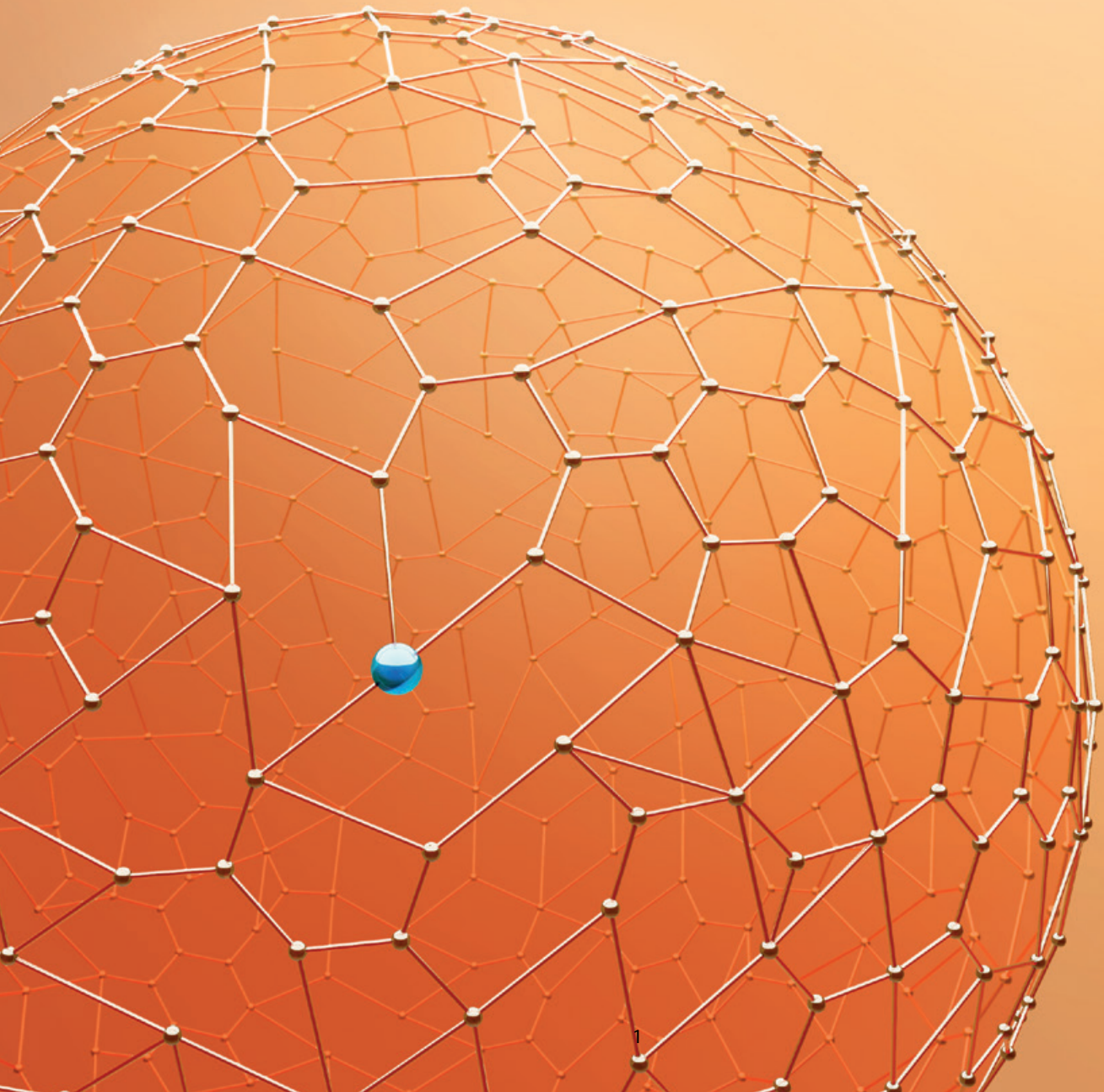


2018  **GENE**
Global Education
● **Innovation**
Award





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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

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GLOBAL EDUCATION INNOVATION AWARD 2018

In this publication, we present 20 initiatives from the 2018 edition of the GENE Global Education Innovation Award. Through the award and this publication, GENE seeks to recognise the importance of innovation in Global Education.

The award acknowledges Global Education initiatives that promote positive change and open peoples' eyes and minds to the realities of the world, locally and globally. It encourages Global Education that brings about this change through creativity, participation, direct action, synergies and innovation and that ultimately has the potential to inspire public policy.

ACKNOWLEDGEMENTS

The Global Education Innovation Award 2017 and 2018 was made possible through GENE's funders: The European Commission, funding Ministries and Agencies and additional support from the French Ministry for Europe and Foreign Affairs.

GENE highly appreciates the involvement of the International Selection Committee members and the Board in the selection process and at the Award Ceremony.



INTRODUCTION

GENE – Global Education Network Europe – **recognises the importance of innovation in Global Education** through its Global Education Innovation Award. The award benefits Global Education projects that bring about positive change and opens peoples’ eyes and minds to the realities of the world, locally and globally. It promotes Global Education initiatives that bring about this change through creativity, participation, direct action, synergies and innovation, to ultimately inspire public policy.

Over the past decades, Global Education initiatives have been implemented across many European countries. Whether in non-formal educational contexts, or in schools as part of the curriculum, **Global Education contributes to a change in perspectives, attitudes and behaviours** among children, young people, students, educators, teachers, parents, as well as decision-makers and other actors in society. A variety of global-local interconnectedness initiatives have over the years addressed issues including social exclusion, poverty, migration, human rights violations and intolerance and enabled learning of different competencies that range from critical thinking to compassion and empathy.

