GEGLMOOC: GLOBAL EDUCATION GOES POP, how to educate young people on global issues using pop culture

MODULE 4: ACTION TIME

2020, English

4.0 Introduction

Welcome to the last module of this course. Until now, you have learnt a great number of things related to Global Education and the usage of pop culture to give to the process an added and attractive value when dealing with young people. At this point we will make a step further and reflect and learn on how to keep the young people engaged and active once our educational activities are over. How to motivate them in getting involved in actions for a global change and become long term multipliers of their own learning experience will be one of the main focuses of the module.

We will first explore what action means when it's related to global sustainable development goals, we will showcase some examples of actions run by young people in different parts of the world, and finally, we will go deeper into the digital activism, looking to different perspectives and sides of it.

Overall, all the tools presented in this module will be again underlining the value of pop culture and you will be again, as in module 3, able to taste some of them and share learning and feed back together with the rest of participants on the forum.

Learning results:

- understand what action means in the context of Global Education and learn how to prepare for it and assess it properly
- learn about digital activism and the principles and guidelines for communication online
- learn about some concrete actions run by young people, which were using POP culture for action.
- reflect on how to motivate and mobilize young people to take action and keep them engaged in a long term perspective
- finally, taste some tools based on pop culture that allow young people to develop all before mentioned

4.1. **STEP 1**: *"Introduction to action: Why? What? How?"*

Watch the video *"Introduction to action: Why? What? How?"* This video is based on the experts input on ACTION from GEGL project and is more in depth presented in **the Tool Kit "Gobal Education goes pop". It as well explores the framework called** *6 steps to Global Citizenship* (also known as the

Get Global! Process) developed by the consortium of international organizations active in the field of development cooperation and global education[1].

[VIDEO Script]:

Welcome to the module 4. As you already know, this video is a short introduction to what we consider to be a meaningful ACTION, when dealing with the issues of Global education.

WHY ACTION?

Global education, which does not lead to action, is just a fun activity. The final results of global education are the change of behaviors and empowerment to take action. We can look at it as a process where learners get more information and become aware of global issues, develop skills and attitudes, and gain deeper understanding of the interdependencies between themselves and one or more of the global challenges. They start understanding the connections between their local community, themselves and what they do and the global world. Some might understand that these are the core elements of global education, but we can ask ourselves: why do we want the learners to get more information? why do we want them to explore their interrelation with the global issues? what is the ultimate goal?

The concept of global education emerged along with the globalization process when the world started recognizing the inequalities between the global north and the global south. The importance of cooperation between all the members of the global community in order to solve global problems was recognized. Therefore, the ultimate goal of global education programs is to empower global citizens to take action so that more and more people will gain awareness and more and more people will be engaged in doing their part to fight injustice and to contribute to the sustainable development of our planet.

HOW?

We can provide support to young people to plan and perform their actions within our educational activities. For that, we would encourage to use, as one of examples of approaches, the framework called *6 steps to Global Citizenship*, also known as the *Get Global!* Process. developed by the consortium of international organizations active in the field of development cooperation and global education[1]. This approach gives to learners a clear structure in managing their learning and allows them to move from thinking about issues that are important to them, to plan and participate in the action, and in the end, reflect on their performance and assess their work. Let's have a quick look into 6 steps of this framework:

· *Step 1. Get asking questions!* - involves learners exploring their understanding, values and attitudes towards global citizenship. It can be used as a baseline for measuring and recording their responses, and activities can be repeated throughout the steps.

- *Step 2. Get an issue*! - involves learners generating important issues affecting their lives. It helps them to think about the issues in a local and global context, and then choose one to take action to improve the situation.

- *Step 3. Get more information!* - involves learners finding out more about their chosen issue. It enables them to research the issue in-depth and investigate how it affects people and environments locally and globally.

- *Step 4. Get planning!* - involves learners deciding what action to take and how to implement it. It supports them in considering the feasibility of their ideas and managing the practical implications.

- *Step 5. Get active!* - involves learners in taking action.

- *Step 6. Get thinking about it!* - involves learners reflecting on the *Get Global!* Process. It encourages them to consider what they have learnt and achieved, and what they would do differently next time.

