 7 to 8 (assembling and launching the comic)

Step 1 – Research and inspiration (30 minutes): Participants research the basics of comics: panels, speech bubbles, visual storytelling, character design. In person, they can bring their favourite comics or show them digitally. Online, they post images on a whiteboard with comments explaining what they like. This step can be prepared asynchronously before the first synchronous session.

Step 2 – Share favourites and pitch ideas (30 minutes): Participants present elements from their favourite comics to the group, opening up a conversation about different visual styles and storytelling traditions across cultures. They then pitch ideas about the topic they want to convey in their comic. All ideas are collected on the shared whiteboard. Keep in mind that the story does not have to be linear.

Step 3 – Draft the storyline (30 minutes): Elements are ordered collaboratively to create a draft storyline on the shared whiteboard. The group decides together which ideas to include and how to structure the narrative.

Step 4 – Divide the work (15 minutes): The storyline is split into different parts. Small groups or individuals from both partner groups work on specific sections using a shared pad on Collaboratorum. This step can happen asynchronously, with each group working in their own time before coming back together.

Step 5 – Finalise the script (30 minutes): A small review group of 3 to 4 participants (ideally including members from both partner groups) reviews all contributions and finalises the script, ensuring consistency and coherence across parts. The review group should be chosen voluntarily or by agreement of the whole group. This is a synchronous step that brings both partner groups together.

Step 6 – Create the visuals (60 to 90 minutes): Visuals are assigned to different participants based on interest and skill. Participants who prefer not to draw can contribute in other ways: creating digital collages, finding and editing photos, or designing layouts. This step can happen asynchronously. Participants create their contributions in their own time and upload them to the shared whiteboard.

Step 7 – Assemble the comic (30 minutes): Visuals are placed in the correct order on the shared whiteboard. Both groups review the assembled comic together in a synchronous session and make final adjustments.

Step 8 – Launch and celebrate: Both groups come together to go over the finished comic and celebrate their work. Before the session, the facilitators of both groups agree on how and where the comic will be shared – options include Collaboratorum, social media, a digital gallery or a school or community event. The launch itself could be a short synchronous celebration session where both groups present their work together.

Additional Comments:

Keep in mind that the story does not have to be linear. The comic can take any form: abstract, poetic, documentary or fictional. Encourage participants to experiment with different visual styles and not to worry about artistic perfection. The process of creating together matters more than the result.

Setting Guide:

Offline: Participants draw on paper and physical materials. Pages are photographed and assembled digitally or physically. Works best for the visual creation phase.

Online (synchronous): Both partner groups use a shared whiteboard simultaneously for collaborative planning and assembly. Breakout rooms can be used for small group work in Steps 4 and 5.

Online (asynchronous): Steps 1, 4, and 6 can be completed asynchronously: Both groups contribute to the shared board in their own time. Steps 2, 3, 5, 7 and 8 bring both groups together synchronously.

Personal Notes:

Method:

Chaining Words

Duration:
Variant 1 – Round Robin Story: approximately 45 to 60 minutes
Variant 2 – Collaborative Poem: approximately 60 to 90 minutes. Both variants combined: approximately 2 hours or more

Materials and Tools:
Offline: flip chart or paper, pens; story dice or prompt cards as optional creative aids
Online: Shared pad on Collaboratorium for online and hybrid settings; video conferencing tool for the poetry slam in online settings

Group Size:
10 to 20 participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ Do you feel that the collective story or poem represents your ideas?
→ Did you learn anything new while engaging in storytelling?
→ Were there contributions from the partner group that surprised you or took the story in an unexpected direction?
→ What does the story or poem reveal about how the group thinks and connects ideas?

Timing:
☒ Start ☒ Main

Connection to the project idea:



Storytelling offers the possibility of dialoguing indirectly; participants can present ideas without the pressure of presenting them as personal. Communal literary works engage all four of DCYDE!’s core competencies: they are creative and collaborative; communication needs to be clear; and critical thinking is engaged throughout. In a transcultural setting, storytelling is particularly powerful: the way a group builds a story together reveals how they think, not just what they think.

Purpose:



Storytelling is a powerful tool for building connection and expressing ideas across language and cultural barriers. Seeing results emerge quickly and collaboratively is fun and energising. Through creative arts, participants show how they think whether structured or eclectic, whether they see connections between different topics or follow unexpected tangents. This makes the method work both as an icebreaker and as a deeper creative activity.