In a world of stark contrasts, **opportunities to change perceptions in new, non-traditional and innovative ways** need to be supported, applauded and recognised. In particular, initiatives should be supported that respond to challenging questions, such as “How do we engage people who are not easy to reach?”, or “How can innovative Global Education start to change the perceptions of those whose values differ from those associated with Global Education – tolerance, solidarity, non-violence?”.

GENE is aware that most Global Education funds encourage highlighting results rather than innovation, and leave little or no space for reflecting on failure. Yet, research shows that policymakers and others can learn invaluable lessons from failure, as it often results in new breakthroughs and in creative thought based on new thinking (Nedergaard, P. 2006). **Innovation funds in other sectors are happy to fund initiatives that result in 90% failure, on the basis that the remaining 10% represent potential breakthroughs that can elicit a paradigm shift. Why not in Global Education?**

The 2018 Global Education Innovation Award highlights and recognises innovative Global Education initiatives in Europe that were either ongoing or recently finalised in 2018. The selection of initiatives intends to showcase examples of innovative practice and disseminate learning from them to policymakers throughout Europe.

At the Evaluation Meeting of the 2017 Global Education Innovation Award, the members of the International Selection Committee reflected on Global Education as a form of education that involves critical pedagogy, critical thinking, and a reflection on practices in the wider context of contents and methodology. The notion of innovation was discussed in light of transformative

learning that leads to a better understanding of shifting power relations, the key challenges related to sustainability, local empowerment for global impact and global initiatives with local impact. It was also highlighted that innovation can only happen in an environment that accepts and enables risk-taking and freedom to experiment. In light of these reflections, the 2018 call for proposals offered a non-restrictive application process where applicants could show and express their passion for transformative learning in the context of their projects.

The applicants were asked to tell their story or describe their initiatives in no more than 1000 words and to prepare a short video (2-5 min) highlighting the key innovative elements.

SELECTION PROCESS

For the 2018 edition, 70 Global Education initiatives from various European countries submitted applications.

Based on an international multi-stakeholder selection process, seven initiatives were awarded a prize of 10 000 Euros each. Along with the seven prize winners, a further 13 projects were acknowledged as outstanding contributions and included in this publication.

The initiatives presented in this publication were selected based on a recognition of the quality they offer in the following areas:

- Transformative learning – involves a personal and collective process of reflection that leads to a shift in perceptions in the understanding of oneself, one’s beliefs and one’s behaviour that involves changes in lifestyle. It also comprises a capacity to learn from experience, including failure, in order to promote positive change.
- Interconnectedness between the global and the local – what happens in the local context is linked to the global level and vice-versa; the so-called “glocal” dimension.
- Educational approach – where everyone involved takes an active role in the learning process, whether in formal or non-formal educational settings.
- Creativity – a genuine process that demonstrates outside-the-box thinking.
- Coherence – the initiative enhances synergies and coherence between the purpose, the educational approaches and the testimonies of participating persons and groups.
- Outreach – target groups / addressed public, with a particular focus on groups that are not engaged in Global Education, such as low-skilled, unemployed populations, young people not in education or groups that are considering radical nationalist, religious and/or racist ideologies as the only options available.
- Inspiring for public policy – GENE facilitates policy learning and for this reason looks for experiences that can become show cases for public policy.

The Selection process of the Global Education Innovation Award 2018 comprised of four phases:

PHASE 1

An online pre-selection by the GENE Secretariat, based on defined criteria. Division of applications into groups for the International Selection Committee. Preparation for the peer review process among the candidates.

PHASE 2

Applicant-led peer review process, where each applicant reviews one application/initiative. The task involves offering critical feedback focused on the transformative learning elements of the initiative. When reviewing, applicants write maximum one page A4 peer review, identifying two elements that they most appreciate about the project and one challenge that could contribute to project improvement.

PHASE 3

Selection carried out by the International Selection Committee, composed of GENE participants and international experts. The selection was done on the basis of pre-defined criteria. The International Selection Committee was divided into three diverse groups, who each met twice online during the process. The first meeting was intended to align the way committee members review and evaluate initiatives, and the second was to take stock of the preliminary outcomes of this phase.

The International Selection Committee was comprised of nine Global Education specialists from GENE's network and core partners and collaborators:

Mr. Florian Coutal, Editor, Pôle société civile, Ministry for Europe and Foreign Affairs, France

Ms. Satu Elo, Counsellor of Education, Finnish National Agency for Education

Ms. Laia Vinyes Marce, Project Officer, PLATFORMA

Ms. Francesca Romana Minniti, Policy & Advocacy Coordinator, CONCORD

Mr. Martin Náprstek, Head of Partner Relations Department, Czech Development Agency

Ms. Yael Ohana, Founder and Director, Frankly Speaking – Training, Research & Development, Germany

Ms. Su Yeon Park, Development Education Specialist, Deputy Director of ODA Education Center, KOICA, South Korea

Mr. Alessio Surian, Associate Professor, University of Padova, Italy

Ms. Irma Šinkovec, Senior Adviser, Department for Development Cooperation and Humanitarian Assistance, Ministry of Foreign Affairs of the Republic of Slovenia

PHASE 4

The final decision was taken by the GENE Board, based on the results presented by the International Selection Committee members. The final selection considered additional criteria of diversity and geographical balance.

