THE BIGGER PICTURE
Reflecting the global dimension in adult education
An Erasmus+ project

Thematic Workshops on Global Education

An Erasmus+ Strategic Partnership Project

AidLearn · ANDRAS · IFAID Aquitaine · GLaSP · Prómeteo · UNIVERSIDAD DE SEVILLA

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Thematic Workshops on Global Education

1.   Introduction

This document contains training workshop materials on global education developed by an Erasmus+ Strategic Partnership project, "The Bigger Picture". The materials are presented as workshops, based on themes derived from the *Global Competence Framework for Adults*, also developed by the partnership (The other outputs can be downloaded from the project's website: https://biggerpicture.moodlecloud.com

Workshop Themes

Economy and Globalisation
Conservation
Energy
Poverty, Hunger and Malnutrition
Global Communication
Human Rights and Social Justice
Democracy and Global Citizenship

The workshops were piloted (virtually) with adult learners across the partnership, and feedback from the evaluation and peer reviews were incorporated as part of the part of the system of quality assurance.

A course in global education (also developed by the partnership) was also piloted with educators, before the adult pilots, to help educators develop the global competences required in terms of their knowledge, skills, attitudes and values in respect of global and international development issues in the context of the UN Sustainable Development Goals.

By global competence we mean
 "*The knowledge and skills people need to integrate in the* world *so they can understand global events and create opportunities and possibilities to address them. Global competences are also the attitudinal dispositions that make it possible to interact peacefully, respectfully and productively with other human beings from diverse geographies*"

2.   Target group

The target group for the workshop is adults that want to learn about global and international development issue but have no opportunities to do either as part of their

course (for adult learners) or those who would otherwise, would no other opportunities to do so.

3.   How to Use the Materials

Workshops have been developed for each of the seven themes, designed to be delivered on a standalone basis over several sessions of varying durations. There are no prerequisites or prior knowledge required, so any adult can benefit from them.

For each thematic workshop, session plans have been developed and materials produced to support the delivery of the sessions. Session plans contain the learning outcomes, teaching and learning activities, teaching resources including presentations, audio-visual materials, handouts, test/quizzes and links to further resources.

 Although the workshops have universal application, the proposed methodologies, duration and materials can be adapted to suit the needs of learners and the context in which they are being delivered.

This publication reflects the views of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein

4. Workshops
4.1 Economy and Globalisation

Theme	Economy and Globalisation
Workshop Summary	This module analysis the phenomenon of **Human Migration,** i.e., the movement of people from one place to another with the intentions of settling, permanently or temporarily, at a new location and how the **Migration and Movement of People** is one of the most visible and significant aspects of globalisation that impacts on different nations in different ways.
Duration	4 hours (inc. 20 minutes break)
Number of learners	8-20
Entry requirement	This is an introductory course on the topic of migration and does not require previous knowledge of the subject. However, participants will need a good level of spoken and written English equivalent at least to CEFR B1 and basic numeracy skills. A genuine interest in the subject and a willingness to join in group discussion will help both individual and collective learning.
Resources	All course materials will be provided by the tutor in electronic format. Access to internet via individual laptops will be available in the classroom, however students are welcome to bring their own computer/laptop/tablet with a fully updated browser (preferably google chrome).
Module Structure	This is a standalone workshop that covers 1 unit from the GLOBAL COMPETENCE FRAMEWORK FOR ADULTS Unit 2: Migration and Movement of People

Learning outcomes	At the end of the session, learners will be able to :
	1. Describe the different types of migration (e.g., emigration, immigration, internal, external) in details by referring to a wide range of examples across the world
	2. Describe the full range of causes of migration in different countries by referring to relevant examples across the world
	3. Explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy
	4. Illustrate the impact of migration on the local economies and how this contributes to sustainable development in a presentation using suitable media and data sources
Activities	**Introduction (5 mins)**
	T: Introduction to the topic and the learning outcomes using a presentation, and questions to the group to check any previous knowledge or experience of the topic. Expectations and group contract agreed
	PART 1 [LOs 1-2]: Activities to understand and describe the different types of migration and the full range of causes of migration in different countries (90 mins)
	ACTIVITY 1: reading and group discussion. Article on the different types of migration - Resource #2
	S: read the article individually and discuss/agree key messages in small groups of 3-4 students.

ACTIVITY 2: reading and group discussion. Article on the full range of causes of migration - Resource #3

S: read the article individually and discuss/agree key messages in small groups of 3-4 students.

T: monitors group work and supports and facilitates understanding and clarifies any questions.

ACTIVITY 3: Kahoot quiz online - Resource #4

T: presents an online quiz on screen to test knowledge about the types and causes of migration.

S: complete the online quiz individually

T: checks replies as a group – students mark themselves individually

ACTIVITY 4: general group discussion

S: students present examples of migration in different countries and the reasons why this migration has occurred followed by questions from peers.

BREAK (20 mins)

PART 2 [LO 3]: Activity to explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy. (60 mins)

ACTIVITY 5: reading, individual research, pair work. Article on "The Labour Market Effects of Immigration" - Resource #5

S: read short article individually

S: using a computer research relevant, current examples of countries where there has been a significant increase in the mobility of labour due to migration and consider the effect this has had on their country of residence and/or origin.