How to use it:



This method offers two variants that can be used independently or in combination:

Variant 1 – Round Robin Story

Step 1: Agree on a topic connected to the project or the SDGs together with the partner group if possible. Each participant has a set limit, e.g., 7 words or 1 full sentence to contribute to the story.

Step 2: Participants from both groups take turns building the story. Each contribution follows on from the previous one. Participants can introduce new subtopics and unexpected plot twists, this is encouraged.

Step 3: If ideas run dry, story dice, cards, or other creative prompts can be used to spark new directions.

Step 4: The story ends either at a pre-set limit (e.g., 13 rounds) or when both groups feel the story has reached its natural conclusion.

Variant 2 – Collaborative Poem

Step 1: Introduce different poetry styles. Participants can research styles independently or explore them together with the partner group.

Step 2: Each participant writes their own poem on the chosen topic.

Step 3 – Poetry Slam: Participants present their poems. In person, this happens live in the room. In online settings, participants read their poem on camera. In hybrid settings, in-person participants read live while online participants share their poem via video message on Collaboratorium, which is then played for the whole group during the synchronous session.

Step 4: Each participant chooses one line from their poem. Lines from both groups are collected and written down on a shared pad.

Step 5: Both groups mix and rearrange the lines together, offering suggestions until everyone is happy with the final group poem. This step works best synchronously, as it requires live negotiation and decision making.

Tip: Both variants can be done asynchronously: participants contribute their sentence or line to a shared pad on the Collaboratorium in their own time, and both groups then come together in a synchronous session to finalise and celebrate the result.

Personal Notes:

Additional Comments:

In all settings, the story or poem should be recorded and transcribed unless it is written down already. The Collaboratorium pad’s timelapse feature allows a video to be generated showing how the story or poem was created – a fun output to share with the partner group or to present publicly. The finished story or poem can also be shared as a video of participants reading their contributions, a screen recording of the creation process, or a designed version on the (Collaboratorium) whiteboard.

Setting Guide:

Offline: Participants contribute verbally or in writing on a shared flip chart or paper. The story or poem is recorded and transcribed by the facilitator.

Online (synchronous): Use a shared pad on the Collaboratorium where participants from both groups type their contributions in real time.

Online (asynchronous): Both groups contribute to a shared pad on the Collaboratorium in their own time. The in-person group’s contributions can be typed in by a designated participant if needed.

Method:

Life Map Lab

Duration:
30 to 60 minutes for the creation phase; additional time needed for sharing and discussion

Materials and Tools:
Offline: coloured pencils and A3 paper, camera or smartphone to take photos of the maps
Online: collaborative whiteboard on Collaboratorium for online settings; Collaboratorium cloud space for uploading and sharing maps asynchronously

Group Size:
up to 30 participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ Which part of your map best represents you and why?
→ Were there any similarities between your map and those of the partner group that surprised you?
→ What does the way we map our lives tell us about our cultural backgrounds?
→ What recurring themes did you notice across the group?
→ How has your map changed from the beginning to the end of the project?

Timing:
☒ Start ☒ End

Connection to the project idea:



This method connects directly to the core competencies of DCYDE!. Critical Thinking is practised by analysing life events, identifying cause and effect and extracting lessons learned. Communication is strengthened through storytelling, emotional expression and the ability to share personal narratives across cultural contexts. Creativity is encouraged through visual maps that allow for individual expression. And the digital dimension helps participants understand how narratives are framed and shared in digital media.

Purpose:



This method helps participants make sense of their own experiences by turning personal stories into learning resources. It creates a safe sharing space that fosters empathy, active listening, and group connection, reducing judgement and encouraging openness. Visual narrative enhances learning by linking past, present, and future, supporting motivation and self-awareness. In a transcultural project like DCYDE!, this method is particularly powerful: sharing life maps across borders makes visible both what we have in common and how differently we have experienced the world.

How to use it:



Preparation for facilitators: Before the session, think about how to create a safe and open atmosphere. Remind participants at the start that there is no pressure to share anything they are not comfortable with, and that all maps and stories are equally valid. In larger groups, plan small sharing circles of 3 to 4 people rather than a plenary: This gives everyone enough time and creates a more intimate atmosphere. Coordinate with the partner group facilitator in advance to agree on the format and timing of the sharing session.