TIMEFRAME

Official Launch of the Award:	20 April 2018
Deadline for Applications:	8 June 2018
Peer Evaluation deadline:	1 July 2018
Final Selection:	10 September 2018
Award Ceremony 2018:	5 October 2018, in Brussels, Belgium

FINAL SELECTION

The following seven organisations received a prize of 10 000 Euro each:

- **Centre de Recherche et d'Information pour le Développement CRID**, The Festival des Solidarités, acting together for the sustainable development goals, France
- **CHANGE – Chancen Nachhaltig Gestalten e.V.**, WeltFAIRsteher, Germany
- **Global Action Plan UK**, Water Explorer, 12 countries: Italy, Poland, Spain, Germany, Ireland, Switzerland, France, UK, Malta, Turkey, South Africa and Bermuda
- **Humanitas – Centre for Global Learning and Cooperation**, Club of global education teachers, Slovenia
- **NaZemi**, Scouts and Guides: Active Global Citizens, Czech Republic
- **People in Need Slovakia**, World between the Lines, Slovakia
- **WorldWise Global Schools**, Global Passport Award, Ireland



The following is a list of the 13 initiatives that were recognised as outstanding projects for inclusion in this publication:

- [Amics de la Terra Mallorca \(Friends of the Earth Majorca\) & Public Educational Centre for Adult Education “CAMP RODÓ](#), Transformative education for a better Planet, Spain (Balearic islands – Mallorca)
- [Friends of the Earth Europe ASBL](#), School of Sustainability (SofS) in EYD 2015 and beyond, Belgium
- [GlobalMatch](#), GlobalMatch, worldwide - main branches: Germany and Uganda
- [LATRA, PEACEMAKERS](#), Greece
- [Le Partenariat](#), Gaïa Center: The active pedagogy at the service of transformative learning, France
- [Lojtra, association for personal and professional development of young people](#) (with partners Officine Cittadine, Sensibiliz´Action and Humanitas), Global education Agora, Slovenia, Italy, France
- [Par Le Monde](#), Pelico’s Journey, a path towards global citizenship, France
- [PLAY International](#), “Living Together and Social Inclusion” Playdagogy Program, France
- [Schule im Aufbruch](#), Schools in Transformation, Germany, Austria, Poland, Italy, Ukraine
- [Solidarité Laïque, SNUipp, FCPE](#), "Children above all!" Stop to the misconceptions about migrants and children migrants”, France
- [The MY HERO Project](#), MY HERO Media Arts Education Program, Global (in 197 countries)
- [VVOB – education for development](#), eNSPIRED – an international dialogue on equity in education, Belgium
- [Youth Ambassadors for the UN-Rights of a Child & SDGs, Caritas Vorarlberg AUSTRIA, SOLVE IT! Time is running!](#), Austria



REFLECTIONS BY THE AWARDEES

In 2018, the awardees were invited to reflect on the value of the GENE Global Education Innovation Award for them. The world cloud below depicts some of the key ideas that were shared.

The feedback from the 2018 edition echoes some of the impressions received from organisations awarded in the first edition in 2017:

“The award gave us the resources to design carefully our next campaign, having in mind the positive aspects of what made last year’s campaign distinguished. The award made us set higher standards for the planning of the main actions of the campaign and the design of the educational pack.”

ActionAid Hellas, Greece

“In terms of recognition of the impact and quality of the work our project developed in the field of global education, the Award proved to be a strong mechanism supporting motivation for further work in this direction. Each of the project partners committed to work further with our Eat Responsibly! Project.”

Glopolis, Czech Republic



"The award made it possible to continue the project by giving it credibility and therefore by fostering the confidence of the academic authorities of the Catholic University of Louvain (UCL) and other partners. And so today we can lead more innovative projects such as the workshop with teachers from countries of the South."

Louvain Coopération, Belgium

"The GENE-Award encouraged those participants who already were active in our project. They were motivated to continue and to see their activity in a broader, in a global sense. Also, we were able to increase the number of students who have been trained as multipliers for GE up to 117. They had been attracted after hearing about the prize. Also, Across Boundaries project now is able to offer continuously high quality standards and we reached over 2,500 students in 47 vocational training schools. Secondly, Across Boundaries project is on its way to become a template in policy and an additional country will join the project, soon. Receiving the award increased the credibility of the project and allowed for the idea of foreigners acting as instructors for topics of Global Education will be adapted."

World University Service, Germany







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**7 AWARDED
INITIATIVES**



Organisation name:	Centre de Recherche et d'Information pour le Développement - CRID
Project name:	The Festival des Solidarités, acting together for Sustainable Development Goals
Country:	France
Activity:	Public space events, plays, awareness games, debates, exhibitions, shared meals, solidarity markets, concerts, dance shows
Beneficiaries:	Adults, children, students, pupils
Themes:	All topics related to sustainable development and human rights
Website:	www.festivaldessolidarites.org www.facebook.com/festivaldessolidarites

Summary:

For more than 20 years, the Festival des Solidarités has been a French national event to promote and celebrate solidarity. This event is open to international visitors. Every year in November, associations, local authorities, schools, socio-cultural structures, economic actors, citizen groups, etc. organise more than 4 200 convivial events to inspire citizens of all ages to act for a just, solidary and sustainable world.

The richness of this national event lies in its ability to adapt to the territory where it is organised. The Festival is a common framework, where each activity or group of activities is organised according to themes, types of events and audiences, whilst respecting a charter, where values are promoted. The topics addressed value global issues that link local and international solidarity: environment, migration, finance, food, trade, civil and political rights...