S: In pairs, students share their research with their partner and compare their findings by country and this will be displayed on a flipchart poster created by the pair. A carousel activity will ensue whereby the other students will walk around to read the posters and ask questions of the creators of the posters.

T: monitors performance and assess knowledge – provide feedback to individuals and groups/pairs

PART 3 [LO 4]: Activities to develop knowledge of the impact of migration on the local economies and how this contributes to sustainable development. (60 mins)

ACTIVITY 6: Video watching: "The Economics of Immigration" - Resource #6
S: watch brief BBC video and make individual notes – compare notes in pairs to check understanding.

ACTIVITY 7: tutor presentation on sustainable development, group work and presentation - Resource #7
T: introduces the topic of sustainable development and present United Nations Sustainable Development Agenda
S: using the information from the video and the United Nations document, students work in groups to research and discuss how migration will affect these goals. The groups will prepare a presentation and present their findings to the class followed by questions from the audience.

ACTIVITY 8: tutor presentation and discussion the impact of migration on the local economy - Resource #8
T: shows and explain BBC news article "European Fruit Pickers Shun Britain" to demonstrate the impact of migration on the local economy.
T: Strategic questioning to check understanding and round up topic.

	Evaluation and Closing (10 mins) Brief class discussion on what students have achieved from the unit. Evaluation sheets completed by students.
Additional reading	History of Human Migration, Wikipedia – LINK Introduction to Human Migration, National Geographic - LINK People On The Move: Global Migration's Impact And Opportunity, McKinsey Global Institute - LINK

4.2 Environmental Protection, Climate Change and Conservation

Theme	Environmental Protection, Climate Change and Conservation
Workshop Summary	The goals of this workshop on **environmental education** are: to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; to create new patterns of behavior of individuals, groups, and society as a whole towards the environment. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental/energetic issues and have the skills to make informed and responsible decisions.
Duration	*Max 3 hrs in classroom*
Number of learners	*Max 18 participants to the Workshop*
Requirement / prerequisite	*Not any prerequisite*
Resources	https://www.slideshare.net/sana1718/teaching-methods-of-environmental-education http://www.tenstrands.org https://www.sciencedirect.com/topics/earth-and-planetary-sciences/bioremediation http://www.acespace.org
Learning outcomes	At the end of the session, learners will be able to : Understand what causes air/water pollution and how to investigate the different pollutants that exist, such as toxic gases

	and particulate matter or chemicals in the water. They will see how to use methods to investigate the technologies developed to reduce air pollution,
	Discover the way to help social groups acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection, using demonstrations, or construction of simple particulate matter collectors and by exploring some roles related to air pollution,
	Build and observe a variety of simple models in order to develop an understanding of how experts use these technologies to clean up and prevent air pollution,
	Understand factors that affect water/land quality and the conditions that allow for different animals and plants to survive,
	Discover that sustainable consumption is the use of products and services in a way that minimizes the impact on the environment, using two types of natural resources: the renewable ones and those that are not,
	Use ecological footprints calculators as one valuable starting point to engage people in important dialogues about wide ranging issues of environmental sustainability and resiliency,
	Describe and rank how products and services rely on too many natural resources and create too many harmful emissions when consumed, using in case carpooling, renewable energy sources, such as solar or wind power, showing alternative fuel sources, such as biofuels, for our transportation needs and using environmentally friendly cleaning products,
	Advise others about their personal experience talking about how the weather has changed there in their lifetime, getting hotter and drier or wetter,
	Realise a service project using the environment and the local natural resources to highlight their everyday life. They are responsible for finding a way to recycle and pick up in the neighbourhood. They will plan an outdoor activity and then they will be able to socialize the experience using social issues as hashtags. They will use the #trashtag challenge on Twitter, for example.

Activities	1. **In-class sessions** to clarify questions and consolidate knowledge, in which the educator clarifies questions posed by the learner, poses additional questions for reflection, highlights practical cases of interest for the development of knowledge allowing an active participation of learner forming the construction and consolidation of knowledge. Since these in-class sessions are attended by several learners together, the interactivity between the learners is enriched by the sharing of knowledge, analysis and discussion of subjects regarding the course objectives between themselves and the educator. (1,5 hrs) 2. **Worksheets** of each unit, which allow the learner to train and test the contents of each module and to be aware of the knowledge developed, receive feedback from the educator and reorient their learning process. (45 min) 3. **Use the Resources.** Give to learners an example about which behaviour can be used to develop environmental awareness and what to learn about. (30 min) 4. **Teach learners to use the appropriate receptacle for their waste: reduce, reuse, and recycle as much as you can.** Little things, like packing a waste-free lunch, should enter in the appropriate recycle bin. (15 min) Further strategies **Download an App** (eBooks or games) to teach about environmental conservation.
Additional reading	Material: A flipchart, a videobeam and one personal computer or a laptop, internet connection, a smartphone each one for downloading Apps for the evaluation like Kahoot, or to perform a test like Socrative, paper and pencils, single items to show the recycling process. Additional reading: Reading in environmental education: https://www.researchgate.net/publication/290165210_Reading_in_environmental_education Reading the Environment as Text: https://www.tandfonline.com/doi/abs/10.1080/1350462960020205 Environmental Interpretation

	http://www.invemar.org.co/redcostera1/invemar/docs/RinconLiterario/2009/abril/J_351.pdf