Personal Notes:

Step 1: Introduce the concept of a life map. Explain that there is no right or wrong format – maps can be linear, circular or entirely creative. The goal is to visually represent key events, turning points, challenges and lessons learned.

Step 2: Give participants time to create their life map individually. During this phase, the facilitator moves around the room (or checks in via chat in online settings), offering quiet encouragement and posing the guiding questions to participants who are unsure how to start:

- What was a major challenge you faced, and what did it teach you?
- Was there a turning point that changed the course of your journey?
- Which part of your map best represents who you are today?

Give participants 20 to 30 minutes to create their life map.

Step 3 (synchronous): Participants share their life maps within their own group. In larger groups, use small sharing circles of 3 to 4 people. Each person has 3 to 5 minutes to walk the others through their map. The focus is on listening, not evaluating.

Step 4 (synchronous): Both partner groups come together online to share and discuss their maps. Participants upload their maps to the Collaboratorium before the session. During the live session, participants present their map by sharing their screen or holding it up to the camera. Where possible, pair one participant from each group using breakout rooms. The facilitator coordinates pairings in advance with the partner group facilitator. Afterwards, both groups reflect together: What did you notice? What surprised you? What do the maps reveal about how differently, or similarly, we experience the world?

Step 4 (asynchronous): Participants photograph or scan their life map and upload it to a shared whiteboard. They record a short video or voice message explaining the key elements of their map. Partner group members watch or listen and leave a written or recorded response before the next synchronous session.

Step 5: Both groups come together in a synchronous session to discuss the maps and reactions. Take a moment to reflect on what was shared. What stayed with you? What do you want to carry forward from this exchange?

Additional Comments:
At the end of the project, this method can be revisited as a reflective closing activity. Participants update or annotate their original life map to trace the key moments of the shared project journey, turning it into something the group created together. This dual use (at the start and end of the project) makes the Life Map Lab a way to open and close the project with the same method. Facilitators should be sensitive to the fact that life maps can surface difficult or painful experiences. If a participant shares something particularly challenging, acknowledge it with care and, if necessary, follow up privately after the session.

Setting Guide:
Offline: Provide A3 paper and coloured pens. Give participants enough physical space to spread out and work comfortably. Maps can be pinned to a wall for a gallery walk format.

Online (synchronous): Use a collaborative whiteboard tool such as Excalidraw or the Collaboratorium whiteboard. Participants create their maps digitally and share their screen when presenting. Alternatively, they can draw on paper and hold it up to the camera.

Online (asynchronous): Participants create their maps in their own time and upload a photo or digital version to the Collaboratorium. They add a short explanation as a voice or video message. Partner group members explore the maps asynchronously and leave reactions or questions. A synchronous session follows to discuss the maps together.

Active Listening – The Art of Truly Listening

Duration:
30 minutes for a synchronous session; additional time for the asynchronous version

Materials and Tools:
Offline: worksheets with topics or prompt questions; timer
Online: video conferencing tool with breakout room function; Collaboratorium Cloud for asynchronous voice or video messages (MP3 and MP4)
Please inform the Administrators of Colli, if you need additional cloud space.

Group Size:
20 to 30 participants

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

- Exemplary discussion questions:**
- Was it hard not to reply right away?
 - What did you notice about the difference between what you assumed and what was actually said?
 - How did it feel to be truly listened to?
 - How might active listening change the way we work with the partner group?
 - Were there moments where cultural differences made listening or understanding more challenging?

Timing:
☒ Start

Connection to the project idea:



This method connects directly to three of DCYDE!’s core competencies. Communication is strengthened by improving the ability to understand complex messages and convey them respectfully. Collaboration is promoted through effective interactions based on trust and respect. And Critical Thinking is practised by learning to distinguish between personal interpretation and the actual content of a message – a key element of perspective taking in transcultural contexts.

Purpose:



Active listening transforms communication from a simple exchange of words into a process of mutual understanding. It reduces misunderstandings, conflicts, and misinterpretations and helps both groups make better decisions together. In transcultural settings, where language barriers and different communication styles can easily lead to misunderstandings, this skill is particularly essential. Learning to truly listen – before responding – is one of the most valuable competencies participants can develop for collaborative work across borders.

Personal Notes:

How to use it:



Step 1 – Introduction (5 minutes): Explain the concept of active listening and its key elements: listening without interrupting, paraphrasing what was said, asking clarifying questions, and summarising what was understood. Make clear that the goal is not to respond or debate, but to understand the other person’s point of view.

