

Speak out for teachers

#OneBillionVoices

Duration: 3 sessions.

1st session: Levels 1 and 2. **2nd session:** Levels 3, 4 and 5. **3rd session:** Level 6.

Materials: The game will be played using a physical game board or a digital one (Genially).

- **1st session:** The materials for the first session are whatever the teachers and students decide to use to make a microphone or craft. Remember: It's important that the materials are recycled or reusable!
- **2nd session:** The materials for the second session will be detailed in levels 3, 4 and 5 of the game.
- **3rd session:** The materials for the third session will be specified in the "Get up and speak up!" activity where the students will create a TV programme.
- Board for printing in A3 format and game piece for each element.
- Puzzle.

Objectives: 1. To highlight the importance of the key role of teachers in education.

2. To learn about the reality of the differences existing between the situation of teachers in the global south and north.

3. To value the right to education as the pathway to other rights, as set forth in Agenda 2030-SDG4, with the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. To generate critical awareness around educational inequalities and promote individual and collective mobilisation.

5. To create a TV programme on our channel to speak out with #OneBillionVoices, in order to raise awareness among the general public regarding the importance of the key role that teachers play and the right to quality education (SDG4). This activity can then be shared on the streets of your city or in your education centre.



Please note

This year we have prepared a game to help you work through GAWE (Global Action Week for Education), which is designed to be adaptable to you and your students' reality. This game features different levels that will allow you to do the full pack or just do the levels that you consider best suited to your classroom. If you find you don't have time to get through everything, **don't worry**, there are more options. You might even come up with a better combination of your own!

We're here to adapt. We've learned a lot about that lately, so we're proposing that you:

Work all the game levels: Full proposal developed in this PDF to be conducted over three sessions. Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Choose which levels to play (Ladder element used to go from one level to another). Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Go directly to the mobilisation activity (Last level in all proposals). In this case, you won't be using the game board, instead you'll be jumping straight to the TV programme proposal after some prior awareness raising.

Levels 1 and 2: Get Motivactivated! and craft

It's important in all the options that you read the first level to your students to give them context and motivation for what you're about to propose, and it only takes 5 minutes. For the craft we propose an artistic activity that you'll be able to develop across the board in other subjects. The idea is that the creative product will be useful later for the activity in level 6. If you don't have time to do it, take the ladder from annex 3 and jump with your students to awareness levels 3, 4, and 5.

Levels 3, 4 and 5: Global connection and teacher figure

Here you can also choose what levels you want to work, use the ladder form Annex 3 to skip whichever one you want. These are the awareness-raising levels for students on this year's theme: **The role of teachers in achieving quality education.**

Level 6: Mobilise and speak out!

This is the culmination and we think it's important; it's the product we'll be using to speak out with and what we'll bring to the mobilisation event held either at our school or on the streets. In this case, it's a **TV programme.**

If you go straight to that level, we propose that you read the introductory document for context, and invite the students to reflect by posing the questions included at the end of levels 3 and 4.



First, the rules of the game

Instructions for teachers

We present the Didactic Units proposal for GAWE 2022, which are based on a board game! **In this activity, students have to complete a series of different levels** in which they are presented with different dynamics relating to our central theme, **ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)**, and the theme of GAWE 2022, **the key role of teachers**, under the slogan #OneBillionVoices.

To play, you will find a **printable game board** in Annex 1, however, there is also a more dynamic online version available on Genially, via the following link: <https://acortar.link/cB5P2q>. With each level the students complete, the whole class will receive one of the 6 puzzle pieces you can find in **Annex 2**, until they reach the final level and complete the puzzle.

Each of these pieces will enable them to create the thing that's necessary for teachers to speak out, like cracking a code they need to move forward. When all the puzzle pieces come together, **they form a microphone, which is the symbol of this year's theme.**

The microphone represents giving a voice to teachers, who are a key part of the student education process and who last year spoke out in defence of the right to education of the 1.5 billion children and youths who were unable to attend school during the pandemic, taking into account that there regions where schools still remain closed.

There are 5 different game boards for each educational stage (infants, junior cycle primary, middle cycle primary, senior cycle primary, secondary and adult) and each one will be tackled through a different communication medium.

The dynamics proposed for each medium of communication are devised based on the level of education and the learning process of the students of that age, but if you prefer to work in another medium, just adapt the proposed dynamics accordingly.

The media are as follows:



Infants
Lipdub



Junior cycle
primary
TV



Middle cycle
primary
Newspaper



Senior cycle
primary
Podcast



Secondary
and adults
Advocacy video

This year, we are working through **media and networks** because these are important educational channels and have a significant influence on education. They will help us give a voice to students, teachers and society about the key role of teachers in the education process.

We receive information, we analyse it and learn from it, we also grow our experience in the world and gradually change our social and cultural values and, thus, this media function can contribute to the homogenisation of society to a uniform thought or lifestyle, or it can be the complete opposite.

The media keeps the citizens informed from different perspectives and, to a great extent, contributes to maintaining our society's democracy, conveying political and social justice information inside and outside our borders. At the same time, media can

facilitate relations between families, friends and acquaintances (we chat, share experiences with others on social media, we watch TV, we go to the cinema, we discuss certain shows...)

This activity aims to promote a global connection in order to learn about other realities and shine a light on the key role of teachers.

The structure of the game is divided into 3 sessions, conducted as follows:

First session

The first session works through Level 1, which contains the game instructions and Level 2, which proposes the creation of a craft, which will be used for the Final Level: Mobilise and speak out! So, we propose that Level 2 be conducted outside the standard classroom, in an arts and crafts class or similar subject, and in a space the teacher deems suitable, in order **to get other teachers involved in GAWE 2022**, or even set it as a homework assignment, to get the families involved. Please note that for the craft (level 2), the teacher will have to prepare the materials in advance.