As mentioned many times, please explore further the **tool kit on Global education goes pop** to see what kind of activities you could use with young people to explore the different steps and allow them to better understand their connections to the globalized world and find out the issues that they would like to further work on.

Later in this module you will as well get to know some tools that cover the preparation for the action, starting from investigating more about the issue, through finding possible solutions and planning.

WHAT?

Finally, let me ask you one question: If you would need to think about an ACTION, what would it be? Can you quickly visualize 2 or 3 different actions that you came across personally, maybe you organized it or maybe you read about it on the internet, in the newspaper, a friend told you about it...You have them? So, what kind of actions did you think of? Maybe about a local action of solidarity in your neighbourhood during the times of Covid 19 pandemic? Or maybe you were visualizing Greta Thurnberg in front of her school in Sweden making a hunger strike to fight global warming? Or the #metoo movement that went viral on social medias to raise awareness against sexual harassment and sexual abuse of women?

There are many many ways of implementing an action, online, offline, both, within a school, locally, nationally, globally. However, there some clue elements we would invite you to consider when thinking about a meaningful action that is connected to global issues:

- the issue addressed should be analyzed and discussed from an inteconnected and interdependent perspectives
- the action should be prepared and reflected on through responsibility, critical thinking, inclusion, care and compassion, taking into consideration the privileges of some and lack of opportunities of others and the impact of this social structure
- Action should address a change respecting all of the human rights
- Build up the sense of community and its concern for the commitment to sustainable practices
- it should be based on positive attitude towards diversity and differences

- it should NOt just challenge the unjust structures that exists but join together to create spaces of social justice and equal opportunities
- Actions should link local experience with global experience

Want to learn more about how to prepare for an action? Please proceed with the following activities of this module.

4.2. STEP 2: PREPARING ACTION PART 1: SELECT AN ISSUE

Let's explore little by little how to prepare and carry out an action. The first step we need to take is to SELECT AN ISSUE that you would like to follow up with your action (this activity adapted from the Tool Kit Global education goes pop).

Please reflect on the following:

1. What are the issues connected to the SDGs 5, 11 and 12 in your local community (neighbourhood, city, region, country, etc.)?

Do a small research in the internet or ask people, that you think might have an information to help you with the reflection.

SDG	I found out the 3 following challenges/issues in my community (neighbourhood, city, region, country, etc.)
5: Gender Equality	
11: Sustainable cities and communities	
12: Responsible consumption and production	

 NEXT: From the issues listed above in the table, please select one which is the most relevant for you and you feel most motivated and inspired to work on further to create an action.

To have a broader picture of the problem and assess it properly, we would invite you to explore the causes of it by making a consultation with your friends or participants of this course.

For example: you are concerned about so much garbage on the streets of your city.

Why does it happen? Who hands the responsibility of the situation?

[Task]:

Describe the problem you have chosen and post it on the Facebook group of this course and consult other learners about what they think the causes of the problem are. Make the same as an Instagram story or post it on other social medias that you use. Give at least 24 hours time before you check the opinions and points of view of other people and then come back to this activity (STEP 4 further on in this module). (Tip: if you use **#GEGL** or **#globaleducationgoespop** and tag your friends on Instagram you will easily find your stories, and, on the other hand, as well, this help with the promotion of our project and the course).

Please write here the issue that you have chosen and why did you choose it, you can write it directly on the board, or you can do a table like tis and than share picture of the table on the board:

The issue selected	Why you have chosen this issue

[Padlet]

<div class="padlet-embed" style="border:1px solid rgba(0,0,0,0.1);border-radius:2px;box-sizing:border-box;overflow:hidden;position:relative;width:100%;background:#F4F4F4"><p style="padding:0;margin:0"><iframe src="https://padlet.com/embed/woxbqf53tivjk4pv" frameborder="0" allow="camera;microphone;geolocation" style="width:100%;height:608px;display:block;padding:0;margin:0"></iframe></p><div style="padding:8px;text-align:right;margin:0;"><img src="https://padlet.net/embeds/made_with_padlet.png" width="86" height="16" style="padding:0;margin:0;background:none;border:none;display:inline;box-shadow:none" alt="Made with Padlet"></div></div>

FACILITATING this activity with young people: When taking this step with our group, we invite them to discuss and to share different opinions and points of view. This will allow them to have the bigger picture about an issue, at the same time they will acquire debating skills and develop critical thinking. The final aim of their discussions is to agree and select a common issue to work on. For that, we usually work in smaller groups, starting maybe in couples and then joining couples in bigger groups.