Step 2 – Form pairs or small groups: Participants work in pairs or small groups of up to 4. Use any grouping method that works for your setting – random assignment, the thread method, or self-selection. Where possible, pair participants from different cultural backgrounds, ideally one from each partner group. In online settings, use breakout rooms.

Step 3 – Speak and listen (10 minutes): One person speaks about an assigned topic – an experience, an opinion or a problem connected to the project or the SDGs. The others listen without interrupting. Use a timer to mark speaking and listening turns clearly.

Step 4 – Paraphrase and clarify (5 minutes): After the speaker has finished, the listeners paraphrase what they understood and ask clarifying questions. The speaker confirms or corrects their understanding.

Step 5 – Switch roles: Roles are switched so that each participant has the chance to both speak and listen.

Step 6 – Reflect in plenary: The group comes back together to reflect on the experience. What was difficult? What was surprising? How does active listening change the quality of communication?

Tip: This method can also be practised asynchronously – see Setting Guide.

Additional Comments:
Topics should be connected to the project or the SDGs where possible, but personal experiences and opinions work equally well. Facilitators should remind participants throughout the activity that the goal is understanding, not agreement – this distinction is especially important in transcultural settings.

Setting Guide:
Offline: Participants work in pairs in the same room. A timer is used to mark speaking and listening turns.

Online (synchronous): Pairs work in breakout rooms. Where possible, pair one participant from each partner group. The facilitator moves between rooms to observe and support. The timer is shared via screen or announced in the main room.

Online (asynchronous): One participant records a short voice or video message and shares it on Collaboratorium Cloud. The listening partner watches or listens, then responds with a paraphrase and clarifying questions as a written or recorded message. A synchronous session follows to reflect together. This format gives participants more time to reflect before responding – particularly valuable across language barriers.

➔ Deepening Understanding

Method:
Snap and Shift

Duration:
60 to 150 minutes including technical preparation.

Materials and Tools:
Offline: threads or string for tandem formation; Smartphones or tablets (one per participant)
Online: laptop and projector for displaying the task- or whiteboard; shared digital task- or whiteboard accessible via QR code or link; online conferencing tool for the partner group discussion, microphone and speaker

Group Size:
10 to 20 participants per group

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ What surprised you during this exercise?
→ How does my own history shape the way I see and interpret things?
→ Why do images sometimes take on a stereotypical character when viewed by others?
→ What does global justice look like where you live?
→ How would you use this method in your own DCYDE! activities?

Timing:
☒ Start ☒ Main ☒ End

Connection to the project idea:



This method connects directly to the core elements of DCYDE!: perspective taking, active media work, and dialogic communication. It introduces participants to visual storytelling and tandem-based exchange that characterises hybrid living labs and prepares them for working with partner groups across borders.

Purpose:



Self-created photos reveal how the same image means something different depending on who is looking and whose perspective is treated as the default. This method makes perspective taking not just a concept but a concrete experience: by asking the observer to speak first and the photographer to explain their intention second, it makes visible the gap between what we see and what was meant. This is where perspective taking, as a direct moment of encounter, begins.

How to use it:



The method unfolds in two phases: a preparation phase in which participants create their own visual responses, and a perspective taking phase in which they exchange and reflect on each other's images.

Step 1 – Preparation: Agree with the partner group facilitator on timing, content, and how images will be shared before the session. Prepare the digital task- or whiteboard (e.g., Excalidraw, Collaboratorium Whiteboard) in advance and test access with both groups. If no partner group is involved, Step 5 is conducted within the group itself.

Step 2 – Individual work / Preparation phase (20 minutes): Each participant takes a smartphone or tablet – ensure that enough devices are available for all participants. If participants bring their own devices, inform them in advance. They go for a walk through the location or, in bad weather, through the building – alone or in small groups. They photograph one visual answer to each of the following questions:

- **Question 1:** “What does global citizenship mean to you? Find and photograph one visual answer in your surroundings.”
- **Question 2:** “Imagine you are a visitor seeing this place for the very first time. What would you photograph to tell others or your partner group about this place? Take exactly one photo.”
- **Question 3:** “What does sustainability or global justice look like in your everyday environment? Take exactly one photo.”

