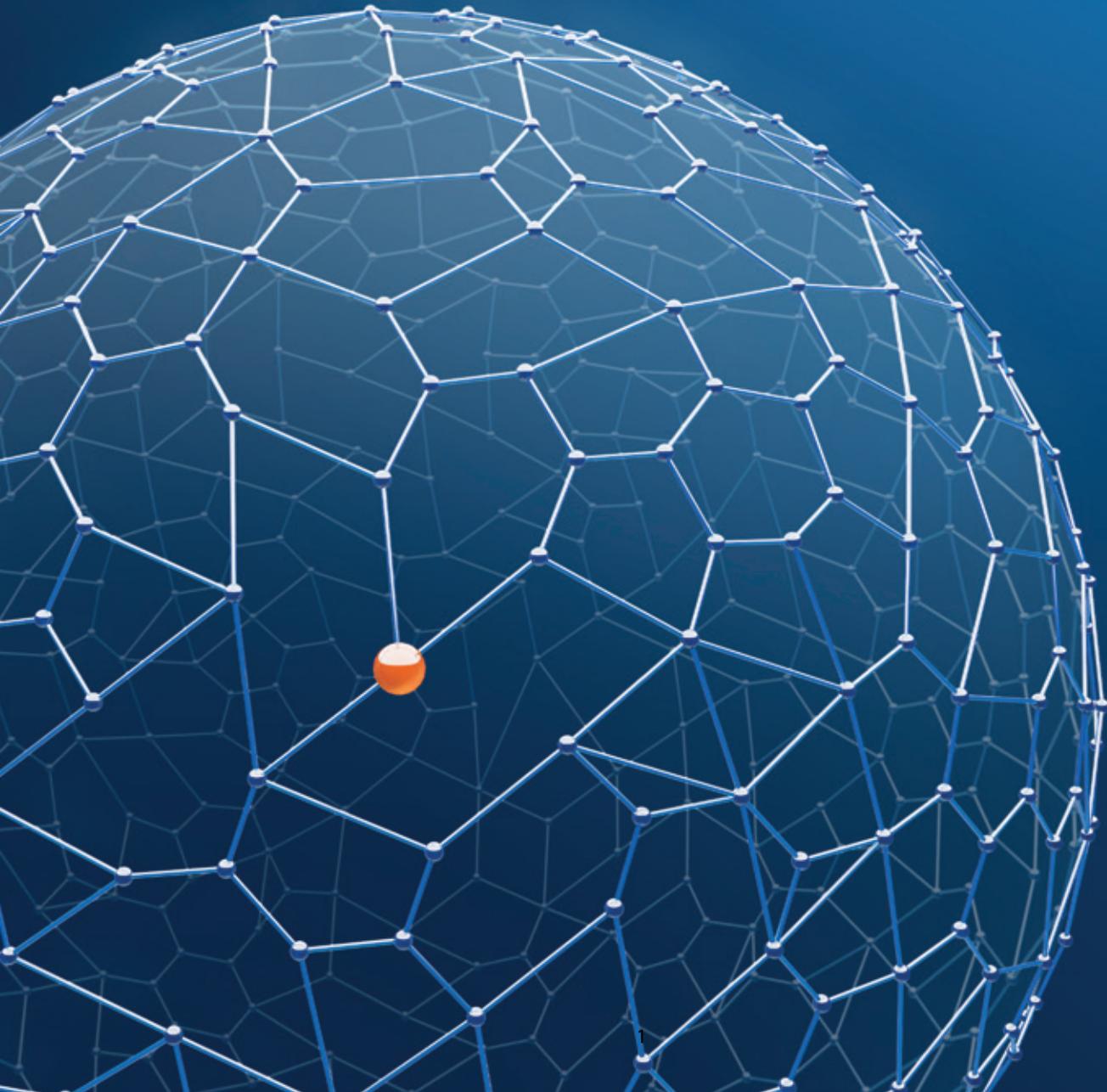


2017  **GENE**  
Global Education  
● **Innovation**  
Award







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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 2017

This publication presents the 32 initiatives selected in the context of the first edition of the GENE Global Education Innovation Award that took place in 2017. Through this award, GENE recognises 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

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



# INTRODUCTION

The 2017 Global Education Innovation Award highlights and recognises innovative Global Education initiatives in Europe that were either ongoing or recently finalised in 2017. This selection of initiatives is also intended to showcase examples of innovative practice and disseminate learning from them to policymakers throughout Europe.

Over the past decades, Global Education initiatives have been implemented across many European countries. Whether in non-formal educational contexts or in formal education as part of the curriculum, **Global Education contributes to a change in perspectives, attitudes and behaviour** among children, young people, students, educators, teachers, parents, as well as decision-makers and other actors in society. As part of this process, a variety of initiatives that all reflect a local-global interconnectedness, have addressed issues such as social exclusion, poverty, migration, human rights violations and intolerance. They have also promoted the development of competencies that range from critical thinking to compassion and empathy.

In our 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 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?” are particularly crucial.

Through the Global Education Innovation Award, GENE wishes to contribute to reflection and learning emanating from selected Global Education practice in Europe. It is hoped that a consideration of the different approaches and contexts may result in new thinking, creativity and inspiration to those who fund Global Education and develop policy.

## SELECTION PROCESS

During the 2017 Edition of the Global Education Innovation Award, 82 Global Education initiatives from 26 countries submitted applications.

Based on an international multi-stakeholder selection process, 12 initiatives were awarded a prize of 10 000 Euros each. Along with the 12 prize winners, a further 20 projects were selected for inclusion in this publication.

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

**CREATIVITY** – a genuine process that demonstrates outside-the-box thinking.

**INTERCONNECTEDNESS** – a global/local interconnectedness - whatever happens in a local context has an influence at the global level, the so-called 'glocal' dimension.

**CHANGE IN PERCEPTIONS** – strengthening positive approaches in terms of behaviour, attitudes and values.

**EDUCATIONAL APPROACH** – an approach where the learner is placed at the centre of the learning process and takes an active role in it, whether in formal, non-formal or informal educational settings.

**COHERENCE** – the initiative enhances synergies and coherence between the purpose, the results and the testimonies of the beneficiaries.

**OUTREACH** – the beneficiaries of the initiative. GENE particularly welcomes initiatives that address groups that are not engaged – for example low-skilled unemployed populations, young people not in education, employment or training, or groups that are considering radical nationalist, religious and/ or racist ideologies as the only options available.

**POTENTIAL FOR SCALING UP AND SUSTAINABILITY** – the capacity to learn from experience and even failure in order to promote a sustainable future in the long run.

**INSPIRATION FOR PUBLIC POLICY** – GENE facilitates policy learning and for this reason experiences that showcase public policy were especially welcome.

**The Selection process of the Global Education Innovation Award 2017 comprised of three phases:**

**Phase 1**

An online pre-selection based on the defined criteria by the GENE Secretariat.

**Phase 2**

Selection carried out by the International Selection Committee, composed of participants of GENE and international experts. The selection was done on the basis of a scoreboard with pre-established criteria.