To bring the extra pop element to this activity, you can always ask young people to do a research on different visual supports which show the issues selected – photos from a locality, street art, recent news from online newspaper, chats in social medias, etc).

Check our Tool Kit for more activities for brainstorming about an issue, selecting issues for action and debating and assessing an issue properly.

And finally, as always, there are no "aha" learning moments, until we reflect consciously on the experience. Please go to the forum and reflect and share about the following questions related to the activity you just did:

- Why do you think you ended up with this list of issues?
- How do you feel about the selected issues?
- What else do you need to know about the issue to be able to take further action?

Link to forum here:

4.3. STEP 3: DIGITAL ACTIVISM

Please read the following text on digital activism:

What is digital activism

In one sentence, digital activism or cyber activism is using digital tools (the internet, mobile phones and applications) to bring a change in some area of social, political and economic reality. It is important to understand that digital tools on themselves cannot bring the desired change (or can do that really very rarely). The best way to really succeed in bringing the change you want is to combine and complement the digital activism with traditional offline forms of activism.

Accessibility of digital tools offers an ability to communicate with hundreds, thousands or even millions of citizens around the world in a real time. For example, 'Black Lives Matter' activist publishing live videos of police abuse, do you remember it's impact?

Digital tools are therefore an excellent and a cost-effective means to spread a message, information and suggestions and to connect and organize similarly thinking individuals and organizations. It is especially convenient method of activism for those that have no or limited access to other tools and resources for spreading information and messages.

It is also, arguably, one of the best methods for the initial recruitment of new activists and supporters. This is easily understandable as clicking likes on Facebook, sharing some activist's videos and/or messages or retweeting something on twitter demands much less effort or other kind of resources (e.g. time, money) then participation in the street demonstration, dedicated round table or even just careful reading and signing a petition.

The downside of digital activism is the rise of so-called clicktivism. In other words, unengaged and passive clicking – basically, digital activists are getting a lot of likes and smileys without a real engagement. This problem, called also 'slactivism' or 'armchair activism', must be taken into consideration before the beginning of digital actions and especially during the evaluation of their reach and their success. We really do not want to forsake the messages and ideals in exchange for 'zillions' of basically meaningless and unengaged clicks and likes.

Digital activism can be and it is used by individuals that are not part of an organized group and have no intentions to establish one, but also by formally organized associations, corporations, local and national authorities and international organizations. It is, in most cases, used by these actors to influence public opinion, plan a desired action/s, spread the information and/or call for specific activities, transfer resources (information and financial assets) and to take direct digital actions. Of course, a number of factors come into play regarding who can get involved, when and in what way.

Tools and context

Specific tools for digital activism are numerous and are changing almost on the daily basis. Some of the most used are:

1. **Online petitions** (special dedicated websites. For example Avaaz, https://secure.avaaz.org/page/en/;
2. **Social networks** (Facebook, Twiter, Linkdin, Instagram…)
3. **Blogs and videoblogs** (e.g. Blogger, (https://www.blogger.com); Wordpress (https://wordpress.com), Youtube (https://www.youtube.com/
4. **Micro-blogging** (really fast and concise information sharing through, for example, twiter accounts)
5. **Mobile phones** (Texting…)
6. **Proxy servers** (Used for circumventing government interventions…).

An important point to consider before deciding which digital tool to choose for the activist activities is: *Think about who is your target audience and which channels they are using.* For example, it may happen that Instagram is the most popular application among people you know and with whom you plan to start a digital campaign; but if your target audience is still glued to Facebook, your activism will not be noticed.

Digital tools that can be used for digital activism are not independent from general societal norms and more specific norms of characteristics for different social groups based on age, gender, ethnicity and socioeconomic status.

Example from Uganda:

»… where girls at one school rarely use the public computers because access is given on a first come first service basis. The boys always rush to grab a machine while the girls, who are expected to be ladylike, walk to the lab and do not get a seat. « (Digital Activism Decoded, p.5).