Second session

The second session will address Levels 3, 4 and 5. These levels contain different activities that will help students to learn and reflect on the importance of SDG4.

Specifically, the role of teachers in the achievement of **the right to a quality education**. These levels will promote Transformational Education for Global Citizenship (TEGC) focusing on the right to education.

Third session

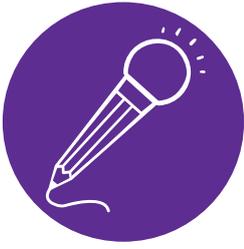
The third session will address Level 6, referred to as... Mobilise and speak out! This level is where the game culminates, proposing the creation of media content suitable for each educational level.

Thus, students will be asked to write a news item about the subject of **the key role of teachers in achieving SDG4**.

Remember, the first annex of the Didactic Units contains a game board you can use to play the game, and we have prepared a more dynamic online version on the Genially platform, which can be used as an interactive board game projected in the classroom. Follow this link: <https://acortar.link/cB5P2q>

If you decide to print the board (in A3 size), you will find cut-and-paste game pieces that you can use to go from level to level.

Remember to print on recycled paper to minimise our impact on the environment.



Level 1: Get Motivactivated!

Time: 5 minutes.

Materials: Board, puzzle piece 1 and introductory text to be read in class.

GAWE is here once again: **Global Action Week for Education**, do you know what it is? Some of you may recognise it, others might never have heard of it, but that's OK! All that matters is that you give it a go and join this movement for the right to a quality education.

I'm sure you know that education is very important. You have school every day, right? Did you know that there are boys and girls your age whose schools are still closed? Their teachers have continued to fight throughout these two years of pandemic to break down these barriers and make sure that all children in the world can go to school like you do.

Teachers all over the world have been crying out with all their might for the right to quality education, to the point that, today, our teachers have lost their voices and need us more than ever. **Will you help them to get their voices back?**

To do this, we suggest a game with different levels, each one posing a different challenge that will test your creativity... only when you successfully complete each level as a team will the whole class obtain the puzzle

piece needed. Hold on to all of them, you'll need them to give voice back to the teachers of the world! But... just a minute... How are we going to make sure those voices are truly heard all over the world?

I have an idea! We'll become reporters who defend the right to education. If we make our own TV programme, we'll be able to defend the right to education and prove that teachers play an essential role to ensure the best possible education for all.

Let's get to work. There's no time to lose! Everyone on your marks, the game is about to begin and we can do it as a team!

In order to give you the first puzzle piece, I need all of you to help me answer the following question:

- Who are we speaking out for this year?

After the explanation is finished and the question is answered, **level 1 will be complete!** The first puzzle piece will be handed over.





Level 2: Craft

TV frame

Time: 40 minutes.

Materials: Game board, puzzle piece 2, cardboard, acrylic paints/crayons, paperboard or other materials the teachers and students decide to use for this craft. It's important to brainstorm ideas about materials that can be brought from home in advance, so they can bring them in. In this way, we will promote using recycled and reused materials, not only achieving an attractive result, but also encouraging responsible consumer habits.

This level will prepare us for the final level, the proposal to be reporters for a day and make our own TV programme. The final level invites participants to get mobilised and **create a TV programme**. But how can we do this without a set to create the TV atmosphere?

To successfully complete Level 2, students will have to turn their hand to a craft, the results of which will be used later in the development of Level 6: Mobilise and speak out! The craft should be done in groups of 3 to 5 people, at the teacher's discretion.

The craft consists of creating a space in which the TV programme will later be filmed. For these purposes, each group will have a task in the set creation.

A few ideas are offered, but you can add whatever you like and it's not an issue if some groups decide to do the same thing, because each one will end up being unique.

Let the imagination soar!

- Photocall style TV studio set, something nice that they can use to make them feel like they're behind the screen.
- A microphone to be used by the reporters.
- A costume or wardrobe suitable for a TV presenter.
- A poster announcing the TV programme.

The idea will be very simple and should be developed if possible during the class time allotted for arts and crafts, or any other suitable period, and in a space the teacher deems appropriate.

Students will be given the opportunity **to create an element that will later be used in the TV programme**.

If it's not possible to involve other classrooms in the centre, it may also be an option to set this as a homework assignment. It can be done with paper, cardboard, paperboard or other materials that each student or teacher chooses!

Regarding materials, GAWÉ is firmly committed to all SDGs, and we believe that SDG4, the right to education, is the best tool to securing sustainable development.

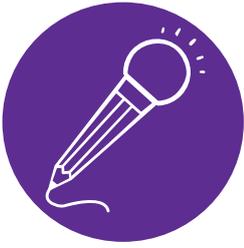
Thus, we believe that to comply with all the SDGs, it is necessary to educate the students on the value of sustainability, which is why we invite you to carry out the craft with recycled or reusable materials, and remember that by **defending education, we also sustain the world ;)**

In all of this, we must not lose sight of the fact that **the aim of this task must be to show the world that students, too, can mobilise** in favour of inclusive, equitable, quality education for all, all over the world (SDG4), which means it may be put on display at the Main Event held as part of Global Action Week for Education, set to take place on the last week of April 2022.

After the craft is concluded, level 2 will be complete! The second puzzle piece will be handed over.

Let's
make a TV
programme!





Level 3: Global connection

Time: 15 minutes.

Materials: Game board, puzzle piece 3, projector and screen, tables and chairs for obstacles, pencils and coloured paints, pages.

