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CULPEER digital

Cultural Peer-Learning goes Online - Digital Learning in Global Adult and Youth Education by Art and Creativity

Erasmus+ KA220-ADU

E-learning course on digital culture and peer learning approaches "CULPEER digital"

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CULPEER DIGITAL

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1. Module 1: "Introduction into digital concepts and online approaches for cultural peer-learning activities"

1.1 Chapter 1: Why CULPEER?

1.1.1 Lesson 1: Where it all started

Combining cultural techniques with peer learning within creative workshops, involving young people from the Global South and the Global North for the purpose of inclusion and integration, started a number of years before the formation of the so called CULPEER approach. CULPEER as an idea and methodology is rooted in the Kinder Kultur Karawane (Children's Culture Caravan) initiative, that has been bringing artistic cultural groups from the Global South on educational tours in the Global North for more than 20 years now.

The success of KiKuKa, which the initiators from Germany shared first with Denmark and Austria and then also with Bulgaria, Slovenia and Slovakia within the period of 2010-2012, encouraged a core team to sustainably dedicate time, attention, efforts and resources to making Global South visits possible and effective. Mainly because of the global learning results, which these encounters with young people from very different backgrounds, have on the Global North hosts. Learning about global citizenship, climate change, human rights and gender equality through cultural activities, organized and delivered by experienced young people from another continent, proved to be exceptionally easy. Regardless of the differences in the backgrounds, the young people were always managing to find their way towards each other and the interactions showed them that "we are all one" and that this should be the only way, if we want to leave a world, which we are proud of.

The period of 2010-2012 created the possibility for a strong consortium of NGOs and municipalities to be formed for the purpose of developing and carrying through the "Strengthen Creative Cooperation" EuropeAid project (2014-2016), which incorporated cultural peer learning in activities aimed at supporting the achievement of the Millennium development goals. Groups with circus, drama, dance and acrobatic performances shared with the EU partners in the consortium their knowledge, experience and skills for the sake of achieving a higher level of awareness and activism among the Global North youth.

The cultural and peer learning activities continued after the end of the EuropeAid project with an Erasmus+ initiative, called "CULPEER: Cultural and peer-learning approaches for successful integration of disadvantaged youth and refugees at school level", supported by the German NA and focused on providing support for youth integration to teachers, students, headmasters, parents, educators and administrators of cultural centers. This endeavor took a step further and developed "Guidelines for integration and application of the CULPEER approach in schools", engaging with economic, social, educational, ethno-cultural, institutional, health, migration and other reasons behind youth exclusion. The consortium under the initiative also developed online educational modules covering the following topics: Introduction to cultural peer-learning; CPLA for enhancement of key competences; CPLA for integration of disadvantaged youths; CPLA for diversity and equal opportunities; Good practices in cultural peer learning from across the world. This CULPEER initiative ended with a magnificent youth mobility, which engaged young people from all partner countries in a peer-learning cultural effort together with youth from Peru, for the purpose of creating a common performance over a period of 5 days of work in Cologne, Germany - https://youtu.be/fQDlawBeJmE. The performance "Todos somos uno!", together with the specially developed e-learning contents, was the emanation of what CULPEER achieved in the period 2016-2018.

1.1.2 Lesson 2: How Covid-19 forced us to start considering introducing digital methods

After two years of networking, learning and developing the methods of "CULPEER for integration", its team continued its work with a deep understanding and vast experience concerning how the cultural peer-to-peer approach can contribute to the integration of young refugees and other underprivileged young people. An expanded consortium, including also official partners from Bolivia and Tanzania, continued using that approach for strengthening the Sustainable Development Goals in school curricula under the headline "CULPEER 4 Change" and with the financial support of the DEAR programme. For 3 years (2019-2021) C4C did miracles in continuing the path of cultural peer learning happening between youth and educators from both halves of the Globe. The consortium created thematic murals, conduced influential transcontinental conferences in most partner locations (Bulgaria, Slovenia, Tanzania, Wroclaw, Cologne), implemented common youth initiatives focused on the SDGs (both offline and online due to the new conditions imposed by Covid-19) and developed e-learning content and materials as follows: a module for each of the 3 SDG, central for the project – 16 Children Rights, 13 Climate change and 10 - Migration, also an introductory module to CPL as an approach, a module on diversity and equal opportunities and a module on children's rights to education – all of these available for 3 different age groups. C4C also created an extended download area with content and videos from all the Global South groups involved in the project – with presentations, performances, messages and tutorials.

C4C was a huge challenge that brought the best out of the partners, forcing them to be creative and engaging and influential in the harshest of covid-19 times. Face-to-face workshops and performances had to shift into the zoom world. Young people had to continue working with each other and exchanging over the internet. The digital divide was present on all continents. Concern and fear were experienced by all parties. After strenuous organizational efforts however, 2021 saw the groups from Africa and Latin America arrive in Europe again.

The benefits from cultural peer-learning in its original form were manifested again:

- Building interpersonal skills, cultural and global literacy: having young people rely on each other within a common effort, you tend to build trust and harmony. The topics tackled in the workshops supported the process of expanding the competences in the target spheres of the project. Interpersonal skills are social skills that help you get along with others and this holds a critical potential in the long-term, encouraging young people to build lasting relationships.
- Improving communication skills. Considering the level of proficiency of the visiting groups, their peer support for developing skills to communicate impactfully and clearly was more than substantial.
- Peer learning leads to developing teamwork skills, because the participants are engaged in tasks, which they cannot complete alone.
- Cultural peer learning brings pure joy to those involved in it, which establishes a healthy environment, which people want to stick to. When this environment takes the shape of a school or a community, the presence of engaged, active, aware and inspired young people is more than appreciated.
- Growth and development are fostered as young people learn from each other. When someone is entitled to teach a skill or a bit of knowledge to other peers, he or she will do their best to get to the core of the skills or the topic and to fill in all the possible blanks in order to make the most of the experience – for her/himself as well as for the others.

1.2 Chapter 2: How can the face to face approach of peer-learning and its cultural events be replaced by online learning and activities?

During the peak of COVID-19 pandemic, it is estimated that more than 1.5 billion children were locked out of their schools and non-formal educational activities. As the pandemic unfolded across countries around the world, educational institutions were forced to shift rapidly from face to face education to "emergency remote learning" within a tight timeframe that obstructed the design of proper educational resources and educational programs. These challenges affected both the field of formal and non-formal education. The challenges this situation imposes on teachers and educators includes the necessity of quick development of high quality educational content, teaching methodology adjustment, restricted access to equipment and resources, and need for meaningful use of a variety of digital tools and methods (Costa et al, 2021).

The pandemic created the global need to organize entirely school and non-formal education online, which have never functioned in this setting before (with the exception of higher education). In response to the aforementioned needs, digital technology was seen as the solution to teaching and creating opportunities for learning in those troubled times. However, even before the pandemic started challenging our lives, online solutions were brought forward to tackle issues such as geographical barriers, socio-economical obstacles that make commuting challenging, need for more flexible time frameworks and more.

Under these circumstances cultural events and activities had also to find their way in the online/digital setting. The same applied to peer-learning practices (usually found in the backbone of cultural events and activities) which had to be adjusted to the new reality.

1.2.1 Lesson 1: Tips for a successful online learning and activities

Moving to online teaching does not mean just to put the content that has been created for in-person education online. Research studies on teacher professional development show the crucial role of teacher training in properly using the digital tools in combination with the appropriate pedagogical approaches and plan (Unesco web article, 2021). In this new setting, teachers need to learn and practice new roles e.g. to act as facilitators, moderators, designers of educational content, and observers in their online classes. (This topic is further discussed and presented in module 2-link needed here).

Face to face interaction during cultural peer-learning practices cannot be substituted. In this sense, thinking upon the leading question of this chapter *(How can the face to face approach of peer-learning and its cultural events be replaced by online learning and activities)* we would avoid the use of the word "replacement". We would rather describe it as a shift that should be done carefully and with a pedagogical plan. Several practices can be used to make this online/digital shift meaningful for the participants.

Below you can find some **tips** that can ease the transition, limiting the challenges and the surprises. These have been described in literature (Aargon, 2003; Esani n.d, p.2) and relevant web-articles (see for example https://community.brightspace.com/s/article/The-Transition-from-Face-to-Face-to-Online-Learning-Maintaining-an-Engaging-Experience):

Initial planning of the course/activity to be taught online.
Make sure you have gone through every little detail of the course/activity before its online release to avoid surprises and to maximize learner experience.

"It is important in the beginning to reflect upon who, what and how you are going to teach. It might take some time, but it is worth investing time in planning every single step that can lead to a consistent and coherent online educational experience. I usually send out an online questionnaire prior to the start of the course to get information about the participants and then I adapt my content accordingly. This can make the online experience more relevant to individual needs." (non- formal STEAM educator in a makerspace in Athens, Greece)

Creating an environment of social presence when going online.
Relevant studies (Aargon, 2003; Esani n.d) show that there is a strong link between the sense of being with one-another and the overall satisfaction of the participants in an online experience. It is worth dedicating time early in the beginning (ideally during the planning stage) on how the sense of social presence will be enhanced or boosted.
"*When the online session started, we were given the floor to present ourselves and talk about our expectations related to the online activity. I felt that something good was happening. Definitely this was essential to get to know each other and help us synchronize our efforts later on*" (online participant in the BEREADY Erasmus+ course for teachers about virtual galleries, May 2022).

Participants have an interactive role
There is high risk online, participants end up having passive roles and ultimately lose their interest. An environment of social presence can positively impact the maintenance of learners' engagement in the online course and/or the online activity. The same applied to the use of practices that infuse interactivity (i.e. discussions, brainstorming tasks, working together online, role-playing tasks, reflective tasks, online navigation to sites of interest, engagement in experience sharing and more) in the online sessions and give participants an active role.
"In an attempt to familiarize participants with the concept of virtual galleries, I invited them to visit online selected galleries and then to form groups and discuss their experiences in break out rooms. This worked well as all the groups went deeper in the content of the course and share thoughts and reflections in the plenary later on" (Trainer in the online BEREADY Erasmus+ course on virtual gallery creation, May 2022).

Reflect upon the teaching experiences and constantly improve your practices
It is important for the trainers to reflect upon their teaching experiences and recognize whether there is room for improvement. It is recommended to reflect upon what went well and what did not and improve teaching practices or educational resources. Mechanisms for seeking feedback by the participants/trainees may help the trainer identify weak and strong points of the learning experience.

'In the end of each session I invited the trainees to fill in an online form. The form had only 3 questions: 1. What went well 2. What did not go well and 3. What new they learnt'. Their feedback was

enlightening and helped me improve the next sessions" (teacher trainer active in the eCraft2Learn H2020 project activities, Athens, GR, 2017).

Enter into a sharing practice: inspire others and get inspirations from other teachers/educators
Last, it is important for the trainers to promote the work that is taking place online. The results of the online cultural peer-learning activities can be shared with others (i.e through social media announcements, electronic press releases, participation in online events, posts in websites or digital walls of fame, online presentations, open discussions etc). Through a sharing practice, trainees can inspire other fellows and get inspiration from one another but also to deeper reflect upon their learning experience.

> *"When the sessions ended, I decided to put trainees' work on FB. This raised their enthusiasm. What is more we received nice comments that boosted participants' confidence and sense of achievement" (Teacher trainer in the Roboscientists EU project, Athens, GR, 2019)*

1.3 Chapter 3: Digital concepts and online activities in blended learning.

This chapter refers to blended learning as an approach that can be used for cultural peer learning activities. After a short introduction to the notions and models of blended learning, the benefits from using such an approach are presented. Moreover, useful tips of using blended learning with peer to peer activities in a digital mode are provided.

1.3.1 Lesson 1: What is blended learning and what are its benefits?

Blended learning is a term used to describe educational experiences that exploit both face-to-face and technology-mediated learning and interaction (Cleevelant- Innes & Wilton, 2018). Garrison & Vaughan (2008) highlight the way the two different modes are combined and describe blended learning as a "thoughtful fusion of face-to-face and online learning experiences". With this thoughtful combination as granted, other researchers focus more on sub-aspects of the blended learning approach, stating that it can also include formal or non-formal, virtual or physical, scheduled or unscheduled activities. The key element of blended learning is the integration of the online and face-to-face components and their mutual reinforcement (Rosen & Vanek, 2020).
Noteworthy, Hannon & Macken (2014) present 3 models of blended- learning shading more light into the way physical and virtual/digital experiences can be combined.

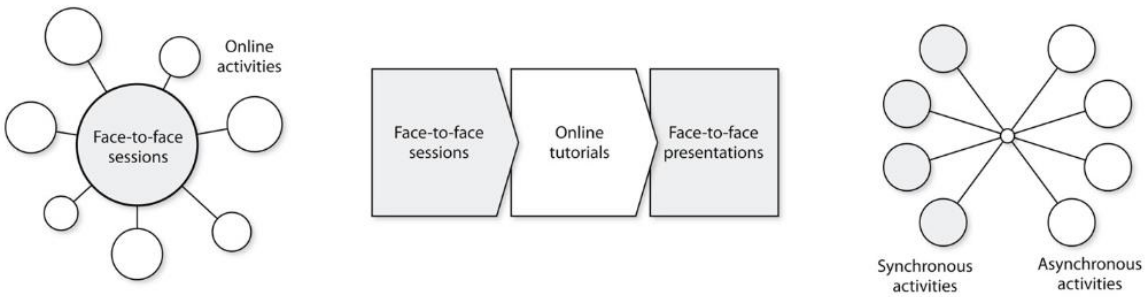

Figure x: The 3 models of blended-learning (Noteworthy, Hannon & Macken, 2014)

Model 1-Blended presentation and interaction: The first model has face-to-face interaction as its primary source of teaching. Online activities have a supplementary role, supporting face-to-face

lessons. Those activities are part of trainees' homework. Flipped classroom is the most common approach.

