



**GLOBAL**  
**Education**  
**week**  **2020**

**TOOLKIT**

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# CONTENTS

## **SECTION A. IT'S OUR WORLD!**

1. Introduction
2. Why a Global Education Week?
3. What is Global Education?
4. The Global Education Network
5. The Agenda 2030
6. Five Development Pillars

## **SECTION B. GLOBAL EDUCATION WEEK 2020: TAKE ACTION**

7. People-powered initiative
8. Where to start? Join a local event!
9. Plan your own initiative
10. Practical tools
11. Check list
12. Engaging other stakeholders
13. Media Literacy activities
14. Links and resources
15. References



**SECTION A**

**IT'S OUR WORLD!**

# 1. Introduction

The “Act Locally, Think Globally” motto has never been so crucial and current. The need to rethink our way of life - from our consumption habits, the way we relate to each other and with our environment, or how we envisage the role of the education system - has become a shared concern. Now more than ever we need to come together as a global community and to follow through with ambitious goals set to protect our planet and to nurture a more sustainable and humane society.

The UN Sustainable Development Goals guide our actions in this direction and Global Education plays a crucial role in fostering these goals, promoting solidarity and mutual understanding for a global citizenship, in line with the SDG’s fundamentals.

Global Education addresses the complexity of the world and how to deal with its growing interconnectedness. It aims at developing learning communities in which practitioners are encouraged to work cooperatively and develop skills for a participatory global citizenship.

As part of the Global Education Programme of the North-South Centre of the Council of Europe, the Global Education Week is an initiative built on the experience of a global network of partner organizations and stakeholders, and aims to support global education practitioners and activists to successfully design, implement and carry out global education initiatives and learning activities, during the third week of November.

Although the majority of the activities will happen during the Week, all organisations and people interested in joining the work of the Global Education Network - and in contributing to the preparation of local initiatives - can use this tool kit to navigate through a wealth of information about global education concept and practices available online, and acquire a better understanding of what they can do to engage in this global campaign.

Please use this toolkit to find inspiration and to enhance your creativity. Here you can learn about successful initiatives in other parts of the world, gain insight on how to merge your efforts globally, adapting to your own cultures and specific needs.

Together we can foster a inspiring dialogue about the power and impact that each of our actions can have in creating new solutions for our world.

## 2. Why a Global Education Week?

The **Global Education Week** is a Europe wide awareness raising campaign. It is a call to rethink our habits and ways of living, spending and consuming but also find new ways of education and socialisation. It relates to the 17 United Nations Sustainable Development Goals (SDG's) that aim to eliminate extreme poverty, reduce inequalities and combat the threat of climate change by 2030.

The **Global Education Week** is a shared initiative, built on experience gained by the North-South Centre Global Education Network and other partners, to support educators to successfully design, implement and carry out global education initiatives and learning activities.

The Week happens every year during the third week of November (16-22 November 2020). It is a collective initiative implemented in partnership with organisations and citizens from a wide number of countries across Europe and North-South Centre's member states. It is also a moment for celebrating all the work done by educators and practitioners throughout the year and for promoting global education as an approach and tool fostering solidarity, intercultural dialogue and peer learning, sustainable lifestyles and sustainable development.

During the Global Education Week schools, youth organizations, development organizations, local and national governments, community and faith-based organizations and other stakeholders come together to raise awareness about the importance of cooperating for protecting our world through a number of activities: live debates and talks, short-movie festivals, poster competitions, global lectures, workshops, social media campaigns and much more.

Everyone is invited. Gathering and merging ideas is essential to this global initiative. Any interested parties of the Council of Europe's member states and beyond can take part in the Global Education Week to engage directly in some of the activities already planned or by proposing new ones. If your country is represented in the Global Education network, feel free to contact the national coordinator.

### 3. What is Global Education?

Global education addresses the complexity of the world and the growing interconnectedness between local and global realities through education. It is inspired by the feeling of belonging to a common humanity and it aims at developing learning communities in which practitioners are encouraged to work cooperatively and develop skills for a participatory global citizenship.

Global education focuses on human rights, intercultural dialogue, international understanding and cooperation, peace, sustainability: therefore it is not an additional subject but a cross-cutting approach to all disciplines.

Global education enables us - as global citizens and learners - to understand world issues while providing the knowledge, skills, values and attitudes desirable to face and deal with global problems. It brings cultural, artistic and ethical knowledge and competences into a global agenda too often subordinated to the demands of the national or international labour markets.


One of the core competencies of global education is the ability to understand facts holistically, fostering multiperspectivity and the deconstruction of stereotypes. It helps learners to understand the intricacy of the world, be aware of contradictions and uncertainties and understand that there is no one-dimensional solution for complex problems. It also equips them to deal with a cultural variety of languages and codes so that mutual understanding can be achieved.

Global education adopts a multi-dimensional approach which is based on a lifelong learning perspective, from childhood to adulthood, through formal, non formal and informal approaches and activities, within and outside the school system, using conventional and non-conventional methods of promoting participation. A learning process that encourages people to engage in activating the changes in social, cultural, political and economic structures that affect their lives.

There is an urgent need to train citizens aware of the global dynamics, beyond the media propaganda and alarms that abound in many European countries today, to involve them in the construction of a fair and equitable society and in the exercise of their rights and responsibilities towards others.

[Global Citizenship and Multimedia - Guidelines for teachers and educators](#)

Global education is in fact an effective tool that enables young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. This process, which involves everyone from educators and learners to the wider community, needs also to be promoted in the classroom through teaching the existing curriculum in a way that it highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development.



It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies.

[Global Citizenship and Multimedia - Guidelines for teachers and educators](#)



## 4. The Global Education Network



The North-South Centre's Global Education Network supports the implementation of the North-South Centre's Global Education Programme. The network encompasses key national level stakeholders, who, throughout Europe, share global education strategies and practices.