For this activity, the video linked below will be projected in the classroom. It provides a dynamic illustration of **the importance of school in our formation as persons**, developing our identity and cultivating the values that guide our steps to learning to fly free, be able to make decisions, and build a better world. *Video author: UNICEF*
<https://www.youtube.com/watch?v=0e4fBz7epsY>



After viewing the video, the class will be split into four groups. The aim is very simple -they must write down the words that come to mind when asked **“how does school help me grow?”**. The game dynamic consists of each of the groups being asked to write down their contributions following certain requirements.

Each group will have the same amount of time for the activity, but different guidelines. To create more tension, we can display a countdown on the board. Regarding the guidelines, there will be some groups with more difficulties or obstacles to overcome and others that will have all the facilities, representing the differences existing around the right and access to education.

The difficulties may relate to access to materials and obstacles in their path, or difficulty accessing education, giving them examples of words with different formats since this will be an added difficulty given their phonological awareness (Annex 4).

Some of the guidelines can be:

Group 1

Students are given a pile of sheets and plenty of colouring pencils/pens and are allowed to write at the same time. They can be given sheets with examples in

upper case letters (easy access to reading). (For example, PEN)

Group 2

These students only get one sheet and one colouring pencil/pen, and have to take turns to write. They can be given one sheet with examples of the words in lower case, which is more difficult to read than upper case. (For example, pen)

Group 3

These students only get one sheet and one colouring pencil/pen, and only one student can write at a time.

The others have to stay away and each time one of them writes a word, they have to run back to the group to take their turn, like a relay race. They can be given one sheet with examples in a more complex font or alternating lower and upper case letters to make access to reading more difficult. (For example, pEn)

Group 4

These students will have half a used sheet (already written on) and just one pencil/pen. They will not be allowed to lean on tables to write, and will have to use the floor instead. Only one person will be allowed to write at a time, while the others have to stay away and each time one of them writes a word, they have to run back to the group to take their turn, like a relay race.

This group will also have to get past obstacles.

For instance, a row of chairs can be lined up and they have to crawl underneath them to reach the place where then can write.

They can be given one sheet with the words written in lower case, but left incomplete -for example, missing vowels, making reading more difficult. (For example, p_n, t_bl_)

Then, when the game is over, we count up the number of words each group has written, to determine the quantitative difference.

After the game, they can **discuss the differences existing between schools around the world**, reflecting on the people who have hardly any resources for studying or about how students have to walk long distances to get to school.

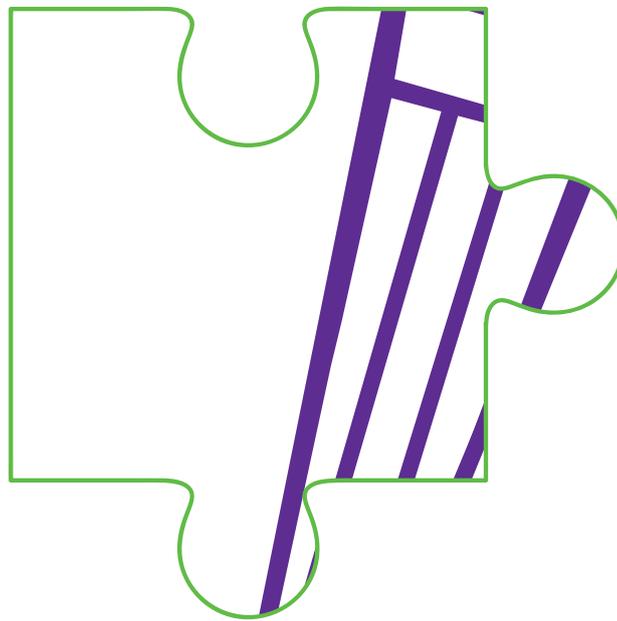
After that, they are invited to reflect on **what they could have done to make the situation more fair for everyone.**

The students will most likely get into the game and follow the guidelines as indicated, so they can be guided by asking them why the materials were not shared out when they saw that some groups had more than their fair share. This is intended to prompt them to realise that they too have a role to play in the fight for achieving inclusive, equitable, quality education for all (SDG4).

Lastly, the groups are asked how many of them included teachers among the words they were asked to brainstorm in the previous game. This will make them think about the importance of these benchmarks in schools, since, **without teachers, education cannot reach all the world's children in the best possible way.**

With this and all the other ideas they want to share, emphasis will be given to international and state policies giving education its just regard and committing to greater funding in order to achieve SDG4.

After the activity is concluded, level 3 will be complete! The third puzzle piece will be handed over.





Level 4: Global connection

Time: 10 minutes.

Materials: Game board, puzzle piece 4, projector and screen, blackboard.

This level analyses the situation of teachers in different realities. To do this, **we are going to learn about educational professionals in different parts of the world.**

Two videos are suggested for screening, both representing a person who has been nominated for an edition of the **"Global teacher prize"** on account of their valued teaching work.

Source: Varkey Foundation.
<https://www.globalteacherprize.org/es>



Hanan Al Hroub

Peter Tabichi

Ranjitsinh Disale



Carolina Muñoz

Doani Emanuela
Bertan

Andria Zafirakou

For this activity, a number of teachers of different nationalities have been selected, from very different educational realities and unique ways of tackling education, but they all have in common a **passion for educating** and are clear examples of how teachers play a key role in achieving inclusive, equitable, quality, lifelong education for all, no matter where they come from, or what their social conditions are.

Annex 5 includes a sheet presenting the six teachers selected. You don't have to go into depth on all of them, but we invite you to watch their testimonies and then choose which two would be the most interesting for you to work on with your students and then conduct a reflection session and closing game.

Some of these videos are in Spanish and others in English with subtitles, but they are all simple, dynamic and very visual. It might be interesting to work on a second foreign language, although it would be recommendable, for better student comprehension, to stop every now and then and translate what they

are staying, or allow students to take turns reading the subtitles in Spanish.