It is also important to be aware that political and economic factors have important influence on digital activism and on activists. As an example, some applications may not be available in certain states or regions or are strongly controlled by local and/or national authorities. Responses from the business (local, national or international corporations) are also something to consider when starting a digital campaign and choosing the most adequate digital tool.

Be aware of the so-called 'dark side' of the digital activism and something that we can name it's 'side effects'. In the beginning the Internet was celebrated as a tool and a space for free, uncontrolled and democratic communication all around the globe. A place was Habermas's ideal of communication action can finally become true. John Perry Barlow, an Internet theorist, actually wrote a Declaration of the Independence of Cyberspace (1996):

"Governments of the Industrial World…I declare the global social space we are building to be naturally independent of the tyrannies you seek to impose on us. You have no moral right to rule us nor do you possess any methods of enforcement we have true reason to fear. Governments derive their just powers from the consent of the governed. You have neither solicited nor received ours. We did not invite you…Cyberspace does not lie within your borders…We are creating a world where anyone, anywhere may express his or her beliefs, no matter how singular, without fear of being coerced into silence or conformity.« (*Simon Columbus,* The New Casualties: Prisons and Persecution; Digital Activism Decoded, 166)

It is, we believe, interesting that the threat of corporate control over Internet is not mentioned. Just governments. However, the basic point is this: internet is free, we will exchange ideas, opinions, beliefs etc. without fear. By all this we will change the world for the better… But, it can and it is used for criminal activities as well.

We tend to think of digital activism and its tools predominantly in positive terms. But we must be aware that as it can be used easily for just causes, it can be for unjust ones as well. The same tools and basically the same methods can be used to promote the ideas of gender equality and misogyny; to gather support for a new bicycle lane or to destroy the existing one; to spread the information about global warming and appropriate countermeasures on a local level or to oppose those measures and to promote the ideas that we should burn more coal an open a new coal mine in our valley.

Another very important thing to consider while planning a digital campaign is the control and power that other formal or informal groups, different authorities and businesses can use to supervise our activities or to directly respond to them. The responses can be very unpleasant. From closing down the servers to personal attacks on activists. The first response is usually the response of some kind of authority (e.g. Government, school if you are using school server…), the second is most often organized by formal or informal groups that oppose the causes of activist's campaign. And, this must be mentioned, personal attacks can really be very personal: trying to reach and expose to public one's most intimate secrets for example. So, every activist should be very careful about the kind of personal information is he/she sharing on the internet (not just on the 'pages' dedicated to the campaign).

The responses of politicians and businesses are usually allegations of libel and slander (defamation) and subsequent threats of suing the activists. Very often the threats are realized. The best measure against

this kind of responses is double checking all the information that are being promoted in the campaign and a concise, smart and rational formulation of opinions, measures and demands.

Does it really work?

It is hard to say conclusively whether digital activism really is effective on its own. However, if combined with traditional (offline) activist methods and tools it can be very effective. Let's take the example of GRETA - she started with traditional activism - protesting in front of her school. Later on, she managed to mobilize millions of people via social media (digital activism) to march on the streets (traditional activism).

To summarize, some pros and contras of digital activism would be:

Pros:

- it is cost efficient (from the point of financial, human and material resources);

- it has potentially very wide (global) reach;

- it is very fast; it can work in real time;

- even »clicktivist« and »slacktivist« are useful, for their clicking and sharing is often seen by others (e.g. their FB friends…).

Cons:

- messages and opinions in digital activism are often overly simplified and that leads to poor understanding of the causes and also reduces the possibilities for opening an engaged and informed democratic discussion about these issues;

- it is misleading regarding success of it: often just counts the number of clicks;

- it has a lot of problems passing from online force and reach into offline force and reach;

Final few tips for joining or starting a digital campaign:

- before signing any petition, check the sources: who is proposing it, what are the aims to be achieved;
- If you sign petition, follow if results were achieved;
- when you see awareness raising posts or meme - think about it critically, comment, while sharing write your opinion;
- be prepared for positive and negative responses.

[QUIZ]

QUIZ ABOUT DIGITAL ACTIVISM:

Can you answer to these 3 questions after reading the article above?