The network builds its force on its diversity, enabling peer and intercultural learning between formal and non-formal educators, practitioners and policy makers. Currently it comprises 40 national coordinators from Council of Europe member States and Morocco (North-South Centre member State) representing Civil Society Organisation platforms, Ministries of Youth or Ministries of Education.

The network coordinators act as the North-South Centre's partners to advocate for global education and relay the NSC capacity-building activities and pedagogical support for formal and non-formal educators. They are also responsible to promote and coordinate, at national level, the Global Education Week.



## 5. The Agenda 2030

The 2030 Agenda for Sustainable Development, adopted by United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognise that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path.

[Transforming our World: the 2030 Agenda for Sustainable Development](#)

At the heart of the 2030 Agenda are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries in a global partnership.

They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – while tackling climate change and working to preserve our oceans and forests.

The dimensions highlighted by the SDGs are at the heart of global education. Indeed looking at the SDG n. 4, on Quality Education, we can find a specific target (4.7) related to global education: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

## 6. Five Development Pillars

### People

End hunger and all forms of malnutrition as well as promote universal health coverage, universal access to quality education and training, adequate and sustainable social protection and decent work for all within a healthy environment.

[Transforming our World](#)

Global demographic growth and demographic shifts, combined with economic, social and environmental evolving contexts, offer opportunities and pose serious challenges to sustainable development. The global population is projected to increase by 2.4 billion people by 2050. Responding to the educational needs of children and youth is crucial to promote responsible citizenship, develop fair, sustainable and prosperous societies and boost youth employment.

### POVERTY

The fight against poverty is one of the greatest challenges of all time. The decline of global extreme poverty continues, but has slowed. Still, nearly half of the world's population lives in poverty. Lack of food and no access to clean water or sanitation is killing thousands every single day. Too many children have no access to education. Eradicating poverty is the key to unlocking an enormous human potential. Together, we can participate in actions leading to fair and equitable societies.

### EDUCATION

Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each human being to contribute to a more sustainable world, to fight against stereotypes and to be equipped with the skills and values needed to act as informed and critical citizens of the global

community. Learning benefits every human being and the society as a whole, and should be available to all through a life-long process.

## **HEALTH AND WELLBEING**

Health is central to people's lives and is a key element of equitable and sustainable growth and development, including poverty eradication. Major progress has been made in improving the health of millions of people. However, progress has stalled or is not happening fast enough with regard to addressing major diseases, such as malaria and tuberculosis, while at least half the global population does not have access to essential health services. Concerted efforts are required to achieve universal health coverage and equal access to treatments.

## **MIGRATIONS**

Today, distances are becoming shorter and communication is global, but inequalities and poverty are not diminishing, especially in some parts of the world. Seven out of ten people live in a country where income inequality has increased. Migration has become an ever more pressing issue for both developing and developed countries. Poverty, linked also to the consequences of climate change, continuing human rights violations, conflicts and violence (especially on boys, girls and women) is the main cause of the high levels of migration that we are witnessing today. Unfortunately in many cases migrant populations are being denied access to health and education and are at risk of becoming victims of forced labour, human trafficking. They also suffer an easy target for hate speech and racism. On the other hand, regular migration and mobility can bring benefits to the world through the transfer of knowledge, skills and productive capacity to migrants themselves, their families and the countries of origin and destination.

## **GENDER EQUALITY**

According to the UN, gender equality is not only a universal fundamental right, it's also the foundation of a world in which people live in peace and prosperity. While some indicators of gender equality are progressing, the overall numbers continue to be high. Achieving gender equality is the best chance the world has in meeting some of the most pressing challenges of our time—from economic crisis and lack of health care, to climate change, violence against women and escalating conflicts. Women are not only more affected by these problems, but also possess ideas and leadership to solve them. The gender discrimination still holding too many women back, holds our world back too. Only by ensuring the rights of women and girls across all the goals will we get to justice and inclusion, economies that work for all, and sustaining our shared environment now and for future generations.

## YOUTH

Young people are key agents of development and change. Meeting their specific needs, by increasing quality employment and entrepreneurship opportunities, allows them to harness their potential and innovation capacity. It is also crucial to empower young people in the conduct of public affairs, while promoting their participation in local economies, societies and decision-making processes, notably through youth organisations.

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### Useful links

[Citizenship Education at School in Europe](#)

[Global Education Teachers Resources: "Our many identities"](#)

[North-South Centre Youth Cooperation programme](#)

# Planet

Protect the planet from degradation, through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

## [Transforming our World](#)

Human well-being and resilient societies depend on a healthy environment and functioning ecosystems. Environmental degradation, climate change, extreme weather, and natural or man-caused disasters can offset development gains and jeopardise economic progress especially for the most vulnerable groups or already degraded habitats . It can increase vulnerabilities and needs, put at risk peace and stability and cause large scale migration. In addition to dedicated actions, environmental consideration needs to be integrated across all sectors of the society.

## **CLIMATE CHANGE**

Climate change is one of the greatest challenges facing humanity today. Indeed, it upsets the functioning of societies and economies around the world, spawning from weather disturbances to social and economic tensions, like falling means of subsistence or the exacerbation of conflicts. Through education, innovation and adherence to global climate commitments, we can all make the necessary changes to protect the planet. These changes are opportunities to assure sustainable economic patterns and promote greater prosperity across the globe.

## **CONSUMPTION AND PRODUCTION**

There can be no sustainable development without sustainable consumption and production first. Commercial and residential energy use is the second most rapidly growing area of global energy use after transport. Agriculture and the textile industry are the biggest polluters of clean water in the world. By 2020, the OECD forecasts a 32% increase in car ownership and expects global air traffic to triple, which will inevitably result in more CO2 emissions. While around a third of all food produced in the world is wasted each year, millions of people suffer from hunger.

Individuals can introduce impactful changes in their daily lives to reduce their own waste and carbon footprint.