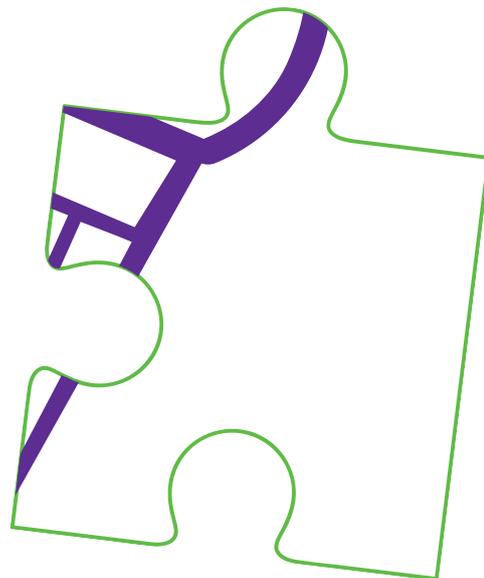
You can also guide the activity by asking the students questions like:

- What do you like about this teacher?
- Why do you think they are passionate about their job?
- What do you think makes them sad about their job?
- What's special about this teacher's classes?

After watching the video together, they should discuss what points stood out to them the most and then, as a group, write up on one half of the blackboard **the commonalities between these teachers**, and on the other half, **the differences**.

It would be helpful to guide the activity to ensure they take a deeper look at their personal characteristics, their passions, thoughts, shared ideas... This activity will give useful insight for the fifth and final level of today's session.

After the activity is concluded, level 4 will be complete! The fourth puzzle piece will be handed over.





Level 5: Teacher silhouette

Time: 20 minutes.

Materials: Game board, puzzle piece 5, roll of paper (for painting the silhouette), pens and markers, paints and related items.

This time, the students will be asked to draw the outline of the teacher on the rolled out paper. Annex 6 includes an example of a teacher silhouette.

The students will draw a silhouette of their teacher (the teacher can lie on the floor and have them draw their outline), and the students will then write and classify some associated words, drawings, emojis... (whatever is suitable for their age) on **what characteristics teachers should have to play their key role in education**; especially to guarantee the right to inclusive, equitable, quality education for all (SDG4). The silhouette will be split into 4 different zones that will each represent different ideas, so students should be split into 4 groups in the classroom, each given one of 4 different symbols (Annex 7). Annex 8 contains a note that can help you pinpoint these characteristics and Annex 9 provides a series of illustrations associated to each of the following areas (these are optional, depending on the reading and writing level of the class):



Surroundings Zone

Around the silhouette (outside the outline, making reference to the teacher's context/ surroundings), all the characteristics that a teacher's context should have to guarantee they can fulfil their key role in education (Annex 10: Decalogue provides prompts). Students will be given a **symbol of the world**.



Emotions Zone

In the heart area of the silhouette, we will represent the emotional skills a teacher needs to successfully embrace their role key role in education. Students will be given a **symbol of a heart**.



Knowledge Zone

In the brain area of the silhouette, we will represent the knowledge a teacher needs to successfully fulfil their role key role in education. Students will be given a **symbol of a light bulb**.



Actions Zone

In the hands area of the silhouette, we will represent the actions a teacher should take to successfully fulfil their role key role in education. Students will be given a **symbol of a pair of hands**.

Each group will explain their reflections to the rest of the class while illustrating them on the silhouette and attaching the symbols on the key zones.

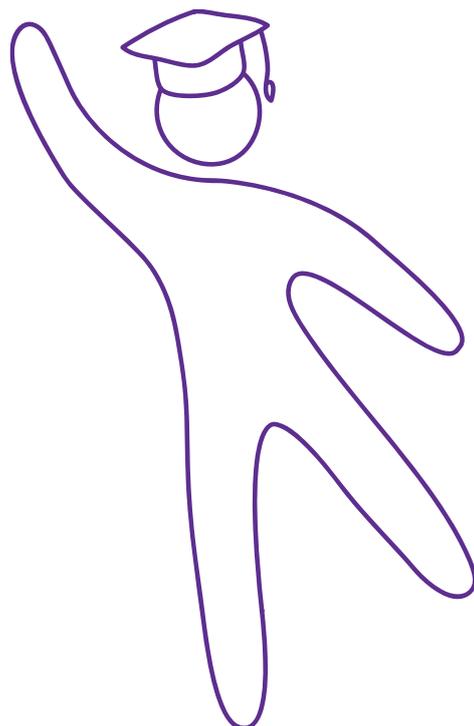
The teachers will explain to the students that, in order to have all these characteristics, it is essential to guarantee SDG4, inclusive, equitable, quality education, and its funding. For this purpose, we encourage the teachers to explain the needs they have, sharing their own experience.

Lastly, **we will make use of all the work carried out during the activity and display it to the whole centre!**

We will take the paper silhouettes and all the brainstormed ideas and hang them up in a visible place in the centre, such as the corridor or main entrance. In this way, the needs of the teachers will reach many and we will give visibility to the GAWE, helping achieve SDG4!

We can also put on display the microphones the students obtained when they successfully completed each of the different activities.

After the silhouette activity is concluded, the level 5 will be complete! The fifth puzzle piece will be handed over.





Level 6: Mobilise and speak out!

Time: Full session.

Materials: Game board, puzzle piece 6, microphone or smartphone, crafts developed in Level 2.

We have reached the final activity! And just for getting here, you've won the last puzzle piece that will unlock the symbolic element of GAWE 2022. Reaching the end of this game means that the students have been able to successfully complete each level, gaining knowledge around the key role of teachers and the right to inclusive, equitable, quality education (SDG4).

So, it's time for the students to mobilise and put all they have learned into practice.

