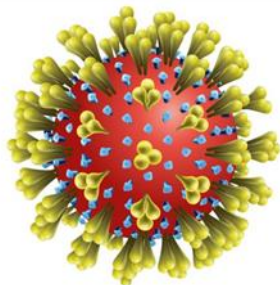


# EU DEAR projects: consequences of Covid-19

Online Hub for EU DEAR projects, 13<sup>th</sup> May 2020

## Annex: Presentations



The content of this report does not necessarily reflect the views  
of the European Commission



## Presentations introducing exchanges between participants

Slide 3            Giordana Francia –  
Get Up and Goals!

Slide 8:            Maria Molde –  
Frame, Voice, Report!



## How to keep in contact with our teachers' community?

One example: In Italy CISP has activated a support team (made of young volunteers) for digital teaching. A sort of call center for telephone assistance for the use of computers, digital platforms access and use. the aim of making distance learning even more effective filling the gap of sometimes poor digital skills. The service is addressed to teachers, parents and school managers. many teachers involved in GET UP are using it.



## Some ways to deliver activities while being lockdown compliant?

- ✓ Webinars and online courses to support teachers in the testing of materials and digital teaching
  - ✓ **Adaptation of some GET UP AND GOALS! teaching and learning materials to make them more usable for distance learning (Climate Change, Migration, Gender Inequalities, International inequalities)**
- ✓ Design (preparation phase) of lessons ready to be used when returning to school, to explain COVID-19 in GCE perspective (APA – Ireland and LWC- UK)



Some ways to deliver activities while being lockdown compliant?

✓ On line awareness raising actions developed by/with students- preparation



On line Game on migration

**Short manual on activism for students:** A short guide for beginner activists

*“ Activism is the pursuit of change, including on social and ecological issues.*