## **BIODIVERSITY**

Human beings, like other organisms alive, are part of the ecosystem and depend on nature. Biodiversity is essential to human life, it provides many crucial resources for existence. More than 70 % of the world's poor live in rural areas and depend directly on biodiversity and ecosystem for their subsistence. Today, the loss of biodiversity is a major global threat. With the current species extinction rate estimated to be 1,000-10,000 times higher than it would naturally be, scientists assert that the biodiversity crisis has now passed the tipping point of 'planetary boundaries', with a risk of irreversible changes that will profoundly affect humans. Promoting a sustainable use of our ecosystems and preserving biodiversity is not a cause, it is the key to our own survival.

## **NATURAL RESOURCES**

Worldwide material consumption has expanded rapidly, as has material footprint per capita. Urgent action is needed to ensure that current material needs do not lead to the over-extraction of resources or to the degradation of environmental resources. According to the UN, if human activity continues at the current rate, we will need 3 planets to sustain our lifestyles by 2050. We consume more resources than the planet can generate, and growing rates of pollution and waste only exacerbate the problem. As natural resources are not infinite, we all need to learn to 'do more and better with less', at all levels, through reuse and recycling.

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### **Useful links**

[Global Forest Watch](#)

[Earth Charter International action guidelines](#)

## **Prosperity**

Ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

[Transforming our World](#)

Creating decent jobs, particularly for women and youth is essential for inclusive and sustainable growth. Shared prosperity and growth are key contributors to human welfare and dignity. Inclusive sustainable growth builds long-term resilience, by creating opportunities for vulnerable population groups and those most at risk, to participate in, and benefit from, wealth and decent job creation.

### **GLOBAL ECONOMY AND TRADE**

International trade fuels the global economy. It is characterized by a complex network of interdependencies between countries, multinational companies and individuals. It influences production, consumption, employment, environment, in sum on the daily life of the inhabitants, as illustrated by the example of policies austerity linked to financial crises. Increasingly fair trade is also linked to the notion of sustainable development.

### **FOOD AND AGRICULTURE**

Sustainable agriculture, together with sustainable fisheries, remains a key driver for poverty eradication and sustainable development and is indispensable to end hunger and ensure food security. Two-thirds of the world's most vulnerable depend on agriculture for their livelihoods and a number of developing countries remain highly dependent on trade in a few commodities. Currently we are able to consume food produced - in surplus - from all around the world. Yet its distribution globally is not fair.

### **INFORMATION AND COMMUNICATION TECHNOLOGIES**

Digital technologies are being adopted in the developing world at an unprecedented rate. Around the world many people live within range of a mobile phone. The mobile network, however, is growing more rapidly than the percentage of the population using the Internet.



Continuing to support information and communication technologies worldwide is a powerful enabler of inclusive growth and sustainable development. However a more connected and information driven world also means that it is urgent to empower people and provide them with the right tools to seek truthful sources of information.

## **Peace**

Foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

[Transforming our World](#)

Promoting the universal values of democracy, good governance, the rule of law and human rights for all can bolster citizens' confidence in institutions and society as a whole. They are also a source of peace and social justice, contributing to the improvement of citizens' life quality and the harmonious development of local, national, regional and international communities.

### **PEACE & CONFLICTS**

After decades of progress in reducing the global burden of violent conflict, the last four years have seen a global increase of armed conflict, violence against civilians, and other forms of violations. This has been accompanied by an unprecedented crisis of global displacement and significant deterioration of human well-being in conflict affected areas and beyond. To address the challenge, the international community must find the commitment, energy, strategy and resources needed to reduce violence in all its forms by preventing conflict, protecting vulnerable populations and rebuilding States and societies in the wake of violence. Sustaining peace and sustainable development are two sides of the same coin. Not only is armed conflict perhaps the single greatest inhibitor to economic development—so much so that it is sometimes referred to as "development in reverse"—but sustained economic growth is closely associated with significantly higher chances of peace.

### **GOVERNMENTS, DEMOCRACY AND HUMAN RIGHTS**

Advances in ending violence, promoting the rule of law, strengthening institutions and increasing access to justice are uneven and continue to deprive millions of their security, rights and opportunities and undermine the delivery of public services and broader economic development. Attacks on civil society are also holding back development progress. The struggle for human rights and democracy remains a major challenge, but still one that active citizens have collectively the power to change.

## DIVERSITY AND INTERCULTURAL DIALOGUE

Contemporary societies are more and more cosmopolitan and intercultural relations are already part of our daily life. That means that citizens must understand and respect each other mutually, so they can live together in harmony and flourish. Equality and prosperity must be available to everyone - regardless of gender, race, religious beliefs or economic status.

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### Useful Links

[Amnesty International](#) – Ideas for activities ([example](#)), and resources on the promotion of Human Rights Education. For instance, through this [proposal](#) of activity, you can invite an Amnesty speaker to your school for free workshops and lessons. On the following links, you have access to ideas and pedagogical resources for [Primary Education](#), [Secondary Education](#) and [Higher/Adult Education](#) Levels

[International Peace Bureau](#)

[Peace Channel](#)

[The Peace Alliance](#)

[The road to peace \(Playlist - 10 TED talks\)](#)

[UN International Peace Day \(“SDGs: Building Blocks for Peace”\)](#)

[UN YouTube Channel: Videos on the promotion of Peace through SDGs](#)

[UNESCO Culture of Peace and Non-Violence](#)

## Partnership

Revitalize a global partnership for sustainable development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

[Transforming our World](#)

The strengthening and expansion of solidarity networks is essential to counter the negative effects of globalisation and individualism. Strong cooperative partnerships, based on intercultural, intersectoral learning and multi-stakeholder cooperation, strengthen our complementarities and nourish our social needs through mutual enrichment and support.