Model 2- Blended Block: The second model is a combination of face-to-face learning and online study divided into blocks of learning. The educator has the flexibility to design one face-to-face block which will include more intense teaching, followed by a second block with online study and so on and so forth.

Model 3- Fully online: The third model is designed only for online teaching but it consists of two parts: one with synchronous and one with asynchronous activities. In the first case there are real time online interactions between the educator and learners and in the second learners study in their own time educational material (Cleevelant- Innes & Wilton, 2018).
Various research that has been conducted highlights the benefits of blended learning approach in different contexts. In several cases it has been found:

- To be more effective than traditional face-to-face learning in terms that learners have better learning outcomes (Namyssova et al., 2019).
- It has been found to be more effective also for adult basic skills learners than only face-to-face or only online learning (Rosen & Vanek, 2020).
- Creates opportunities for learners to build digital literacy and online learning skills(Rosen & Vanek, 2020).
- Apart from that it provides flexibility and autonomy to learners, especially when they use asynchronous material and activities, it provides them the opportunity to study at their own pace (Linder, 2017).
- Blended learning promotes learners' motivation, involving them in active learning, develops critical thinking and promotes teamwork and collaboration through peer communication (Namyssova et al., 2019). Therefore, educators are able to promote learners' motivation provided that the course is well-designed and taught, saving time from in-person teaching at the same time.
- The designed learning material used in blended learning activities is sustainable and can be reused in the future.

1.3.2 Lesson 2: What online learning activities include and how to use them in peer to peer learning?

Peer-to-peer learning employs the Internet and the support that it provides to adopt its online digital form. Those forms of learning can be expanded among peers with the help of digital technology to transform the way they collaborate and exchange knowledge. Therefore, the sense of cooperation and community-orientation can be preserved in digital peer learning- if learning activities are implemented properly.
But what do those online learning activities used in blended learning include? Here are few examples:

1. Synchronous and asynchronous online discussions
2. Online self-assessments
3. Blogs, wikis
4. Virtual field trips
5. Virtual labs
6. Simulations
7. Problem solving
8. Concept mapping and interactive learning objects

9. File-sharing (Google Apps such as Google docs, Spreadsheets and Slides)
10. Online services for text and voice chat etc.
11. Videos recorded by learners based on their expertise or experience in a field and upload those on a digital learning platform accessible to all.
12. Virtual classrooms (Google classroom, Edmodo)

Last but not least, synchronous video conferencing applications- e.g. Zoom, Skype, Microsoft Teams, Webex- are very popular for the organization of peer-to-peer digital activities. They owe their popularity to their main characteristic which is interactivity. Participants are able to highly interact among each other providing to the teacher who organizes those activities the role of the facilitator. Therefore, a virtual environment is created suitable for cooperation among peers.
The use of this environment can take place when the facilitator distributes roles and tasks to learners or participants of a digital peer-to-peer activity. Initially, they should get prepared by selecting a specific topic of interest (e.g. climate action, poverty, gender equality). Then participants should employ digital tools to create appropriate content relevant to the selected topic. Cooperation may take place either in person or fully online depending on the occasion. The produced content being in a digital form it can be then uploaded to an open database allowing learners from any part of the world to have access to it. In that way cultural exchange can be promoted and the beginning of an intercultural dialogue among participants can be accomplished.

1.3.3 Lesson 3: Tips for a successful blended learning environment

Since the nature of blended learning allows a high degree of independence on behalf of the educator, there are several advices that could make the design of an activity easier:

- Analyze the needs of your learners. How many learners does the group have? How roles are going to be distributed to each learner especially when working with large groups?
- Consider the technological infrastructure available both for the educator and the learner. Do learners have the technological skills to perform a certain digital task?
- Consider learners' preferences before finalizing the digital method especially when working with groups of adults.
- Do not try to fit content without adapting it for a blended learning environment first.
- Consider first the task before selecting the digital learning method that is going to be used. Planning in advance is very important to meet learners' needs.
- Use a variety of digital tools.
- Activities in the online classroom should be interconnected with the ones of the off-line classroom.
- Promote interactivity.

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2. Module 2: " The role of pedagogues and other trainers"

The multipliers play a much larger role in bringing attention to new methods. Pedagogues, social workers and teachers play an important role by implementing the methods through creating online activities. In these formats, they still adjust the peer-to-peer principle, but their role as cultural mediators, moderators, translators is more complex.

2.1 Chapter 1: Intro to the role of pedagogues

Pedagogues, social workers, and teachers play an important role in digital peer-to-peer learning. The role requires: implementing methods for peer learning in the digital realm, facilitating/moderating the process, cultural mediation and translation skills, and some digital competencies (Chandra & Palvia, 2021). Each activity might require various and different preparation for a digital learning process. Nevertheless, as a digital pedagogue, social worker, and teacher, there are some principles you might find useful to follow:

2.1.1 Lesson 1: Digital context

Developing your digital competencies, and building technical skills will help you to feel more confident in the digital realm. Nowadays, basic knowledge is generally known and absorbed through our everyday online activities. Nevertheless, it will provide you with experience and might bring some new ideas and tools on how to make digital peer learning more interesting and accessible.
Gaining knowledge and practice on digital tools:

- Find resources/courses/tutorials that you can use for preparing yourself for digital work:
- Explore and learn tools for online meetings and connections (learn how to use video communicators - e.g. Zoom, Google Meet; social media platforms – e.g. Facebook, Instagram, TikTok; online working boards - e.g. Miro, online video, audio, and image editors - e.g. Canva, Twistedwave) – see Module 3 (link)
- Get the knowledge on technical requirements for the activities you are planning (e.g. camera, microphone, Wi-Fi connection, computer, mobile phone)
- Involve your students in the decision-making process about the technology and tools they want to use (they may choose the tools they already know, use and have access to).

2.1.2 Lesson 2: Facilitation

Digital methods and activities for peer-to-peer learning might be unknown and confusing for the participants. We need to remember that not everybody has the same digital competencies and technological access. Thus, providing digital peer learning requires moderation and facilitation of the process adequate and adjusted to the participants and digital realm. As a facilitator you can:

- Provide support and design peer learning around the needs of the students who have limited digital access. Remain open-minded and ready to adapt your plans and activities to unexpected needs that can arise during the process.
- Make sure that the students know what equipment and digital tools they need. To bring all participants to the same level of digital competencies, you can provide easy tutorials or guidelines on how to use either tools or equipment you are planning for the activities.
- Provide online group-building activities or/and (group) rituals, tasks that the students can fulfill either digitally or/and offline.
- Use role-play games.
- Provide students the opportunity to teach a part of a lesson to their peers.
- Create "study bodies", pairs of students who work together.
- To foster positive interaction within the group, create a common (group) agreement taking into account digital interactions. You can tackle questions like "How can I feel motivated and active in our digital process and communication?".
- Present the schedule of a meeting, or a process (don't forget about free time as well and give the space to try things out – online and offline).
- Invite participants to some responsibilities of setting up and facilitating activities, so they can share their knowledge and abilities. During the digital process, you might learn that some of the participants have already developed technical skills, or have unique digital experiences, so they can support others, or share their knowledge. However, be prepared to support and encourage them. If you involve participants in decision-making, take them seriously. Use their ideas to improve activities, and if something is not possible, be transparent and explain why.

2.1.3 Lesson 3: Support

To support students in digital activities is to understand their needs and problems, especially in the communication and technological aspects.

- Ask questions about their needs, and difficulties concerning digital activities and engagement. Try to work commonly on the solutions.
- Listen carefully and most importantly show participants that their ideas matter by implementing them, if possible.
- Be present, witness their actions, and help participants overcome language barriers and boost communication and cooperation (bring strategies and digital tools to improve non-verbal communication or/and use translation and visual digital tools).
- Help students to understand digital learning processes and reflect on them – conducting an evaluation.

2.1.4 Lesson 4: Evaluation

A good practice to end every learning process is to evaluate it. Digital tools give us the opportunity to make it interactive and individual at the same time.

- Summarise activities or learning processes and provide guiding questions, which help participants reflect on their experiences. You can use some digital tools like Google forms and questionnaires or other digital possibilities (also visual) to support your evaluation process.

- Ensure there is a protected space where participants can talk about their concerns and needs.
- Enable students to provide feedback to their peers.
- Remain open-minded. Listening not judging is always a good approach.
- Be open to giving and receiving feedback. Feedback should always be clear, relevant, constructive, solution-focused, and positive. It should give positive affirmation and motivate the person to look at situations from a different angle and thus initiate change processes.

2.2 CHAPTER 2: CULTURAL, SOCIAL, ENVIRONMENTAL AND DIGITAL CHALLENGES AND PITFALLS

In this chapter, you will find out more about cultural, social, environmental, digital and ethical challenges in using digital methods for cultural exchange and what you need to pay attention to when you start preparing them.

2.2.1 Lesson 1: Cultural challenges

By presenting certain realities of the Global South, where groups are sharing their Home stories and their immediate environment, we have to be mindful of the fact that context of such stories is equally important in order to avoid stereotyping certain countries or indeed entire regions. From such stereotyping, further negative prejudice, which we are in fact trying to overcome with the help of cultural peer-to-peer learning, can form. As educators we have to have good intercultural skills to challenge such prejudice if they arise in the workshops. It is crucial that we perform some introductory activities aimed at raising awareness as to what culture is, what are the different assumptions we make on other people based on their cultural background and helping students be more conscious on what culture and cultural differences really are and how we can all incorporate them in our day-to-day lives. Look for differences and similarities between different groups to show that while cultures are different there are also many connections between them.

An important factor to consider is also the time difference: when cooperating with groups from the Global South, for instance from South America, at the time of morning school classrooms in Europe it will still be night in South America. Thus, live virtual exchanges would have to be organized accordingly in order to allow the groups to be able to participate at normal day hours.
Be flexible in terms of time! Sometimes the electricity in partner countries is limited and questionable, whether the cuts will happen at that particular moment when you are planning the workshop. Have a backup.

2.2.2 Lesson 2: Cultural exchange vs. cultural appropriation

Cultural exchanges are important to share ideas and knowledge and built mutual understanding. Looking at ideas, arts, traditions, symbols, knowledge from other cultures in a classroom is a great way to learn and combat stereotypes but it can also lead to cultural insensitivity and cultural appropriation. The word appropriation comes from the Latin word proprium meaning “to make one’s own”. Cultural appropriation thus means that one cultural group makes use of or imitates cultural elements from another group, without consent and by removing it from its origins and heritage. The question of power relations between these cultural groups is very important and you should reflect on the historical and present power relations between them. Cultural appropriation has negative effects on indigenous cultures and indeed their artists, it enables reinforcement of stereotypes that are the source of discrimination, it allows for misrepresentation of indigenous peoples and their cultural expressions, undermining efforts to educate the public about their histories and cultures.

Cultural appropriation is not always easy to notice so as educators you have responsibility to be sensitive to this issue and have discussions with your students. Ask them questions such as: what kind of cultural significance does this image or object have for this cultural group? How does removing the context (origins and tradition) change its meaning? Is the way we are using these symbols, images or objects insensitive or offensive? You can also try to get someone to talk about this issue from his or her direct experience. You can also check the guide "Think before you appropriate" by Simon Fraser University from Vancouver, Canada.
Some of the masquerade costumes are some of the examples of cultural appropriation. Look at the posters that students at Ohio University in the USA made to raise awareness about this issue in their 2013 "We're a Culture Not a Costume" Campaign. Read more about it here.

2.2.3 Lesson 3: Social challenges

Social differences may become visible in the home stories shared by the groups from Global South and Global North. This may refer to places where children live, toys and technology they possess or the easiness of access to schools, school material etc. Note down some of these issues and address them after the exchange. Discuss the roots of these differences. It is important to show that social differences are not consequences of one's own actions but part of systematic inequality. They are also not culturally based - people are not poor or deprived because they come from a certain country or culture. Social differences between regions are the result of historical process of colonization and on-going exploitation of the people and resources in the Global South.

Have in mind the financial aspect of virtual exchanges: consider the costs for Global South partners as you would with any other partner from your country. The obstacles will be different from one group to another but some may have to rent a room to gather as a group or will need more funds to pay for a better internet connection or comply with video requirements of a workshop.

2.2.4 Lesson 4: Environmental challenges

Virtual workshops allow for a greater environmental sustainability by creating an online exchange between groups of the Global South and North that would usually travel to a certain country of destination just for these workshops. Thus, we not only avoiding exclusion of persons with less opportunities to travel, but are also protecting the environment by reducing pollution of cross-continental travel.
However, virtual workshops and online activities also have an important environmental footprint: the energy consumption, smart devices being produced under exploitative and environmentally harmful conditions, and at the end of their lives, end up as toxic electronic waste. The short study "Climate protection through digital technologies" from the Borderstep Institute compares various studies and comes to the conclusion that the greenhouse gas emissions caused by the production, operation and disposal of digital end devices and infrastructures are between 1.8 and 3.2 percent of global emissions (as of 2020). One of the biggest causes of the internet's huge power consumption is in fact music and video streaming.

2.2.5 Lesson 5: Digital challenges

Digital divide is a very real factor contributing to a further inequality in access to education, information and (easier) realization of many human rights. It is defined as the gap between people who have access to affordable, reliable internet service (and the skills and gadgets necessary to take advantage of that access) and those who lack it. In our workshops, we have to be aware of the possibilities of such a divide not only on the local scale (among our students, if they have to participate in the virtual sessions from home), but also globally, involving groups from the Global South.

Internet connection: it is also important to have in mind that precisely because of digital divide not everyone has access to good internet connection. This can cause difficulties in communication (delays, break-ups). Discuss this issue with the group before implementing the workshop. Think also about material you will use such as videos or films as this may even further slowdown already bad internet connection.
Video requirements: check with the group you meeting virtually if all the requirements for video streaming are in place. Best is to make a test before to see if picture and the sound work.