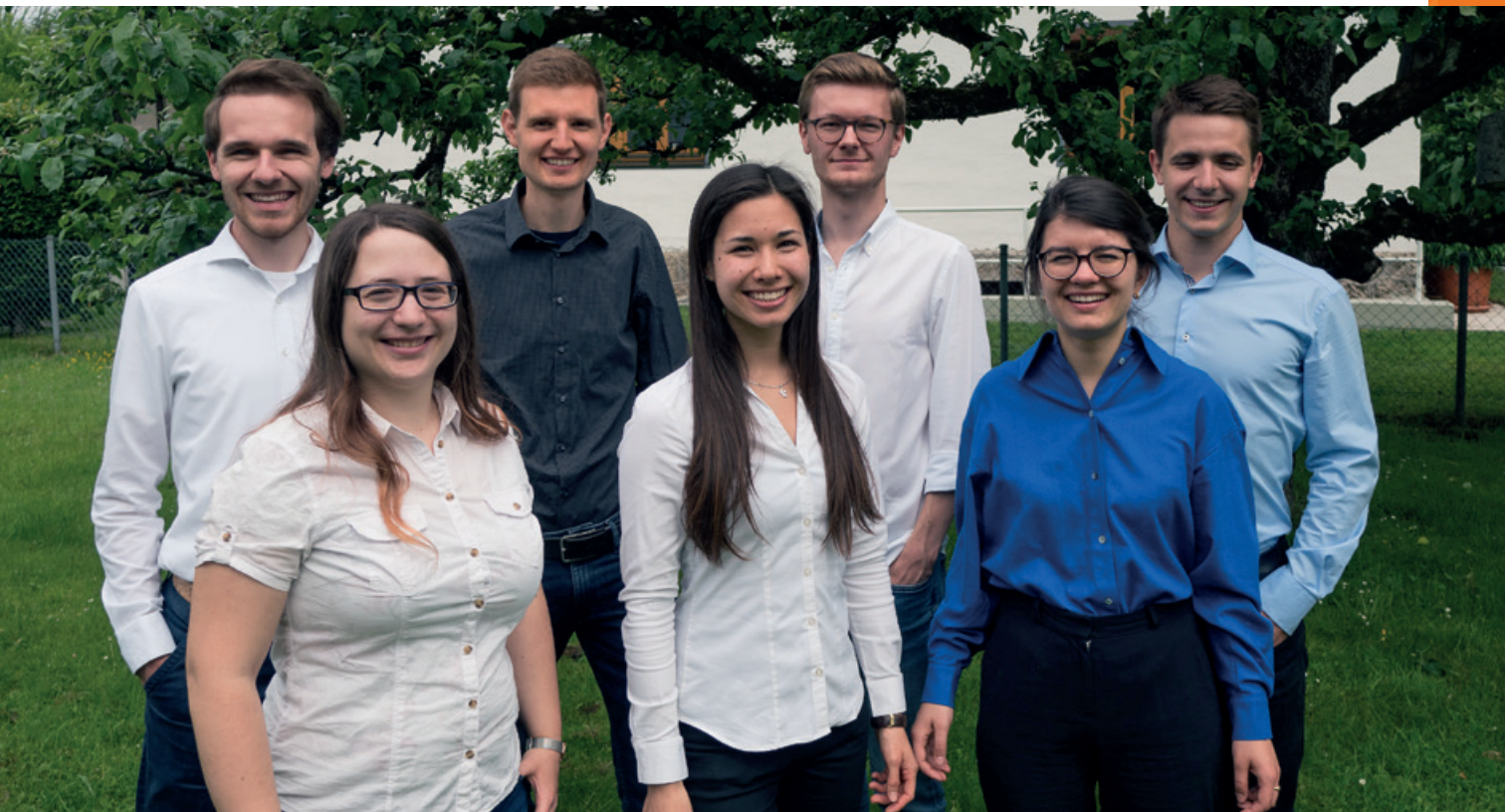


Organisation name: **CHANGE – Chancen Nachhaltig Gestalten e.V.**
Project name: **WeltFAIRsteher**

Country: Germany
Activity: Educational project for sustainability
Beneficiaries: Pupils
Themes: Sustainable development
Website: www.weltfairsteher.de
www.facebook.com/weltfairsteher

Summary:

When sea levels rise, will cities like Venice disappear? What does the shampoo I use every morning actually consist of? This is where WeltFAIRsteher comes in. As an educational project for sustainable development, we are present in German schools since 2016. From grade five onwards, pupils can work on “challenges” of sustainability. These are centred on the topics of energy & mobility, nutrition, climate change, production & consumption, social responsibility and water & resources (like the sustainable development goals of the UN). Over 50 challenges are available on our website and all are designed to encourage creative approaches and solutions to enable participants to implement sustainability in their own environment. Whenever a class fulfils a challenge, points are awarded and when a milestone is reached, the class is rewarded with a prize. Our aim is to establish sustainable development within the German school curriculum.



Organisation name: **Global Action Plan UK**
 Project name: **Water Explorer**
 Country: Italy, Poland, Spain, Germany, Ireland, Switzerland, France, UK, Malta, Turkey, South Africa and Bermuda
 Activity:
 Beneficiaries: 180 000 students in 3 600 schools across 12 countries
 Themes: Water and environmental issues, UN SDGs, education and action, sustainable behaviour change
 Website: www.waterexplorer.org
www.facebook.com/WaterExplorerUK



Summary:

Water Explorer is a resource rich, web-based water educational programme that enables 8-14 year olds around the world to learn about water issues and inspires them to take action. It is free for schools and offers a range of lesson plans, resources and engaging challenges that explore the wide variety of water related issues that people face around the world. Through their involvement with Water Explorer, children learn about their role as responsible Global Citizens and change their water-related behaviour as a result. Since the programme's launch in 2015 over 3 500 schools across 12 countries have signed up to take part. Young Water Explorers in these schools have led positive change in their communities, collaborated across borders and completed thousands of challenges that champion action on water and support the UN Sustainable Development Goals. Their efforts have saved a whopping 10,5 million m³ of water and 21 555 tonnes of CO₂ and helped to change the way that 280 000 people use water in their everyday lives. The 2018/19 academic year will see the 5th consecutive year of the programme in Italy, Poland, Spain, Germany, Ireland, Switzerland, France, UK, Malta, Turkey and South Africa.