### SUSTAINABLE DEVELOPMENT

Human well-being rests on the three pillars of sustainable development: society, the environment and the economy. It's a global challenge for the community internationally as much as for each individual. The Global Goals can only be met if we work together. International investments and support is needed to ensure innovative technological development, fair trade and market access, especially for developing countries. To build a better world, we need to be supportive, empathetic, inventive, passionate, and above all, cooperative.

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#### Useful links

[Barefoot Guide 5: Inclusive Development](#)

[Earth Charter Center for Education for Sustainable Development](#)

[Green School Alliances](#)

[UNESCO Teaching and Learning For A Sustainable Future](#)

[UNESCO NGO Liaison Committee](#)



**SECTION B**

**GLOBAL EDUCATION WEEK 2020:**

**TAKE ACTION**

# 7. People-powered initiative

People-powered initiatives are transforming the world—and our lives. Today, nearly everyone has tools for change in the palm of their hand, which is reshaping how civil society organisations, practitioners and educators think and operate.

There are many ways to build people-powered collective actions. But what do we mean by “people-powered”? To answer, let's explore six of the most commonly used terms in the world of engagement campaigning.

**PEOPLE POWER:** People, acting individually and collectively, have the power to create positive change in the world. A “people powered” campaign organises, mobilises and supports people to create and lead change by providing the training, opportunities and tools needed to be successful change-makers.

**ENGAGEMENT:** We can characterize “engagement” as a journey people take from being uninvolved in an issue to becoming aware, more active or committed, often by taking simple and then more difficult forms of action.

**ORGANISING:** Successful organising is built on trust, requiring cooperation and mutual understanding. Organising involves building relationships with people, as well as providing the training, tools and resources people need to take a campaign or cause into their own hands.

**MOBILISING:** Effective mobilisation catalyzes power by motivating and enabling people to act in key moments. Mobilisation includes telling compelling stories and providing opportunities to participate.

**VOLUNTEERING:** People around the world dedicate time, energy and skills to help win campaigns, support organisations or help their community. Volunteers can turn ideas into local realities by championing causes, speaking with people on-the-ground and building communities of support and initiatives.

**OPEN INITIATIVES:** Collective actions in support of a cause or a movement can be initiated, led and powered by people who are not directly part of an organization.

## 8. Where to start? Join a local event

Every year the Global Education Week is a unique moment for key national level stakeholders and citizens throughout Europe to come together and take action collectively, by promoting global education, learn from each other and share local strategies and practices.

If you are a citizen or a group of citizens of a country member of the Global Education Network (find a list here), the most common way for you to join this global initiative is to reach out to your national platform directly or through the North-South Centre of the Council of Europe. This way you will be able to know about all activities that have been planned locally, to propose an activity and/or join one or more of them that you think you could contribute to.

These activities may range from online campaigns to events to film screening and from public debates, involving local representatives, to creative or art driven actions. It is a matter of looking for information and get involved. And remember, when it comes to global education the more people the merrier!



## 9. Plan your own initiative

In case your country may not be part of the Global Education Network or you have not been able to find an activity you would like to join, but you did not lose your motivation and you are still fired up and ready for action, it's time to come up with a plan. Here are some useful questions you should consider before you start.

### **What is the problem?**

- Identify what you want to change or to promote, and be as specific as possible.
- Be clear about how achievable this may be.
- You might have a big issue that you want to address, but it would be impossible to tackle it all at once. So consider breaking your issue down into smaller steps.

### **What are the steps you need to take?**

- Think about the goal of your initiative and the steps you need to take to get there.
- You could give yourself a list of tasks and goals to help you achieve your overall aim.

### **Who do you want to influence – and who can help you with this?**

It is important to identify the individuals or organisations that you want to target and influence – those who will be in a position to make the changes you ask for. In order to do this it is also important to identify any individuals or groups who can help you to reach and influence the person you are targeting.

### **Who will join you on your initiative?**

Successful campaigning is never a one person show. Social media and local press can be a useful way to inform and mobilize more people and build up engagement.

### **What will be the most effective campaign method?**

The approach you use should be tailored to who you want to target and what you are campaigning about. Effective campaigns will usually use a number of approaches together – so think about the order that actions should take place in and how they can be coordinated to create a bigger impact.

# 10. Practical tools

To help you answer all the important questions that you need to consider, in order to organize a successful global education initiative, you may use simple collaborative tools that will make this task easier.

## Campaign Canvas

Inspired by the Business Model Canvas, the Campaign Canvas will ensure your bases are covered for a solid campaign.

The Campaign Canvas is a grid of 13 numbered boxes, each containing a specific question or prompt for campaign planning. The boxes are arranged in a grid that is roughly 3 columns wide and 5 rows high, with the last row containing only three boxes.

- 1 Vision**: What is the long term vision for what you want to achieve with this campaign?
- 2 What needs to change?**: Based on the problems we've identified that contribute to the current situation, what needs to change?
- 3 How can we create that change?**: How can we disrupt and transform the current system? How can we create culture change on this issue? How can we disrupt or transform institutions? How can we support or amplify alternatives?
- 4 Who can help?**: Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with?
- 5 What influences?**: What relationships, trends or events currently have influence/help sustain the current situation or could shift it?
- 6 Goals**: What is the specific goal for this project?  
**Objectives**: What do we need to do to bring this about?
- 7 Outcomes**: What does success look like?  
**Indicators**: How will we know we're on the right path?
- 8 What's the story?**: What are the key elements of the new narrative we want to create?
- 9 What do people need to do?**: How can audiences and allies help bring about this change? What are our asks to them?
- 10 What do we need to do?**: What are the key activities and tasks that we need to do to support people to take action and create a shift?
- 11 Assumptions**: What assumptions have we made about how the system will respond? Why do we believe this plan will succeed?
- 12 Risks**: Why might this plan fail? What resistance could we face? Are there risks to staff or the organisation?
- 13 Tracking & measuring**: What will we track and measure to show we are making progress towards our objectives?