Step 3 – Tandem exchange / Perspective taking phase (10 minutes): Participants pair up in tandems. Give each tandem 5 minutes per person. The observer speaks first, describing what they see. Then the photographer explains what they intended to show. The focus is on first impressions, not detailed analysis. The tandem then briefly discusses the differences in perception. Afterwards, the photos are uploaded to the shared digital task- or whiteboard so that they are visible to all participants and to the partner group.

Tip: A QR code or shared link enables quick access to the task- or whiteboard.

Step 4 – Plenary discussion: The group comes together in person in a chair circle, or in the main video conference room. The photos are displayed together on the task- or whiteboard via projector or shared screen. Tandems present their photos to the plenary and share the different experiences they had when interpreting images and encountering different perspectives and intentions.

Step 5 – Discussion with the partner group: All photos from Questions 2 and 3 are viewed and discussed together with the partner group. This can happen synchronously in a live session or asynchronously through written comments directly on the task- or whiteboard. The discussion explores why it matters to look at our own surroundings through unfamiliar eyes, and why representations often only take on a stereotypical character when viewed by others.

Personal Notes:

Additional Comments:

To form tandems, use the thread method. Here, the facilitator holds a bundle of threads with as many ends as there are participants. Each participant takes one end à the two participants holding the two ends of the same thread form a tandem. For online settings, use a random pair generator tool instead. This method works well as an energiser at the beginning of a session or after a longer break and is suitable for both synchronous and asynchronous formats.

Setting Guide:

This method is hybrid by nature. Participants always go out locally to photograph their own surroundings and then come together digitally to share and discuss their images with the partner group. The local and the digital are inseparable parts of the method.

Synchronous moments: After uploading their photos to the shared task- or whiteboard, both groups come together in a live session for the tandem exchange and plenary discussion. The tandem exchange takes place in breakout rooms; the plenary discussion takes place in the main room with the task- or whiteboard shared on screen.

Asynchronous moments: Participants upload their photos to the shared task- or whiteboard in their own time. Partners leave written comments on each other's photos directly on the task- or whiteboard. The facilitator sets a clear deadline for contributions. A synchronous session follows to discuss the photos and comments together.

Dear Future Me – Your Message Through Time

Duration:
30 to 60 minutes

Materials and Tools:
Offline: paper and pens; a box for storing letters
Online: computer or tablet for writing the letters; a tool for scheduling digital delivery (e.g., scheduled email); a whiteboard for sharing letters with the partner group

Group Size:
any size

Format:
☒ online ☒ offline

Target group:
young people aged 15 to 30; educators and facilitators

Exemplary discussion questions:
→ What kind of person do I want to become?
→ What do you hope the world will look like when you open this letter?
→ What did writing this letter reveal about your values and priorities?
→ What would you want to tell the partner group about your hopes for the future?
→ How did it feel to imagine the future of someone from a different country and life reality?

Timing:
☒ End



Connection to the project idea:
This method connects to all four of DCYDE!’s core competencies. Critical Thinking is practised through reflection on identity, values, choices, and long-term consequences. Creativity and Communication are exercised through the imaginative and expressive act of writing. Collaboration emerges when participants share and compare their letters with the partner group, learning from each other’s hopes and visions. And digital literacy is developed using digital tools for writing, organising, and scheduling the delivery of the letter.



Purpose:
Writing a letter to your future self promotes reflective and future oriented learning. It helps participants clarify their goals, values and expectations and helps participants stay motivated and focused on what matters to them. In the context of DCYDE!, this method takes on an additional dimension: by addressing the letter to the partner group, participants practise perspective taking and imagine the future of someone whose life reality may be very different from their own.



How to use it:
Step 1 – Introduction (10 minutes): Introduce the concept of writing to your future self. Explain that the letter can be kept private or shared; the choice belongs to each participant. Discuss the time frame together: will the letter be opened in 1 year, 5 years or 10 years?
Step 2 – Write the letter (20 to 30 minutes): Participants write a letter to their future self, reflecting on personal goals, fears, aspirations, values and expectations. The letter can be written on paper or digitally. Guiding questions can help:
... “What kind of person do I want to become?”
... “What am I most afraid of – and what am I most looking forward to?”
... “What do I hope the world will look like when I open this letter?”
... “What would I want to tell my future self about this project?”

Step 3 – Optional: letter to the partner group: Participants can also write a letter addressed to the partner group – thinking about their future, hopes, dreams and possibilities. This version is particularly powerful as a closing activity, as it creates a tangible connection between both groups that extends beyond the project.