2.2.6 Lesson 6: Ethical challenges

When making photos and videos of the groups from the Global South, think about the messages the material produces. Often, photos and videos in the countries of the Global North show places in the Global South merely through poverty, disaster and conflict. This can (re)produce stereotypes of helpless victims in the South, which "white savours" from the North need to save. It is important to use material in a way that shows places and people in a broader context and not just through one, single story. When making/using videos think about who is the one telling the story.
It is especially important to be aware of these issues when making and using photos of children: ask yourself how they are portrayed, who is the one portraying them, do you know if their families gave consent to be used in photos? Pay attention to child rights, which apply for all the children around the world. Children from Global South have often been used in photos for awareness raising or fundraising purposes, especially by humanitarian organizations, having their faces on posters or social media. Be mindful of the problem this may cause and respect the right of the child not to be visible or exposed.
Watch this short video from Médecins sans frontiers / Doctors without borders, one of the leading humanitarian organizations, that explains the importance of messages in photos and videos used and apologises for their history of previous campaigns using "white saviour" images.

You may also want to see this inspiring video of Nigerian writer Chimamanda Ngozi titled "The danger of a single story".

2.3 Chapter 3: Scenarios

Below you can find some scenarios that bring forward examples of challenges that a trainer/educator may encounter when carrying out learning activities online. We hope that you will get some inspiration and find some interesting solutions when going through the scenarios. However, bear in mind that:

1) the issues described below can be addressed in many different ways and
2) the context may add more complexity into a documented challenge. Resolution of challenges is not always feasible but recognizing the needs and identifying mechanisms for resolutions set a basis whereupon problematic issues can be tackled.

2.3.1 Scenario 1: Lena deals with connectivity problems

Who	Lena (non- formal educator)
Challenge	Connectivity problems

Students	20 students / 18-22 years old
The tools	Zoom

Context/ problematic area

Lena is an educator in a non-profit educational organization. She works with groups of adult learners of refugee and migrant background who are trying to learn Greek as a second/foreign language. Due to the pandemic, she was forced to shift her classes online and the Ngo provided a Zoom account for that purpose. Lena informs her students via WhatsApp that classes are going to continue via Zoom and is prepared for her first lesson. Students complain about the fact that they cannot follow the lesson plan that Lena has created because their mobile phones are not compatible with many apps and they cannot work on several pages at the same time. Moreover, they mention that their screen is too small and cannot easily read what Lena writes on the Whiteboard. Finally, Lena realizes that many students are absent. When the lesson is over Lena realizes that absent students did not have mobile data to connect.

Actions / key considerations/ solutions

Lena addresses the Ngo and asks for a fund to provide students with mobile cards in order to have enough data to access lessons. Moreover, she uses an asynchronous learning platform- such as Edmodo (https://new.edmodo.com/)- to create educational material for students to reach at their own time. Moreover, she decides that she will design lessons without the use of difficult to use applications and she will rely on an interactive Whiteboard- such as Miro -(https://miro.com/) - to share during the lesson. Finally, she has to consider that she has to use a big size font to facilitate her students. Lena decides to apply these remedial actions to solve the problems mentioned above and ease students' engagement in the learning process, being aware of the fact that new challenges may emerge that require prompt actions from her side.

2.3.2 Scenario 2: Time difference miscalculated

Who	Zori (non-formal educator)
Challenge	Time difference / technical problems
Students	6 youth with mental disabilities / 16-18 years old
The tools	Zoom

Context/Problematic area

An EU facilitator of a cultural workshop is organizing a meeting between a cultural group from Ethiopia and a group of young people with mental disabilities from Bulgaria. There is a one-hour difference between the two physical locations, however the workshop leader from Ethiopia has omitted this fact and the meeting/online activity starts without any participation from Ethiopia. It is a fact that people with mental disabilities need stability, a detailed plan and routine. Postponing the activity is not an option, so the EU facilitator quickly organizes another team member to get in contact with the Ethiopian team and encourage them to join as soon as possible. In the meantime, the EU facilitator accesses the database with presentations and videos with stories from the

Ethiopian group, in order to start presenting the group. With a 40-minute delay, the Ethiopian facilitator and team join. This is actually a good turnout, because the members from the Bulgarian group have gained some information and can ask questions. The EU facilitator has taken the role of group presenter. When the Ethiopian group members arrive, they learn about the BG group and answer questions.

Actions / key considerations/ solutions
How to prevent something like this happening? Set a reminder for the day before a meeting to check time zones once again and contact the partner group in order to remind them of any time differences they need to take into consideration. In any case, each facilitator needs to be prepared with materials on the partner group, so that they can start and run an online activity when they have participants with mental disabilities. Even if the time has been negotiated, anything might happen to anyone and a certain member might not be able to participate in a prefixed meeting.
The same scenario is valid in the case of technical problems. Including the electricity interruptions. Where participants do not face mental challenges, the possible issues, which may cause inconveniences and disrupt or prevent a meeting, should be communicated to all members, so that there is always the possibility of rescheduling.

2.3.3 Scenario 3: Hard to understand

Who	Zori (non-formal educator)
Challenge	Linguistic problems
Students	20 children / 11-13 years old
The tools	Zoom

Context/Problematic area
During a workshop between a group from an African country and a group of students from Bulgaria, it becomes apparent to the facilitators from the two countries that the young people from Bulgaria do not understand their peers from SA well enough. A lot is omitted. The facilitators step in with encouragement to the young people to interrupt and ask for clarifications when they are finding something hard to catch. The facilitators enter the role of interpreters. The meeting is prolonged in order to provide enough time for the planned activities and exchanges to take place.

Actions / key considerations/ solutions
How to prevent this? Provide the Bulgarian group with videos created by the African group in advance, in order to allow them to get accustomed to the accent. If the Bulgarian students still find it hard to understand, plan a longer period for the meeting in advance, divide the interpretation work within the team and make everyone aware of why this is necessary. Do this carefully in order not to offend anyone. Explain the need for translation with the lack of practice and at the same time the need for crystal clear understanding within the international group.

2.3.4 Scenario 4: Curious about off-topic matters

Who	Zori (non-formal educator)
Challenge	Meeting order problems
Students	20 children / 11-13 years old
The tools	Zoom

Context/Problematic area
The cultural differences are so intriguing that during a workshop between a Tanzanian and a Bulgarian group, members from each side take over the discussion and flood the meeting with questions, which are not relevant to the particular topic of the meeting. Time is spent on talks, which may not be relevant to this serious topic that the facilitators, who know each other, have negotiated and prepared for.

Actions / key considerations/ solutions
In order to prevent this, either plan a session entirely dedicated to getting to know each other (this is usually a good idea) or quickly step in and put a stop to such a discussion by fixing a get to know each other better meeting on a soon to come date, which the young people can look forward to.

2.3.5 Scenario 5: Anna transfers a physical activity online and introduces mechanisms for interaction

Who	Anna (dance teacher)
Challenge	Transferring a physical activity online
Students	12 students / 16-18 years old
The tools	Zoom, Youtube , Video-capturing tools

Context/ problematic area
Anna teaches dance to an intercultural group of students (16-18 years old). Dance is a “vehicle” to bring the students closer to one another while at the same time they express themselves creatively. Covid-19 challenges forced Anna to go online. The shift was not an easy process and Anna aims at finding a meaningful way to engage the students in dance lessons online. It is critical also to infuse some interactivity among the participants

Actions / key considerations/ solutions
Anna decided to launch a new project where participants in pairs will share a video of a dance of their preference with others providing some key information. The video could be something already available on Youtube or created by scratch by the participants. Anna invited the students to submit their work 1 week before their presentation so that she would have time to prepare the session accordingly. In the session she invites students in online discussions and takes a discrete role in keeping the discussion alive through prompt questions. When all the presentations are over, Anna

challenges the students to video-record themselves performing the dance that attracted their interest the most or expressing their feelings and thoughts evoked by specific/selected presentations of dances".

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3. Module 3: " Introduction into digital concepts and online approaches for cultural peer-learning activities"

Know-how on digital and creative methods of exchange and the importance of social media: This module gives an introduction to the spectrum of possible creative digital concepts and online formats in education as well as how social media platforms used by influencers can play an important role for promoting activism for Sustainable Education.

3.1 Chapter 1: Digital concept, online formats intro to online teaching and learning

Online and digital education has grown highly over the past few years. The year 2020 has forced all of us to move and transform our activities into digital formats. It brought, at the same time, big challenges and new opportunities. Considering sustainable, global education, it has allowed us to interact, share knowledge, and connect beyond temporal and spatial limits. The nature of online and digital learning (JoséSousa, Lúcia Marôco, Gonçalves, Machado, 2022) requires understanding the used tools, possibilities, social media platforms, relevant technologies, and barriers in implementing various creative methods into online and/or digital education (Rennie, Smyth, 2020).

3.1.1 Lesson 1: Digital competences

Educational institutions, organizations, and especially educators need training that empowers them to identify and choose the most suitable methods from a broad range of different options available for online teaching and learning, and apply them in meaningful contexts in classes or learning groups. In the process of integrating digital technology into education, critical aspects in its success are educators´ digital competences, digital confidence and their mindset towards new technologies. A vast majority of teachers (above 85%) agree that ICT (Information and Communication Technology) helps students develop greater interest in learning, enables them to access better sources of information and helps to work at a level appropriate to their learning needs.

Technological devices have entered all aspects of our everyday life. In the digital society, the concept of creativity is being rethought. Indeed, the affordances of technologies may have a strong influence on creative processes and achievements. Within the creative and artistic fields of education and peer-to-peer learning digital methods and technology give us a broad spectrum of possible creative concepts and tools. Some of them, for example creating video, music, visual design, photography, etc., are already the tools inherent in creative practices and digital and online realms. Nevertheless, we need to balance online learning with offline activities, especially in the performing arts, e.g. dance, and theatre. By implementing blended/hybrid peer-to-peer learning we can use the possibilities of the Internet as a tool to connect with others and share and design our work. Various methods can be used, such as one-on-one or group video calls, creating and uploading videos, online galleries and libraries, artboards, podcasts, or even social media chats/messengers (using e.g. video communicators - e.g. Zoom, Goggle Meet; social media platforms – e.g. Facebook, Instagram, TikTok; online working boards - e.g. Miro, online video, audio, and image editors - e.g. Canva, Twistedwave).

3.1.2 Lesson 2: Identifying groups needs

Many offline peer-to-peer learning activities and methods are possible to transfer or implement in some aspects into a digital and online realm. In order to fit different types of art activities, contexts, locations, and a range of available technologies it is crucial to identify your groups' needs and then investigate how the Internet and digital tools can respond to and support them. There are several ways that this can be done. When the group is determined, google forms can be filled in where questions about their profile and needs are included. This can also be done through either group discussions or one-on-one interviews. Incorporating social media and popular media platforms (e.g. YouTube, Vimeo, Instagram), as spaces to share and connect, is crucial nowadays for a collaborative and “horizontal” learning experience. It has the ability and a big potential to build up networks, activate the learning process, engage learners, and involve or develop personalized approaches.

3.1.3 Lesson 3: Types of online courses

We can divide various digital tools and methods into three categories that serve to boost essential peer-to-peer learning skills like communication, collaboration, and creativity. Drawing on methods already developed in the field of school education, we can divide the types of online courses that can also be applied to peer-to-peer learning.

- **Asynchronous Online Courses**
  These types of course offerings do not take place in real-time. Peers are provided with content and assignments and are given a time frame to complete coursework and exams. Interaction usually takes place through discussion boards, blogs, and wikis. As a result, there is no class meeting time. Asynchronous online learning environments are effective for students with time constraints or busy schedules.
- **Synchronous Online Courses**
  These types of course offerings require the instructor and all enrolled participants to interact online simultaneously. Similar, in some ways, to a webinar, peers interact through text,

video, or audio chat. Synchronous learning environments enable them to participate in a course from a distance in real-time.

- **Hybrid Courses**
  Also known as blended courses, they are learning environments that allow for both, in–person and online interaction. Typically, hybrid courses meet in person several times during a semester and provide for computer-based communication in between those face-to-face sessions.

3.2 Chapter 2: Introduction to social media & analysis of the main social media platforms for education

Social media platforms are used widely by almost everybody. Starting from individuals, young and older, and then organizations, schools, and public institutions. In the twenty-first century, the use of social media and networking tools has shaped information communication and technology use in broad aspects of our lives, work and education. They provide with efficient ways to spread messages and build communities. Social media networks created collaborative learning environments that can reinforce the learning process. It provides learners with efficient communication, collaboration, and connection that influence learning. Many peers and educators emphasize the importance of social media as a means of promoting creative thinking and collaborative learning via the sharing of digital information. Social media networks (notably YouTube) provide visual information and educational resources that enhanced collaborative learning in online learning environments.

3.2.1 Lesson 1: Social Media term

The term social media refers to a computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities. Social media is internet-based and gives users quick electronic communication of content, such as personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or smartphone via web-based software or applications. Social media originated as a way to interact with friends and family but was later adopted by businesses, but also education, public and private institutions that wanted to take advantage of a popular new communication method to reach out to their target groups. The power of social media is the ability to connect and share information with anyone on Earth (that has a smart device and an internet connection), or with many people simultaneously.

3.2.2 Lesson 2: Social media functions

Three main functions of social media:

- **Information**
  The information function of social media involves a one-way messaging strategy in which organizations simply share information with the sole intention to inform recipients. Similar to more traditional content vehicles such as newspapers, television, and press releases, social media platforms allow educational organization to disseminate information such as the organization's activities, news, reports, learning content, and facts.
- **Action**
  This function involves using social media to get users, public, and stakeholders to do something for the organization, which makes it the most outcome-oriented function of the organizational social media strategies.
- **Community function**
  The community function is unique to social media platforms. It involves applying social media

to build and nurture the participation of members around passion points related to the organization, which includes dialogue to facilitate community building around causes, subjects, and people.