Organisation name: **Humanitas – Centre for Global Learning and Cooperation**
Project name: **Club of Global Education Teachers**

Country: Slovenia
Activity: Bi-monthly meetings and workshops, mentorship
Beneficiaries: Teachers and consequently their students
Themes: All Global Education topics
Website: www.humanitas.si

Summary:

The club of Global Education Teachers grew out of the recognised need for a space where teachers could meet and share more regularly. Somewhere where they could get to know and develop different didactical approaches to addressing global challenges, get support from Global Education NGOs and like-minded individuals and to grow as educators. It was also an opportunity to influence a positive systemic shift from the bottom up towards a more inclusive, creative and transformative education and society. In its first year, the Club managed to attract 50+ members from all over Slovenia, with 25 teachers attending our bi-monthly meetings (on average). Each month they received didactic materials, addressing specific world days with connection with Global Education. We believe the Club has further potential for multiplication of good Global Education practices at national as well as international level.



Organisation name: **NaZemi**
Project name: **Scouts and Guides: Active Global Citizens**

Country: Czech Republic
Activity: Global Education workshops, seminars, camps, educational tools
Beneficiaries: Scouts and Guides
Themes: Global interdependence, equality, sustainability, critical thinking
Website: www.globalscouting.eu
www.facebook.com/groups/scouts.and.guides.active.global.citizens

Summary:

This international project aims to increase the role Scouts and Guides play in promoting human rights, equality and justice in the world. It encourages Scouts and Guides to recognise that we live in an interconnected world where local actions have global impacts. We believe this will contribute to more responsible behaviour and informed decision-making within all of us. The project was implemented through the collaboration of local NGOs and the Scouts and Guides organisation. Thanks to that, most countries involved in the Scout organisation have very good prospects for project sustainability.

Using our personal approach strategy, we have managed to directly reach more than 139 000 Scouts and Guides. We have realised more than 2800 Global Education programmes. Our Scout Global Education experts have performed more than 230 seminars and educated more than 4218 Scout and Guide leaders. We have created several tools which are helpful to global educators and all scout leaders: Global Citizenship Competences, Global Compass web page, Scouts and Guides: Active Global Citizens publication, Methodologies of Informed Actions brochure etc.

The logo for Scouts & Guides Active Global Citizens, featuring the text "Scouts & Guides" in a smaller font above "Active Global Citizens" in a larger, bold font, all in blue. Below the text is a stylized yellow flower or star shape inside a blue hexagonal frame.

Scouts & Guides
**Active Global
Citizens**



Organisation name: **People in Need Slovakia**
Project name: **World between the Lines**



Countries: Slovakia
Activities: University Global Education programme for future journalists
Beneficiaries: Future journalists, newsrooms gaining skilled professionals, wider public via enriched global development coverage - informal education, expert and NGOs acquainted with future journalists
Themes: Global development journalism with emphasis on global issues and unbalanced power structures in the world
Website: www.svetmedziriadkami.sk and www.hnonline.sk/globalne
www.facebook.com/svetmedziriadkami

Summary:

Thanks to globalisation, it is no longer feasible to divide the news into 'domestic' and 'foreign'. In the World between the Lines programme, we promote this new understanding and reflection of news through an approach called Global Development Journalism. The programme eliminates the boundaries between the domestic and the foreign and places its emphasis on humanitarian and sustainable development issues. Moreover, it gives a special voice to those without power who are usually not heard. We work in close partnership with two university departments of journalism, as well as with one of the largest media houses in Slovakia. This has given us the opportunity to run a specialised news section called HN Globálne, dedicated to various global issues. We also cooperate with other media agencies, preparing tailor-made media specials for them. Our programme enables journalists to read between the lines, understand the origin of their own attitudes, stereotypes and prejudices, and apply this understanding into practice.



Organisation name: **WorldWise Global Schools**
Project name: **Global Passport Award**



Country: Ireland
Activity: Workshops, curriculum resources, teacher training, Global Passport guide, website, school support visits, annual student conference
Beneficiaries: Whole-school community, school leadership and management, teachers, students, NGO's, those interested in Global Citizenship Education
Themes: Whole-School Approach to Global Citizenship Education. Schools focus on various themes such as Responsible Consumption, Climate Justice, Gender Equality and Food Security
Website: www.worldwiseschools.ie
www.facebook.com/WorldwiseGlobalSchools

Summary:

The Global Passport Award is a Global Citizenship Education (GCE) quality mark, which offers schools a framework to integrate GCE into all aspects of school life. The framework demonstrates to schools how Global Citizenship Education is whole-school appropriate and provides step-by-step guidance on how to integrate GCE through all aspects of school life, ranging from the curriculum to school policy and ethos. It is a self-assessed and externally audited accreditation for GCE that is open to all secondary schools in Ireland. Schools rate their level of GCE activity in 6 categories (passport 'stamps'). Each Passport Stamp represents a different aspect of school life. The total score achieved in all 6 stamps will determine which of the three passport types is awarded. The award is then presented at our Annual Student Conference in the spring.