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

- Mr. Wouter Boesman, Director of PLATFORMA
- 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. 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 3**

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.

### **Time frame**

Official Launch of the Award:	1 May 2017
Deadline for Applications:	31 July 2017
Final Selection:	22 September 2017
Award Ceremony 2017:	6 October 2017, in Nicosia, Cyprus

### **Final selection**

The following 12 organisations received a prize of 10 000 Euro each:

- [ActionAid Hellas](#), Action Week for Education 2017: One song, many schools, one world!, Greece
- [Care International Balkans](#), Men and Boys as Partners in Promoting Gender Equality and the Prevention of Youth Extremism and Violence in the Balkans (Serbia, Croatia, Kosovo, Bosnia and Herzegovina and Albania)
- [Future Worlds Center](#), Map Your Meal, Cyprus, UK, Greece, Austria, Bulgaria, Ireland, Germany
- [Glopolis](#), Eat responsibly! An action-oriented global learning programme for EYD 2015 and beyond, Czech Republic
- [Centro per la Cooperazione Internazionale](#), Storie da Cinema, Italy
- [Louvain Coopération](#), IngénieursSud, Belgium
- [Salesian Missionary Voluntary Service](#) – Youth for the World, Villages of the World – the Global Education Park, Poland
- [Team Up 2 Teach](#), Lifeline Teaching, Bulgaria, Serbia and Greece
- [World University Service \(WUS\)](#), Across Boundaries – Global Learning in Vocational Education, Germany

- [Xena Centro Scambi e Dinamiche Interculturali](#), Go Deep Project, Italy
- [YES Akademia \(YAKA\)](#), IMPOWER, France
- [Zivica](#) - Centre of Environmental and Ethical Education, Socratic Institute, Slovakia

A short video has been created to give a flavour of the 12 winning projects. Access it here:

<https://youtu.be/Uh0VfCOAEhE>

A video from the 2017 Award Ceremony in Nicosia, Cyprus can be accessed here:

<https://youtu.be/QWe85hKDBsk>

The following is a list of the 20 initiatives that were recognised as outstanding projects and that are included in this publication:

- [APROK, o.p.s.](#), Čokoška, Czech Republic
- [Arigatou International](#), Geneva Office, Learning to Live Together: Strengthening Teachers Competencies for Interfaith and Intercultural Learning in Romania, Romania and Switzerland
- [Bourgogne-Franche-Comté International](#), Tandems Solidaires, France
- [Education for Democracy Foundation](#), E-globalna in Practice, Poland
- [Défi Belgique Afrique](#), Do It with Africa/Asia, Belgium
- [Emergency Architecture & Human Rights](#), Architecture in Movement, Italy
- [Fairtrade Germany](#), Fairtrade Campaigns, Germany
- [Felcos Umbria - Fund of Local Authorities for Decentralized Cooperation and Sustainable Human Development](#), Don't waste our future! Building a European youth alliance against food waste, Italy, Belgium, Cyprus, France, Portugal, Scotland, Spain
- [Finn Church Aid](#), Teachers Without Borders Finland, Finland
- [Forum for Equitable Development/Forum za enakopraven razvoj](#) – FER, Escape and Flight, Slovenia
- [GEOMOUN NGO](#), Le Son d' Enfants/The Sound of Children, Belgium
- [Humanitas – Centre for Global Learning and Cooperation](#), Through the Refugee's Eyes, Slovenia
- [Oxfam Italy, CARDET, University of Lodz, Jaunimo Karjerosn Centras, Oxfam GB](#), Future Youth Schools Forums, Italy, Poland, Lithuania, Cyprus, UK
- [Par - Respostas Sociais, Associação Renovar a Mouraria, Instituto Marquês de Valle Flôr](#), Coordenadas para a Cidadania Global / Coordinates for Global Citizenship, Portugal
- [Peipsi Center for Transboundary Cooperation](#), SAME World/Climate change and sustainable agriculture programme in schools, Estonia
- [Pontis Foundation](#), Sote ICT, Slovakia
- [Salesian Association of Don Bosco](#), Today I eat as a ..., Czech Republic
- [The National College of Art and Design](#), The Change Lab; re-conceptualising art and design education through the tripartite lens of the artist, teacher-activist, Ireland
- [Trias](#), The potato as catalyst for innovative global education and multi-stakeholder involvement – in Belgium and in Peru, Belgium, Ecuador, Peru
- [UdiGitalEdu/University of Girona](#), Inventors4Change, Spain



**12 AWARDED  
INITIATIVES**



**act:onaid**  
Αλλαζουμε ζωες, αλλαζουμε τον κοσμο

Organisation name: **ActionAid Hellas**  
Project name: **Action Week for Education 2017:  
One song, many schools, one world!**

Country: Greece  
Activity: School campaign  
Beneficiaries: 40 000 students from Greek schools claimed for the right to education for refugee children  
Themes: Human rights, right to education, refugees  
Website: [education.actionaid.gr/gaw](http://education.actionaid.gr/gaw)  
[actionaideducation.tumblr.com](http://actionaideducation.tumblr.com)

#### Summary:

Action Week for Education is a schools' campaign forming a strong coalition to claim quality education for all. This year's campaign had a focus on refugee children and their access to school. In Greece, they currently face a bleak educational experience and an uncertain future and worldwide 3 700 000 refugee children have no access to school. This year's campaign, 'One song, many schools, one world!' brought together 40 000 students from 700 school around Greece. Students inspired by the musical story "Mahdi and the kite of the world", decorated kites, wrote messages and sang the core song of the story all together on the last day of the campaign. They were encouraged to hold special events, and to send a message to refugees and policy makers about the right to education. 'Kites' were collected, shared with refugee children and disseminated from ActionAid online and offline.

Organisation name: **CARE International Balkans**  
Project name: **Men and Boys as Partners in Promoting Gender Equality and the Prevention of Youth Extremism and Violence in the Balkans**



Countries: Serbia, Croatia, Kosovo, Bosnia and Herzegovina and Albania  
Activities: Workshops, courses and campaign activities  
Beneficiaries: Young men and young women, teachers and parents  
Themes: Prevention of violence and youth extremism, promotion of gender equality and healthy lifestyles  
Website: [www.youngmeninitiative.net](http://www.youngmeninitiative.net)  
[www.facebook.com/youngmeninitiative](https://www.facebook.com/youngmeninitiative)



#### Summary:

The project's specific objective is to improve Youth NGOs and government capacities to integrate Program Youth – Life-Skills Educational Curriculum in current educational and youth policy strategies and strengthen governmental and civil society efforts related to the inclusion of youth vulnerable to extremism. This project aims to scale up and mainstream prior achievements related to the implementation of the Gender Transformative Life-Skills programme, via targeted advocacy through the support of movement/coalition building and development of new alliances that engage parents and citizens in supporting gender-equality focused life-skills education programme. The grant will match existing funding of core support and capacity-building for partner organisations, educational and social norm campaign activities for youth and development of online courses for teachers and educators.