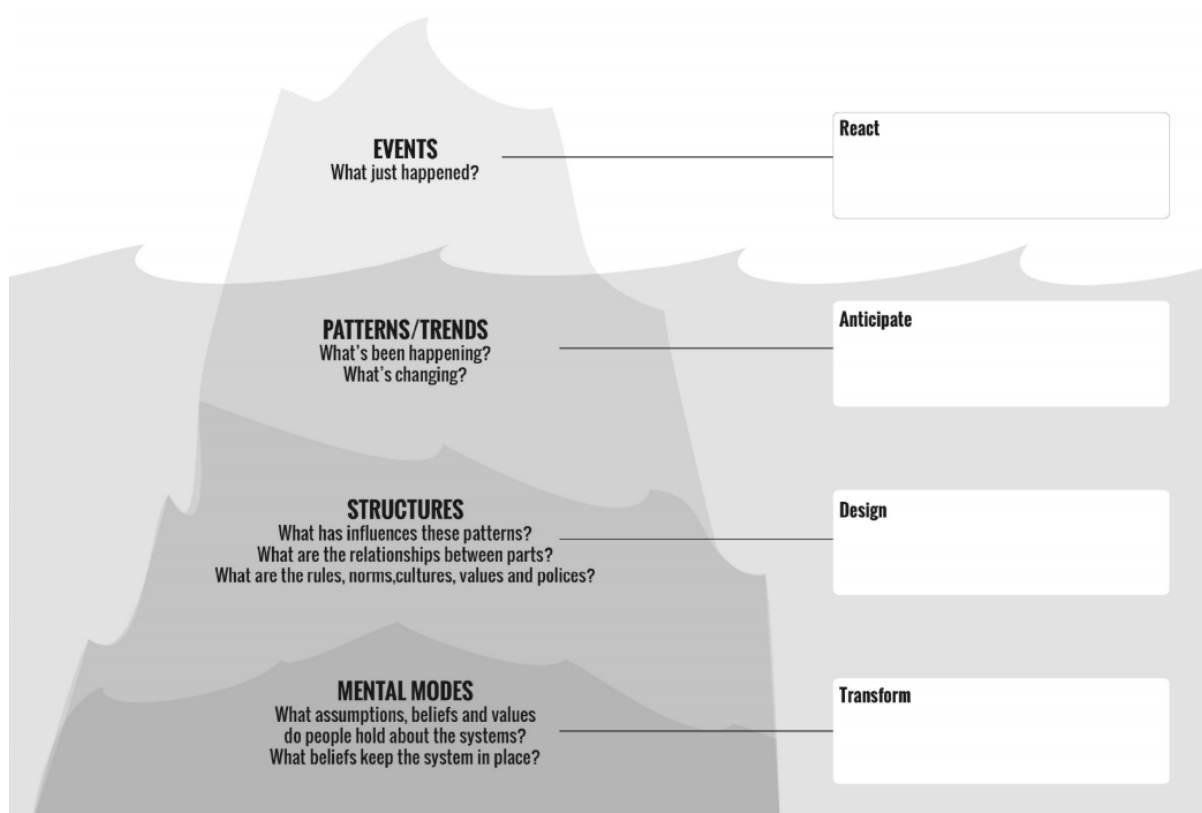
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Produced by Mobilisation Lab | [www.mobilisationlab.org](http://www.mobilisationlab.org)

For a more collaborative approach, you should be able to print the canvas as an A0 poster and use post-it notes to fill in your best thinking for each box. Then you can regularly check in with your group to update the plan of your initiative. Use [this link](#) to download the file.

## Iceberg

Deepen your understanding of the reality you want to change or influence. Developed by Northwest Earth Institute, [the Iceberg](#) is another way we drill down into the root cause of the issue your initiative aims to address — shifting the focus from the current event into underlying societal structures and mental modes. It can also help you move more directly into thinking about interventions in societal and cultural institutions.



Original Design Credit: [NWEI](#)

## Call to Action Worksheet

This tool provides an easy framework to think through the necessary elements of how you will talk about your campaign to public audiences to inspire and motivate action. Use [this worksheet](#) to detail how you talk about your campaign to motivate people to take action.

### Broken World

What's the problem you want to solve? What myths or barriers are preventing change? Why would it matter to this audience?

### Your Vision

What is the solution? This includes your goal as well as the reason it's important. What is your long term vision and how does achieving this contribute to your vision?

### Your Strategy

What needs to change to meet the goal? Who has the power to make that change? Describe how you think change will come about being succinct but not too vague.

### Call to Action

What are you asking them to do and how will it help? People need to understand their role in your strategy and how their action will help bring about change.

### Movement Story

How does this fit into a larger movement for change? What values do you want to convey and what kind of community do we want to create? How will we know when we've won?

# 11. Check list

## **1. Define a scope and set the goals**

Remember to establish the scope of the initiative, what you want to achieve with the event, as well as defining the targeted profiles of participants.

## **2. Organise a Team**

It is important that you delegate part of the organisation to a committed group of people. The size of the team will depend on the type and scope of the event. However, it is very important to appoint a team leader that is responsible for the plan and execution phases and also post-event duties.

## **3. Create a Communication Plan**

Communication will play an important role in attracting the right participants and partners to the event. Adapt the message to your target audiences and determine which are the right channels to reach them. Make sure to use the Global Education Week communication assets available online.

## **4. Create a Master Plan**

The master plan should include all the aspects of the event including but not limited to: logistics; agenda and content for the event; facilitators/speakers/participants; partnerships; volunteers. The master plan should also include details about tasks, their planned dates and who's responsible. This will help the organising team and your organisation track the progress and take actions accordingly.

## **5. Establish a Budget**

Your budget should include estimates for all the important items identified in your master plan.

## **6. Track your impact**

Make sure you think of a simple evaluation mechanism (i.e. survey), consistent with the goals of the initiative, to measure its success and gain lessons for future initiatives.