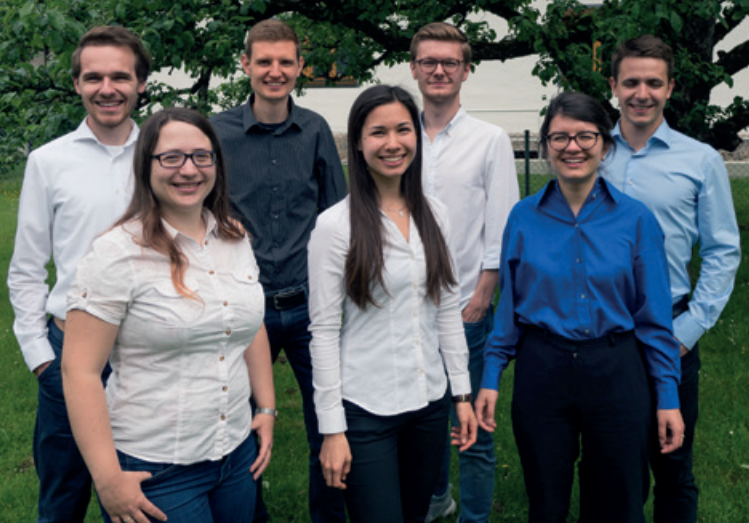
The 3 different types of passport that schools can apply for are:

- Citizen's Passport – for emerging engagement with GCE
- Diplomatic Passport – for established engagement with GCE
- Special Passport – for exceptional engagement with GCE

The Global Passport Award Programme has been running since 2015 with over 150 Awards given! Our website provides lots of inspiration for schools to get started and to learn about what is happening in other schools around the country and WorldWise Global Schools provide a comprehensive range of support around the Global Passport.

The Global Passport provides:

- A pathway for students to explore and take action on local to global issues
- An externally audited GCE quality mark for schools
- Validation and recognition for the GCE work being done in schools
- The opportunity to raise school profiles by showcasing and celebrating GCE





GENE
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Award

13 RECOGNISED
INITIATIVES

Organisation name:	Amics de la Terra Mallorca - Friends of the Earth Majorca (NGO) & Public Educational Centre for Adult Education 'CAMP RODÓ' (school)
Project name:	Transformative Education for a Better Planet
Country:	Spain (Balearic Islands – Mallorca)
Activity:	Workshops on environmental issues and participation through “popular education” in educational centres
Beneficiaries:	Students, teachers and people who follow both organisations (school and NGO) on social networks and / or volunteers and members of the NGO Amics de la Terra
Themes:	Climate change and its relation to the sustainability of our country and those countries where fossil fuels are extracted
Website:	www.amicsdelaterra.org www.facebook.com/amicsdelaterra

Summary:

This project “Transformative education for a better Planet” was designed and implemented by an environmental NGO and a partner school. The aim was to find a way to explain climate change and its relation to sustainability in our country and in those countries where fossil fuels are extracted. We wanted to inspire students emotionally and produce a final useful product that will move people far beyond the classroom and demonstrate to the students that anyone can act at a local level but achieve a bigger global change.

The students organised themselves according to some simple guidelines. They wrote the lyrics, chose which images to use in the video clip and looked for suitable music. The project went beyond the school boundaries and extended to friends and families, who became involved in helping our students in making the video. The project has been carried out by three classes in an adult educational centre (students between 17 and 75 years old). Some of these students have learning or social exclusion problems. However, throughout the whole project, they developed group cohesion and with this group effort, they overcame personal challenges and have grown as critical, responsible citizens.





Organisation name: **Friends of the Earth Europe ASBL**
 Project name: **School of Sustainability (SofS)
 in EYD 2015 and beyond**



Country: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Hungary, Ireland, Latvia, Malta, Netherlands, Slovakia, Spain, Sweden, United Kingdom

Activity: Summer camps, learning-by-doing activities, seminars, practical workshops and broad outreach activities such as festivals, photo exhibitions, clean-ups, solidarity events, street actions, etc.

Beneficiaries: Groups directly affected by environmental and social injustice, activists, other CSOs, non-formal educators (e.g. youth leaders, community, adult, trade union educators), young people (< 25 years, outside formal education), people who were not yet engaged in environmental issues, associate organisations from Mozambique, Malaysia, Ukraine, Uganda, Colombia, Uruguay, Australia

Themes:

- Climate justice and its links to energy issues
- Food, agriculture & biodiversity
- Economic justice, including extractive industries and international trade
- Europe's fair shares of global natural resources use and consumption
- Community organising
- Power and privilege

Website: foeurope.org/school-of-sustainability, virtual.foei.org/trainings
www.facebook.com/FoEEurope

Summary:

The innovative School of Sustainability (SofS) approach builds on the experiences of our compañeros and compañeras in Friends of the Earth (FoE) Latin America and the Caribbean, who have been running their "Escuela de la Sostentibilidad" for more than ten years. From them, we have seen the power of a regional process of popular environmental education which feeds into and builds upon, the educational work with communities across the continent. School of Sustainability has its core approach within popular education, attention to global perspectives, systems analysis and transformation of local and global communities and society. SofS created a stronger analysis of development issues, especially related to environmental justice and empowered a range of target groups to engage in public mobilisation at local, national and international level.

Organisation name: **GlobalMatch**
Project name: **GlobalMatch**



Country: Worldwide (Main branches: Germany and Uganda)
Activity: Ten-step online programme + workshops and trainings
Beneficiaries: Youth
Themes: Partnerships at eye level, critical whiteness, empowerment, anti-racism, project development, design thinking
Website: www.globalmatch.me
www.facebook.com/GlobalMatch.me

Summary:

GlobalMatch's vision is for young people all over the world to have equal opportunities to shape their reality and global future and to learn from each other on an equal footing. This involves a change in mindset: specifically, a move away from the postcolonial notion that 'doers' are only found in the Global North, while people from the South are 'victims' in need of resources. Following this vision of overcoming the 'us' and 'them' dichotomy, which tends to dominate in conventional development discourse, GlobalMatch sets an example for global engagement, empowering a generation of anti-racist and cooperative creators by connecting like-minded people from the Global North and South.