Organisation name: **Future Worlds Center**  
Project name: **Map Your Meal**



Countries: Cyprus, UK, Greece, Austria, Bulgaria, Ireland, Germany  
Activities: Mobile phone application, together with global learning activities (workshops, trainings, toolkits, public discussions, film screenings etc.)  
Beneficiaries: Young people, global educators, youth leaders, community educators, general public, food activists, those interested in sustainable food systems  
Themes: Global food system, sustainable food production/ consumption, food supply chains, greenness and fairness of our food  
Website: [www.mapyourmeal.org](http://www.mapyourmeal.org)  
[www.facebook.com/mapyourmeal](https://www.facebook.com/mapyourmeal)

#### Summary:

Map Your Meal is a user-friendly mobile phone application, free and available for iOS and Android, which lets you scan the bar-codes of food products and gives you a scale of how 'green' and how 'fair' your food product is. The Map Your Meal app has been developed within the framework of the EC-funded project Map Your Meal and aims to engage especially young people in exploring the global dimensions and global interdependencies of our food system through every-day food products. By scanning a product, the user will not only find out the final score in terms of Greenness and Fairness, but can learn more about the different dimensions, such as labour rights, child labour, transparency of companies, animal rights, packaging waste management, water footprint, usage of GMOs and chemicals and many more environmental and social indicators. The information displayed is brief, yet rich and aims to encourage the user to ask questions, explore the origins of their food product, and to find out more about the process and its conditions.

The app is not designed to promote certain products over others, but rather to stimulate thinking, learning and increased awareness of global issues and their immediate relevance to our every-day life. As a next step, the users are able to feed information into the database themselves and thus take ownership of the app and its assessment process through a user-friendly crowd-sourcing function (available as of September 2017). Currently the app operates in five languages (English, German, Greek, Bulgarian and Turkish) and its database contains food products from the UK/ Irish, Austrian/ German, Greek, Cypriot and Bulgarian markets.

Organisation name: **Glopolis**  
 Project name: **Eat responsibly! Action oriented global learning programme for EYD 2015 and beyond**

Country: Czech Republic  
 Activity: Global education  
 Beneficiaries: Teachers, students and pupils, parents, NGO  
 Themes: Sustainable food production, responsible food consumption, poverty, unequal distribution of resources, decent livelihoods, climate change, environmental degradation  
 Website: [www.eatresponsibly.eu](http://www.eatresponsibly.eu)  
[www.facebook.com/weeatresponsibly](http://www.facebook.com/weeatresponsibly)

Summary:

The Eat responsibly project aims to increase awareness amongst youth on the interconnection between our patterns of food production and consumption and multiple global challenges. Also, to propose concrete innovative ways on how these problems can be positively influenced.

The project systematically engaged 513 Eco-schools in nine European Union countries. 539 000 pupils/students and 27 696 teachers worked together to better understand the connections between our food choices and global challenges. They interviewed 42 212 households and involved 76 000 parents in school activities, which looked at responsible food consumption. The enthusiasm of all led to a proposal of the project consortium to include the theme of the global dimension of food into official topics of the Eco-School in the 67 countries that they work with. The new theme was accepted within Eco-Schools International .



Organisation name: **Centro per la Cooperazione Internazionale**  
Project name: **Storie da Cinema**



Country: Italy  
Activities: Educational and awareness raising project  
Beneficiaries: 36 migrants, 600 secondary school students, 33 teachers  
Themes: Migration as Global Education resource  
Website: [www.tcic.eu/Static/StorieCinema.aspx](http://www.tcic.eu/Static/StorieCinema.aspx) (ITALIAN)  
[www.tcic.eu/Static/StorieCinema\\_en.aspx](http://www.tcic.eu/Static/StorieCinema_en.aspx) (ENGLISH)



#### Summary:

Storie da Cinema is a project that transforms migration experiences into useful didactic resources for facilitating civic growth within new generations. Migration is often associated with the concept of marginalisation. The project reverses this view and looks at the educational potential of migration. Migrants are trained and then they teach at secondary schools using creative educational tools such as cinema and workshops. Discussions with the students focus on issues that migrants have directly experienced, such as work discrimination, media and racism, stereotypes and prejudices, and clashes of values between generations. This project clearly demonstrates to the local community of Trentino that migrants have something to give and that they are not just service recipients.



Organisation name: **Louvain Coopération**  
Project name: **IngénieursSud**



Countries: Belgium  
Activities: Educational  
Beneficiaries: North and South Students  
Themes: Projects which provide solutions to a real problematics issued from the field (technical, economical, socio-cultural), cooperation for development, systemic approach, responsibility, commitment, ethic, solidarity, team work, innovations, appropriate technologies, scientific citizenship  
Website: [www.ingenieursud.be](http://www.ingenieursud.be)

#### Summary:

During one academic year, European students, in collaboration with students from Southern universities look for appropriate and sustainable technological solutions to local community issues. Besides those exchanges, European students attend lectures on sustainable development, systemic and intercultural approaches, appropriate technologies and innovation. They present updates of their project in front of an interdisciplinary panel that challenges their proposals.

This academic year of reflection and production of ideas and prototypes ends with a one-month internship in the field, where European and local students meet each other and implement their technical solutions with the population. Upon their return to their own universities, students share their experience with other students and scientists through lectures or non-academic activities. The project themes are classified as low-tech. Examples include vegetable dryers, fruit conservation, production of soap, electrification of operating theatres, generation of electric power by solar cells or bio-gas, wireless learning boxes, irrigation, agroecology, selection of seeds and planting against erosion.

Organisation name: **Salesian Missionary  
Voluntary Service –  
Youth for the World**

Project name: **Villages of the World –  
the Global Education Park**



Country: Poland

Activities: Workshops, slideshows, meeting with travellers, guided tour

Beneficiaries: Since the beginning of the Villages of the World – the Global Education Park, the beneficiary group has been diverse. Our visitors are people of different ages and level of knowledge from the field of global education - children, youth, students, working people, retirees and families with children. These are both residents of Cracow, those living at the surrounding districts as well as tourists from different parts of Poland and even Europe. Each of the mentioned group has opportunity to choose activities tailored to different needs and perceptual abilities: workshops, slideshows, meeting with travellers, guided tours

Themes: Global Education, global development, Sustainable Development Goals

Website: [wioskiswiata.org](http://wioskiswiata.org)  
[www.facebook.com/WioskiSwiata](https://www.facebook.com/WioskiSwiata)

#### Summary:

SEE, TOUCH, FEEL is the mission statement of Villages of the World – the Global Education Park. This phrase means that in this place you can see faraway regions of the world, touch different realities and feel the daily life of nations or tribes. This happens through a combination of creative and innovative tools which – appropriately used – develop the imagination of beneficiaries, including through educational pathways, programmes and workshops that mix many fields of knowledge and life. Innovative solutions in workshop programmes, a methodology with elements of informal education, and the construction of the shape of a world map, surrounded by houses from different continents, can expand the imagination of visitors. Education in the Villages of the World helps to encourage children, youth and adults to become active participants of society. The main advantage of our project is that we can inspire teachers, parents, and students to participate in our activities and transfer the gained knowledge to their environment. Seeing the diversity of activities and the professionalism and potential, as well as constant development, they are eager to co-operate for global development.