## **7. Connect with network**

When you are sure you are all set, join the global conversation and let the Global Education Network know about your plans, so that they can appear on the website and be promoted online. To do so:

- a. Check the [list of Global Education coordinators](#) and get in touch with your national platform.
- b. If your country does not have a national platform established, please contact the North-South Center, using the following email: [miguel.silva@coe.int](mailto:miguel.silva@coe.int)

# 12. Engage other stakeholders

In organising a GEW event, or any other event or campaign, it is useful to conduct a stakeholder analysis to know who are people and organisations that are affected by the issues at focus. This analysis helps you in identifying potential allies and supporters of your cause. It also helps in making priorities in terms of who to target and developing influencing strategy

## 1. Involve political representatives or decision makers

Involving local, regional or national political representatives and decision makers is crucial in:

- Helping your organisation gain another perspective of the issue at focus, and provide sustainable policy solutions
- Attracting a broader audience, thus increasing the visibility of and participation level in your events
- Influencing government policy
- Raising awareness within local parliaments/work groups/councils or other bodies.
- Helping in attracting potential donors or sponsors.

### **STEP 1: Identify and meet political representatives/decision-makers relevant for your cause/issue**

Invite (influential) political representatives from your community, relevant for the cause/issue your organisation is working on. Outline, by email or letter, the discussion points and reasons for meeting.

How to send the invitation/meeting request:

- Phone call (if the person is already familiar with you and your organisation)
- Formal invitation letter sent to the office to organise a meeting or a work lunch
- Seek help of joint acquaintances who can introduce you



**STEP 2: Explain why an issue is important and how they can support/get involved.**

**Suggest ways the political representative can help you in GEW events:**

- Sponsor the event
- To help in visibility of the event
- To advocate within governmental bodies for GE
- To organise more formal events or discussions in formal setting such as governmental bodies
- To assist in inviting other political representatives to support GEW events
- Join events organised by your organisations as speakers/panellists
- Publicly support the issue in the media
- Issue permission to do something in a public space

**STEP 3: Follow up**

Follow up on the meeting (i.e. through a phone call a few days later), and lobby for a solid commitment on their participation.

**2. Involve the media**

It is important to have in mind that media outlets receive many press releases and event invitations each day. To get through this crowd, stand out and have your event visible, make sure that your event *i)* creates a change/makes a difference, *ii)* connects to the life of the community in more than theoretical aspects. Being clear and concise helps journalists who are usually on tight deadlines.

**STEP 1: Create a list of the media that you will approach.**

This can be local, regional or national media, depending on the scope of the event. Identify journalists that are focused on the theme you are targeting (i.e. media outlets usually have journalists in charge of specific areas, such as health, education, politics, sports, etc.). It is advisable to work on creating relationships with the journalists directly.

## **STEP 2: Write a press release or “press pitch”.**

Write about the change your event or campaign is influencing, and how it personally impacts the life of people in your community. Additionally, prepare data that can be valuable for news stories that the journalists will develop and that your organisation has.

## **STEP 3: If possible, produce some high-quality content for newsrooms, such as photos, video, audio.**

It is important to produce the content in required standards, so that your story can be published, even if the journalists are unable to attend the event. For example, the quality or the resolution of the pictures should be from 150dpi to 300dpi (if it is less than that, the pictures may look blurry or pixelated) while video should be in HD (High Definition).

### **3. Involve influencers/digital activists**

#### **Who are the influencers?**

Usually well known in specific communities of young people, they are individuals with high outreach on social media platforms. They often activate in specific niches (eg. beauty & cosmetics, cooking, sports, travel but also participation & civic movements) and, thus, understanding their causes is very important before approaching them. Influencers are not necessarily well known at national level and most likely will not be discovered through usual media channels.

# 13. Media Literacy activities

## Who can organise Media Literacy (ML) activities?

Anyone can organise events, no need to be a specialist, you just have to be interested in current topics related to media literacy! The activities can take place in formal spaces (schools, institutions) or informal (youth clubs, community centres, authorised public squares/outdoor spaces etc.) and, of course, online. Your creativity has no limits!

## What ML topics can you choose?

For inspiration (but not to be limited at) we provide you with the following:

- Online identity & digital footprint
- Online privacy & online safety
- Cyberbullying
- New media vs. traditional media
- Hate speech vs. freedom of speech
- Human rights - online vs. offline. What is different, what stays the same?
- Fake news or how to spot bias, manipulation, misinformation, disinformation or bad-information
- Breaking stereotypes and bias transmitted by the media
- Avoiding sharing rumors and false information (engagement on social media)
- Ethical principles in media and in online communication
- Digital citizenship vs. global citizenship vs. national citizenship - what are the differences? How is the online world changing our understanding of citizenship?
- Critical thinking and Global Education: how the media portrays our world and what educators can do to help students acquire ML skills.

## What activities can you DO?

Activities can take place both offline (in face to face meetings, in various formats) but also online - don't hesitate to experiment with new formats, you are the expert in the room.