To conduct the final activity, students will be asked to develop a TV programme! The aim of the TV programme is **to raise public awareness around the key role of teachers**, the difficulties they may encounter and the importance of everyone all over the world having access to inclusive, equitable, quality education (SDG4).

(Class reflection time prior to working in groups)
Before recording a short TV programme, we suggest that the students reflect on all they have learned about the key role of teachers during the game and discuss how all the learning and teachings the different teachers they have had has made an impact on them.

Subsequently, they will create a programme hosted by the students themselves to address the question: **Why is it important that** *(insert teacher's name)* **comes to school every day?** Each group can choose a teacher or the whole class can work on the same teacher. This question will be tackled in small groups, the same groups arranged for the level 2 craft.

Each group should think about how they want to answer this question and what they want to highlight. They should be given 20 minutes to prepare their answer, which should be between one and two minutes long. The group should also decide which student to interview as group representative in giving their response.

The teacher will record the programme using the set created in level 2 of the craft. The groups will take turns to give their response, with one member of each group playing the role of interviewer and one as interviewee.

The other group members can feature in the background on set, holding the TV show posters, giving everyone a role. The rest of the class will listen to each group as they take their turn to record, thus learning and sharing the work with everyone. Each group must be

able to give their answer in a maximum of 2 minutes. All the answers obtained can be edited into a montage to create the final programme.

- If the centre has a YouTube channel, radio, magazine, journal or similar platform, the programme can be shared there during GAWE.

- You can also share it with GAWE info@cme-espana.org. Please note that, in order to publish and share images, videos or other materials featuring students, it is essential that consent be duly obtained. All indications in this regard are set forth in Annex 11.

Lastly, we must not forget that GAWE is being held in the last week of April! This would be the ideal time to **upload the TV programme to the school website and social media accounts with the hashtag #OneBillionVoices** and make the biggest impact.

Additionally, the Main Events of GAWE will be held at that time everywhere, so students will be able to perform the programme content live! We can also simply **discuss our experiences and everything we learned during GAWE**. Your actions will join forces with other actions proposed by the Global Campaign for Education (GCE/CME).