3.2.3 Lesson 3: Virtual social network

Social media may take the form of a variety of tech-enabled activities. These activities include photo sharing, blogging, social gaming, social networks, video sharing, business networks, virtual worlds, reviews, and much more. Even governments and politicians utilize social media to engage with constituents and voters. For individuals, social media is used to keep in touch with friends and extended family. Some people will use various social media applications to network for career opportunities, find people across the globe with like-minded interests, and share their thoughts, feelings, insights, and emotions. Those who engage in these activities are part of a virtual social network.

There are more than 3.8 billion social media users around the world. Social media is an ever-changing and ever-evolving field, according to some researches; media users tend to be younger. Last year, nearly 90% of people between the ages of 18 and 29 used at least one form of social media.

3.2.4 Lesson 4: Benefits and challenges of social media

Social media has changed the way we all interact with each other online. It gives us the ability to discover what's happening in the world in real-time, to connect with each other and stay in touch with long-distance friends, and in order to have access to endless amounts of information at our fingertips. In many senses, social media has helped many individuals find common ground with others online, making the world seem more approachable.

According to a survey by Pew Research Center, the use of social media is correlated with having more friends and more diverse personal networks, especially within emerging online and digital education. For many teenagers, friendships can start virtually, with 57% of teens meeting a friend online.

While social media has its positive side, many point to the platform and call out negative features, likening its overuse to addictions. Some contest contributes to inattentiveness, stress, and jealousy. The National Center for Biotechnology Information links heavy social media use to depression. Social media may also be a conduit for misleading information and falsehoods.

Social media can pose challenges to individual users, in the following ways:

- **Mental health issues.** Overuse of social apps can result in burnout, social media addiction, and other issues.
- **Polarization.** Individuals can end up in filter bubbles. They create the illusion of open discourse when the user is actually sequestered in an algorithmically generated online community.
- **Disinformation.** Polarized environments foster the spread of disinformation where the perpetrator's intent is to deceive others with false information.
- **Offensive posts**. Conversations on intranets and enterprise collaboration tools can veer off into non-work-related subjects. When that happens, there is potential for co-workers to disagree or be offended. Controlling such conversations and filtering for offensive content can be difficult.
- **Security and retention.** Traditional data security and retention policies may not work with the features available in collaboration tools. This can raise security risks and compliance issues that companies must deal with.
- **Productivity concerns.** Social interaction, whether online or in person, is distracting and can affect learners' ability to focus or engage.

3.3 Chapter 3: Social media platforms for sustainable education, and activism

Nowadays, it is important to identify effective ways of educating toward sustainable development and global change goals defined by UNESCO - Education for Sustainable Development (ESD). "Education for Sustainable Development aims to develop competencies that enable and empower individuals to reflect on their own actions by taking into account their current and future social, cultural, economic and environmental impacts from both a local and a global perspective. ESD should be understood as an integral part of quality education and lifelong learning. All educational institutions ranging from preschool to tertiary education and including both non-formal and informal education should consider it their responsibility to address sustainable development to foster the development of key cross-cutting competencies related to sustainability. ESD consists of holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment" (UNESCO, 2020).

3.3.1 Lesson 1: Social media and activism

Social media has been taking an increasingly expansive, invasive, and persuasive role in shaping the individuals' – and hence – the families' and society's behaviour, actions, habits, consumption, production, and educational patterns. Thus, social media seems to be a powerful source and a tool for promoting and activism for sustainable education and development. It has enormous potential for:

- Highlighting and putting emphasis on issues of sustainability development.
- Bridging education divides.
- Increasing people's knowledge, awareness, skills, and actions for sustainable living.
- Speed communication with widely distributed networks of learners stimulates many-to-many learning experiences and reduces geographical and time constraints. Social media enable innovative ways to reach out to learners, including those belonging to minority or disadvantaged groups, as well as those with special needs. Several studies have already demonstrated that active participants integration with technologies and connections through social media has numerous benefits:
- it integrates problem-solving approaches that motivate learners,
- improves their collaborative skills,
- train self-study skills,
- embrace the diversity of learners' population in addition to promoting sustainable practices (Sayaf, Alamri, Alqahtani, Al-Rahmi, 2021).

3.3.2 Lesson 2: Building an online community

Social media help to build a strong online community by connecting with others and teaching how to create engagement through interaction. Social media helps participants to create collaborative learning environments and to develop the teamwork skills necessary for sustainable development. Such possibilities provide peers the opportunity to create new knowledge-building structures to help them play an active role in the knowledge-creation processes, learn from diverse social and cultural backgrounds and construct knowledge from their cultural and educational experiences.
A key challenge for this section is, therefore, to help educational communities distinguish between usages of social media to support sustainable education from all the dangers connected to the huge Internet realm – like misinformation and fake news.
The Peer-to-peer learning approach in the context of global education, sustainability, and usage of social media as a tool for connection, interactions, and share of knowledge is, in some aspects, an integral part of it. Sustainable education and social media involvement can support each other, create models of lifelong learning processes (Lander, Stever, 2017) by disseminating and promoting

social movements like “School strike for climate” and bring powerful examples to follow like young influencers such as Greta Thunberg.

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4. Module 4: " The importance of digital creative learning for a person with social barriers "

4.1 Chapter 1: Digital creative learning and people with social barriers

Digital creative learning can play an important role on the road to ensuring social inclusion. In itself, social inclusion helps to improve participation for all in society through enhancing equal access to resources and services. Inclusion requires the distribution of opportunities and resources in a way that minimises disadvantages and marginalization. It means that learning opportunities (including creative digital tools) should be designed to welcome the diversity of life’s situations and identities and be a platform for open sharing and exchange without prejudice or stereotyping.

4.1.1 Lesson 1: What does a „person with social barriers” mean?

The term "person with social barriers” is an example of inclusive language that refers to the term „disadvantaged” or „marginalized”. It is a generic term for individuals or groups of people who are underprivileged in one or more aspects. In some cases, they face special problems such as physical or mental disability, in other cases they lack economic support or resources. A person who faces social barriers may experience a higher risk of poverty, social exclusion, discrimination and violence than the average population. This includes ethnic minorities, people with disabilities, isolated elderly people, migrants and children or youth with fewer opportunities and access. Not to forget indigenous people, racialized groups, LBGTQ+ people, at-risk youth, the working poor, the long-term

unemployed and others. What is common, is that are more prone to experiencing discrimination or barriers to equal opportunity.
As CULPEER digital addresses pedagogues and multipliers, this project is ultimately going to provide opportunities for people with social barriers, through creative digital tools that are accessible. In addition to what is presented in this Module, more information on accessibility and inclusion may be found in Module 7 (LINK).

4.1.2 Lesson 2: Digital context

Digitalisation and the increased importance of digital technology, mass communication and online spaces and communities, all help provide access to the young people, no matter their social status. However, we need to be aware that the rapid growth of internet access, connectivity and reliance on technology has also determined a new landscape for inequality and discrimination. That's why it is important to 1) avoid stereotypes about different social groups during the learning process and 2) assure the equal access to the provided digital tools to everybody. The first aspect is under the personal influence the pedagogues and teachers. However, the second one is very much out of our control and depends on policies and infrastructures. According to the National Digital inclusion alliance, " digital inclusion requires intentional strategies and investments to reduce and eliminate historical, institutional and structural barriers to access to and use of technology by everybody".

4.1.3 Lesson 3: How to include different cultural groups in an inclusive way

Digital creative learning focusing on „peer to peer" approach assure that pedagogues and multipliers can use the intellectual or artistic inputs from young people from different social groups. It means that they can speak for themselves. TIPS:

- let the young people speak their language (use tools that present the creative work captured by young people and their voice)
- show the examples presented by all social groups without naming the social groups
- use inclusive language
- follow the Dóchas Code of Conduct on Images and Messages
- ensure critical thinking with your target groups

4.2 Chapter 2: Assuring the equal access to the tools and of their usage

Assuring equal access is not an easy task. What teachers/trainers need to have in mind is that there are steps that can be taken to improve access as much as possible, be open to changes and modifications based on the needs and not to rely or allow prejudice. In this chapter, some of the ways to accomplish all of that are presented.

4.2.1 Lesson 1: Some practical examples within a digital domain may be:

- encouragement through extracurricular activities such as arts, music, theatre to break social barriers between underprivileged and non-disadvantaged youth
- increase opportunities children and youth to interact and participate and show recognition when results are achieved
- focus on strengths and talents, showing equality by establishing a new tool, game everyone is learning at the same time
- encourage students / youth to do research on their own
- create a safer space to express their emotions anonymously, in the Chat for example
- increase their feeling of self-efficiency and independency while finding answers by themselves

- create a feeling of community by finding common solutions, sharing a (breakout) room or trying out a creative method together (Quiz, App, Game)
- facilitation of individualized learning by setting different breakout rooms
- learning about a global topic without traveling > ecological and sustainable saving CO2
- simple instruction videos, youtube tutorials or easy language makes success and understanding easier
- interesting text, poems or lyrics may be read by a reading application (for people with hearing impairments or students with mental disability)
- if access to technical device is the obstacle, it can be solved through donations, funding and where possible- sharing

4.2.2 Lesson 2: Methods & Tools respecting inclusive aspects

In addition to the digital methods that were developed as part of the Culpeer project, here are ideas for both digital methods (Module 6, link to methods) and tools that can be used to improve inclusion.

- Podcasting > creative investigative tool > easy handling or with assistance possible
- Video Tutorials > Instructions (also possible in sign language or easy language) > easy understanding / Information connected with image learning
- Common footprint check > Fun > Awareness (can be audible or by reading and typing)
- Quiz / Questionnaire > Fun > Active Learning > different levels possible (can be audible or by reading and typing)
- Interviews with local (global) experts Active Learning > different levels possible (can be audible or by asking and typing, live or digital)
- Global Chat with peers from (global) South > awareness rising > active learning of new impressions and facts > can be more or less leaded by teacher / pedagogue
- Watching a video shot by peer/s from global South and talking about impressions afterwards > reflecting different realities > awareness rising (can be with sign language or subtitles)
- Online live Workshops or Workshop tutorials (in dance, music, singing, rhythm, theatre practice) > active learning > reflecting different realities (can be live or by tutorial depending on access on web and device, sign language and special assistance can be added)
- Common Song, text or diary or Wordcloud
- Common game / Escape Room
- Mind behavior Gap check > awareness raising > reflecting on inequalities and differences
- Common flash mob idea on Fridays or an International day celebrating for instance children rights, women's day, friends' day, Peace Day) (planning together with global peers via online session, filming it, sending video and reflecting via online session afterwards) > awareness rising > active learning
- Managing a challenge together with peers from global South > great social enrichment, community feeling, overcome boarders and differences (for example: finding solutions for problems, grabbing rubbish and count the kilos, installing a solar panel, planting trees and see them grow, fulfill a good deed once a day and create a diary)

Tools, which can facilitate the use of digital methods:

1. Chat Room (ZOOM / WEBEX / Google Meet)
2. Mentimeter (for opinion polls, gathering feedback, etc.) and/or Quizizz (for the preparation and use of quizes with the participants)
3. Flipgrid

4. Padlet
5. TikTok
6. Edupad (shared Whiteboard)
7. Miro (creative common Whiteboard)

Interactive Maps / Pictures / Posters to provide introductions and information on relevant topic

4.2.3 Lesson 3: Awareness checklist

Successful implementation of creative digital tools is only possible when you, as a teacher or pedagogue are aware of the obstacles, difficulties and inequalities by providing such tools. Please check the list:

- Check the tool, review the topic and content and check in with your target group in advance- does everything work and is there a need for changes?
- Does every participant have free online access? What can you do if not?
- Does every participant have a necessary device to take part with? How to be solved if not? Check funding and donation possibilities
- Be alert about changes in emotional states and allow time to discuss or give the person space if they seem to need it
- Take part yourself! Even if you explained the task/ exercise, stay attentive, be available and a model (leave your camera on), be present
- If you are responsible about the content, you should have one assistant who is in charge of the equipment if possible, so as to make your work easier and more efficient
- If possible, have a second channel for communication, in case there are disruptions, problems with the connection or the equipment.
- Always have a simple offline task /exercise in stock to make sure everyone can participate even if web connection fails.
- Use a common shared interactive (free) whiteboard, which everyone can access, even if web connection is low. You can also find whiteboard where participants can draw or attach images, in case they are not able to write.
- Make sure your methods and Tools are agile and flexible to be adjusted due to circumstances, needs of target group and technical issues

4.3 Chapter 3: Chapter: Digital technologies and people with disabilities

A frequently cited quote by Mary Pat Radabaugh, an ex-member of the IBM National Support Center for Persons with Disabilities, wraps up the importance of technology in empowering people with disabilities (National Council on Disability 1993):
“For most people, technology makes things easier. For people with disabilities, technology makes things possible.”

The acts and effects of marginalization and exclusion of people with disabilities are not only a human rights issue, which in itself is a sufficient reason for measures to be undertaken, but are accompanied by economic issues as well. It is easy to imagine what the impact would be on a nation’s economy if 15% of its population, which is the average share of people with disabilities on a global scale, face obstacles in receiving an education, contributing on the professional arena and achieving economic self-sufficiency. So, it is not just people’s rights and dignity that are undermined, but also a country’s welfare (WHO and World Bank 2011).

The rapid and mass developments in the sector of digital technologies have brought assistive technologies much closer to all users, adding specialized functionalities, which until recently were considered to be the reserved domain of users with disabilities only. Accessibility is a part of the general consumer and personal technology, making accessible technology far cheaper for all users, including persons with disabilities, but also seniors, people with low literacy, foreigners and others who do not identify as disabled. The lower cost of accessible technologies is particularly relevant for people with disabilities who had been purchasing excessively expensive specialized items. The accessibility features of widely used devices substantially lower the so called "othering" of students or employees with disabilities (Foley and Ferri 2012). This is particularly important for their inclusion and full participation in all life aspects.