Organisation name: **Team Up 2 Teach**  
Project name: **Lifeline Teaching**



Countries: Bulgaria, Serbia and Greece  
Activities: Co-creation of teaching resources and peer-to-peer mentoring between non-formal and formal educators  
Beneficiaries: Non-formal and formal teachers of refugees/asylum seekers, displaced students (K-12, unaccompanied minors, adults)  
Themes: Collaboration between stakeholders in the humanitarian sector and the formal school system of the host countries  
Tolerance and awareness-building  
Service learning and cross-cultural exchanges opportunities for host country students  
Website: [www.teamup2teach.org](http://www.teamup2teach.org)  
[www.facebook.com/teamup2teach](https://www.facebook.com/teamup2teach)

#### Summary:

Our mission is to develop a Networked Improvement Community (NIC) of educators on the Balkan Peninsula to improve the quality of non-formal education offered to asylum seekers and refugees in transit to better prepare them to rebuild their lives in a new country. We'll achieve this by co-creating a teaching guide based on the experiences and insights of teachers in the field. The process of co-creation will not only develop an innovative resource from the bottom-up, it will also promote dialogue and collaboration among stakeholders both in the non-formal and formal educational systems and lay the foundation for a common goal to help newcomers successfully integrate in a new country.

We believe that through the deliberate practice of analysis and observation of live learning environments, we can change the mind-set around refugee/asylum integration, increase awareness, tolerance and mutual understanding and shape future policy decisions. Our ultimate objective, after year one, is to not only publish a body of work that represents innovative and contextualised teaching (captured in the field), but to also create an online space for the NIC to support and sustain co-created educational resources, shared knowledge and practices, feedback and input to build relationships, which foster more peer-to-peer and near-to-peer ongoing support. Eventually, the platform will become a library of relevant articles, research findings, and case studies. The platform can also serve to connect with new volunteers and mentors, near-to-peer pairs, as well as sponsors and funding sources.



Organisation name:  
Project name:

**World University Service (WUS)**  
**Across Boundaries – Global Learning  
in Vocational Education**



Country:  
Activities:

Germany  
Qualification seminars, Educational workshops in vocational training schools

Beneficiaries:

Foreign students from Africa, Asia and Latin America; pupils from vocational training schools, teachers at vocational training schools

Themes:

SDGs, justice, globalisation, working conditions, interdisciplinary

Website:

[www.wusgermany.de/de/auslaenderstudium/grenzenlos](http://www.wusgermany.de/de/auslaenderstudium/grenzenlos)  
[www.facebook.com/wusgermany](https://www.facebook.com/wusgermany)

Summary:

The aim of the educational workshops, for example on the SDGs, carried out by students from Africa, Asia and Latin America, is to enable vocational school students to act responsibly towards nature in their prospective future places of work. It is therefore essential to not only explain value-added processes in areas like manufacturing, (fair) trade, and certification, but also to encourage critical engagement with the opportunities and risks linked to globalisation – including social and ecological aspects. Moreover, vocational school students are in direct contact with tutoring students who themselves are experts from the Global South. Hence, the vocational school students gain insight into an alternative living environment. They acquire valuable intercultural competences, which prepare them for increasingly international interaction.

Organisation name: **Xena Centro Scambi e Dinamiche Interculturali (Applicant for the Award) – Italy**



Project name: **Go Deep!**  
Partners: **Altekio – Spain, Diversity Matters – Scotland, Comunitazione – Italy, Elos Foundation – Holland and Brazil**



Countries: Spain, Scotland, Italy, Holland, Brazil  
Activities: Participative Game that can be played by any group that is interested in the future of a community  
Beneficiaries: Communities. Groups of people, especially youngsters, supported by the game in making transformation  
Themes: Non-formal education, facilitation, empowerment, deep democracy, participatory decision making processes. The game supports people especially on topics like diversity, rank & power, togetherness, vision, feelings and sustainability  
Website: [godeepproject.wordpress.com](http://godeepproject.wordpress.com)  
[www.facebook.com/GoDeepProject](http://www.facebook.com/GoDeepProject)



**Summary:**

Go Deep is an awarded process-based game that brings together groups of people to work in the community on themes that are present on a deeper level, yet affect daily interaction. Go Deep combines a deepening synthesis of two existing methodologies: The Oasis Game and Process work. With support of the European Union, and a wide community of supporters, since 2015, the game has been in development and applied in various communities across Europe.



Organisation name: **YES Akademia (YAKA)**  
Project name: **IMPOWER**



Country: France

Activities: YES Akademia (YAKA) offers extra-curricular and pedagogical empowerment programmes to youth who are inspired to create change and who are from mixed social backgrounds, mainly from marginalized neighborhoods. YAKA's innovative signature programme IMPOWER offers over 300 hours of workshops, along with intercultural, international experiences and mentoring in social entrepreneurship. YAKA provides participating youth with key tools to allow them increase their level of consciousness and on-the-ground actions addressing development, society, culture and the environment

Beneficiaries: YAKA equips youth in France, Senegal, Haiti, Nicaragua and India mainly from lower socio-economic backgrounds living in urban and rural areas with the necessary tools and expertise to make a positive change in their local communities and in the world

Themes: Youth empowerment, solidarity, Global Education, global citizenship, inter-cultural exchange, non-formal learning, advocacy, awareness raising, social entrepreneurship

Website: [www.yesakademia.org](http://www.yesakademia.org)  
[www.facebook.com/yesakademia](https://www.facebook.com/yesakademia)

Summary:

IMPOWER is one of the two main signature programmes of YES Akademia (YAKA). It begins every November and continues for 18 months, with a total of 300 hours of training. The first phase (November to mid-July) takes place in and around Paris and involves weekly three-hour workshops over eight and a half months for 30 youth fellows. The second phase (mid-July to end August) is a cultural immersion and intercultural exchange experience. The same youth fellows spend one and a half months in a rural village in YAKA's partner countries: India, Senegal, Haiti, Nicaragua or the Dominican Republic. They are accompanied by urban youth from the partner country who also travel to the village and even to France. Finally, the third phase (September to May) consists of ten and a half months of mentoring to enable the youth leaders to continue to develop their skills and entrepreneurial projects. They learn the importance of global-local interconnectedness and become actors of positive change within their communities locally and globally. They give back to more youth, thus creating a movement of engaged global citizen youth.