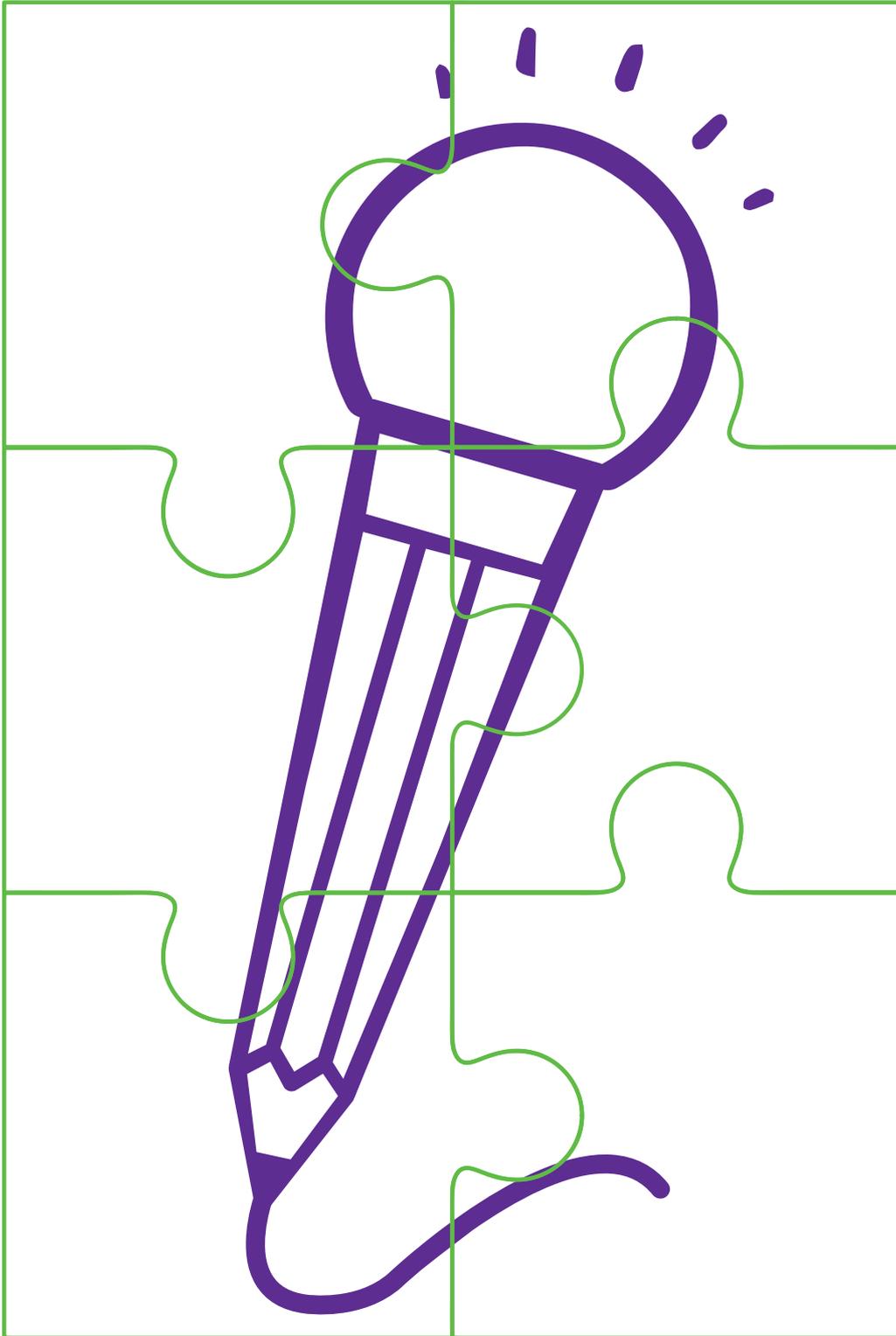


Annex 1: Game board

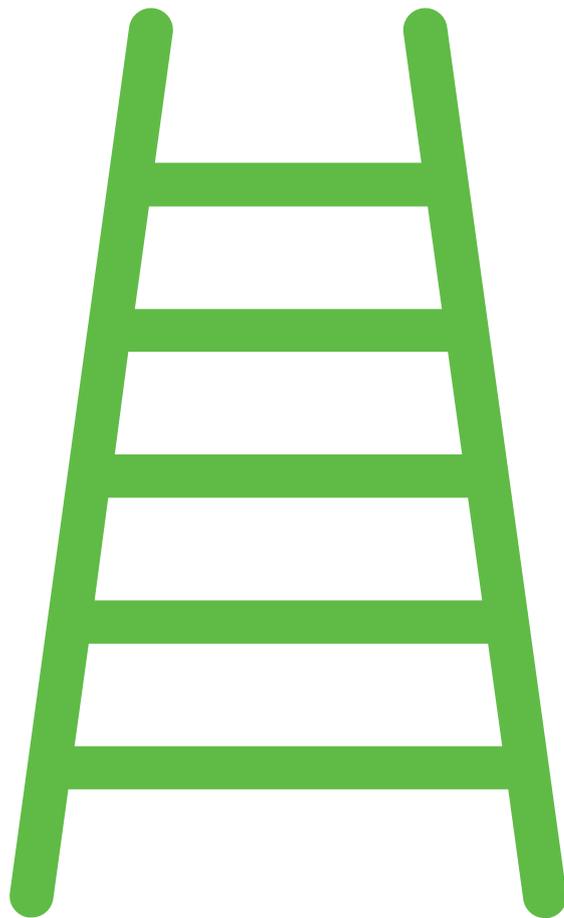




Annex 2: Puzzle pieces



 Annex 3: Game piece and ladder





Annex 4: Examples of words for the “how does school help me grow?” activity

GROUP 1	GROUP 2	GROUP 3	GROUP 4
TEACHERS	Teachers	tEAchErS	TE_CHE_S
LIGHT	Light	liGhT	L_GHT
RESPECT	Respect	ReSpEct	R_SP_CT
PENCIL	Pencil	PeNCil	P_N_IL
DESK	Desk	dEsK	D_SK
BLACK -BOARD	Blackboard	BlacKbOaRd	BL_C_BOA_D
FRIENDSHIPS	Friendships	fRIenDsHIps	_RIEN_SH_PS
BOOKS	Books	bOoKs	BOO_S
CARE	Care	cARe	
SAFETY	Safety	sAfeTY	
LIBRARY	Library		
INTERNET			



Annex 5: Stories by teachers nominated for the global teacher prize

Hanan Al Hroub
(Palestine)

Winner of the Global Teacher Prize in 2016

Hanan grew up on a refugee camp in Palestine. A life exposed to violence meant that, at school, he found the opportunity to use play as a pathway to learning and reduce violent behaviours in schools.

<https://www.youtube.com/watch?v=AMvtX2Wrvs4>
(1,54' In English, with subtitles in Spanish)

Peter Tabichi
(Kenya)

Winner of the Global Teacher Prize in 2019

Teaching in an impoverished rural area, he empowers his students through science, allocating 80% of his salary to the needy.

<https://www.youtube.com/watch?v=SCEwQ0I8W44>
(1,38' News item dubbed in Spanish)

Ranjitsinh Disale
(India)

Winner of the Global Teacher Prize in 2020

Not only did he translate the class textbooks into his students' native language, but he also incorporated QR codes to give them access to audio recordings of poems, video conferences, stories and assignments. Ranjit would change the textbook content, activities and assignments with QR codes to create a personalised learning experience for each student. In addition to this, he updated the textbooks with QR codes, Immersive Reader and Flipgrid tools to help children with special needs.

<https://www.youtube.com/watch?v=BlmnQqSzYa4>
(1,22' News item dubbed in Spanish)

Carolina Muñoz
(Argentina)

Winner of the Global Teacher Prize in 2020

New Technologies and English

This teacher's major accomplishment was her ability to interpret the needs and value and serve the ideas of her students. Once they felt motivated, they went from not attending school to waiting for her at the classroom door and they discovered the importance of learning a foreign language in order to become citizens of the world.

<https://www.youtube.com/watch?v=FcTccsEFLoM>
(2,00' Testimony in Spanish)

Doani Emanuela
Bertan
(Brazil)

Winner of the Global Teacher Prize 2020

Special Education and Sign

Doani teaches LIBRAS, Brazilian sign language, to her students with hearing disabilities. Taking advantage of the opportunities provided by technology, she began to propose video calls with her students, to clear up doubts and concerns about the daily classes. These online tutorials grew and became more systematic each day, turning into video classes.

<https://www.youtube.com/watch?v=2A-RblnvS1c>
(1,03' Presentation in English, with subtitles in English)

Andria Zafirakou
(United Kingdom)

Winner of the Global Teacher Prize in 2018

The school is located in the Brent neighbourhood, one of the “most ethnically diverse and impoverished”.

Andria's determination to go beyond the identikit school curriculum has resulted in Alperon winning the Platinum Award for Professional Development from the Institute of Education, an honour bestowed on fewer than 10 British schools.