Digital technologies provide an opportunity to persons with disabilities to obtain access to information and content in a format, which is understandable and preferable. Thus, for example, a person with visual impairments can use speech-to-text, a reading software as well as audio descriptions, a person with hearing impairments can use captions to understand the contents of a video, SMS or instant text messaging to communicate, and a person with mobility impairments can use voice recognition to operate and navigate a digital device. All means of communication – text, voice, imagery, gestures, sound – are used for accessing information, thus addressing longstanding barriers of communication and interaction.

Here are presented various disability categories, the barriers persons with such disability might be facing and examples of accessible technology solutions (Raja, 2016):

Disability Category	Barriers to participation	Accessible technology solutions
Visual Impairments (from total blindness to low vision)	• Reading print and writing • Accessing visual information in print or audiovisual media • Navigating new surroundings when all signage is in text	• Text-to-speech rendition and speech/voice output • Braille displays • Magnification • Voice recognition • Audio description of graphic and visual media • Electronic audio signage • GPS-facilitated navigation • Optical character or image recognition • Changing screen brightness, color contrast
Hearing impairment (from total to partial hearing loss)	• Hearing lessons, videos, warnings, and other auditory information in person or over audio media. • Communicating with others including educators, peers and colleagues and others.	• Closed and open captioning, subtitles for videos, TV programming • SMS, text messaging • Text Telephone or Telecommunication Device for the Deaf (TTY/TDD), which allows text messaging over the phone line • Telecommunications Relay Services which allow text to

		speck conversions through an operator • Use of vibrations/text alerts instead of audio alerts
Speech impairments	• Communicating with others including educators, peers and colleagues and others.	• SMS, text messaging • Synthesized voice output, text to speech functionality • Use of virtual picture board and communication solutions
Physical Disability Loss of mobility, dexterity, and control over some body functions.	• Entering, navigating, and using buildings, classrooms, and other physical spaces. • Using writing tools such as pens and pencils, keyboards, mouse.	• Voice recognition systems • Adapted and virtual keyboards • Joysticks and adapted mouse • Use of eye-gaze and gestures to control devices • Remote and online access to work, education, and other services
Cognitive Disability Includes a range of conditions which may impact a person's memory, thinking and problem solving, visual, math, reading and language comprehension, ability to pay attention or follow instructions. Examples of underlying conditions are traumatic brain injury, learning disabilities, down syndrome, autism, cerebral palsy.	• Difficulty understanding, remembering, or following instructions. • Difficult in comprehending textual information. • May occur together with other limitations such as speech impairments or trouble with hand grip and movements. • Difficulty in communicating or expressing thoughts and ideas.	• Text-to-speech rendition and speech/voice output • Touch screen devices • Mobile apps and online resources that mimic Augmentative and Alternative Communication (AAC) devices, electronic picture boards for communication • Organization and memory aid tools such as online calendars, note taking, alerts • GPS-facilitated navigation • Use of multimedia to aid comprehension e.g., videos, graphics
Psychosocial Disability	• Need for flexible schedules • Difficulty understanding, remembering, or following instructions. • Inability to react and make appropriate decisions following information or instructions. • Difficulty in communicating or expressing thoughts and ideas.	• Use of online communication, documentation, work tools to aid with flexible scheduling • Organization and memory aid tools such as online calendars, note taking, alerts

This is a non-exhaustive list. It is important to note that there are both more types of disabilities, as well as barriers. In order to support inclusion, including through digital methods, a lot more still needs to be done.

4.4 References:

Foley, A., and B. A. Ferri. 2012. "Technology for people, not disabilities: ensuring access and inclusion." Journal of Research in Special Educational Needs 12 (4): 192–200.

National Council on Disability. 1993. Study on the financing of assistive technology devices and services for individuals with disabilities. A report to the President and the Congress of the United States. http://www.ncd.gov/publications/1993/Mar41993

Raja, D. 2016. "Bridging the Disability Divide through Digital Technologies" World development report: BACKGROUND PAPER Digital Dividends.
https://thedocs.worldbank.org/en/doc/123481461249337484-0050022016/original/WDR16BPBridgingtheDisabilityDividethroughDigitalTechnologyRAJA.pdf

WHO (World Health Organization) and World Bank. 2011. World Report on Disability.
http://www.who.int/disabilities/world_report/2011/report.pdf

4.5 Additional resources:

Best Practice and Tips:

- Virtual Escape game for responsible consumption: https://globalesklassenzimmer-aachen.de/escape-game/
- Language animation creative & digital for youth exchange (English)
- https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/013_DIY2_E_Doku_10-03-2022.pdf
- Interactive pictures to start talking about global issues: https://www.hanisauland.de/lehrer-innen/unterrichtsmaterial/lehrer-innen-tafelbilder/wbt-klimawandel
- At the expense of others? Global injustice https://aufkostenanderer.org/publication-in-english-language/
- TOOL KID value based learning in youth: https://pjp-eu.coe.int/documents/42128013/124932560/EN+T-Kit+14.pdf/8e202b9b-bd7e-99f6-3381-a9744e6d422e#page=1&zoom=page-fit,21,873
- https://www.digital-global.net/ (critical global – methods in German & Castellano)
- „REDUSE" project for teachers to „reuse/ Recycle & reduce":
https://www.globaleslernen.de/sites/default/files/files/education-material/reduse_umsetzung_klassen_5-12_lowres.pdf
- critical literacy https://www.globaleslernen.de/sites/default/files/files/education-material/epiz_bro_critical-literacy_online-final-1.pdf
- OER critical Power and methods for refugee topics: https://www.f3kollektiv.net/materialien/
- Group dynamics in online exchange (English):
https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/016_DIY2_Summary-Group_dynamics_07-07-2022.pdf
- Green Apps and Materials (German https://www.umwelt-im-unterricht.de/unterrichtsvorschlaege/natur-und-umwelt-erkunden-mit-dem-handy-der-app-test/)
- (digital) Buen Vivir- (digital) Footprint and moe methods / Materials (German)
https://globalesklassenzimmer-aachen.de/learnsteps/
- Indigenous People in action against climate change (German): https://www.umwelt-im-unterricht.de/wochenthemen/indigene-voelker-im-kampf-gegen-den-klimawandel

- Climate and sustainable consumption in digital learning (German) https://www.globaleslernen.de/sites/default/files/files/pages/lifestyle_bildungsmaterialien_dezember-20211.pdf
- Global education & green consumption (Italian & German) https://catalogue.education21.ch/it
- Methodologies for international (digital) youth exchange (polish / German) https://ideenfundus.dpjw.org/?fbclid=IwAR1jRKGFZlzOFtRCzvzF59X6TRQnCIkqEDXtyP8qkXMmdgjVnpBxwQVhRRA
- Mini Movies- without barriers DIY- Handbook (German) https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/Dokumentation_DIY2_11-11-21_Das_mobile_Studio.pdf
- 5 rhythms of group dynamics in digital and hybrid formats with youth (German) https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/Kurzdoku-DIY2-Lab-Gruppendynamik-online-in-5_Rhythmen.pdf
- https://pjp-eu.coe.int/en/web/youth-partnership/other-publications#Social

5. Module 5: " Gaining knowledge and understanding of Global Learning "

5.1 Chapter 1: Introduction to Global education and global learning

5.1.1 Lesson 1: Perspectives

5.1.1.1 Lesson 1.1 - Change of perspectives

The world is diverse. Even in the way we perceive it. You could even say that there are as many perceptions of the world as there are people on this planet. How we imagine the world and how we interpret these ideas is not only determined by our upbringing and education system, but also by the social norms and values of the part of the world we were born into. Some perceptions are extremely limited and narrow, others are broad, informed and multi-perspective, some are illusions and the product of prejudice and stereotypes, others are utopias, others are closer to reality.

It is also important to be aware of the bigger picture, the background, the context, and the fact that we may only see part of the picture, and it is only by looking at more parts of the picture that we will get to the whole. Finally, it is also important to understand that our interpretation of what we see, look at, hear is something else again**.**

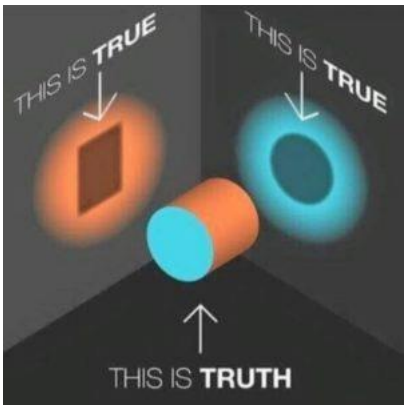
To make it easier, let's take a look at a couple of illustrative examples.

Imagine you have a glass bowl full of different kinds of fruit in front of you. Next to you, several people are looking at this bowl of fruit, each standing at their own end of the room. Each of you will name a different fruit in the container, depending on the angle from which you are looking at it. For example, you see grapes and pears. The other will see bananas and apples. And yet another, who might be looking at the container from the bottom up, might even see oranges at the bottom of the container. So, each person would describe a different fruit. And each of you would be right. Because all the fruit described *is* in fact in the container. The problem would arise if you and your neighbours disagreed on

the descriptions of the fruit, because you would be so **sure of your rightness and your view** that there are only grapes and pears in the container and nothing else.

5.1.1.2 Lesson 1.2 - Change of perspectives 2

A similar example is the following figure. On one wall someone would see a rectangle, and on the other wall someone would see a circle. Both are correct: it is true that there is a rectangle on the wall, and it is true that there is a circle on the other wall, but **the truth is the** object in the middle - namely the cylinder. If we look only at the scene on the wall, we see only a fraction of that reality. **A different point of view (perspective) also means a different interpretation (perception).**



This is perhaps better explained by the slightly more "down-to-earth" example in the picture below. The first picture would have been the first reaction of most people, who would have been horrified by the crass gesture of the heir to the English throne. At the same time, they would immediately start thinking about who he was giving the middle finger to. Perhaps the annoying journalists and photographers?

How quickly injustice happens is shown by the second picture, which shows the real gesture from a different perspective, with the future king showing number three with his fingers.

A Guardian video from the 1970s, **Point of View**, also shows how important the angle (or even several angles) from which we observe and judge are for interpreting events:

5.1.1.3 Lesson 1.3 - Diversity of our perspectives

Thus, as we have seen in the previous lessons, **it is important to realise that things are not always as they seem or as we are taught to see them.** In order to cope with the different interpretations that exist in this world, we often have to "unlearn" what we have already learnt. Our view of the world is often already learned, socially programmed and predictable.

Let's look at how we would describe the picture below.

Author of **the photo**: Julie Gropp

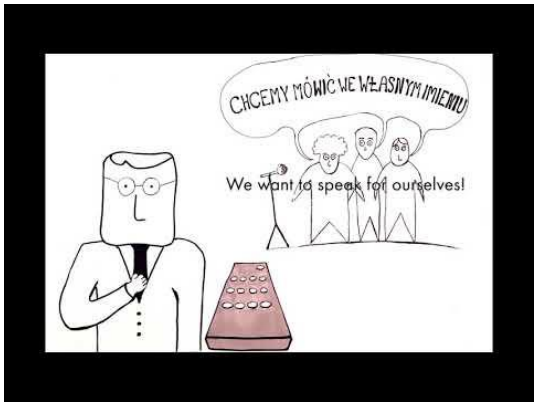
We would venture to say that most in our part of the world would describe the picture something like this:

"A wild boar crosses the road."

But what if we looked at the picture from a non-anthropocentric point of view? Then the description of the picture would read as follows:

"Wild game does not cross the road. The road crosses the forest."

So, when we change perspective, we suddenly see things (and the world) in a completely different light.
And if we map all of the above onto how **we see the world and how we talk about it because of our diminished view**, we get a story like the one in the little film below. The video *How to talk about the world was produced* by colleagues from Polish Humanitarian Action (PAH) in Poland and is subtitled in English:



5.1.2 Lesson 2: Global learning

5.1.2.1 Lesson 2.1 - Global learning for the bigger picture 1

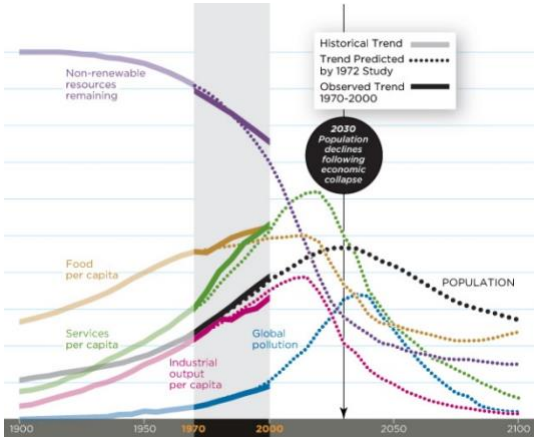
Global learning is not just about learning about other interpretations and putting the pieces together, but about lifelong learning and questioning how our daily actions affect the whole. It is a tool to learn what it is like to suddenly see things in a different light, from a different angle, to slowly put together

the pieces of a mosaic that reveal a whole picture we may not have known existed. How our little part, in which we move and act, influences the other parts and the bigger picture of the state of the world.

The state of the world we live in and the new generations entering it is certainly worrying. Growing global and local inequalities, wars and conflicts, climate change and the mass extinction of species in the Anthropocene era, named after the main culprit of the changes it leaves as imprints on its natural environment: man.

As early as the 1970s, an international group of researchers, the Club of Rome, at the Massachusetts Institute of Technology, explored the implications of continued unrestricted global growth. They looked at five basic factors that determine and interact to limit growth on this planet: world population growth, agricultural production, depletion of non-renewable resources, industrial production and pollution. Using a computer model, they attempted to identify several paths for the future of humanity and summarised their findings in the report Limits to Growth, published in 1972.