1. Which of the following example(s) you do NOT consider Digital activism?

a.   Sign and share the Avaaz petition: Nigeria Covid-19: suspend payments for rents and utilities
b. comment on Twitter the proposal of the Government about their commitments to the climate change

c. give" a like" to a video of cats and dogs playing in the garden posted by your friend

d. Shoot a video of young people picking up trash on the streets of Lorca and share it on your social medias

2. When preparing a digital action, you should: (choose correct option(s)):

a.   take into consideration the target groups, the political and economic factors when choosing the appropriate digital tool(s)
b.   combine it with traditional forms of activism to achieve a greater impact of the action
c.   You must be part of a corporation or NGO in order to start an online campaign
d.   Check and analyse critically and very carefully the information and the resources provided
e.   You need a lot of money and human resources to implement a meaningful online action
3. Can you name 1 pro and 1 cons when thinking about digital activism?

_____

Now it's time to join the FORUM and reflect together with other participants about the following:

- What are your general feelings about digital activism? Do you think it is effective in terms of reaching the desired social impact and change?
- How is the digital activism directly connected with the topic of Global Education?
- Have you ever signed any petition online and why?
- Please give an example of a digital campaign you organized/supported (if you did)
(example: Did you ever share via social media any posts regarding reducing plastic in the oceans? Why did you do so? Did you make any follow up on the impact of the campaign? How did you promote it yourself?)

(P.S. If you would like to share more about the online actions you were part of and are connected to the topic of this course, you can share them on our Facebook group and invite other participants to join and support)

Link to Forum

4.4. STEP 4: PREPARING FOR ACTION PART 2

At the beginning of the module, you have chosen an issue on which you would like to further work on and prepare an action. You as well consulted others about the causes of the problem. Now it's time to go back to your posts on Facebook or Instagram (or other social medias you used) and check the comments you received. Try to come up with some conclusions and answer the question: ¿Why does this issue occur? You can write your answers down on a piece of paper.

When you finish, let's take 1 step further in preparing for action (just one more). Start looking for possible solutions to the problem by answering the below proposed questions. These will again help you to look at your problem and solutions from different angles and perspectives.

NAME THE ISSUE:

1. What can **I** do to change it?
2. How to make the issue worse (in this way you are reflecting on the possible negative consequences)?
3. What would (name a famous person in your context) do about this issue/ what solution would this person propose?
4. How you imagine the situation in 5 years from now?

*Puede esta parte ser formato quizz para que la gente vea luego las respuestas de los demás? QUE NO SEA FORO OTRA VEZ??(pregunta de tea)

5.5. STEP 5: COMMUNICATION CAMPAIGN

No matter what kind of solutions you've found to your problem and ways you CAN act against it (and we strongly encourage you to do it!), we still want to explore one more important element of action which is the communication campaign.

The aim of this part of the activity will be to reflect on how to communicate properly with the external world, and how to follow the Code of Conduct on Images and Messages.

We invite you to first check out this video about "Hot to get more likes on social medias", made by RADI-AID:

https://www.radiaid.com/social-media-guide/#checklist

What were your first reactions and feelings while watching the video?

On the same page you can find guidelines and principles about how to "behave" while communicating with the external world. Please read them through.

Now let's pay some more attention to the images we use on the social medias and kind of impact they can produce on people involved.

Many NGOs adopted the Code of Conduct produced by Dochas, the Irish Development NGO Platform, to which we can refer to when designing and implementing the public communication strategy or when publishing photos and/ or messages. Following this code may help us in maintaining a full respect for human dignity and become aware of what are the elements of inclusive communication.

Please check out this video and the Code of conduct itself:

https://www.youtube.com/watch?v=R7axxlPq4IQ&feature=youtu.be

Code of conduct: https://www.dochas.ie/sites/default/files/Images_and_Messages.pdf

You feel like you're ready and want to prepare a VISUAL to communicate about your CHOSEN ISSUE to the world? Yes! Go creative and start with your raising awareness campaign: you can do a poster, a collage, a meme, or whatever that expresses your concerns about the issue, the impact of the problem, an invitation for action, a possible solution…Feel free to decide about the approach. You can put in practice all the you've learnt during this course until now (:

Some final tips:

Remember to think about who is your target group, what kind of language are you going to use to be more effective, as well as the appropriate images; think about the channels of communication that would reach your desired target, etc. <u>Challenge yourself:</u> imagine what would be for you a successful or meaningful campaign, what kind of impact would you like to achieve with it (imagine the number of comments, likes, further engagements, improvement of the issue, etc.) Give to the campaign a limited time and concrete indicators, in this way you will be able to assess its success.