ADDITIONAL RESOURCES

Pollution	
Identification	**Tbilisi Declaration**, 1st Intergovernmental Conference on Environmental Education
Location	http://www.gdrc.org/uem/ee/tbilisi.html
Description	The Tbilisi Declaration together with two of the recommendations of the Conference constitutes the framework, principles, and guidelines for environmental education at all levels—local, national, regional, and international—and for all age groups both inside and outside the formal school system.
Pollution Sustainability	
Identification	**"Ten Strands"** gives resources to educators in California in partnership with the state's recycling authority and an outdoor-education program, among others.
Location	https://tenstrands.org/
Description	Our vision is a world where everyone understands and experiences the interrelatedness of people and place; where all students have access to high-quality education with an environmental component; and where all people have the knowledge, awareness, and ability to make decisions that promote health and wellbeing for themselves and their communities.
Location	https://www.sciencedirect.com/topics/earth-and-planetary-sciences/bioremediation
Description	Bioremediation is a process that uses mainly microorganisms, plants, or microbial or plant enzymes to detoxify contaminants in the soil and other environments.
Pollution & Sustainability	
Identification	**Ace Space**

Location	www.acespace.org
Description	Our Climate Our Future is a project of Alliance for Climate Education. ACE's mission is to educate young people on the science of climate change and empower them to take action. ACE has educated two million students and trained over 4,000 student leaders. Our Climate Our Future is an award-winning, interactive climate education resource that brings climate change and solutions to life.

Sustainability & Climate change	
Identification	**American Association of Geographers**
Location	http://www.aag.org/cs/education/k12_and_teacher_education/teaching_about_global_climate_change/
Description	Teaching About Global Climate Change provides free, online professional development modules for geography and social studies teachers at middle and high school levels. The modules provide information and materials for teachers who are preparing to teach about global climate change.

Sustainability	
Identification	**Vanderbilt University**
Location	https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/
Description	In a globalizing world of limited resources and unlimited ingenuity, colleges and universities play a vital role in preparing students to meet the sustainability challenges of the future. The imperatives of sustainability point not only to new course content, but also to new ways of teaching that content. As a project with relevance across the disciplines, sustainability presents a valuable paradigm for rethinking pedagogy.

Sustainability	
Identification	**Google**
Location	https://yourplanyourplanet.sustainability.google/

Description	We all want a healthy planet for today and tomorrow. The small choices we make each day can help us get there. Learn simple tips from Google, the California Academy of Sciences, and the Ellen MacArthur Foundation to help people and the planet thrive together.
Sustainability	
Identification	**Morningside Centre's**
Location	https://www.morningsidecenter.org/climate-change
Description	Through Morningside Centre's research-based programs, educators in hundreds of schools have brought transformative change to their classrooms, schools, and students' lives.
Sustainability	
Identification	**National Centre for Science Education**
Location	https://ncse.ngo/supporting-teachers
Description	National surveys show that 40% to 60% of U.S. public school science teachers hedge, equivocate, or send a mixed message when they teach evolution or climate change. NCSE aims to help all of them improve their teaching practices.
Sustainability &– Climate change	
Identification	**Climate Central** An independent organization of leading scientists and journalists researching and reporting the facts about our changing climate and its impact on the public.
Location	https://www.climatecentral.org/
Description	Climate Central uses science, big data, and technology to generate thousands of local storylines and compelling visuals that make climate change personal and show what can be done about it. We address climate science, sea level rise, extreme weather, energy, and related topics. We collaborate widely with TV meteorologists, journalists, and other respected voices to reach audiences across diverse geographies and beliefs.

Sustainability	
Identification	**NASA**
Location	https://climate.nasa.gov/resources/education/
Description	This reviewed collection of NASA Earth and space science resources is for educators of all levels.
Sustainability	
Identification	**Howard Hughes Medical Institute**
Location	https://www.biointeractive.org/classroom-resources?search=&f%5B0%5D=topics%3A73
Description	the Bio Interactive website provides educators with planning tools to build resource playlists and storylines, and professional learning materials and opportunities to deepen their scientific and pedagogical expertise.
Pollution	
Identification	**Science Direct**, Articles published open access are peer-reviewed and made freely available for everyone to read, download and reuse in line with the user license displayed on the article.

4.3 Energy

Theme	ENERGY
Topic	The Sustainable Development Goal "to ensure access to affordable, reliable, sustainable and modern energy for all".
Summary Workshop	This workshop introduces participants to the global energy challenges, in the context of the sustainable development goal to provide access to clean energy for all. The module covers the importance of power/electricity, different energy concepts, sources of energy, the energy mix, global access to access to energy and the problems of continued reliance on fossil fuel.
Duration	*3 hours*
No. of participants	
Requirement / prerequisite	None
Resources	- Digital device and access to internet - Flipchart or interactive whiteboard - <u>Overview of Workshops on energy and session (ppt)</u> - SDG7 (ppt) - Renewable and non-renewable Energy (ppt) - Progress towards SDG7 – Headlines - Video on Overview of global energy (https://youtu.be/90J0Gl-5ggs - Video on SDG 7: https://youtu.be/BB8estUBK14 - Video- renewable and non-renewable sources of energy: https://youtu.be/PLBK1ux5b7U).
Learning outcomes	At the end of the session, participants will be able to : - Identify different energy sources (hydro, wave, oil, natural gas, solar, geothermal) by defining and classifying them into renewable and non-renewable sources. - Discuss progress towards the main SDG7 targets using published to critically - Identify the main energy problems being addressed by SD7 relating them to households and business - Critically examine performance towards the SDG7 targets in own country and globally using published data, to help predict whether or not the overall goal and targets will be achieved - Recognise the imperative of reducing reliance on unsustainable energy sources by reducing own carbon footprint