Organisation name: **ZIVICA – Centre of Environmental and Ethical Education**  
Project name: **Socratic Institute**



Country: Slovakia  
Activity: Educational programme  
Beneficiaries: 20 students each year participate in workshops and work on projects. The general public can attend lectures and discussions. University teachers from six Slovak universities benefit, as well as the citizens who come into contact with the student projects in different parts of Slovakia  
Themes: Global Education, active citizenship, economic alternatives, environmental and ethical issues  
Website: [en.sokratovinstitut.sk](http://en.sokratovinstitut.sk)  
[www.facebook.com/Sokratovinstitut](https://www.facebook.com/Sokratovinstitut)

#### Summary:

The Socratic Institute is a nationally accredited educational programme, which brings together students from a broad spectrum of study fields, including doctors, philosophers, psychologists as well as economists and nuclear physicists. In this way it encourages interdisciplinary dialogue and discussions. The Socratic Institute brings fresh topics and innovative approaches to global education in Slovakia and gives students an opportunity to meet top experts in this field, so they can experience global education first hand. Throughout the year-long study, the students are encouraged and supported to walk the talk. They work on micro projects, aimed at bringing about justice and improvements in their local community. The Socratic Institute is a product of a unique combination of an NGO, a university and a business donor.







**20** **RECOGNISED**  
**INITIATIVES**



Organisation name: **ARPOK, o. p. s.**  
 Project name: **Čokoška**



Country: Czech Republic  
 Activities: Global Learning educational activity  
 Beneficiaries: Children: They learn new facts about the origin of chocolate. Find out the circumstances under which chocolate is made. Learn about the concept of fair trade. Improve financial literacy. Co-operate in teams and become young philanthropists and agents of change  
 NGOs: Promoting awareness of NGO activities, secure funds and build relationships with schools and private companies  
 Private sector: Improving internal working culture inside private companies by taking part in chocolate events for employees and their families. Behave in a social responsible way. Build relationship with potential clients and employees  
 Fair trade producers: Showing that increased consumption of fair trade products will increase profit for producers  
 Themes: Philanthropy, responsible consumption, fair trade  
 Website: [arpok.cz/cokoska](http://arpok.cz/cokoska)

**Summary:**

Čokoška is an educational project, which reveals what is hidden behind the chocolate production. During one school year, children receive information about how cocoa is planted, how chocolate is made and how the profit from chocolate sale is distributed. They are introduced to the concept of fair trade. Afterwards, children create a choco-team in their school. Thanks to the private companies support, children get supplies of fair trade chocolates for their chocoteam activities. During the whole school year, they prepare special chocolate packages and sell them at school events, such as Christmas market, open days, school community meetings, etc. Each team sets its own goals in terms of how much money they would like to raise. Children plan particular steps to reach their goals, thus they improve their financial literacy, team collaboration, communication skills, as well as long-term planning. The profit made is then delivered (as a sponsor gift) to the NGO children decided to support. The chosen NGO is usually based in their region.

Organisation name: **Arigatou International, Geneva Office**  
Project name: **Learning to Live Together: Strengthening Teachers Competencies for Interfaith and Intercultural Learning in Romania**



Countries: Romania, Switzerland  
Activity: Teachers Training and Children Empowerment  
Beneficiaries: Children, Teachers and Facilitators  
Themes: Interfaith and intercultural learning, ethics education for children and transformative pedagogy  
Website: [www.ethicseducationforchildren.org](http://www.ethicseducationforchildren.org)  
[www.facebook.com/ethicseducationforchildren](https://www.facebook.com/ethicseducationforchildren)

#### Summary:

Learning to Live Together is an intercultural and interfaith programme for ethics education, designed to contribute to the realisation of children's rights to a full and healthy physical, mental, spiritual, moral and social development. Through an innovative educational approach, that promotes new and dynamic ways of thinking about ethics and acting ethically in a global and plural society, it is designed to nurture children's ethical values, to help them strengthen their identities and critical thinking, build constructive relations with others, and work collectively towards positive change. The modules, thematic areas and transformative pedagogy allow children to nurture empathy and respect towards others, relate with others with an attitude of reconciliation, as well as to take individual and collective responsibilities in a global community.

The programme uses a children's rights approach, that places the child at the centre of learning, deconstructing vertical relations and thus contributing to more equal and equitable learning environments, educational processes and relations. The programme has proved successful in equipping children and young people to manage their emotions, to think critically, to respond non-violently to problems and conflicts, as well as empowering children to initiate projects, which can contribute towards transforming their local communities. Our training programme was officially accredited by the Romanian Ministry of Education and since 2014, more than 1000 teachers have been trained, reaching over 3000 students, aged between 6 - 18 years old. The implementation of the programme in Romania was done in partnership with the Romanian NGO, Sol Mentis Association and the Romanian National Commission for UNESCO.





Organisation name: **Bourgogne – Franche – Comté International**  
 Project name: **Tandems Solidaires**



Country: France

- Activities:
- Building a global citizenship education device at a local level, involving key actors within education: local authorities, national education and civil society
  - Linking groups of pupils and local NGOs to work in pairs on global issues, during a school year
  - Implementing free training sessions for teachers, NGOs and local authorities, about global citizenship education issues and methods
  - Monitoring individual Tandems Solidaires' projects
  - Disseminating specific educational resources
  - Organising local meetings to share global citizenship education experiences
  - Supporting actors to highlight their project on their territories
  - Providing financial support to facilitate implementation of activities
  - Promoting Tandems Solidaires device at a local, national and international scale

Beneficiaries: The 11 Regional multi-stakeholder's networks in France  
 Schools managers and teachers in Europe  
 Civil society organisations in Europe

Local authorities: agents and representatives in Europe

Themes: Setting a Global citizenship education device at a local scale

Website: [www.bfc-international.org/-Tandems-Solidaires-](http://www.bfc-international.org/-Tandems-Solidaires-)

Summary:

The main purpose of 'Tandems Solidaires' is to strengthen links between National Education and global citizenship education's stakeholder, thanks to a local NGO and a classroom working in partnership. Our network provides technical and financial support. It is directly linked with national education orientations and helps teachers to consider the global citizenship education dimension in their programmes. Since the beginning, the project created about 200 partnerships and reached more than 6.000 pupils (from elementary school to high school). This project has potential to continue to develop in existing areas, as well as in new territories. Today the challenge is to increase and strengthen the project through greater practitioner's involvement (local authorities, associations, schools, teachers...) and in new territories in France and abroad.



Organisation name: **Education for Democracy Foundation**

Project name: **E-globalna in Practice**

Country: Poland

Activities: Creation, development and promotion of a website that provides teachers with class scenarios and educational materials and e-learning courses

Beneficiaries: Teachers and other educators

Themes: Sustainable development

Website: [www.e-globalna.edu.pl](http://www.e-globalna.edu.pl)



Summary:

“E-globalna” is a portal with a range of high quality global education materials, that supports teachers to introduce global issues in their classes. E-globalna.edu.pl is an electronic textbook, which provide ready-to-use classroom scenarios, visual materials and additional educational materials and are all available on the basis of Creative Commons licenses. The portal lets teachers choose content for their lessons, search for a specific material (also using filtering options such as educational level, class subject, geographical focus, thematic sphere, type of material, publisher) and deliver high-quality global education. The portal also contains materials, which aim is to inform, educate and inspire teachers, who are not sure yet if they should engage in global education. The portal contributes to making global education more popular in schools.