## If you are a teacher, educator or youth worker

- Organise a classroom, youth club or community center activity:
  - peer to peer debate on any topic related to media literacy: online identity, online privacy,
  - cyberbullying, disinformation/fake news, trustworthy news sources, hate speech etc. (example of formats: <http://www.teachhub.com/classroom-activities-how-hold-classroom-debate>; parliamentary debate format: <http://www.apdaweb.org/old/guide/rules.html>)
  - role play or Forum Theatre session (<https://fondong.fdsc.ro/upload/Forum%20Theatre.pdf>)
  - invite an influencer (blogger, video-blogger/vlogger etc). Don't worry if you don't know who they are, just ask your students or community of young people about the local influencers they are following and try to invite one or more of them for a debate. They are current role models for the youngest generation, therefore, can be really useful to discuss with them about their job and current challenges created by the new media.
  - invite parents for an evening session and discuss openly about challenges they face in raising children and adolescents in a growing digital world.
- Organise a movie screening (in the youth club, classroom or in the schools' amphitheatre/ sports gym) followed by a debate/debriefing.
- Organise a field trip to a newsroom and discuss with media professionals (journalists, editors etc.) how news is created, what are the ethical implications, how traditional media is different from new media.
- Organise competitions: photovoice (<https://bit.ly/2y148YC>; <https://bit.ly/2E8zHVU>); short film making; posters; drawings (including asphalt drawings for younger children).
- Organise an online activity:
  - poll/ questionnaire and share the results at the end (they can be used as an incentive for a face to face debate as well)

- an online debate on the Facebook page/group, Whatsapp group or other social media platforms (Closed Facebook or Whatsapp groups are preferred - where such groups exist)
- an online competition - stimulating the creation of memes (<https://www.wix.com/blog/2017/07/whatare-memes/>, <https://www.wired.com/story/guide-memes/>) or gifs (<https://edu.gcfglobal.org/en/internet-tips/what-is-an-animated-gif/1/>). In case you consider you don't have the expertise to explain such tools, this can be seen as an opportunity for peer learning or empowerment of younger generations. So don't be afraid to invite a young person to take leadership for this competition - your role can be that of suggesting topics.
- an online webinar where you can explain preferred ML related topics. The video that will result can be used in other occasions as well. This implies to have access to some minimum technological equipment (computer & software).

## If you are a NGO representative or non-affiliated activist

- Organise a multi-stakeholder event - bring together decision makers (from local, regional or national level), specialists working with young people (teachers, educators, youth workers), media representatives (traditional/and or new), young people - and debate about existing policies or the need for new policies related to: media literacy education as part of the formal curriculum, freedom of the internet, safety of children and young people online, existing mechanisms to report online abuses etc.
- Engage in a raising awareness or monitoring campaign for the entire GEW - related to a ML topic of your choice. You can publish results at the end and we can support you with disseminating results.
- Organise a debate on a report or study that you have already published (related to ML topics) - refreshing others' memories about your work is always useful and increases the impact of your work, since it will be connected with a global movement.
- Organise a training activity for youth specialists and other activists working in NGOs - either provided by colleagues/ staff members or in partnership with other external experts/organisations/companies - supporting them to better understand the online

world, its opportunities and challenges, including through sessions of how to be more present online (promoting their activities, outreach to young people etc).

- Promote digital youth work - both as a policy (among specialists & decision makers) and as a practice (among specialists and possibly young people)
- Organise events to empower young people - workshops or training sessions through which you can aim to develop their critical thinking, provide them with concrete tools and even support them in becoming multipliers for their peers.

### If you are a Media specialist/representative:

- Provide media coverage on Media Literacy ○ produce special editions/supplements/radio/TV/video spots related to ML, impact of new media etc.
- Promote activities you have heard of during GEW2020 or that you can find here: <https://www.coe.int/en/web/north-south-centre/the-global-education-week>
- Invite young people, school students or children to your newsroom and explain how it works and why it is important for you to have this job.
- If you are an influencer, youtuber or vlogger, you can create a special edition/podcast with guests/experts in ML/teachers/NGOs or young people and debate current challenges.
- Organise an online Q&A session (live video or comments on social media).

### Useful ML links

[Council of Europe tools Internet Governance](#)

[Internet Literacy Handbook](#)

[Guide to Human Rights for Internet users](#)

[Digital Citizenship & Digital Citizenship Education](#)

[No Hate Speech Campaign](#)

[Various publications on media, journalism, freedom of speech](#)

[Better Internet for kids](#)

[Report on Fake news and Online Disinformation](#)

[Developing Digital Youth Work](#)

[Center for Media Literacy](#)

[UNESCO: Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training](#)

[Eurodesk Social Media Guidebook: Tips and tricks for online youth work](#)

[Media Literacy Index](#)

## Media Networks

[African Journals Online](#) – A database of African-published scholarly journals, publishing in a range of academic disciplines.

[All Africa](#) – The largest online distributor of African News worldwide. It aims, through this diversity of sources, to underline the diversity of positions on every topic.

[Choike](#) - Aiming to improve the visibility of the work done by NGOs and social movements from the South, it is a webpage that serves as a platform where citizen groups can disseminate their work and at the same time enrich it with information from diverse sources.

[EurActiv](#) – Is an independent and generalist Media Network, specialized in the European Union's policies, that reaches more than 800 000 readers in 12 different languages;

[Inter Press Service News Agency](#) – Is the world's leading provider of information on global issues, backed by a network of journalists in more than 100 countries.

[The Panos Network](#) – A global network that works to enable developing countries to shape and to communicate their own development agendas.

[Global Education Magazine](#) – Its mission is to establish a meeting point between different educational agents from around the World, who struggle for the promotion of SDGs, in order to



allow them to change experiences and ideas that ultimately will lead to the wide spreading of a philanthropic feeling to interpret the current World.

## Newsletters:

[Council of Europe's Education Newsletter](#)

[North-South Centre Newsletter](#);

[APCEIU Newsroom](#);

[OBESSU Newsletter](#);

[OXFAM Media Center](#);

[Think Global Newsletter](#);

[UNESCO Global Citizenship Education Newsletter](#).