Activities *Introduction*	1. The session will start with a short quiz (true or false and multiple choice)on key statistics relating SDG 7 to help participants asses their knowledge of knowledge relating to global energy issues and challenges (the questions will need to be prepared nearer delivery as some of the key statistics will change, but should focus on number of people without access to electricity, the main contributors to climate change, the percentage of energy produced from different sources, global consumption of energy etc). The answers will be provided, and participants can self-assess their performance. 2. The educator then introduces the workshop with a PowerPoint presentation providing and overview of the workshops on energy. At the end of the presentation participants will be asked about their expectations from the session, which will be noted. If expectations are covered by other modules, the educator will draw their attention to it.
The Goal to endure access to energy for all	3. Participants reflecting on the video the video they were asked to watch prior to the workshop as a flipped learning activity (https://youtu.be/90J0Gl-5ggs. If fewer than half the group watched it, it will be shown again (4 mins) and they will be asked to reflect on any points issues that resonated with the, anything that struck them or any learning points – contributions will be noted on flipchart or interactive whiteboard. 4. After the discussions, participants will watch a short video (3 mins) introducing Sustainable Development Goal 7. (https://youtu.be/BB8estUBK14) 5. When participants are finished watching the video they will be asked about their understanding of the key terms in SDG 7: access, affordable, reliable, modern and sustainable energy. Responses will be discussed and noted on flipchart or iwb. 6. Participants are asked whether there were any concepts, terms, phrases or issues raised in the video that resonated with them/struck them or they would like to know more about. Contributions are noted and they are informed of which one will be covered during the session or if covered by other workshops in the series. 7. As a whole class exercise, participants are asked the background to SDG . Contributions will be noted on flipchart/iwb, discussed and complemented by educator if required. Link and references to further information will be provided. If the global energy challenges do not emerge from the discussion on the background and context of the SDGs the educator will introduce it by asking participants what they understand to be the global energy challenges.

What is energy? *The energy mix*	8. Brainstorming exercise -participants will be asked to define or explain the meaning of the term 'energy' -contributions will be noted/recorded and some examples of generally accepted definitions will be provided. 9. The educator introduces the concept of the energy mix by introducing asking participants what they think the global production and consumption from each source is mix proportion of each poses the question, why is energy so important. Participants will compare their answers with reliable data from https://ourworldindata.org/grapher/energy-consumption-by-source-and-region Participants will also be asked to indicate what they think the mix is for their own country and given the link to check against their answers. 10. Group activity - in small groups of 2-3 participants will be asked to list the different sources of energy. Answers will be shared and complemented by the educator if necessary. Participants will then be asked to group the different sources into renewable and non-renewable energy sources. Again, answers will be shared, and the educator provides a definitive list of renewable and non-renewable sources of energy. They will then view a short video summarising the differences and challenges posed by both renewable and non-renewable energy sources (https://youtu.be/PLBK1ux5b7U).
Renewable v non-Renewable energy	11. Participants will be asked to identify and discuss and identify any advantages and disadvantages of renewable and non-renewable energy and suggest reasons why the increase in the production on renewable energy is slower and lower than expected or required. Points made will be discussed and noted.
Summing up	12. Plenary- participants will be asked to reflect on the workshop and the extent to which their expectations were met and offer any suggestions for similar workshops in the future.
Additional reading	*Briefing §note on SDG7 : https://wedocs.unep.org/bitstream/handle/20.500.11822/25762/SDG7_Brief.pdf?sequence=1&isAllowed=yhttps://wedocs.unep.org/bitstream/handle/20.500.11822/25762/SDG7_Brief.pdf?sequence=1&isAllowed=y* *The Global Agenda for Sustainable development*: https://sustainabledevelopment.un.org/post2015/transformingourworld *Links to materials on renewable and non -renewable energy:* • https://youtu.be/osBVRfvkmAU • https://www.kqed.org/science/renewable-and-non-renewable-energy-resources-explained

Theme	ENERGY
Topic	The effectiveness of actions to ensure access to affordable, reliable, sustainable and modern energy for all
Summary of workshop	This workshop aims to help participants better understand the actions being taken nationally and globally to ensure access to energy for all and their effectiveness in achieving the goal.