Organisation name: **Défi Belgique Afrique**  
Project name: **Do It with Africa/Asia**

Country: Belgium (with partners from Benin, Burkina Faso, Madagascar, Morocco, Rwanda, Senegal)

Activity: Education to global citizenship

Beneficiaries: Young people from 15 to 18 years old

Themes: Education for global citizenship – International solidarity and mobilization

Website: [www.facebook.com/ongdba](http://www.facebook.com/ongdba)



#### Summary:

This project gathers different partners into an international youth movement. It creates opportunities for young people (15-18 years old) from various countries (located in Africa and Europe) to take part in a global citizenship educational process, which includes ten days of training, followed by an international exchange. During the training, the participants develop their critical thinking about the world we live in and the core values they want to develop and promote. During the international exchange programme, DBA and its partners provide experiences that spark emotions, cultural shock, questions and debates around our societies. We address issues such as precariousness, environmental challenges, migration, interculturality etc. The programme also strengthens the hope for a fairer and sustainable society by putting the participants in touch with committed local and global citizens who can inspire alternatives.

Organisation name: **Emergency Architecture & Human Rights**  
Project name: **Architecture in Movement**



Country: Italy  
Activities: Co-learning, co-creation, collaborative city improvement  
Beneficiaries: 25 refugees, 62 university students, 21 local residents, the local community (2000 ppl.)  
Themes: Xenophobia, refugee empowerment, social bridges, ETCS-course, city festival, collaborative construction, 2 structures, sustainable and social architecture, city improvement  
Website: [ea-hr.org/tibo-and-kori-in-fertilia](http://ea-hr.org/tibo-and-kori-in-fertilia)

#### Summary:

In a one-week workshop, refugees from a newly established refugee center, university Master students and the local community of Fertilia, collaboratively learn about improving the public spaces of the city of Fertilia, Italy. Together we designed and constructed a 61.8 metre rounded bench out of soil and earth bags to provide seating for a hundred people at public events. In this initiative, one of the African refugees became a construction leader and through his knowledge, we could construct a traditional African weave hut out of leftover branches for children and youth to enjoy. The project gave newly arrived refugees, the local community and architectural students an opportunity to have a positive, collaborative and physical impact on their local community through global and local awareness.



Organisation name: **Fairtrade Germany**  
Project name: **Fairtrade Campaigns**



Country: Germany and worldwide  
Activities: Campaigning  
Beneficiaries: Pupils, teachers, students, civil society, city administration, small-producers and workers in the global South  
Themes: Fair trade, environment, climate change, children's rights, women's rights, local empowerment  
Website: [www.fairtrade-deutschland.de](http://www.fairtrade-deutschland.de)  
[www.facebook.com/fairtrade.deutschland](https://www.facebook.com/fairtrade.deutschland)

#### Summary:

Fairtrade is a global movement that supports more than 1 600 000 producers and their families in 73 different countries in Africa, Latin America and Asia. 50% of the system is owned by the producers. Our vision is a world in which all producers can enjoy secure and sustainable livelihoods, fulfill their potential and decide their own future. We believe that trade can be a fundamental driver of poverty reduction and greater sustainable development, but only if it is managed for that purpose, with greater equity and transparency than is currently the norm. In order to enable civil society to campaign for more justice in the global trading system, Fairtrade runs three campaigns that address stakeholders at community level, schools and universities: The Fairtrade Town, School and University campaigns. They have a "glocal" dimension, as they connect producers and their stories with people at community level and promote multi-stakeholder initiatives for the common goal of promoting fair trade.





Organisation name: **Felcos Umbria – Fund of Local Authorities for Decentralized Cooperation and Sustainable Human Development**



Project name: **Don't waste our future! Building a European youth alliance against food waste**

Countries: Italy, Belgium, Cyprus, France, Portugal, Scotland, Spain

- Activities:
- Learning about food consumption, waste, sustainability, rights
  - Coaching skills, sharing contents and methodologies, learning activities
  - Territorial workshops about food waste and waste reduction addressed to local authorities representatives
  - Identifying priorities and ideas against food waste locally and globally
  - Communication campaigns
  - Discussing values and actions for responsible and sustainable behaviors
  - Students organising workshops on food waste

Beneficiaries: Students, teachers and LA's (4000 primary and secondary school students and 113 representatives of 55 Local Authorities of 9 territories in 7 European countries)

Themes: Right to food, food waste reduction, climate change, human rights, active citizenship

Website: [www.felcos.it](http://www.felcos.it)  
[www.facebook.com/FELCOSUmbria](https://www.facebook.com/FELCOSUmbria)

**Summary:**

The project aimed at increasing awareness among European young people regarding food waste, responsible consumption, and the connection with the global right to food in order to make them responsible agents of change. At the same time, the project aimed to engage Local Authorities and several public, private and key stakeholders in the involved territories about the topic of food waste, the role they must play in the sphere of their respective competences and in the creation, more generally, of sustainable human development; beginning locally but thinking globally. Together, students and representatives from local authorities have built an European alliance against food waste and put into effect through the joint elaboration of "THE DON'T WASTE OUR FUTURE CHARTER 2015 – A joint European Manifesto of Young People and Local Authorities to promote Food Waste Reduction and the global Right to Food".

The engagement of young people and their political representatives came to fruition in eight awareness raising campaigns in local territories and in the seven European countries, which were involved in this campaign (Italy, Belgium, Cyprus, France, Portugal, Scotland, Spain).



Organisation name:

**Finn Church Aid**

Project name:

**Teachers Without Borders Finland**



Country:

Coordinated from Finland

Activities:

Global citizenship education, Global teacher and education experts volunteering

Beneficiaries:

Finland, FCA's programme countries, Finnish teachers and schools, teachers and schools in FCA programme countries

Themes:

Supporting quality education

Website:

[www.opettajatilmanrajoja.fi/en](http://www.opettajatilmanrajoja.fi/en)

[www.facebook.com/Opettajatilmanrajoja](https://www.facebook.com/Opettajatilmanrajoja)

Summary:

Teachers Without Borders is a network for teachers and educational professionals, supporting global citizenship education in Finland and the capacity of local teachers in developing countries. We draw from the Finnish experience of investing in teachers and teacher education, as teachers are at the heart of quality education. Volunteers work on global citizenship education in Finland and educate Finnish education professionals, as well as the general public about the learning crises in the global South. TWB gathers together a steering committee consisting of education experts in Finland (National Agency of Education, Ministries of Education and Foreign Affairs, Teacher Labour Union, Teacher training institute/ University of Helsinki and various development co-operation NGOs). The steering committee has been an innovative platform for discussions. The TWB network consists of over 1 700 Finnish teachers, education professionals and people who are interested in the work done by TWB. The network is spread throughout Finland.