Take your time. If you need any support or extra motivation, you can start a Facebook conversation about it…Enjoy!

Please upload your creation(s) on the Padlet screen (we invite all the participants and facilitators to comment on the creations and give constructive feedback):

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<div class="padlet-embed" style="border:1px solid rgba(0,0,0,0.1);border-radius:2px;box-sizing:border-box;overflow:hidden;position:relative;width:100%;background:#F4F4F4"><p style="padding:0;margin:0"><iframe src="https://padlet.com/embed/j20wveu5zyr53wf1" frameborder="0" allow="camera;microphone;geolocation" style="width:100%;height:608px;display:block;padding:0;margin:0"></iframe></p><div style="padding:8px;text-align:right;margin:0;"><a href="https://padlet.com?ref=embed" style="padding:0;margin:0;border:none;display:block;line-height:1;height:16px" target="_blank"><img src="https://padlet.net/embeds/made_with_padlet.png" width="86" height="16" style="padding:0;margin:0;background:none;border:none;display:inline;box-shadow:none" alt="Made with Padlet"></a></div></div>
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Great! You made it! Before making a shared reflection on the forum, we would invite you to self-assess your creation, by reflecting on the following questions and filling in the table about the expected impact:

1. What feelings does the visual you produced raise for you?

2. Is the language of this visual inclusive for everyone?

3. Can you find any stereotypes in the visual?

4. What kind of impact can this visual make?

Levels / Impact	Positive Impact	Negative Impact
Individuals involved in the communication		
The institution behind the campaign		
Local community		
Environment		
Stakeholders		

Now join the forum discussion to further reflect and share about the experience:

. How easy or difficult was it for you to design the campaign?

• How was the experience of evaluating your own visual for you?

• What are the elements that you found the most challenging and why?

• Do you normally reflect on the hidden message that communication brings? And why/ why not?

• Did you find any hidden negative impact in different creations of the participants? (Check as well the memes that were produced in the 3rd module)

• Can you give any examples of the impact of hidden messages in communication from your everyday life?

• What kind of recommendations can we give ourselves for the process of planning actions?

Finally, all these activities you just did can be run with young people: do you have any recommendations or reflections on how to use them? (All of them are adapted from the Tool Kit Global education goes Pop)

Link to Forum

4.6. STEP 6: EXAMPLES OF ACTIONS RUN BY YOUNG PEOPLE

We would like to inspire you with some examples of actions that are very connected to the topic of this course: deal with the SGDs and are based on some elements of pop culture. We chose these ones because they are somehow close to the people that developed this course, since they were run with young people that are engaged in our organizations or activities or, on the other hand, were supported by us in the process of preparation or implementation.

1. **Pick up and dance**: An initiative that was prepared by young people during an international Youth Exchange in Lorca, Spain, within the project called Global Lab (co-funded by Erasmus+ program of the European Union). The participants from 6 countries: Tanzania, Ghana, Uganda, Bulgaria, Lithuania and Spain went through an empowering process of reflecting and sharing about the Global issues and particular situations in their countries connected to those issues. They decided to take an action together to raise awareness among Lorca citizens about their problem of not putting the trash into the trash bins. (which they previously observed and discussed about).
   The young chose the hashtag #pickupanddance to go online and promote this kind of action further. (We are not aware of the impact that had the action online, in Lorca we received quite a lot of comments from people (as positive and negative ones), some locals even joined the action and picked the trash with us.

   Here is the video resume about some parts of the process and the action itself:

https://www.facebook.com/inspirationz.soul/videos/446825359391959/

2. **"The Stories of Garbage":** This campaign is being implemented currently in one of the localities of Lithuania, as part of the Local Learning and Action processes within the GEGL project.

The idea is that they had a walk around their community and picked different types of trash. And they are now creating the stories of these trash items. The idea is that they make posts on Facebook every day with 2 visuals: one is the actual trash item that was found and the other is a cartoon drawn by the people from this organization with some ironic quotes about the trash.