# Resources

## North-South Centre of the Council of Europe

- [North-South Centre Global Education Network](#)
- [Global Education Guidelines](#)
- [Global Education Resources](#)

## Council of Europe

- [COMPASS](#) – Produced within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe, the programme aims to put human rights at the centre of youth work and thereby to contribute to bringing human rights education into the mainstream.
- [COMPASITO](#) – Manual on Human Rights Education for Children.
- [Charter for All](#) – Pedagogical resources on Democracy and Human Rights Education.
- [DOmino](#) – Manual to use peer group education as a means to fight racism, xenophobia, anti-Semitism and intolerance. See also [Alien 93](#), Youth organisation combating racism and xenophobia.
- [Education Pack](#) – Ideas, resources, methods and activities for informal intercultural education with young people and adults.
- [European Convention on Human Rights](#) – Where you can find the manual “*Rights and Freedoms inPractice*” as well as a wide selection of [free resources](#) on Human Rights Education.
- [European Charter for a Democratic School without Violence](#) – Upon the initiative of the Council of Europe, young people from across Europe have prepared the European Charter for Democratic Schools without Violence on the basis of the fundamental values and principles shared by all Europeans, in particular those set forth in the Council of Europe’s *Convention for the Protection of Human Rights and Fundamental Freedoms*.
- [Exploring Children’s Rights: Lesson Sequences for Primary Schools](#).
- [Gender Matters](#) – Manual on gender based violence affecting young people.

## Eurodesk and Eryica

- [Greening Youth Information Services – Guide](#)

## United Nations

- [Sustainable Development Goals](#)
- [SDGs Action Campaign](#)

## UNESCO

- [Global Education Monitoring Reports](#)
- [Clearing House on Global Citizenship Education](#)
- [International Decade for the Rapprochement of Cultures \(2013-2022\)](#)

## TRAINING COURSES

North-South Centre of the Council of Europe: [Online Training Courses](#);

European Federation for Intercultural Learning: [EFIL Academy](#) (Training and Sharing);

Global Link: [Training Courses for Teachers](#);

Think Global: [Online and in-person Training Courses](#) (check the Calendar [here](#))

## NON-GOVERNMENTAL STAKEHOLDERS RESOURCES

[Centre for Global Education](#) – With the purpose of raising awareness on global issues, this Organization promotes events and training courses, and leave available a wide range of [free resources](#) on Global Education, both for the formal and the non-formal sectors of education;

[Citizenship Foundation](#) – Website for educators who work on Citizenship Education;

[Christian Aid](#) – Organization that promotes awareness-raising and participative Global Citizenship through a religious way of education;

[European Federation for Intercultural Learning](#) - EFIL, the European Federation for Intercultural Learning coordinates a thematic network of organisations, schools, and trainers who have a key role in promoting Global Education in Europe;

[Global Dimension \(Think Global\)](#) – Is an online platform with the aim to insert Global Education into the learning curricula. It helps teachers to bring the global issues into the classrooms for discussion, leaving available, for this purpose, a considerable amount of [teaching material](#) and

[suggestions for activities](#). Global Dimension is a member of the Think Global Network;

[Global Link](#) – Online [library](#) for teachers, students and organizations with resources on the Global Education topics. It also promotes exhibitions, [workshops](#) and [training courses](#);

[iEarn](#) – Is an online platform that brings together around 30 000 schools and youth organizations. It promotes various projects in order to help teachers and students to adapt their classes accordingly with their needs. [Here](#) you can access the network and get in touch with their resources;

[Insights from the Field \(Peace Corps\)](#) – Guide for teachers designed to engage students in an inquiry about the world, themselves, and others as they focus on a culture other than their own. A performance task is available at the end of each Unit;

[Oxfam Global Citizenship](#) – Online platform with specific [guides](#) on Global Citizenship for teachers(classroom environment) and for the general activities inside the school;

[My Community, Our Earth \(MyCOE\)](#) - This particular organization, created in 2002, in Johannesburg,“(...) *encourages and promote youth engagement in using geographic tools and concepts to address sustainable development challenges in their communities*”. The purpose is to build a geographically literate generation, able to use this knowledge in their everyday lives to bring about true sustainable development. All participants are eligible to receive a free resource kit, which contains software,maps, and educational materials about geography, GIS technology, and sustainable development;

[Save the Children's Education Unit](#) – Activities and projects of Save the Children’s Education Programme;

[Think Global](#) – Online network, that includes NGOs, Schools and around 12 000 individual educators,with the aim to promote global issues and enhance Global Education in Schools by working in collaboration with governmental authorities and research organizations. A free [on-line library](#) with learning resources on Global Education is available.

## Some ideas of activities:

## **Sustainable Development Goals**

Do you want to get involved? Find herewith [a list of actions](#) that you can take in your everyday life to contribute to a sustainable future.

## **Forced Migration**

This exercise aims for students to develop an understanding of situations which cause people to flee their homes, the rights of people who are forced to flee, and the processes that protect and support these people. <http://www.globaleducation.edu.au/teaching-activity/refugees-up.html>

## **Globalisation**

In this exercise, students explore ways in which they are linked to flows of people, capital, goods and services around the world; discuss advantages and disadvantages of globalisation; and analyse the intercultural understandings that inform working in a global context. <http://www.globaleducation.edu.au/teaching-activity/whats-globalisation-got-to-do-with-me.html>

## **Global Education Competences**

The George Lucas Foundation gives a vast overview of ways to enhance global education competences among students and develop global citizen leaders. The activities and resources can be found [here](#)

## **Peace Building**

This exercise aims for students to investigate reasons for conflict at a personal level and more broadly, and explore values, attitudes and actions that can help to promote lasting peace. They deepen their understanding by learning about a peace education project in Sierra Leone, which highlights the key role young people can play in helping communities to recover after war. <http://www.globaleducation.edu.au/teaching-activity/peace-building-mp.html>

## **Personal Peace**

In this exercise, students use imagination and the senses to explore and express what makes them feel peaceful. They build on this knowledge of personal peace to explore factors that promote feelings of security and safety, and to deepen their understanding of the importance of peace in their own lives and for children who live in areas of conflict around the world. <http://www.globaleducation.edu.au/teaching-activity/personal-peace-lp.html>

Many more ideas for activities, categorized according to student age groups, topics and countries [can](#)

[be found here](#). List to be completed by users with suggestions and good practices: e-mail [miguel.silva@coe.int](mailto:miguel.silva@coe.int)