Organisation name: **LATRA**
Project name: **PEACEMAKERS**



Country: Greece
Activity: Workshops
Beneficiaries: Refugee children and unaccompanied minors
Themes: Stem, digital skills, 21st century skills
Website: www.latra.gr
www.facebook.com/LATRALESVOS



Summary:

PEACEMAKERS is an innovative learning centre for STEM education, situated in a refugee camp in Lesbos, reaching out to refugee children and unaccompanied minors living in marginalised hospitality centres across the remote Greek island. TRANSFORMATIVE LEARNING sees a combination of future-proof STEM skills with field-level easily accessible digital technology that transforms refugees into makers of their future, capable of addressing the adversities that 21st century displaced communities face. The approach is innovative, as it integrates into the 4th Industrial Revolution, geographically remote, socio-economically excluded refugee communities, by future-proofing, integrating and empowering them with 21st century Global Education that is applicable and relevant across the world.



Organisation name: **Le Partenariat**
Project name: **Gaïa Center: The active pedagogy at the service of transformative learning**

Countries: France
Activities: Immersive role plays, training, development of pedagogical tools
Beneficiaries: Pupils, teachers
Themes: Interculturality, sustainable development, development of critical thinking

Website: www.lepartenariat.org/fr
www.facebook.com/CentreGaia

Summary:

The Gaïa center is an innovative initiative from Le Partenariat, a French NGO which has been involved in international cooperation over the last 30 years. Created in 2006, Gaïa's model is totally unique in France. We are using the pedagogical "learning by doing approach" in every activity directed towards our multiple audiences with a final goal: To promote world citizenship education and encourage positive change and solidarity at every level. Our most influential activity is our "welcome to Senegal" package. This three hour role-play is targeted at pupils from 8 to 12 years old and is played by an entire class, within our premises and supervised by our professional team. Before visiting us, teachers attend a two hour training session with our team and are then offered pedagogical tools to continue the work once back in their classrooms.



Organisation name: **Lojtra - Association for Personal and Professional Development of Young People (With partners: Officine Cittadine, Sensibiliz'Action and Humanitas)**

Project name: **Global Education Agora**

Country: Slovenia, Italy, France

Activity: Street action, debates, participative games

Beneficiaries: Targeted especially towards young people, but in general, the beneficiaries are all people passing by on the street

Themes: Agriculture, environment, migration, global inequalities

Website: www.geagora.eu, www.drustvolojtra.si
#geagora

Summary:

Funded by the Erasmus+ Youth in Action programme, Global Education Agora aims at combining street animation, global and non-formal education. This approach enables us to raise awareness about global topics on the street, people trained as multipliers engage passers-by and create a space for meeting, exchange and activation. Within GEAgora we have organised more than 20 street activities in three countries. Organisations involved in the project are Association Lojtra and Humanitas from Slovenia, Officine Cittadine from Italy and Sensibiliz'Action from France. We are currently establishing a network of organisations interested and/or engaged in performing street education connected to global issues in public spaces. Because, how can we reach the people who do not want to engage in organised activities?





Organisation name: **Par Le Monde**
Project name: **Pelico's Journey, a path towards global citizenship**

Country: France
Activity: Digital exchange program
Beneficiaries: 3 500 children (7 to 11 year old) from France and 4 different countries each year

Themes: Intercultural dialogue, as genuinely experienced by children: games, schools, traditions, housing, food, songs, dances, family, outdoor activities

Website: asso.parlemonde.org
facebook.com/associationparlemonde



Summary:

“Pelico’s Journey” is a digital exchange programme created by and for children between 7 and 11 years old. Every year, the project allows 3 500 primary school children from France and around the world to talk about their daily lives and cultures by creating their own web-doc and posting them on a safe digital platform, where they can ask each other questions.

The journey is about following Pelico, the project’s mascot and the children’s emotional reference. “Pelico’s Journey” provides an opportunity for children to engage in a digital intercultural dialogue with children of the same age, beyond geographical borders and intellectual boundaries. Together, they experience culture diversity: what unites them and what makes them different. “Pelico’s Journey” promotes the circulation of knowledge based on reciprocity starting from a young age, as well as fraternal dialogue, based on shared values such as tolerance, solidarity and equality.



Organisation name: **PLAY International**
Project name: **Playdagogy**



Country: France
Activity: Curriculum design, training, monitoring and evaluation of pedagogical activities by teachers and educators
Beneficiaries: Children age 6 to 12
Themes: Life skills, discriminations, gender equality, social inclusion
Website: www.playdagogie.org

Summary:

PLAY International has launched a national initiative to fight obesity and promote healthy living. The Playdagogy program is designed to foster nutrition education through active play. The initiative reaches multiple communities across several regions within the country. With the Ministry of Education the project has focused on helping children aged 6 to 12 years old to learn good nutrition habits while practicing physical activity in schools or during extra-curricular activities. The Playdagogy program empowers teachers and coaches through hands on pedagogical material. The Playdagogy curriculum and toolkits allow practitioners in underprivileged areas to raise awareness, increase knowledge and foster positive behaviours of children.

Organisation name:	Schule im Aufbruch
Project name:	Schools in Transformation
Country:	Germany, Austria, Poland, Italy, Ukraine
Activity:	Workshops, training, seminars, training future skills, future learning spaces and methods, working with the whole school community, supporting a bottom-up movement, networking
Beneficiaries:	Teachers, headmasters, students, parents
Themes:	Global goals, implementing the Global Action Programme on Education for Sustainable Development of the UNESCO in schools
Website:	www.schule-im-aufbruch.de www.facebook.com/InitiativeSiA



Summary:

The initiative Schools in Transformation is based on the four pillars of learning from UNESCO and helps implement the Global Action Programme on Education for Sustainable Development in schools – through a paradigm change. Schools in transformation pioneers a systematic change to how we build and use the infrastructure of schools to unlock individuals potential by radically putting students in charge of both their own education as well as for opening up schools to society. This Schools in Transformation programme fosters not only youth self-reliance in the context of 21st century challenges, but also encourages systematic change in the school system, by demonstrating how education can meet current challenges. The Schools in Transformation programme is bringing the ideas of a Global Goals Curriculum to the attention of the broader public in several European countries.