The topics covered include policies, strategies and initiatives nationally and globally to provide access to energy for all, their effectiveness, challenges and likelihood of the targets being achieved by 2030. |
Duration	*3 hours*
No. of participants	
Requirement / prerequisite	There are no pre-requisites for participating in this workshop, but participants would find it useful to attend workshop 1 of this module which provides an overview of the sustainable development goals to provide access to energy for all (SDG7).
Resources	- Digital device and access to internet - Flipchart or interactive whiteboard - Overview of Workshops on Energy on and session (ppt) - SDG7 (ppt) - Progress towards SDG7: https://www.worldbank.org/en/topic/energy/brief/sustainable-development-goal-on-energy-sdg7-and-the-world-bank-group - Monitoringhttps://youtu.be/CiaUQ1N08P0 - Progress report 2018: https://youtu.be/ykCJZXGJRKU (Time 2.25 to 7.20 mins)
Learning outcomes	At the end of the session participants will be able to : - Identify actions being taken to ensure affordable, reliable and sustainable energy by grouping them in terms of national and global actions - Report on the effectiveness of actions to ensure affordable, reliable and sustainable energy using reliable data, by examining performance in own country/region and globally - Speculate on what the right energy mix should be for own country and globally, using data from reliable sources that identify the current energy mix - Argue against the continued production and use of fossil fuel globally, focusing on the impact on the environment and health - Encourage others to take energy saving measures at home and in the workplace
Activities

Introduction | 1. The session will start with a PowerPoint presentation introducing the topic and the learning outcomes. Participants will be asked if they have any other expectations and educator will respond as to whether they are covered by the session or refer to other sessions or modules in which the expectations could be met. |

	2. Participants are asked to recall SDG 7 and its main goals (from the previous workshop on SDG7 for those who attended it or from general knowledge for those who may not have attended the previous workshop).
Policies and initiatives	3. The educator asks participants to reflect on video and/or article (flipped learning) and asked to recall (a) the main energy challenges and (b) actions being taken to address SDG Goal 7 and challenges in doing so and how the targets are being monitored.
	4. Answers are noted on flipchart or iwb, and each discussed in turn to include arrangements for monitoring and reporting on progress including their reliability/credibility. The educator supplements participants contribution in respect of global and national actions, if necessary. In summary participants will watch a short video on monitoring of the SDGs: https://youtu.be/CiaUQ1N08P0
The effectiveness of policies	5. Participants are asked whether or not they think SDG 7 will be achieved globally and in their country/region, giving reasons for their answers. The different views and the reasons are noted on flipchart or iwb.
	6. The educator presents an overview of the overall progress towards SG7 and participants will be asked to work in small groups (2-3) to compare progress towards the targets their own country and globally or between two different regions using reliable sources • (https://unstats.un.org/sdgs/report/2019/. • https://youtu.be/ykCJZXGJRKU (timing2.25 to 7.20)
	7. Having looked at the progress towards the targets, participants are asked to reflect on their previous answers on the likelihood of the SDG7 targets being achieved and invited to make any comments and observations on anything that stood out/struck them and draw any conclusions. Observations and comments are noted on flipchart or iwb.
Summing Up	8. In their small groups, participants will be asked to critique the current approaches to providing access to energy for all and suggest ways in which in which things could be done differently or better. Contributions will be discussed and noted.
Additional reading	Link to policy brief on SDG 7. https://sustainabledevelopment.un.org/?page=view&nr=2749&type=13&menu=1634 https://sustainabledevelopment.un.org/content/documents/21864Activities_of_the_TAGSDG7_20182019_FINAL_low_res.pdf *The Global Agenda for Sustainable development*: https://sustainabledevelopment.un.org/post2015/transformingourworld *Implementation of SDG7:* https://www.undp.org/content/undp/en/home/librarypage/sustainable-development-goals/undp-support-to-the-implementation-of-the-2030-agenda/

| | Progress report on SDG7 2018: https://youtu.be/ykCJZXGJRKU

Link to monitoring report on progress towards SDGs
(https://unstats.un.org/sdgs/report/2019/ |

Theme	ENERGY
Topic	Our role as individuals in energy conservation and efficiency
Summary of workshop	This workshop aims to help participants learn about the different ways in which they can contribute to energy conservation and efficiency in the household, the workplace and the wider community. The topics covered in the workshop includes the concepts of energy efficiency and energy conservation, energy audits, carbon footprints, toxic emissions and tips for improving energy efficiency and conservation in the home, workplace and lifestyle.
Duration	*3 hours*
No. of participants	
Requirements / prerequisite	There are no requirements for attending this workshop.
Resources	• Digital device and access to internet • Flipchart or interactive whiteboard • Overview of Workshops on Energy (slides relating to workshop no. 2,7 and 8) • https://youtu.be/--IBz3DdVgU) • Energy audit tool: https://www.energy.gov/energysaver/home-energy-audits/do-it-yourself-home-energy-audits • https://unstats.un.org/sdgs/report/2019/) • (Workplace) https://youtu.be/jVYw7_cg378 • (Home) https://youtu.be/pY6fAYkscTY
Learning outcomes	• Identify personal behaviour (travel, consumption, production, waste disposal, etc.) their impact on energy conservation and measures that can be taken in the household to improve energy conservation in the areas identified • Identify personal behaviour/lifestyles that contribute to toxic gas emissions, suggesting practical ways in which these could be reduced • Conduct an audit of household habits/practices to identify opportunities for recycling, reusing and reducing the use of resources within the household and at work. • Support energy conservation measures as a concerned citizen, by joining community initiatives and campaigns to improve energy conservation • Show a commitment to energy conservation by practicing energy conservation measures in the household and at work.
Activities *Introduction*	9. The session will start with a PowerPoint presentation introducing the topic and the learning outcomes for the workshop. Participants will be asked if they have any other expectations and educator will respond as to whether they are covered by the session or refer to other workshops in which the expectations could be met.