The message of this book is still valid today: the planet's resources cannot support the growth we expect if we continue with business as usual or pretend that everything is fine and dandy. In the 21st century, researchers predict that we will face the collapse of our social economic and ecological systems if we do not change the way of life (in most cases, the Global North) that has led us to these extremes. When scientists recently re-examined the trends we are following using newer computer models, they largely confirmed the projections made in 1972 (see graph below).



Source of graph: Meadows, D.H., Meadows, D.L., Randers, J. and Behrens III, W.W. (1972) Linda Eckstein

But there is also a **message of hope** in the book: man can create a society in which he can live on Earth indefinitely, if he imposes limits on himself and on his production of material goods, in order to achieve a state of global equilibrium between population and production. The sad thing is that almost 50 years after the publication of the book, leading politicians and multinational corporations are still operating on a business-as-usual basis, unwilling to make radical changes and impose limits. Will they finally be persuaded and moved by the masses who are now protesting and fighting for climate justice in record numbers around the world?

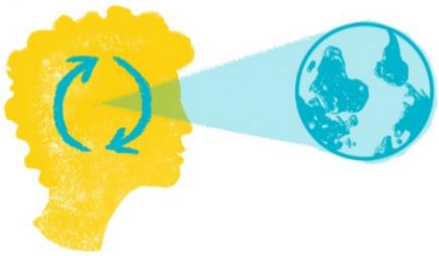
5.1.2.2 **Lesson 2.2 - Global learning for the bigger picture 2**

We are therefore at a point where - truth be told - for the survival of humanity and the other species with which we share our only home, it is imperative that we become aware of all the connections, interconnections and interdependencies of our own lifestyles with other parts of the world. To become

aware of the real causes of global inequality, environmental devastation and entrenchment in an unjust and often bloodthirsty system that operates for the good of nature and people. Einstein said that **the same mindset that created a problem cannot solve it**. Therefore, a radical change of mindset, and with it of the system that has brought us to this state of the world, is needed. **But how can we change the mindset?**

Global learning is certainly a tool that can help us make this mindset shift. It is both a *"style of learning and a way of thinking"* (Global Learning Charter, COE, 1997). It is a pedagogical approach that promotes a multi-perspective view and the deconstruction of stereotypes, and builds on the global dimensions of citizenship education, such as diversity, human rights, sustainability, peace and conflict prevention, and intercultural dialogue.

The concept itself originates largely from the work of non-governmental organizations (NGOs), educational researchers, international organizations, dedicated youth workers, teachers and activists seeking to address various social, environmental, political and other global issues. Global education can equip and enable people to navigate the complexities of global challenges without despair, to develop critical analyses that connect global systems with their local contexts, to experience a sense of interconnectedness, and to work together in ways that open up different possibilities for co-existence in the future.



Although GE has traditionally found its place mostly in the informal education system or in the educational activities of various NGOs and youth organizations, the rising unpredictability of changes both in our societies and in our environment is suggesting a need for the development of partnerships that extend way beyond these traditional contexts. Only by working together across many sectors and disciplines can we hope to respond more robustly and perhaps, in due time, to these rapid changes. Challenges we are facing on a global scale are hyper-complex, multi-layered, interlocked (the solution for one thing creates problems in other places), involve many unknowns, have longer and uncertain timescales.

Our formal education leaves us unequipped to address such challenges and associated complexities, uncertainties, ambiguities, diversities, paradoxes, unequal power relations, and conflicts that are inherent to them. Often this is reflected in our work no matter our good intentions. If global challenges are addressed as regular problems, the intervention of educators, activists, CSOs, youth workers, tends to reproduce harmful patterns of:

- simplistic "feel good" solutions that may address symptoms, but not root causes,
- paternalistic engagements with marginalized communities ("we know what you need attitude"),
- ethnocentric ideals of justice, sustainability and change.

Tackling global challenges and dealing with them on a local level through global education lens and such tools could enable avoiding those harmful patterns and approaching them in a more holistic way,

breaking the dominant system, which is premised on unlimited growth and exploitation that ignores the limits of the planet.

5.1.2.3 Lesson 2.3 - Methodological approaches on global education

a.) Micro-macro approach

The main forms of micro-macro approach are:

- From local to global, i.e. from pollution or poverty in the local environment, moving to the global dimensions of these problems and then back to the local level ("glocalization").
- From personal to collective, i.e. through personal stories and experiences presented by participants in multicultural global education, learning about the reality of migration at the collective level.
- From emotional to rational, i.e. from the emotions evoked by the narratives of the aforementioned migrations at the individual level, moving on to exploring general aspects of the problem of migration.

b.) Power analysis

Understanding global processes and challenges involves identifying and connecting different stakeholders based on power and profit or on human and environmental well-being. All over the world, each individual, depending on the place where he or she was born and her ethnic group and social class, has different access to resources, opportunities, choices, and possibilities to influence resource and wealth sharing decisions. We need to ask ourselves the following questions: Who cares, who is affected by the problem? Who has the power to solve it? Who owns the resources? Who are allies or opponents? What can be my role in changing the situation?

General tips

Learn to unlearn: learn to perceive that what one considers as neutral and objective is a perspective and is related to where one is coming from socially, historically and culturally (deconstruction: making visible the origins and hidden agendas of taken-for-granted concepts).

Learn directly from those living on the margins of mainstream society is absolutely something that should be considered when looking to develop new partnerships and innovative educational or other practices.

The Maastricht Declaration on Global Learning (COE, 2002), prepared by the Pan-European Congress on Global Education, also describes it in a way that is very dear to us: ***"Global learning opens people's eyes and minds to the realities of this world and encourages them to take action that leads to a world of greater justice, equality and human rights for all."***

Recently, after a year-long process, this definition of Global Education was redefined in the so-called Dublin declaration (2022), **The European Declaration on Global Education to 2050**, which states: "*Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It* ***empowers people to understand, imagine, hope and act*** *to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.*"

Both of these definitions emphasise not only the promotion of critical thinking in the face of global challenges, but also the **active component of global learning**: i.e. active global citizenship, which also includes values of action, of taking action. It means empowering all of us in this world and making us co-responsible for changes that will lead to the development of a just and sustainable society at local and global level. It supports the development of skills that enable us to participate actively in our communities, to think critically, to confront discrimination and stereotyping of others, and to value all beings on our planet as equals.

Global learning strengthens **global competences**, which are becoming essential in a rapidly changing and globalising world. Global competence can be defined as the **ability and inclination to understand and act on issues of global importance** (Boix Mansilla, 2017). Globally competent students prepare for such a complex world around them by:

- They learn to explore the world beyond their immediate environment, framing and making sense of important global issues,
- learn to recognise their own and others' views, articulate and interpret their own thoughtfully, and accept others' views empathetically and respectfully,
- learn to communicate across differences and bridge cultural, linguistic, economic and religious divides,
- learn how to act responsibly in the world.

You don't need to be an expert on the veritable sea of global challenges to promote global citizenship. More important is the enthusiasm and the constant willingness to ask yourself anew every day what impact your own actions have on your fellow human beings and on nature, and **how each one of us, together with others, can contribute to change for the better**.

The main reasons for trying to live a global learning approach are, in our view, also the following objectives:

- **achieving social justice and equal opportunities for all people in this world,**
- **Achieving environmental justice, including the rights of nature and all living beings,**
- **Achieving lasting global peace, coexistence and human cohesion.**

5.1.3 Lesson 3: Lack of a global dimension

Now, in a very special way, we will look together at what is meant by **the lack of a global dimension** in our perception of the world or of the seemingly trivial things in this world.
Read the following text slowly and concentrating, imagining it as vividly as possible.

Imagine you have been growing maize all year round.

First, you prepared the soil, planted the maize and hoed it until it was ripe. Now it's time to harvest it. Head out to the field with a nice wicker basket to collect the ripe corn cobs. You'll have nice, big cobs to take over the winter, as this will be your main source of food. When the basket is full, you return home and pick the corn cobs. Then put them on the table in front of you.

What is your maize like? Try to picture it as vividly as possible in your mind. Make a mental picture of that maize.

Now open the following page.

Was maize like that in your mind?

Recall the introductory lesson on different perspectives and, using the example of maize, consider the following:

- What colour was your maize?
- Why did you picture it in your mind the way you did? (Most people in our environment usually picture yellow corn.)
- What else do we see in a similar way, through our "yellow glasses"?
- Why and how do we imagine the world differently?
- What is the difference between the words "difference" and "diversity"?
- Describe how you would use the example of maize in the classroom.
- Which approach would you use, soft or critical global learning and why?
- What would be the difference if we used the other one?

Vanessa Andreotti uses the corn analogy to draw our attention to the fact that our imagination may be more limited than we thought. **Our social, historical and cultural origins have a strong influence on our capacity to imagine.** Awareness of this fact is very valuable as it encourages us to be more open to people and challenges around us and simply makes us humbler. Global learning is an approach that supports us in this kind of awareness-raising on a daily basis.

5.1.4 Lesson 4: Global learning guidelines

In summary, what has been described so far can be summarised in a few main guidelines for global learning.

1) Global learning emphasises the interdependence between the Global South and the Global North and is not limited to the presentation of global problems.

2) Global learning shows global processes from a local perspective, presents their implications for all, and is not limited to the abstract.

3) Global learning uses up-to-date and factual descriptions of people and places, it does not support the perpetuation of existing stereotypes.

4) Global learning shows the causes and consequences of global processes, it is not limited by facts and statistics.

5) Global learning emphasises the importance of long-term individual engagement in responding to global challenges, rather than supporting a sense of helplessness and fundraising for charities.

6) Global learning respects the dignity of the people it is about, it does not focus on the negative, but seeks to present a balanced picture of the world's reality.

7) Global learning encourages critical thinking and supports individuals to develop their own views on global challenges, it does not promote one ideology or offer quick answers.

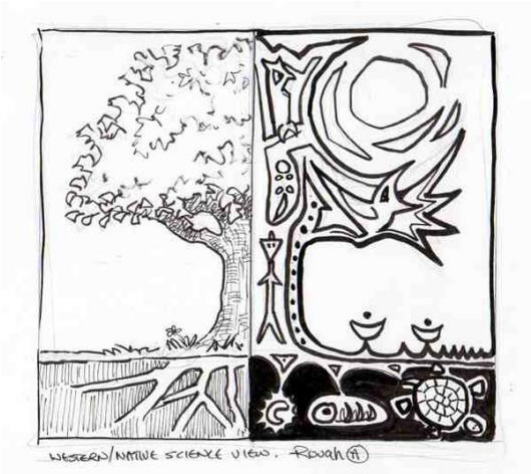
8) Global learning promotes understanding and empathy, it does not resort to pity.

9) Global learning allows the people it mentions to speak for themselves, it does not rely on guesswork and imagination.

10) Global learning uses a wide variety of teaching and learning methods and is not limited to didactic learning.

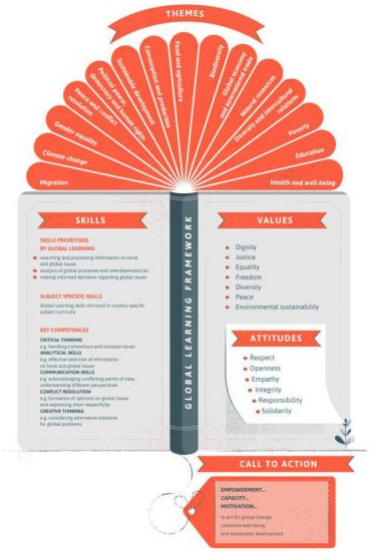
11) Global learning aims to build knowledge, develop skills and change attitudes, and is not limited to knowledge transfer.

12) Global learning is learner-centred, the learning process starts with the learner's experience and is not solely teacher-led.



Source of illustration: Green Teacher, Education for Planet Earth, 2013.

The **Global Learning Framework infographic** (below) presents in a clear and simple way the main themes, skills, values and attitudes that we want to address and promote through global learning. You can find out more about global learning in the publication Global Learning Framework, which Humanitas has produced in collaboration with our project partners as part of the »Global Issues – Global Subjects« project.



Source of infographic: https://www.humanitas.si/wp-content/uploads/2022/09/GLF_infographic.pdf (Humanitas, 2022)

5.2 Chapter 2: Introduction to the Sustainable Development Goals

5.2.1 Lesson 1: Information on the SDGs

5.2.1.1 Lesson 1.1 - Background and reporting

In 2015, the United Nations (UN) Member states, adopted the 2030 Agenda for Sustainable Development, the aim of which is to serve as a guideline for the conduct that will help us preserve the planet and its inhabitants. At its core lie the 17 Sustainable Development Goals (SDGs) which are the "the call for action" to all countries around the globe. Based on the main issues that we all face on both a local and global scale, the Goals aim at both prevention and mitigation of existing risks.

The process that ended up with the creation and publication of the SDGs already started in 1992 at the Earth Summit in Brazil, where the focus on the decisions was on improving human lives and environmental protection. Eight years later the Millennium Development Goals (MDGs) were agreed upon during the Millennium Summit. The collaboration between states that followed had a number of key stages throughout the years, with the establishment of working groups, outcome documents and others that set -out targets, desired outcomes and actions that will help reach the aforementioned. "2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:

- Sendai Framework for Disaster Risk Reduction (March 2015)
- Addis Ababa Action Agenda on Financing for Development (July 2015)
- **Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit** in New York in September 2015.
- Paris Agreement on Climate Change (December 2015)

- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs."