Organisation name: **Solidarité Laïque, SNUipp, FCPE**
Project name: **Children above all! Stop to the misconceptions about migrants and children migrants**

Country: France
Activity: Educational tool and workshops
Beneficiaries: Children, students, teachers, organisation, social centres, parents
Themes: Migration, human rights, children rights, right to education, misconception, racism
Website: www.solidarite-laique.org
www.snuipp.fr

Summary:

"We are invaded!" "They are much too different and can't live like us!" "Kids who don't speak French can't go to school!" These are the clichés we can hear, read, everywhere and every day. Fighting them is the first step to promote a tolerant and inclusive society. The purpose of our booklet is to enable people, especially children, to understand migration, to recognise and deconstruct prejudice and promote the rights of migrants in general and migrant children in particular. This booklet also contains testimonials from migrant children collected during workshops with pupils in classes, which receive newcomers. It is an educational tool and also a support for dialogue and practical encounter.





Organisation name: **The MY HERO Project**
Project name: **MY HERO Media Arts Education Program**

Countries: 197 Countries - MY HERO's online Media Arts Programs are used in classrooms in 197 countries and our not profit arts and education partners are located around the globe.

Activities: Web-based tools, multimedia library, workshops, film and media arts festivals, special events, community celebrations

Beneficiaries: Children, students, teachers, families and life learners around the world

Themes: Respect for other cultures, tolerance, social / racial justice, environmental sustainability, civic responsibility, environmentalism, human rights activism, advocacy, peace

Website: www.myhero.com
www.facebook.com/MyHeroProject

Summary:

The mission of MY HERO Project is to use media, art and technology to celebrate the best of humanity. Since 1995, MY HERO Project has provided a multimedia platform for people of all ages to create, share and discover heroes through art, audio, short films, and stories. MY HERO empowers people from all walks of life to realize their own potential to effect positive change in the world. Since 1995, over 100 million people across the globe have participated in MY HERO Project.

In 2018, MY HERO launched a new website to provide our hero-themed resources to participants worldwide, using cutting-edge media arts technologies. Students of all ages as well as individuals, families and professionals contribute hero-themed essays, art, audio and short films to the MY HERO multimedia digital library, the largest collection of hero-themed content in the world. The MY HERO Teacher's Room offers resources for implementing standards-aligned, project-based lesson plans across various disciplines. MY HERO Learning Circles bring opportunities for classrooms across the globe to engage in activism and cross-cultural collaborations. The MY HERO International Film and Media Arts Festival is an annual event that explores the theme of heroism in documentary, narrative and experimental short films, virtual reality programs, audio and artwork. Over two decades, The MY HERO Project participants have written 150 000 short guestbook entries, built 50 000 webpage stories and contributed 3 000 short films to this living, learning project.

Organisation name:	VVOB – education for development
Project name:	eNSPIRED – an international dialogue on equity in education
Country:	Belgium
Activity:	Guest lectures, workshops, seminars, debates, and other activities that stimulate international dialogue and critical reflection
Beneficiaries:	Teacher educators, student teachers, teachers and school leaders
Themes:	Topics related to equity in education, for instance inclusive education, vulnerability in the classroom, gender and multilingualism
Website:	www.enspired.net/en www.facebook.com/enspired.net



Summary:

The eNSPIRED programme seeks out inspirational practices in the Global South for addressing equity in education in Belgium. We introduce these practices to educational stakeholders in Belgium through various means. Each year, we organise an international lecture followed by a learning week a few months later where we invite educational practitioners from VVOB's partner countries for an in-depth international exchange. These experts facilitate workshops that encourage dialogue and critical reflection between teacher trainers and student teachers. We continuously collect inspirational pictures, videos, stories and other materials for distribution on an open platform: www.eNSPIRED.net. Teacher trainers are encouraged to use them in their lessons and training as a way to develop global citizenship competences in student teachers and to enhance equity in education.

Organisation name: **Youth Ambassadors for the UN-Rights of a Child & SDGs, Caritas Vorarlberg AUSTRIA**
Project name: **SOLVE IT! Time is running!**



Country: Austria (Vorarlberg)
Activity: Educational musical to explain the Sustainable Development Goals and make the topic of sustainability understood by all ages. Each SDG is represented and defined individually, in a unique and creative way on stage, far removed from classroom teaching style. This year, we reached around 4 000 people with our performance of "SOLVE IT! Time is running!"
Beneficiaries: Children (aged 11 years), students, teachers, politicians, everyone
Themes: No poverty; zero hunger; good health & well-being; quality education; gender equality; clean water & sanitation; affordable & clean energy; decent work & economic growth; industry, innovation & infrastructure; reduced inequalities, sustainable cities & communities; responsible consumption & production; climate action, life below water; life on land; peace, justice & strong institutions and partnerships for the goals
Website: Musicals: Caritas Vorarlberg
jugendbotschafter_vorarlberg (project Instagram)

Summary:

The story is about three young students, who share a flat and live a normal college student life. "Leo" is addicted to online gaming and signs up as a team for a special "real life game". Driven by his obsession, he registers his roommates Tessa and Lucy too, without their knowledge, because the final prize is just too attractive: a scholarship and free accommodation for the three of them! Two weeks later Leo and "his team" actually get nominated to be players for SOLVE IT.

When reaching the game board in an old warehouse, the three friends realise, this game is beyond their expectations and too hard to win. Nevertheless there is no way out, and the three friends have to solve difficult problems to escape... They are left in a state of anxiety... asking themselves if this is really just a game. This is a story about a long lost future, if we don't dare to take action.







THANK YOU