	10. Participants are asked to recall SDG 7 and its main goals (from the previous workshop on SDG7 for those who attended it or from general knowledge for those who may not have attended the previous workshops).
The concepts of energy conservation and energy efficiency	11. Participants are asked to recall the main energy challenges covered in an earlier session as a means of introducing the 'concept of energy' conservation and efficiency as one of the measures to address the energy challenge by asking for definitions/meaning of 'energy conservation' and energy efficiency. They will be asked to differentiate between energy efficiency and energy conservation based on the video for them to watch as pre workshop activity. (https://youtu.be/--IBz3DdVgU)

Energy conservation and efficiency measures in the home and workplace	12. After watching the video, in small groups participants will be asked to come up with ideas, suggestions and experiences of both energy conservation and efficiency measures they **actually** practice in the home or the workplace. List swill be shared and participants in their small groups will further identify other measures/actions they can take to promote energy conservation and efficiency in the home or workplace.
	
	13. Participants will watch 2 further short videos one on energy saving measures in the home and at work followed by discussions of the measures, the practicability and the extent to which they are practiced by the general public. Key points arising from the discussions are noted
	    • (Workplace) https://youtu.be/jVYw7_cg378
	    • (Home) https://youtu.be/pY6fAYkscTY
	14. As a brainstorming activity, participants will be asked how they would set about implementing energy efficiency and saving measures in the home or workplace and suggestions noted. If it is not mentioned, the idea of o self-assessment or audit will be introduced, and self-audit self-assessment tools that participants can use introduced (https://www.energy.gov/energysaver/home-energy-audits/do-it-yourself-home-energy-audits)

Summing Up	Participants will do a quiz on energy (individually or in pairs) involving 12 questions using Kahoot!
Additional reading	• https://energysavingtrust.org.uk/ • https://www.planete-energies.com/en/medias/close/energy-efficiency-vs-energy-conservation

4.4 Poverty, Hunger & Malnutrition

Theme	Poverty, Hunger & Malnutrition
Summary of Workshop	This workshop is an introduction to these 3 thematic which are closely related. It aims to : - give the participants a global view of the world distribution of population and wealth and therefore a better understanding of the world inequalities. - Describe the hunger situation around the world, the reasons why hunger exists and solutions for fighting against hunger and to understand the link between nutrition and health
Duration	*3 hours*
Number of learners	*Between 12 to 40*
Requirement / prerequisite	There are no specific requirement
Material / additional reading	There are no specific material required. It is necessary to be able to move easily the chairs and tables.
Workshop Structure	This workshop covers 3 units : - Unit 1 : World inequalities - Unit 2 : Hunger - Unit 3 : Nutrition & Health
Learning outcomes	At the end of the session, learners will be able to : - illustrate the inequality of the world distribution of population and wealth

	- understand the causes of hunger - explain the vicious circle between poverty and malnutrition - illustrate the relations between nutrition and health - know how to feed themselves in a healthy & environmental way
Delivery plan	**1. The session will start with a role play called the "chairs game"** http://www.iteco.be/revue-antipodes/se-jouer-des-inegalites-cinq-exercices-dont-le-jeu-des-chaises-actualise/article/jeu-des-chaises-actualise 1st step of the game(worldwide population) : Learners must distribute themselves under 5 panels representing the continents (Africa, Asia & Oceania, Europe, Northern America, Latin America & Caribbean), proportionally to the world population The educator checks the learners 'distribution using the role play tables (http://www.iteco.be/IMG/pdf/jeu_des_chaises_-_iteco_-_population_2015.pdf) or FAO statistic website: http://www.fao.org/faostat/en/#home If needed, educator asks learners to move in order to have the correct distribution 2nd step (worldwide wealth distribution) : keeping the same place in the room, learners must distribute chairs proportionally to the Gross Domestic product of each continent. The educator checks the learners 'distribution using the role play tables (http://www.iteco.be/IMG/pdf/jeu_des_chaises_-_iteco_-_population_2015.pdf) or FAO statistic website: http://www.fao.org/faostat/en/#home

3rd step: discussion with the learners about the game

2. **A moving debate about hunger** :

The educator says statement and ask the learners if they agree or not. The learners who agree go in one place of the room and the ones who disagree in another place. Some participants of each group are chosen for giving the reasons of their opinion. Participants may move on the room from one group to another if they are convinced

The educator has to moderate the debate and to complete with reliable information.
In order to prepare the debate, educator can pick up statements and information from the FAO economist Materne Maets article: "13 myths about hunger" : http://www.hungerexplained.org/Hungerexplained/Myths_on_hunger_debunked.html:

In order to sum up, the information on world hunger and to explain the relation between poverty and hunger, the educator shows a video called "understanding global food security and nutrition made by the German Federal ministry of food and agriculture : https://www.youtube.com/watch?v=QJG7HmQyYcY

3. **Workshop on nutrition and health around the world**

Educator organises groups from 4 to 6 learners and give to each group photos of Peter Menzel exhibition "hungry planet, what the world eats? (Each photo represents in a different country what eat an average family within one week).
Each group has to make comments. In order to help, the educator can make a list of questions: what do you learn from these pictures? Which diets are healthy ? What is your own week diet? Is it healthy or not?, etc.