Organisation name: **Forum for Equitable Development / Forum za enakopraven razvoj – FER**

Project name: **Escape and Flight**

Country: Slovenia

Activity: Outdoor educational escape game

Beneficiaries: Youth

Themes: Refugee, flight

Website: [www.forumfer.org/projects.html](http://www.forumfer.org/projects.html)  
[www.facebook.com/forumfer](http://www.facebook.com/forumfer)



#### Summary:

FER developed an outdoor educational game to bring refugee realities closer to the youth of Slovenia. It encourages young people to understand refugee experiences and the reasons for their flight. This can enable a change in perception from 'the unknown and feared' to something they can relate to and accept. Two approaches are used: 1) 'the identifiable victim effect', the fact that a specific person is easier to empathise with than a number, thus stimulating positive feelings towards refugees, 2) 'gameification' approach, whereby game principles and elements are used in a non-game context. The one and a half hour journey is an outdoor version of the 'escape room' based on a real life flight of a refugee from Afghanistan to Ljubljana. After the escape, young people hear a testimony of a young refugee from South Sudan, and based on both experiences, a discussion starts, which further opens possibilities for changing young people's perception of refugees.

Organisation name: **GEOMOUN NGO**  
Project name: **Le Son d' Enfants –  
The Sound of Children**



Countries: Belgium with our Southern partners: Benin, Togo and Haïti  
Activity: Children's rights  
Beneficiaries: Children 10-12 years old  
Themes: Citizenship  
Website: [www.lesondenfants.be](http://www.lesondenfants.be)  
[www.facebook.com/Geomoun-asbl-107567922646168](https://www.facebook.com/Geomoun-asbl-107567922646168)



#### Summary:

In order to make children actors of change, we encourage them to participate in the project 'THE SOUND OF CHILDREN, the radio show of committed children'. Pupils aged 10-12 years choose a subject (a theme of global citizenship) in common agreement with a class in another part of the world (eg Belgium, Togo, Benin, Haiti). Together, they explore their subject by reading information, discussing together and meeting specialists. Using a micro-recorder and the Internet, children interview the other children in their corresponding classroom (For example: "In your country, is there racism in school?" "What do you do in your school to protect the Environment?" etc.). The children must also make a citizen commitment in relation to their theme. The final production of the project is a live radio broadcast animated by the children.



Organisation name: **Humanitas –  
Centre for Global Learning and  
Cooperation**

Project name: **Through the Refugee’s Eyes**



Country: Slovenia

Activities: Interactive workshops, experiential theatre show, local actions

Beneficiaries: Youth, teachers, NGOs

Themes: Plight of refugees, migration, environmental and social justice, solidarity

Website: [www.humanitas.si](http://www.humanitas.si)  
[www.facebook.com/pg/humanitas.drustvo](https://www.facebook.com/pg/humanitas.drustvo)

**Summary:**

Through the Refugee’s Eyes is a response to the shameful treatment of refugees along the Balkan trail, rising hate-speech and intolerance. Participants identify with refugee’s fate using guided visualisation at the workshops and experiential techniques at a theatre show (inspired by CIES plays on migration) and are put to the test of reliving the plight of numerous human rights violations. In the end, they meet the real people behind the stories, while confronting and questioning their own prejudices, reflecting, reacting and acting towards change. People with real refugee experience co-create our project and give it a personal touch and at the same time process their own traumas, build personal social networks and promote intercultural dialogue. Project activities and media reports reached more than 500 000 people and were financed by the EU (S.A.M.E. World) and the Slovene Government Communication Office.

Organisation name: **Oxfam Italy, CARDET,  
University of Lodz,  
Jaunimo Karjerosn Centras,  
Oxfam GB**

Project name: **Future Youth Schools Forums**



Countries: Italy, Poland, Lithuania, Cyprus, UK  
Activity: Active and globally engaged youth leading forums in schools  
Beneficiaries: Schools in Italy, Poland, Lithuania, Cyprus, UK  
Themes: Gender inequality, people forced to flee  
Website: [fys-forums.eu/en/](http://fys-forums.eu/en/)

Summary:

Future Youth Schools Forums (FYS-Forums) is a cross-field strategic partnership, which aims to create a model for school-led global citizenship youth forums. FYS-Forums uses a transferable methodology and brings together a broad range of partners, spanning academic, educational, global, and youth work disciplines. It takes existing approaches to globally focused youth forums, which are generally informal in nature, integrate the model better into formal education, adapt it to become more sustainable and inclusive and also apply high quality informal youth work principles. This will make it both innovative (entirely new in Europe) and complimentary to existing work.





Organisation name:

**Par – Respostas Sociais,  
Associação Renovar a Mouraria,  
Instituto Marquês de Valle Flôr**



Project name:

**Coordenadas para a Cidadania Global /  
Coordinates for Global Citizenship**

Country:

Portugal

Activities:

- Creation of a quarterly online magazine, to inform everyone on the progress of our activities. These are shared with our 'critical friends' in order to ensure the continuous improvement of the project
- Development of a Global Citizenship Education Training Course: Lisbon in the World and the World within Lisbon. Development of personal skills, professional competences and GCE competences
- Creation and dissemination of the 'Market of Tours for Global Citizenship' in Lisbon. Discover a 'new' Lisbon and look at the local context through global lenses
- Development of a Guide for Social Transformation, detailing the pathway during 'Coordenadas' project

Beneficiaries:

Young people and adult representatives from civil society organisations, youth associations, local governments and tourism agencies. National and visiting citizens from around the world, as the main public for the global citizenship tours in the city

Themes:

Global citizenship, glocal intervention, sustainable tourism

Website:

[www.coordenadas.pt](http://www.coordenadas.pt)

Summary:

'Coordenadas para a Cidadania Global' (or 'Coordinates for Global Citizenship') is a Portuguese project, jointly developed by three civil society organisations in Lisbon. With the creation of pedagogical touristic routes in Lisbon, it aims to empower people from civil society, youth associations, local government and tourism agencies in an innovative and creative approach to Global Citizenship Education. These tourist routes help participants discover a 'new' Lisbon and look at the local context through global lenses, discussing global challenges in relation to the local communities. Above all else, our initiative strives to build bridges between the local and global contexts and to find those aspects of our city that connects us to the world. We want to ensure that citizens think critically and participate in a transformative and positive way, in order to actively contribute to a more inclusive and sustainable world.



**Peipsi  
Center for  
Transboundary  
Cooperation**

Organisation name: **Peipsi Center for Transboundary Cooperation**  
Project name: **SAME World/Climate change and sustainable agriculture programme in schools**

Country: Estonia  
Activity: Practical learning/Global Education  
Beneficiaries: Five schools in South Estonia, from grades 6-7  
Themes: Global Education, climate change, sustainable agricultural practices, sustainable consumption  
Website: [www.ctc.ee](http://www.ctc.ee), [www.sameworld.eu](http://www.sameworld.eu)  
[www.facebook.com/peipsicenter](https://www.facebook.com/peipsicenter)

#### Summary:

This two-month programme includes theoretical session in the beginning followed by practical work, where each child receives pots to plant different seeds (peas, beans, buckwheat, etc). During the two-month period they have to water each pot either with natural nutrient mixture, chemical fertilizer solutions or tap water. At the end, the students measure the growth of plants, as well as the sugars in the plants (with refractometer). In addition, a short study is done concerning agricultural production in the region, including personal contacts with the farmers. The Climate change and Sustainable Agriculture workshop is a unique mix of theoretical knowledge and practical experiment. The personal commitment of growing cereals, analysing the results and interpreting these in the context of climate change, enhances the development of critical thinking and affects the values concerning sustainable lifestyle.