<https://www.youtube.com/watch?v=LhDACV1XWiM>
(2,23' News item in English with subtitles in Spanish)

Source: Varkey Foundation. <https://www.globalteacherprize.org/es>



Annex 6: Teacher silhouette



Annex 7: Symbols for the silhouette





Annex 8: News item on a teacher

highlighting the qualities of a teacher committed to quality education

Qualities of a good teacher

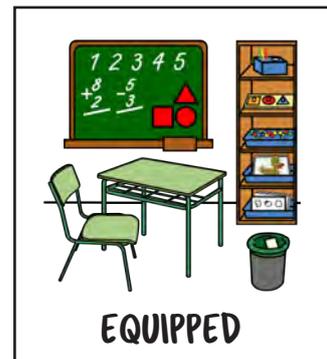
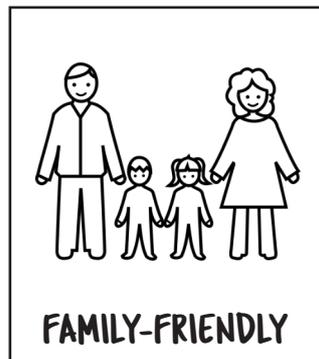
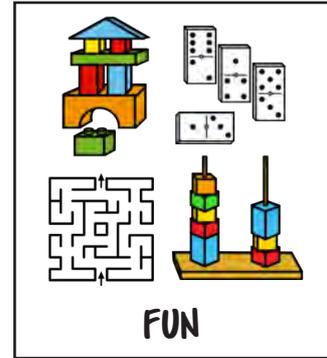
Teaching in impoverished areas is a real challenge. But the success of our projects encourages us to share the qualities held by professionals like Carolina, who are working in difficult settings.

1. Always ensure that the children feel **useful, heard and loved**.
2. **Build enough trust** in the children for them to discover their inner talents.
3. **Promote cooperation**, not competition, because when they are an example for others a positive change happens in them and this has repercussions on those around them.
4. **Get to know the students** so you can know how to help them. This is the true purpose of teaching.
5. **Be a creative person** so you can capture the interest of those who are looking for an answer.
6. Understand education as a **social commitment** that goes beyond knowledge that can be shared.
7. Provide the necessary tools for **students to better understand the world** in which they live and can develop themselves in it.
8. Understand learning as a way of granting a person the possibility of **building and developing affectivity** and community relations.

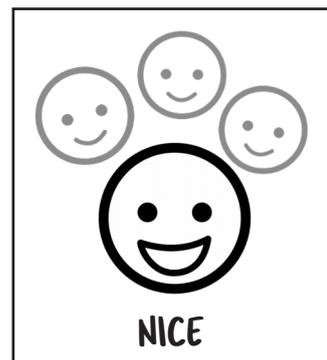
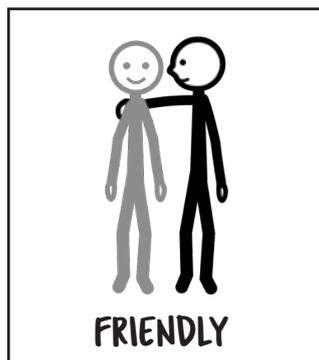
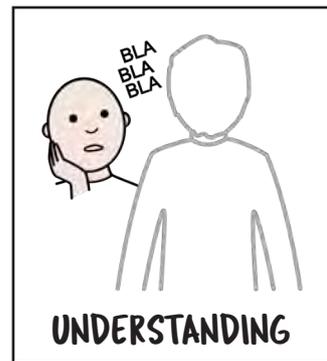
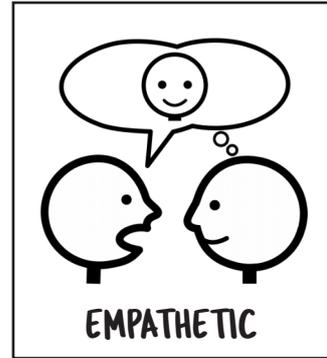
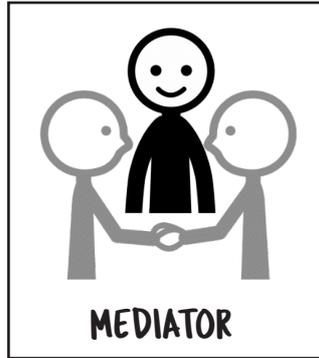
Taken from article: Arnaiz, B. (2019) "Las 8 cualidades fundamentales de una buena profesora". Ayuda en Acción:
<https://ayudaenaccion.org/ong/blog/educacion/cualidades-de-una-buena-profesora/>