To conclude the workshop, educator presents the WWF recommendations for healthy and environmental diet:

	https://wwf.panda.org/our_work/our_focus/food_practice/sustainable_diets/ **Evaluation and Closing** Brief class discussion on what the participants have learnt from the session Evaluation sheets completed by students.
Additional resources	- Video about world population growth over the centuries https://www.gapminder.org/answers/how-did-the-world-population-change/ - UN article on world food production and health https://news.un.org/en/story/2019/10/1048452 - The state of Food security and nutrition in the world (2019) https://www.youtube.com/watch?v=zkyIDfglf2Y - Good news in the war on poverty (Borgen project) https://borgenproject.org/victories-fighting-poverty/

4.5 Global Communication

Theme	Global Communication
	The aim of the workshop is to increase to awareness citizen on digital literacy, the responsibility of good practices as prod-user of information. How to distinguish accurate information and to learn to share through social network. To be An important role is played by journalism in verifying information and establishing media accountability instruments. Communication is community affairs and honesty, freedom of speech and respect to privacy and honour is required for getting a better global communication. Reject the fake news and to develop independent observers of good journalism an digital responsibility. The possibilities of audience participation could be convenient to reach more control and freedom of civil society against institutional corruption. During the workshop we will refer to the learners` backgrounds on main issues on global communication, such as:. 1. Explain the purpose, context and potential consequences of fake news and propaganda and highlight the importance of critical thinking as a main action strategy and how affects social stereotypes 2. Outline strategies that can be followed in order to recognise soft stereotypes based on false or biased statements in media. 3. Ethical commitment to the educator's role in the fight against stereotype and improve about intercultural communication on digital sphere. .
duration	3 hours (including 15 minutes break)
Number of learners	*10-16*
Requirement/ prerequisite	The only requirement is fluency in English (min level B1), so that the learners could take active part in the workshop.

Resources	1. Materials developed by the workshop leaders, also other resources. 2. *How to Spot Fake News:* https://www.facebook.com/bbcnews/videos/2556852964604288/ 3. *Threat of Stereotypes https://www.youtube.com/watch?v=FTYMSulvnyw* 4. *Does social media help democracy?* https://www.youtube.com/watch?v=Loq4KlnJNKI 5. *The role of the media in society* https://www.youtube.com/watch?v=JDcS7HX7W-c
Learning outcomes	At the end of the session, learners will be able to : 6.3.3. verifying criteria of accurate news (deontological and social responsibilities) 6.3.4 To upload information with adequate criteria for spreading through social media 6.3.6 To reflect about good practices on social media (to respect privacy, do not use self-image, check personal security conditions) 6.3.9. Make relationship with people from other culture and to compare the different way of living.

Activities	**Introduction to the topic, video, 15 minutes**
	Video and brief introduction to the topic.
	Presentation of each other and to propose a quiz for breaking ice time.
	Warm-up, 20 minutes:
	Activities and debate on:
	To invite people to share their own experience on global communication.
	To read different news and analysis which social discourses is included
	To verify deontological criteria of good practices on information
	Check social network of different people (age, culture…) for analysing the social and cultural meaning of their self-image.
	The learners will receive worksheets and they will move around communicating with each other
	The workshop leaders will coordinate the activity and provide support if necessary.
	The activity finishes with brief feedback.
	Presentation on the topic, 10 minutes
	Presentation on power point with the main contents of the topic
	QUIZ: how good are you at spotting the "fake news"?
	https://akron.qualtrics.com/jfe/form/SV_2bhqIwpegOtj5yZ
	Simulation, 1 hour 25 minutes
	the learners will be able to comment different news from a deontological point of view and social responsibility. What they are saying on gender equality or minority groups, for instance.
	To reflect how in education have been implemented some teaching for media literacy.
	To comment social network advantages and disadvantages

	Marketplace (case studies), 30 minutes The learners will share their own experiences in order to compare their current social network practice and evaluate how much safe are their personal profile. To think about the meaning of their posts To share the last news that have been read by the participant and to make some comment on the argument and how much reliable are from deontological point of view. The workshop leaders will provide their cases to enrich the marketplace and ensure diversity of cases to study. **Reflection and self-assessment, 20 minutes** Reflection process brings the learners to understanding the importance of right to information (accurate information) for citizen and democratic system. To educate to respect the rights of others in social network

Additional resources	European Resource Centre on Education for Human Rights, Democratic Citizenship and Intercultural Understanding. "EI Symposium on Human Rights and Values", 7-8 June 2016, Riga. Hate Speech: ▶ https://www.youtube.com/watch?v=R6hU3nhudRg ▶ https://www.youtube.com/watch?v=d2xqNwG6nqM ▶ https://www.youtube.com/watch?v=Vx1t8B22-TA News Transparency Map ▶ https://www.youtube.com/watch?v=Vx1t8B22-TA

4.6 Human Rights and Social Justice

Theme	Human Rights and Social Justice
Summary of module	This Workshop analysis and reflects the background of Human Rights. Learners will discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights, using published information from reliable sources.
Duration	2 hours
Number of learners	12-16
Requirement / prerequisite	This is an introductory course on the topic of Human Rights with no specific requirements. However, it is essential that participants express interest to participate and feel motivated to reflect and debate ideas in group.
Material	Teaching materials, exercise sheets, post-its, markers. Computer and internet connection is needed. All course materials will be provided by the tutor in electronic format.
Module Structure	This workshop covers 1 unit : - Humans Rights: Unit 1
Learning outcomes	At the end of the session, learners will be able to : 1.1. Recognize information, ideas and principles in the Human Rights.