The UN provides support, guidance and capacity building for the SDGs and their implementation through the Division for Sustainable Development Goals (DSDG). The "science-policy interface" is a major point in understanding and implementing science whilst intertwining with all the desired outcomes. This is done via the so-called Global Sustainable Development Report (GSDR). In 2016, it was agreed that the report will be published every 4 years, and in 2023 the second report is to be published as we reach the halfway point. Annual progress report on the SDGS is also published by the UN.

https://www.freepik.com/free-vector/ecology-sustainable-development-flat-sdg-illustration_26054524.htm

5.2.1.2 **Lesson 1.2 - The SDGs in a nutshell**

The Sustainable Development goals, also known as SDGs or Global goals were adopted in 2015 and have an end date-2030. They consist of 17 separate, but yet intertwined and mutually dependent goals and corresponding targets. Each action for one goal can have either a direct or indirect effect on another, and often said actions have to be multifaceted, well planned and executed. The goals consist of 169 targets overall. Countries have committed to prioritize progress for those who are furthest behind. Again, it is important to note, that even though they are agreed upon by UN member states, they only serve as a guideline, not a law. Even though there is legislative framework that either underpins or supports many of the targets, it is not consistent or universally applied, but it is rather on a country-by-country basis. This is also one of the main criticisms of the SDGs, which will be discussed in Lesson 2.

Image from UN SDG website

The Goals themselves are as follows:

Goal 1. No Poverty (7 targets)
Goal 2. Zero Hunger (8 targets)
Goal 3. Good health and well-being (13 targets)
Goal 4. Quality education (10 targets)
Goal 5. Gender Equality (9 targets)
Goal 6. Clean water and sanitation8 targets)
Goal 7. Affordable and clean energy (5 targets)
Goal 8. Decent work and economic growth (12 targets)
Goal 9. Industry, innovation and infrastructure (8 targets)
Goal 10. Reduced inequalities (10 targets)
Goal 11. Sustainable cities and communities (10 targets)
Goal 12. Responsible production and consumption (11 targets)
Goal 13. Climate action (5 targets)
Goal 14. Life below water (10 targets)
Goal 15. Life on land (12 targets)
Goal 16. Peace, justice and strong institutions (12 targets)
Goal 17. Partnership for the goals (19 targets)

For more detailed information, the following formal page regarding the SDGs should be reviewed: https://sdgs.un.org/#goal_section

5.2.1.3 Lesson 1.3 - Current status: The Sustainable Development Goals Report 2022

The latest report on the progress of the SDGs was published in 2022. And the released results and analysis are overall far from positive. It is a unanimous conclusion that the Covid-19 pandemic, followed by armed conflict, including in Ukraine, the rise in gas and oil prices and a number of environmental "incidents" have greatly affected the progress thus far in a negative way. The information presented in the report is based on the latest available data (as of June 2022) on selected indicators in the global indicator framework1 for the SDGs. Some of the key takeaways on the status/challenges for each goal are presented below, via direct extracts from the report itself:

Goal 1. No Poverty : More than 4 years of progress against poverty has been erased by COVID-19; Rising inflation and impacts of war in Ukraine further derail progress number of people living in extreme poverty in 2022. The pre-pandemic projection was 581 million, with current projection: 657-676 million
Goal 2. Zero Hunger : To reduce stunting in children by 50% by 2030, annual rate must double, Ukraine crisis triggered food shortages for the world's poorest people
Goal 3. Good health and well-being : 22.7 million children missed basic vaccines in 2020- 3.7 million more than in 2019, Tuberculosis deaths rise for the first time since 2005, The Covid-19 pandemic Infected more than (mid-2022) (2020-2021) worldwide and led to 15 million deaths (end 2021) Disrupted essential health services: 92%of countries halted progress on universal health care
Goal 4. Quality education : Entrenched inequities in education have only worsened during the pandemic, missed over half of in-person instruction; COVID-19 pandemic global learning crisis has deepened a 147 million children in 2020-2021
Goal 5. Gender Equality : Gender-responsive budgeting needs to be strengthened, it would take another 40 years for women and men to be represented equally in national political leadership at the current pace, Women accounted for 39% of total employment in 2019, but 45% of global employment losses in 2020.
Goal 6. Clean water and sanitation: Meeting drinking water, sanitation and hygiene targets by 2030 requires a 4x increase in the pace of progress

Goal 7. Affordable and clean energy: International financial flows to developing countries for renewables declined for a second year in a row, impressive progress in electrification has slowed
Goal 8. Decent work and economic growth : global unemployment to remain above pre-pandemic level until at least until 2023, Global economic recovery is further set back by the Ukraine crisis,
Goal 9. Industry, innovation and infrastructure: Global manufacturing has rebounded from the pandemic but LDCs are left behind, Passenger airline industry is still struggling to recoup catastrophic losses
Goal 10. Reduced inequalities: Pandemic has caused the first rise in between-country income inequality in a generation; Global refugee figure hits record high
Goal 11. Sustainable cities and communities: Leaving no one behind will require an intensified focus on 1 billion slum dwellers
Goal 12. Responsible production and consumption: 13.3% of the world's food is lost after harvesting and before reaching retail markets, our reliance on natural resources is increasing.
Goal 13. Climate action: Climate finance falls short of $100 billion yearly commitment, energy related CO2 emissions increased 6% in 2021, reaching the highest ever level; Rising global temperatures continue unabated, leading to more extreme weather
Goal 14. Life below water: Increasing acidification is threatening marine life and limiting the ocean's capacity to moderate climate change, 17+ million metric tons of plastic entered the ocean in 2021
Goal 15. Life on land: Biodiversity is largely neglected in covid-19 recovery spending, 133 Parties have ratified the Nagoya Protocol which addresses access to genetic resources and their fair and equitable use.
Goal 16. Peace, justice and strong institutions: A record 100 million people had been forcibly displaced worldwide (may 2022), corruption is found in every region.
Goal 17. Partnership for the goals: Rising debt burdens Internet threaten developing countries' pandemic recovery, internet uptake accelerated during the pandemic. In 2021, Foreign direct investment rebounded to $1.58 trillion, up 64% from 2020.

The conclusion is that the events of the last two years have had a negative impact on the progress of the SDGs and efforts must be made to counteract and mitigate, if we are to reach the targets and have a chance at securing a sustainable and safe environment for the future.

5.2.2 Lesson 2: Critique of the Sustainable Development Goals

The UN Sustainable Development goals have been used as a roadmap to sustainability in the last 7 years. Serving as a guide to for state policies, business and personal conduct, their objective is to set targets and be a driver for change. Many claim that the SDGs are the imperfect, but still the best reflection of the existing complexities of the world and our impact, that has been done thus far. And it is exactly these "imperfections" that are the topic of scrutiny and criticism.
In fact, according to the Economist, already in 2015, "detractors argue that the breadth is at odds with the need to prioritise. The Economist describes the SDGs as so broad and sprawling as to," …amount to a betrayal of the world's poorest people."

Unfortunately, with the 2030 Agenda and the 17 Sustainable Development Goals, world leaders have still not managed to move beyond the binary world view that the world should be made up of the developed world (that's "us" - Europe and North America) and all the others that are still "developing". Such an understanding of development assumes only one possibility of 'real' development, one that approximates our own. It is still a view of the world through the neoliberal lens of economic growth and economic development (Gobbo, 2016). The objectives could mean a shift towards equal partnerships that allow learning from each other, but in reality, their discourse is once again based on the separation of developed and underdeveloped in the typical economic paradigm.

Key points of criticism:

The targets

There is quite a wide-spread critique regarding the targets, undelaying each Goal. "For example, the Copenhagen Consensus Centre has led an initiative to conduct cost-benefit analysis on the SDG targets, highlighting that efforts to achieve some of the targets would be 'poor value for money' and suggesting that either they should be changed or dropped entirely (Lomborg 2014)." The lack of precise designation of the financing and how it is to be done, has proven to be a serious obstacle. In fact, according to the World Bank as published in the "WBG's most comprehensive costing study, Beyond the Gap, estimates that meeting the infrastructure-related SDGs, plus infrastructure-related climate change mitigation, will require investment equivalent to 4.5–8.2 percent of low- and middle-income countries' aggregate GDP per year during 2015–30. 5. In individual countries, however, especially low-income countries, investment needs can represent a substantially larger share of GDP."

In addition to that, as per Philip Alston, there is no explicit link to specific human rights. Although connections can be made, it can be claimed that these links are not sufficient.

The indicators and the SDG index

There is a multilevel issue with the indicators. Although their objective is to guide and track progress, that have not been able to do so. According to reports, they do not fully encapsulate concepts, they leave room for contestation and interpretation and they do not cover anything that is not obviously tangible.

The SDG Index is one of the other points of contestation. According to Hickel, "the countries with the highest scores on this index are some of the most environmentally unsustainable countries in the world." This is due to the fact that good performance on the goals related to development (which are most of them), can grant a high score, even if performance on sustainability is low. This is the case in a number of developed countries such as Sweden or US, both of which reportedly have "unsustainable levels of environmental impact". In addition to that, the University of Leeds has reportedly published data, supporting exactly the thesis that high-ranked countries actually have extremely high levels of use of resources, pollution, etc.

This problem is heightened by the fact that most indicators do not take into account international trade, and the data does not reflect for instance production of an EU company that has outsourced to a developing country. This leads us to the issue of data.

Insufficient or incorrect data

In order to track the progress on the Goals, data from all states is required. This data has to be provided in a timely manner, has to be complete and accurate. However, this is not the case in reality. Data is missing in countries, that require the most efforts. According to a report published by Bali Swain, "there isn't a single five-year period since 1990 where countries have enough data to report on more than 70 percent of MDG progress (UN Independent Expert Advisory Group 2014). More worryingly, about half of this data is based on firm country-level surveys; the rest are comprised of estimates, modelling and global monitoring". Data is missing, outdated and unreliable. The "grey economy" is not reflected, corruption practices and illegal trade, forced labour, etc are also not reflected.

The language of the Goals

In 2015, Easterly, who is overtly critical of the Goals, stated that the SDGs answer the question of what should be done, but do not provide answers on "how?" and "who". This suggests that knowing what needs to be done, does not provide the solution and without concrete responsibility distribution, all will remain unactionable. Furthermore, as the SDGs are non-binding and allow selection of goals

implementation and state-by-state alterations of the targets, together with individuals' responsibility, there is not enough pressure to act. And the reality is that without sufficient pressure, and relying only on cooperation will not bring the needed results. Unfortunately, this can already be observed by the insufficient progress made on the Goals, as briefly discussed in the previous lesson.

The paradox of resources

Researcher Rene Suša (2021) similarly claims that **the core of the sustainable development goals involves a fundamental paradox**: namely, sustainability and development as we know it simply are not compatible. We all know we live on a physically limited planet, but we still want to keep functioning within a system that is based on the model of unlimited growth. The concept of sustainability should thus be focused on what exactly is it that we want to last, what we want to make sustainable. The language of SDGs suggests the answer to this question seems to be that we want to maintain the socioeconomic structures that we enjoy today. This however, is not possible on a planet with finite resources. If we, on the other hand, look at how other parts of the world (apart from the Western world) understand and interpret sustainability, we might see the development too in completely new light. For example, many indigenous peoples define sustainability as having the ability to survive, being able to sustain oneself. For them, sustainability is not a term that describes the continuation of economic growth rates, but rather describes a way of life that enables you to stay alive on the long run. This seems like a simple concept, however, this is something that our system, and indeed the language of SDGs, clearly lacks.

Philip Alston

Philip Alston, the outgoing UN Rapporteur on Extreme Poverty and Human Rights (Alston, 2020) has been one of the main critics of the SDGs. According to him, one of the main problems with Goals is "their reliance on the flawed World Bank's international poverty line (IPL) of $1.90 a day as a barometer of poverty, which he rightly judges to be too low a level to support a life of dignity consistent with basic human rights (Alston, 2020, p. 4). In his final report in 2020, he says that even "if the SDGs are met, billions of people will still face serious deprivation as the poverty line represents at best 'a bare subsistence'" (Alston, 2020, p. 10). Perhaps the most crucial point of his criticism is that the SDGs call for economic growth, whilst acting against climate change. Economic growth, inequal distribution of resources and insufficient action towards policies that can be beneficial, have been the key drivers both for the negative impact on the climate and for the adverse effects on the poor. He further calls for recalibration of the SDGs. And he is not the only one. Numerous publications suggest the need for a change in approach, which has been strengthened by the pandemic and its effects.

5.3 Chapter 4: Videos from the Global South on the SDGs

The work on the project Culpeer4Change has shown the impact that groups from the Global South can have on our view and understanding of sustainable development. Hence, here some examples are included that showcase the work of such groups that bring awareness to key issues in an artistic manner. These can be used as part of cultural peer learning, including digitally. The opportunities to see the work of others and delve into their perspective on crucial issues can be utilised to initiate dialogue and cooperation to support the Sustainable Development Goals.

5.3.1 Lesson 1: How can the videos be used in a step-by-step approach

Step 1 The individual or the group should familiarise themselves with the Sustainable development goals.

Step 2 The short guide below can help navigate which videos to be viewed in relation to an SDG that is of interest. The participants should familiarise themselves with the group, where they are from, what is their main activity. This in itself would broaden knowledge of the trainees and open them to new cultures

Step 3 View one or more videos

Step 4 Have an online/in person discussion about the video among the trainees: What were the topics discussed?, What was the issue at focus?, What other SDGs (other than the one pointed out) do you see covered and how?

Step 5 Have a discussion with the group whose video was watched- Ask questions, share comments, impact and share knowledge about work of others in the respective domains. If it is not possible to have a discussion with the group, have a second session with your peers and come up with ideas on how your group would approach the subject.