Annex 9: Pictograms

Surroundings



Emotions



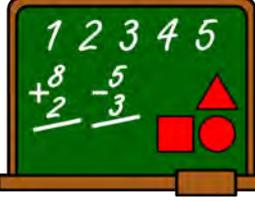
Knowledge



PATIENT



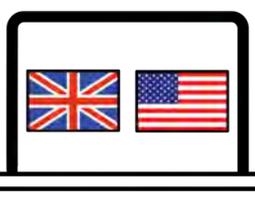
MUSIC



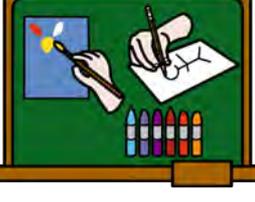
MATHEMATICS



LANGUAGE AND LITERACY



ENGLISH



PLASTIC AND VISUAL ARTS



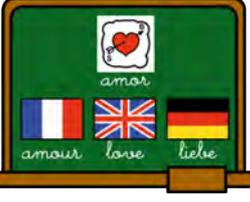
PHYSICAL EDUCATION



STORIES

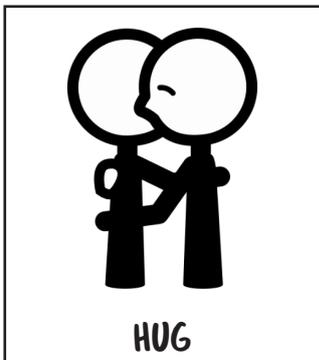
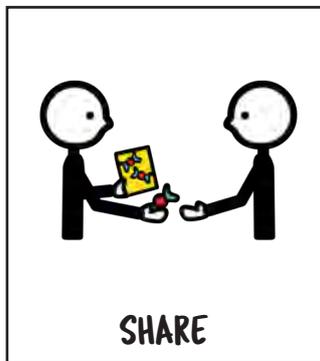
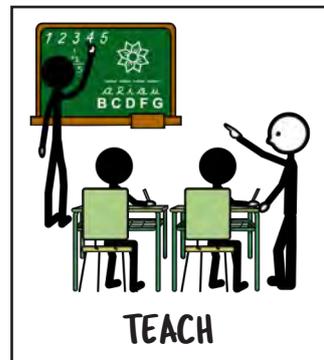
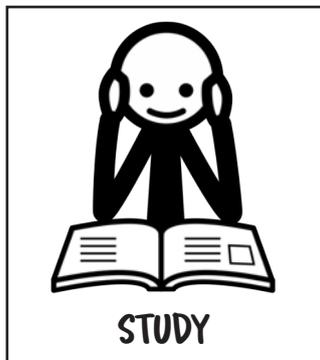
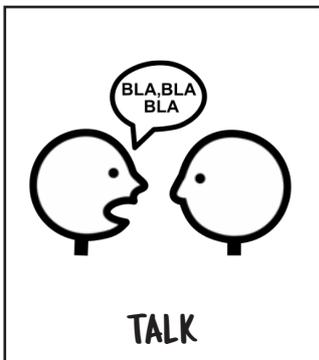
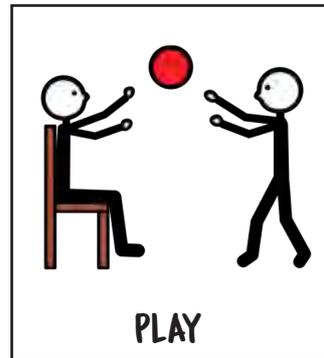
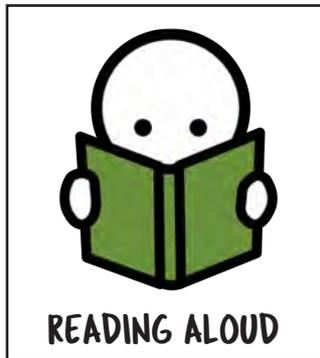
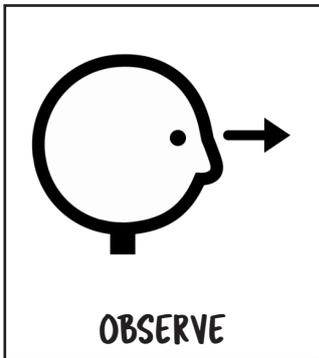


CREATIVE



LANGUAGES

Actions



Annex 10: Decalogue



- 1** Promote equality in the basic material, human and educational resources needed to access education.
- Avail of more personal resources to be able to meet the emotional needs of all students and teachers. **2**
- 3** Assess and convey the importance of education and adequately trained professionals.
- Raise awareness among governments, promoting stable legislation and strong investment in material and personal resources. **4**
- 5** Promote inclusion and foster skills among students with difficulties and issues.
- Guarantee that education is universal and that everyone can access it in order to work towards social equality. **6**
- 7** Understand that education has to be systematic and it is essential to work together with families to ensure it is of the best quality.
- Develop an education that is not only instructive but also encompasses other dimensions of personal growth. **8**
- 9** Secure free education for all, with teachers who are equipped to cope with adversity and are well trained.
- Increase economic and human resources and specific training adapted to the students. **10**



Annex 11: Authorisation

Please be reminded that in order to publish and share images, videos or other materials featuring students, it is essential to obtain the appropriate consent from parents/guardians, stating that they are aware that the images will be disseminated by the World Campaign on social media and via the channels of the campaign's partners.

In order to disseminate your work and for you to speak out via the social media accounts of the Global Campaign for Education (Facebook, Instagram, Twitter, Flickr, the website or other media channels) dedicated to promoting GAWE and fighting to achieve SDG4, as the main goal, we encourage you to:

Share materials and photos on the website and/or on social media of your education centres and spaces, tagging the GCE (list of CME España accounts below). Furthermore, from the GCE (CME España), we will be able to further disseminate the work and speak out on your behalf.

You can also share it with the Global Campaign for Education (CME España) by sending the material to comunicacion@cme-espana.org

The email should include the following basic information:

- Name of the education centre/space:
- Who has taken part (Grades/Group/Class):
- Date and place (town, municipal area, region):

N.B. Please include the following paragraph in the email:

"[ENTITY], as participant in the activities carried out within the framework of the Global Campaign for Education, hereby grants to the entities comprising the Global Campaign for Education (GCE/CME) permission to process the personal data and images of the participants in these activities that are being shared in this email. The purpose of this data processing is to raise awareness and promote the Global Campaign for Education, as well as to disseminate the image, voice and materials of the participants through any of the media accounts or communication channels of the entities comprised in the GCE/CME. You may exercise your right to access, rectify, delete, contest or otherwise by emailing dataprotection@educos.org and the privacy policy can be found here: <https://cme-espana.org/politica-de-privacidad/>. [ENTITY] hereby guarantees that it has obtained the pertinent consent from the parents/guardians/legal representatives of the children and young persons subject to data and image processing, for submission to the member entities of the GCE/CME."

I have read and accept: _____



ONE BILLION VOICES

FOR EDUCATION

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