Organisation name: **Pontis Foundation**  
Project name: **Sote ICT**



Countries: Slovakia and Kenya  
Activities: Supporting Sote ICT school clubs, student training companies, international competitions, study trips and videoconferences  
Beneficiaries: Kenyan secondary school students in rural areas and small towns and Slovak students at vocational schools and business academies  
Website: [sotehub.com](http://sotehub.com)  
[www.facebook.com/SoteHub](https://www.facebook.com/SoteHub)

#### Summary:

To date, our Sote ICT initiative at Pontis Foundation and Sote Hub connects so far 12 Kenyan secondary schools in Taita Taveta County to schools in Slovakia and other 41 countries that are members of Practice Enterprise Network. It also connects these schools to startup ecosystem in Slovakia and Kenya. It 'grows startups from secondary schools' through joint international collaboration of student training companies and support for their graduates to incubate real companies at Sote Hub. Sote ICT has a full stack approach – from donating IT equipment, training teachers and mentors, establishing Sote ICT Clubs and training companies, to running international competitions between students in topics of social innovation and business ideas and organising joint video conferences, up to incubation and seed financing of real companies of former students at Sote Hub in Voi town.





Organisation name:

**Salesian Association of Don Bosco**

Project name:

**Today, I eat as a...**



Country:

Czech Republic

Activity:

Group facilitation, simulation of living in a developing country

Beneficiaries:

Students of elementary and middle school, informal educational groups, children in developing countries, teachers, tutors

Themes:

Food, life of the kids in developing countries, culture

Website:

[www.dnesjimjako.cz](http://www.dnesjimjako.cz)

[www.facebook.com/dnes.jim.jako](https://www.facebook.com/dnes.jim.jako)

Summary:

The intent of the project "Today I eat as a ..." is to make the Czech students experience the life of their peers in a specific developing country. The core of the experience is the preparation of a common meal from the focus country (India, Zambia, Bangladesh, Congo...). Since the meal is usually surprisingly modest and the cost of ingredients significantly lower than that of a Czech meal, the money saved can be collected and used to directly support activities by our social workers that are present in the focus countries. The teachers or tutors are given our methodology handout with work sheets and other assets – videos, games, photos, stories, food recipes. Students involved in the project learn through experience rather than through the classical method of learning. The learning process is more natural and experiential. A significant benefit is the involvement of volunteers who have lived and worked in the developing country.

Organisation name: **The National College of Art and Design (NCAD)**



Project name: **The Change Lab; re-conceptualising art and design education through the tripartite lens of the artist, teacher – activist**

Country: Ireland

Activities:

- Global Education Module The Change Lab within the Professional Master of Education (PME) Programme
- Gallery event and exhibition

Beneficiaries: Student Art Teachers, Students in Post Primary Education, Educators, NGO's

Themes: Umbrella theme land and home, internally displaced persons, migration, homelessness, consumerism, sustainability, activism, global water crisis

Website: [www.ubuntu.ie](http://www.ubuntu.ie)  
[twitter.com/ChangelabNCAD](https://twitter.com/ChangelabNCAD)

#### Summary:

The Change Lab initiative involved locating Global Education within the heart of learning in the first year of the Professional Master of Education (PME) Programme at The National College of Art and Design (NCAD). Our work in GE is supported and funded by the Ubuntu Network and Irish Aid. The primary aim of the project was to provide a critical space for learning for thinking and re-imagining the possibilities of how art and design curriculum in schools can be taught through a GE lens. In doing so, the students responded to the overarching question: "What does it mean to teach and make art that is of and for our time?" The Change Lab exhibition presented the pedagogical approach and artefacts that the student art teachers created in response to the themes of LAND and HOME. Over the duration of the five-day programme, they engaged collectively to explore the potential of art as a social commentator, working in situ in the Gallery Space at NCAD. Education is a powerful force for change, enabling us to critically reflect on the way things are, to identify social injustices and unsustainable practices and to act for a better world. The Change Lab encouraged the PME student cohort to think about the possibilities of becoming agents of change, within the change process of current curriculum reform discourse in Ireland and approach their work from the tripartite lens of the Artist and Teacher- Activist.





Organisation name:

**Trias**

Project name:

The potato as catalyst for innovative global education and multi-stakeholder involvement – in Belgium and in Peru



Countries:

Belgium, Ecuador, Peru

Activity:

International exchange and mutual learning

Beneficiaries:

Potato farmers in Ecuador and Peru, students and stakeholders active in the potato-sector in Belgium

Themes:

Sustainable agriculture

Website:

[www.trias.ngo](http://www.trias.ngo)

[www.facebook.com/GIPvrieskamer/](https://www.facebook.com/GIPvrieskamer/)

Summary:

South America is the cradle of the potato. On the flanks of the Andean mountains in Peru, small potato farmers are trying to make a living from this crop. However, due to the difficult access to land, water, financial resources and education, this is anything but easy. To face these difficulties, the farmers united and formed cooperatives.

In one Belgian province, West-Flanders, potatoes have played a crucial role in the economic development of the region. Using the potato as a connecting factor, Trias succeeded in gathering a very diverse group of stakeholders in West-Flanders, who all committed to supporting the potato farmers. The students of the local technical school drafted the plans for several machines for the farmers and succeeded in creating momentum in the whole province, in which the local population, authorities, the private sector and the press became involved.

Organisation name: **UdiGitalEdu /  
University of Girona**  
Project name: **Inventors4Change**



Country: Spain  
Activities: Global Education, Maker Education, Virtual Exchanges, Digital Storytelling, Edtech  
Beneficiaries: Primary and secondary schools (Spain, India, Colombia)  
Themes: Sustainable development goals, global-local challenges (glocal)  
Website: [www.inventors4change.org](http://www.inventors4change.org), [globalchangemakers.eu](http://globalchangemakers.eu)  
[www.facebook.com/inventors4change](https://www.facebook.com/inventors4change)



#### Summary:

Inventors4Change is an initiative of UdiGitalEdu, an interdisciplinary group of researchers devoted to designing and developing experiences that blend science, technology and art to encourage creativity, critical thinking, and teamwork. Primarily supporting children from underserved communities, Inventors4Change provides children with tools, techniques, and knowledge to effect change in the world. This initiative consists of a network of schools from different countries (Spain, India and Colombia) that promote invention-based collaborative learning and celebrate cross-cultural exchange.

Each year, virtual teams with children from different countries learn how to co-create and code digital stories about social issues and publish them on the Internet. The project is being replicated within Europe thanks to the Erasmus+ programme, under the name InventEURs.

**THANK YOU**