*You can act in many ways, both online and offline”*



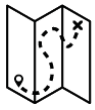


## MATRIARCHAL SOCIETIES

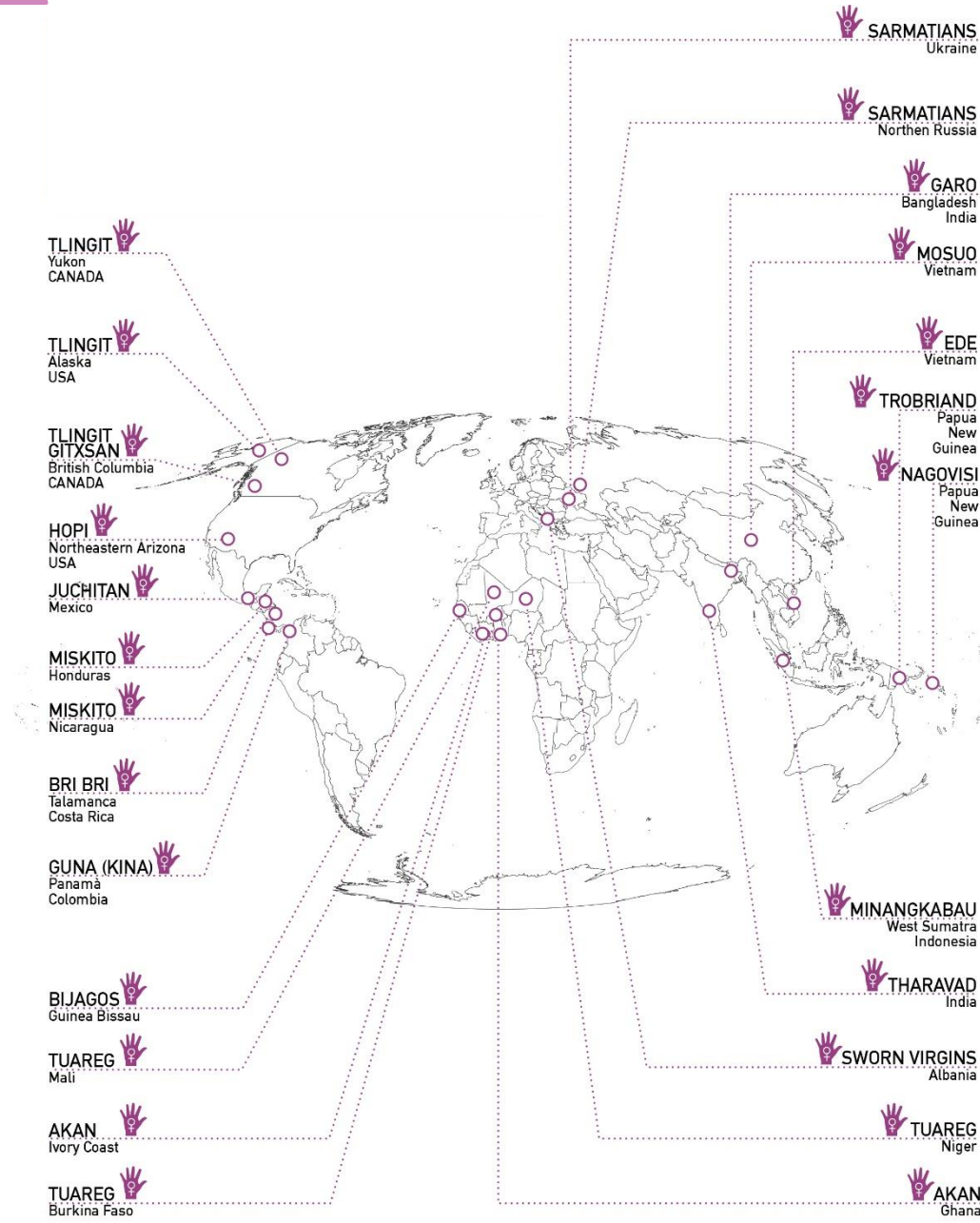


Through the analysis of matriarchal societies in the past and the present, the teaching activity aims at raising awareness of the persistence of gender iniquity worldwide and promoting the development of the capacity of decentralization, that is the capacity to consider perspectives and ways of living other than the ones we are used to.

**DIFFICULTY 2/4**



THE MAP SHOWS THE CURRENTLY EXISTING MATRIARCHAL COMMUNITIES WORLDWIDE.



OBSERVE THE MAP AND COMPLETE, WRITING IN THE CORRECT CATEGORY THE COUNTRIES OF THE WORLD WHERE MATRIARCHAL SOCIETIES EXIST

AMERICA:

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OCEANIA:

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IN WHICH CONTINENT IS THE NUMBER OF MATRIARCHAL SOCIETIES BIGGER?

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Some ways to deliver activities while being lockdown compliant...

Launched:

(<https://www.getupandgoals.eu/news/pajama-gardeners>)

Reflection tools/ website contents

<https://www.getupandgoals.eu/news>



Pajama Gardeners!

## **PAJAMA GARDENERS!**

*Wednesday, 22 April 2020*

It's spring! Nature is awakening to a new life!  
We miss the walks in the park, but the desire to keep our health and our life and that of our...



## **EDUCATION AND COVID-19. THE IMPERATIVE OF GLOBAL CITIZENSHIP EDUCATION**

*Thursday, 07 May 2020*

The COVID-19 pandemic is one of the examples of discontinuity in social life which are usually the object of study for historians. Even without the benefit of historical hindsight, it...



...

To be continued .....

**F R A M E**  
**V O I C E**  
**R E P O R T !**

# The impact of COVID 19 on DEAR projects

The case of  
**FRAME, VOICE,  
REPORT!**



The Project is funded  
by the European Union



Online COVID 19 HUB, 2020-05-13



# What is FRAME, VOICE, REPORT!

- LOT 3 project with main focus on sub granting for small and medium sized CSOs.
- Sub granting goes hand in hand with coaching, networking and capacity building.
- 6 partners, 7 countries
- 177 projects, 220 organisations
- 102 projects active under corona lockdown

# What did we do in relation to the administrative framework for third parties?



- Contacted all active projects asking for an update in light of the current situation
- Based on that gave all current projects the option of a 1-2 months extension
- Asked all current project to provide us with a plan A and B:
  - A Plan A (if activities could be implemented physically before the holidays)
  - A Plan B (if activities could not be implemented physically before the holidays).



# What did we do in relation to coaching and trainings for third parties?

- Online end seminars
- Helped third parties with rethinking their strategies via emails and phone-calls with feedback on their plan A' and B's
- Extra online trainings focusing on online communication strategies, including strategies for enhancing engagement via social media
- Extra online trainings focusing on urgent questions, challenges faced as well as reporting



# Current Status for third parties

- All third parties are implementing their plan Bs.
- This includes for example:
  - Rescheduling offline physical activities to online events
  - New ways of presenting products (for example through online film festival)
  - Adjustments of school materials from physical visits to online teaching modules instead

Supplement: Planning of live public screenings and launching events after the lock down



## **FORELÆSNING: POSITION**

ET ØVELSESHÆFTE OM INDDRAGELSE,  
REFRAMING OG VERDENSMÅLENE





Et udtryk for måden vi mennesker  
opfatter og forstår forskellige ting.



På dansk hedder 'frames'  
fortolkningsrammer.

*HVAD ER FRAMES?*



# PROJEKTREJSE TIL GHANA

- Foregik i maj 2019. Vi var tre afsted – mig selv, en journalist og en fotograf.
- Vi var afsted for at indsamle materiale til fotobogen og øvelseshæftet
- 5 workshops for 15 unge i alderen 12-18 år tilknyttet den lokale organisation CAS



# Current status for FVR partners

- Used a lot of time on redirecting all these activities
- Optimizing learning between third parties and between
- Delay in the production of global outputs, start up of evaluation, planning of final end meeting
- Overload of activities previsioned for the autumn,
- Probably need for a 1-2 months extension