Please check out the campaign here:https://www.facebook.com/pg/miskoistorijos/photos/?tab=album&album_id=937064726711799&__tn__=-UC-R

3. **Mural with stories told by refugee women:**

"Mural, mural, on the wall, I'm at home after all" is an artistic collaboration between women from Iraq, Yemen, Syria, Afghanistan and Palestine (now living in Bulgaria) and Meeting Points Foundation. The project aims to engage women of refugee background in designing and co-creating a mural in Sofia's city centre. Through a series of storytelling workshops, women were encouraged to develop new

connections and bond with other participants. Through placemaking, participants were able to claim a small part of the city they now call home, making it their own by co-designing an image that reflects their past, present and future.

Short video about the project: https://youtu.be/t32wVzx5f20

You can find more information and photos of the mural here: https://meetingpoints.bg/en/project/mural-mural-on-the-wall-i-m-at-home-after-all/

4.7. STEPS 7 AND 8

STEP 7: YOUR IDEAS FOR ACTION

Did you come up with any idea of action you would take, related to the issue you selected at the beginning of this module in your local community?

Do you know about any successful online/ offline actions that you would like to share with us as stories of success and source of inspiration?

Please join the forum and share:

STEP 8: DECADE OF ACTION - TEN YEARS TO TRANSFORM OUR WORLD

In September 2019, the UN Secretary-General called on all sectors of society to mobilize for a decade of action on three levels: **global action** to secure greater leadership, more resources and smarter solutions for the Sustainable Development Goals; **local action** embedding the needed transitions in the policies, budgets, institutions and regulatory frameworks of governments, cities and local authorities; and **people action**, including by youth, civil society, the media, the private sector, unions, academia and other stakeholders, to generate an unstoppable movement pushing for the required transformations.

On 22 January 2020, the Secretary-General outlined his priorities for the year, including the Decade of Action. The decade of action will:

- **Mobilize everyone, everywhere**

We will work to create an unstoppable force linked to the Global Goals.We will identify risks to ensure no one is left behind. This requires each of us to take action—individually and collectively, locally and globally.

- **Demand urgency and ambition**

We must be the generation to end extreme poverty, win the race against climate change and conquer injustice and gender inequality.

We will hold leaders to account and point to what is possible when action delivers results.

- **Supercharge ideas to solutions**

We will shine a light on solutions that expand access and demonstrate the possibilities of ideas. We will drive sustainable innovation, financial investments and technology—while making space in our communities and cities for young people to lead.*

*United Nations, Sustainable Development Goals: Call for action:
https://www.un.org/sustainabledevelopment/decade-of-action/

We have chosen this call for action on a global level to end this course and raise up a very important reflection, as youth leaders, youth workers, teachers, parents, peer educators, meaning persons who support and guide young people in their process of growing up and becoming active citizens of our schools, families, communities and the world:

How can we empower and motivate young people to mobilize, take action and keep engaged in becoming the leading advocates for global change? We would like to invite you to create together **a list of concrete tips and recommendations** that we can use in our facilitation processes and help us getting closer to this goal:

PADLET

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<div class="padlet-embed" style="border:1px solid rgba(0,0,0,0.1);border-radius:2px;box-sizing:border-box;overflow:hidden;position:relative;width:100%;background:#F4F4F4"><p style="padding:0;margin:0"><iframe src="https://padlet.com/embed/d98gj1wr3vauumym" frameborder="0" allow="camera;microphone;geolocation" style="width:100%;height:608px;display:block;padding:0;margin:0"></iframe></p><div style="padding:8px;text-align:right;margin:0;"><a href="https://padlet.com?ref=embed" style="padding:0;margin:0;border:none;display:block;line-height:1;height:16px" target="_blank"><img src="https://padlet.net/embeds/made_with_padlet.png" width="86" height="16" style="padding:0;margin:0;background:none;border:none;display:inline;box-shadow:none" alt="Made with Padlet"></a></div></div>
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4.8. FINAL EVALUATION OF THE MOOC

1.Copiar y pegar una de otros cursos la evaluación

2.¿Parece que Cazalla tiene que encargarse de certificados, lo puede hacer Gabi? ¿Si hay forma para rellenar a mejor ponerla aquí?

[1] Price, J. (2003). *Get Global! A Skills-Based Approach to Active Global Citizenship*. ActionAid.