Step 4 – Store and schedule delivery: Letters written on paper are placed in a box and stored safely by the facilitator until the agreed return date. Digital letters can be scheduled for future delivery using a tool that allows delayed sending, such as a scheduled email. Agree with participants on when and how the letters will be returned to them and make sure to keep a record of the agreed date.

Step 5 – Optional share and reflect: Participants who wish to share their letter or excerpts from it can do so with a partner or in a small group. This creates space for dialogue about hopes, fears and visions for the future.

Personal Notes:

Additional Comments:
Participants should never be pressured to share their letters; the option to keep them private must always be respected. If letters are shared with the partner group, ensure that both groups have agreed on the format and platform in advance. The facilitator should also agree with participants on a realistic return date and ensure that the letters are stored safely until then.

Setting Guide:
Offline: Participants write on paper. Letters are collected in a box and stored by the facilitator until the agreed return date.
Online (synchronous): Both partner groups write simultaneously during a shared session. Letters can be saved in a shared folder on Collaboratorium or scheduled for delivery via email. Letters addressed to the partner group are then read and discussed together – either straight away or in a follow-up session.
Online (asynchronous): Participants write their letters in their own time and upload them. Letters addressed to the partner group are shared on the platform and can be responded to asynchronously.

Personal Notes:



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Käthe-Kollwitz-Straße 17, 07743 Jena, Germany

Authors

Franziska Weiland, Anna Hachenberg, Marthese Formosa,
Maria Angela Clemente, Paula Anškėna, Teclaire Ngo Tam,
Luisa Conti, Matthias Haberl, Daniela Lehner, Samar Zughool

Editing

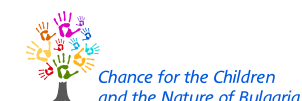
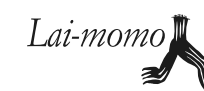
Paulina Kretschmar, Carola Włodarski, Solvejg Spirling

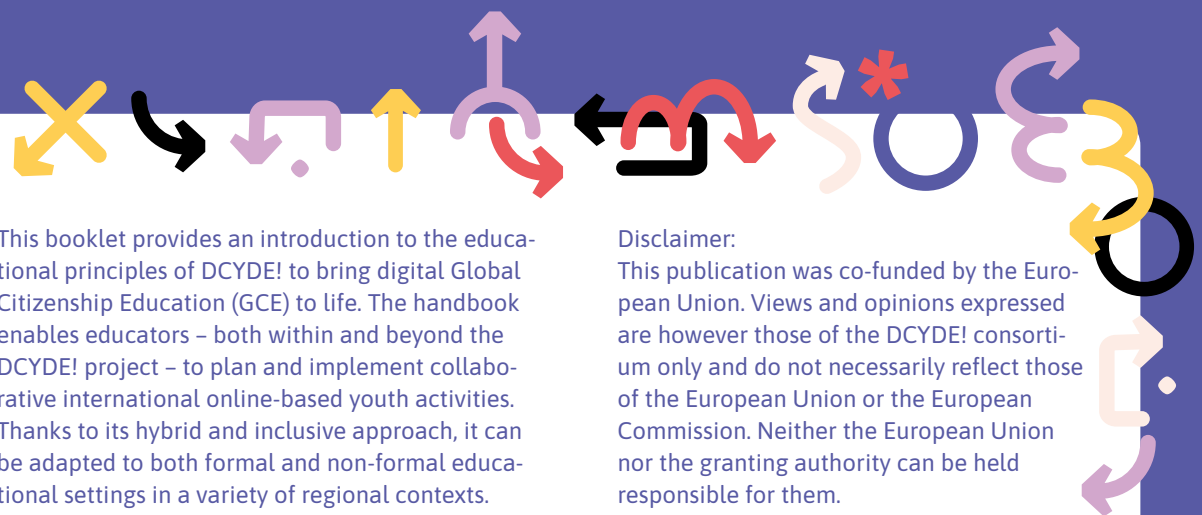
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The DCYDE! consortium





This booklet provides an introduction to the educational principles of DCYDE! to bring digital Global Citizenship Education (GCE) to life. The handbook enables educators – both within and beyond the DCYDE! project – to plan and implement collaborative international online-based youth activities. Thanks to its hybrid and inclusive approach, it can be adapted to both formal and non-formal educational settings in a variety of regional contexts.

Disclaimer:

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