	1.2. Discuss the background of Human Rights, using concepts by the United Nations (DUDH).
	1.5. Promote new social skills and knowledge of Human Rights and highlighting the likely impact on adult learners.
	1.6. Encourage others including friends and colleagues to support Human Rights measures by participating in local/national initiatives and campaigns
Delivery plan	**Introduction (10m)**
	The Group's presentation is made through images. Learners get up and among the various images arranged on a table, they choose with which they identify most. They say their name and why they choose the image.
	Activities (100m)
	ACTIVITY 1
	After the presentation of the Module, a Group dynamics will be carried out (BINGO!). Learners complete the question sheet between them introducing the thematic. The trainees will answer to the greatest number of questions possible in 10m. After this activity, a debriefing is done - # Resource 1 - Activity 1 (BINGO!)
	ACTIVITY 2
	This activity consists of watching a short video on Human Rights, Universal Declaration of Human Rights, followed by a short debate, encouraging group participation and promoting critical thinking.
	Analysing and reflecting the background of Human Rights, learners will discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights - **# Resource 2 – Activity 2 (Human Rights Video)**
	RESOURCE 3
	PowerPoint presentation - Systematization of contents - #Resource 3 - PowerPoint presentation
	RESOURCE 4

	The funny online Kahoot game will be used to test the knowledge acquired by the learners - **#Khaoot Quiz**
	Evaluation and Closing (10 mins)
	Brief class discussion on what students have achieved from the unit.
	Evaluation sheets completed by students - **#Resource 4 – Evaluation sheet**

RESOURCES

Resource 1	# Resource 1 - Activity 1 (BINGO!)
Resource2	**# Resource 2 – Activity 2 (Human Rights Video) - One of the videos below:** a) The story of Human Rights https://www.youtube.com/watch?v=6XXGF_V8_7M&t=10s b) Universal Declaration of Human Rights https://www.youtube.com/watch?v=5RR4VXNX3jA c) What are Human Rights? https://www.youtube.com/watch?v=pRGhrYmUjU4
Resource3	#Resource 3 - PowerPoint presentation
Resource 4	**#Resource 4 – Evaluation sheet**

4.7 Democracy and Global Citizenship

Theme	Democracy and Global Citizenship
Workshop Summary	The aim of the workshop is to increase to awareness of civil society members on the rights, obligations and opportunities of being a citizen. An important role is played by the possibilities of including community members and shaping the active attitude of citizens that form the basis for success of democratic society in the globalizing world. During the workshop we will refer to the learners` backgrounds and personal attitudes, gain a common learning experience together, develop ideas on the topic and provide the learners with tools and information for further actions. Direct objective for the learners: 6.3.1. Obtain knowledge of democracy justice, equality and the rules and procedures that will maintain it.
Duration	3 hours (including 15 minutes break)
Number of learners	*10-16*
Requirement / prerequisite	The only requirement is fluency in English (min level B1), so that the learners could take active part in the workshop.
Resources	6. https://www.coe.int/en/web/compass/citizenship-and participation#Forms%20of%20participation 7. Council of Europe Charter on Education for Democratic Citizenship Directorate of Education and Languages and Human Rights Education https://rm.coe.int/16803034e5 8. Citizenship and political rights during an era of migration Kristina Kallas Estonian Human Development Report 2016/2017 https://inimareng.ee/en/immigration-and-integration/citizenship-and-political-rights-during-an-era-of-migration/ 9. Materials developed by the workshop leaders

Learning outcomes	At the end of the session, learners will be able to :
	6.3.3. Name his/her and the respective organization's participation possibilities in democratic processes.
	6.3.4 Understand and give examples of the dangers in society when it starts deviating from democratic behavior.
	6.3.6 Compare the functioning of democratic / undemocratic countries based on individual example
	6.3.9. Understand the democratic / undemocratic nature of his/her local and national decision-making processes and wish to act in order to maintain a more open society
Activities	**Introduction to the topic, video, 15 minutes**
	Video and brief introduction to the topic
	The learners get to know each other and the workshop leaders
	Warm-up, 20 minutes: BINGO with reference to learners' experience on the topic
	The learners will receive worksheets and they will move around communicating with each other.
	The workshop leaders will coordinate the activity and provide support if necessary.
	The activity finishes with brief feedback.
	Presentation on the topic, 10 minutes
	Presentation in www.prezi.com
	As a result of the first three activities the learners will be able to name their and the respective organization's participation possibilities in democratic processes.
	Simulation, 1 hour 25 minutes
	During the simulation the participants will experience different roles and challenges in order to understand and give examples of the dangers in society when it starts deviating from democratic behavior.
	The workshop leaders will give instructions, coordinate the activity and provide support if necessary.

	Marketplace (case studies), 30 minutes The learners will share their own experiences in order to compare the functioning of democratic / undemocratic countries based on individual example. The workshop leaders will provide their cases to enrich the marketplace and ensure diversity of cases to study. **Reflection and self-assessment, 20 minutes** Reflection process brings the learners to understanding the democratic / undemocratic nature of his/her local and national decision-making processes and wishing to act in order to maintain a more open.