Step 6 Brainstorm ideas and possibilities for cooperation

5.3.2 Lesson 2: The videos and their link to the SDGs

Country of origin: Peru
Name of Group: Arena y Esteras
Short Video description: Climate Change in Peru- A brief insight into how Arena y Esteras are committed to combating climate change in front of their doorstep and in their neighbourhood
Video Link:
https://www.youtube.com/watch?v=QeynjgATY_w&embeds_euri=https%3A%2F%2Fculpeer-for-change.eu%2F&source_ve_path=MjM4NTE&feature=emb_title
Connection to SDG: SDG 15

Country of origin: Ethiopia
Name of Group: Circus Devere Berhan
Short Video description: Performance "Cargo" by Circus Debere Berhan
Full Performance (1:20Minutes) of Circus Debere Berhan with Live Music
Video Link:
https://www.youtube.com/watch?v=sPB755G1WdM&embeds_euri=https%3A%2F%2Fculpeer-for-change.eu%2F&feature=emb_logo
Connection to SDG: Multiple

Country of origin: South Africa
Name of Group: M.U.K.A.
Short Video description: Performance "I am sorry"- full Performance of "I am sorry" Actors:
Director: Brian Pakhati
Video Link:
https://www.youtube.com/watch?v=ZArXhqAZ5sk&embeds_euri=https%3A%2F%2Fculpeer-for-change.eu%2F&feature=emb_logo
Connection to SDG (short description of covered targets): 4

Country of origin: Bolivia
Name of Group: Teatro Trono

Short Video description: Teatro Trono - Retorno a la semilla
Accompany the young artists of Teatro Trono on their research on correlations of climate change, mother earth and human behaviour. They take us on their trip to the glaciers of Bolivia, which are in great danger.

Video Link:
https://www.youtube.com/watch?v=MuCV1me92vk&embeds_euri=https%3A%2F%2Fculpeer-for-change.eu%2F&feature=emb_logo
Connection to SDG (short description of covered targets): 13

Country of origin: Argentina
Name of Group: Fuera de Foco
Short Video description: Watch a brilliant Mini Performance fo Fuera de Foco Girl about woman rights in times of pandemic
Video Link:
https://www.youtube.com/watch?time_continue=1&v=SmtZZ5Gxfgo&embeds_euri=https%3A%2F%2Fculpeer-for-change.eu%2F&feature=emb_logo
Connection to SDG: SDG 5

Country of origin: Multiple
Name of Group: Music for the SDGs
Short Video description: Groups from all over the world get together to create music together (online) in on topics related to the SDGs
Video Link: http://mackglobe.com/musicforsdgs/
Connection to SDG: Multiple

Country of origin: Uganda
Name of Group: SOSOLYA 2022
Short Video description: Climate Change in UGANDA- A brief insight into how SOSOLYA are committed to combating climate change in front of their doorstep and in their neighborhood. And how a Girl brings SOLUTION for this problem. You see parts of "Woman King" on the school stage in Rissen/ Hamburg.
Video Link: Available on the CULPEER platform
Connection to SDG: 5 and 13

Country of origin: Uganda
Name of Group: SOSOLYA
Short Video description: At the beginning of June 2019, Bagonza Herman Katoroogo, dance trainer at the Sosolya Ungudu Dance Academy from Kampala/Uganda, was a guest at an 11th class (ProVo2) at the Erich Kästner School in Hamburg-Farmsen. His visit was part of the "CREACTIV for climate justice" project of the KinderKulturKarawane. The program included creative exercises, reflections on dreams and ideals, discussions on the causes and effects of climate change and possible solutions: Who were the people who shaped me? What is important to me in life? What can we do against global warming? What could climate-friendly cities look like? To this end, the young people drafted their own laws for their cities of the future. At the end there was a dance class. When the young artists from Sosolya come to visit in October 2019, a joint performance should emerge from these ideas and be brought to the public
Video Link: https://www.youtube.com/watch?v=s_OyB9OpetA
Connection to SDG (short description of covered targets): 13

Country of origin: El Salvador
Name of Group: Tiempos Nuevos Teatro
Short Video description: The members of Tiempos Nuevos Teatro (TNT) from El Salvador introduce themselves and their play, with which they will be touring in spring 2022 as part of the Children's Cultural Caravan, and tell why it is important to protect the climate.
Video Link:
https://www.youtube.com/watch?v=onqwD1YMnQY
Connection to SDG: 13

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The Sustainable Development Goals Report 2022, available at https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf

Thinking about the maize experiment, you can further explore your un-learning efforts here: https://facinghumanwrongs.net/unlearning-bundle-unit-1/.

Vanessa Andreotti, Lynn Mario T. M. de Souza: Learning to read the world Through Other Eyes

Vanessa Andreotti et al.: Global Citizenship Otherwise

Vanessa Andreotti: Global education in times of unprecedented changes

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RECOMMENDED LITERATURE:
Limits to Growth in pdf format.

5.5 ANNEX

Sustainable Development Goals Progress Chart 2022, available at: https://unstats.un.org/sdgs/report/2022/Progress-Chart-2022.pdf

Sustainable Development Goals Progress Chart 2022

The *Sustainable Development Goals Progress Chart 2022* presents a snapshot of global and regional progress of selected targets under the 17 Goals of the 2030 Agenda for Sustainable Development. The progress assessment is based on the most up-to-date data and for some of the Sustainable Development Goals (SDGs) also reflect the impacts of the COVID-19 pandemic. Due to data collection challenges related to pandemic-related measures, measuring the full impact of COVID-19 is limited for the other Goals.

The Progress Chart 2022 clearly demonstrates the deterioration of progress towards many targets, such as poverty, food security, ending the epidemic of malaria, immunization coverage, and employment, caused by the impacts of the COVID-19 pandemic, climate change and conflict. Recent cascading crises have magnified the challenges of achieving the SDGs. Urgent, scaled-up and coordinated actions by all countries are needed to accelerate SDG implementation and avert the devastating impacts in order to get on track and chart a course for better recovery.

The progress chart presents two types of information: 1) a trend assessment using stoplight colours to measure progress towards the target (from a baseline year to the most recent data point), and 2) a level assessment using a gauge meter to measure the current level of development with respect to the distance from a target, using the latest data. The chart is based on a limited number of indicators and information available as of June 2022. For most of the indicators, the latest available data are from 2019 to 2021. A baseline year of around 2015 or 2010 is used for the trend assessment.

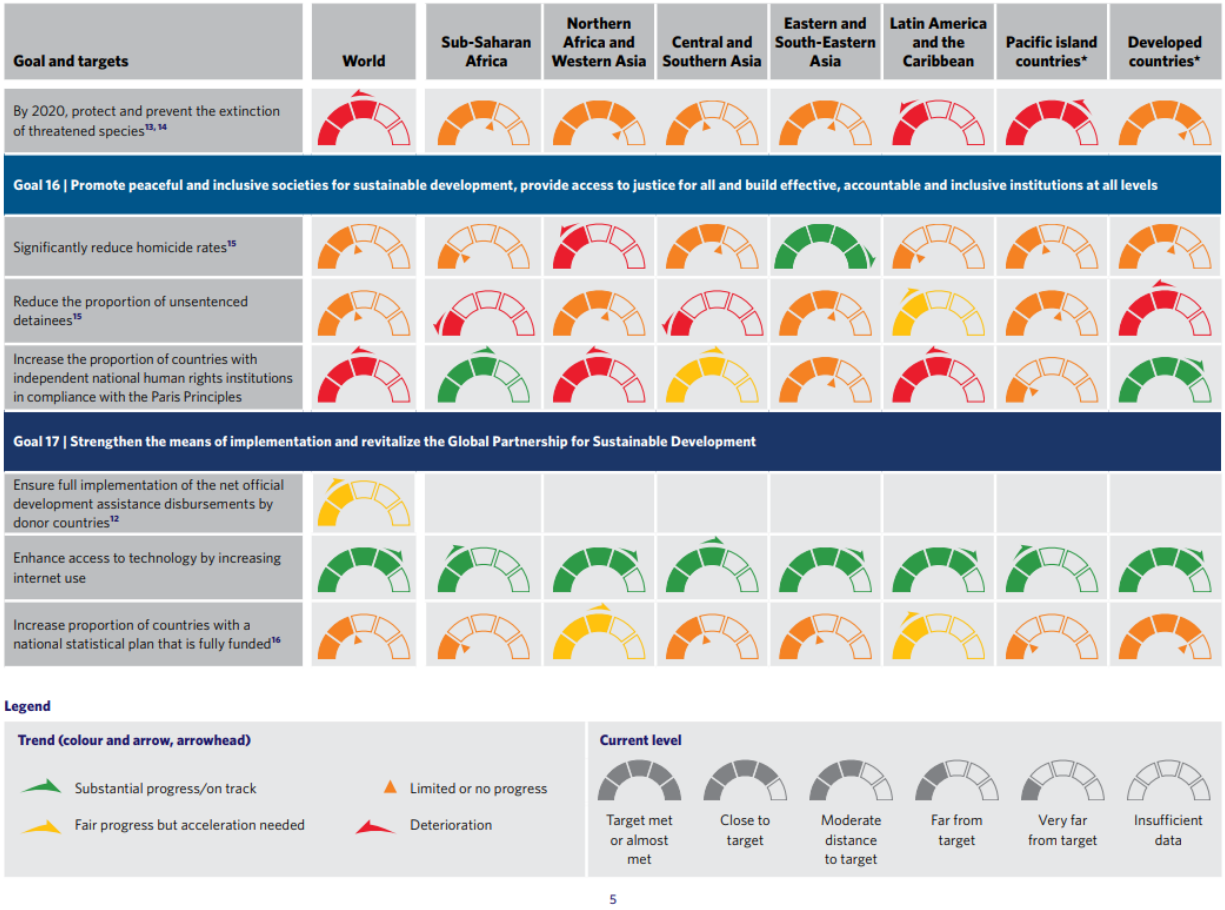
Goal and targets	World	Sub-Saharan Africa	Northern Africa and Western Asia	Central and Southern Asia	Eastern and South-Eastern Asia	Latin America and the Caribbean	Pacific island countries*	Developed countries*
Goal 1 | End poverty in all its forms everywhere								
Eradicate extreme poverty for all people everywhere[1]								
Achieve substantial social protection coverage[2]								
Goal 2 | End hunger, achieve food security and improved nutrition and promote sustainable agriculture								
Ensure access by all people to safe, nutritious and sufficient food all year round								
By 2030, achieve a 50 per cent reduction from 2012 in the number of stunted children under 5 years[3,4]								
Goal 3 | Ensure healthy lives and promote well-being for all at all ages								
Increase the coverage of births attended by skilled health personnel[5]								

1

Goal and targets	World	Sub-Saharan Africa	Northern Africa and Western Asia	Central and Southern Asia	Eastern and South-Eastern Asia	Latin America and the Caribbean	Pacific island countries*	Developed countries*
Reduce under-5 mortality to at least as low as 25 per 1,000 live births[6]								
End the epidemic of malaria[7]								
Increase diphtheria-tetanus-pertussis vaccine coverage among 1-year-olds								
Goal 4 | Ensure inclusive and equitable quality education and promote lifelong opportunities for all								
Ensure all girls and boys complete primary education								
Goal 5 | Achieve gender equality and empower all women and girls								
Eliminate child marriage[5]								
Ensure women's full participation and equal opportunities in national parliaments								
Goal 6 | Ensure availability and sustainable management of water and sanitation for all								
Achieve universal access to safely managed drinking water services[8]								
Achieve universal access to safely managed sanitation services[8]								

Goal and targets	World	Sub-Saharan Africa	Northern Africa and Western Asia	Central and Southern Asia	Eastern and South-Eastern Asia	Latin America and the Caribbean	Pacific island countries*	Developed countries*
Goal 7 | Ensure access to affordable, reliable, sustainable and modern energy for all								
Achieve universal access to electricity								
Double the global rate of improvement in energy efficiency[6,9]								
Goal 8 | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all								
Sustain per capita economic growth[10]								
Achieve full employment								
Goal 9 | Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation								
Significantly raise industry's share of GDP								
Substantially increase the expenditure for scientific research and development as a proportion of GDP								
Increase access to mobile networks								
Goal 10 | Reduce inequality within and among countries								
Reduce inequality within countries[6,11]								

Goal and targets	World	Sub-Saharan Africa	Northern Africa and Western Asia	Central and Southern Asia	Eastern and South-Eastern Asia	Latin America and the Caribbean	Pacific island countries*	Developed countries*
Goal 11 | Make cities and human settlements inclusive, safe, resilient and sustainable								
Reduce the proportion of urban population living in slums								
Goal 12 | Ensure sustainable consumption and production patterns								
Reduce the domestic material consumption per unit of GDP								
Rationalize inefficient fossil-fuel subsidies per unit of GDP								
Goal 13 | Take urgent action to combat climate change and its impacts								
Reduce global greenhouse gas emissions[12]								
Goal 14 | Conserve and sustainably use the oceans, seas and marine resources for sustainable development								
Increase the proportion of fish stocks within biologically sustainable levels[12]								
Increase the coverage of protected areas in relation to marine Key Biodiversity Areas								
Goal 15 | Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss								
Ensure the conservation, restoration and sustainable use of terrestrial ecosystems								
Ensure the conservation, restoration and sustainable use of mountain ecosystems								



6. Module 6: " Transfer of knowledge into Creative Action – Examples of Exchange"

6.1 Chapter 1: Introduction to Creative action

Based on our previous experiences in using cultural peer-learning approaches for exchanges between youth from the Global North and the Global South and on the lessons learned during the Covid-19 health crisis, our team created a number of digital methods, which convert cultural, physical and synchronous interactions into digital versions.

Thus for example the artistic creations on SDG topics, which were exposed in physical exhibitions and were used for post-cards and other items, are now proposed to be included in a **Virtual Gallery**, covering both photography & painting/art works, dealing with certain SDG topics and provided by global artists.

Then if you thought that murals can only be done if all the artists are physically present, think again, because we are proposing the **Virtual Murals** activity, which will have an artist, a tutor from a distant location, guiding and supporting the actual muralists on site. The online interaction would be used for the purpose of discussing colors, the idea behind the image to be turned into a mural and the connected topics and stories.

"**30 questions to fall in love with a culture**" is a concept that steps on the "30 questions to fall in love" concept, transforming it into a transnational online activity, with synchronous and asynchronous

sessions, which can help the interacting people get to better understand each other's culture via questions that delve into how a person perceives and lives a culture privately and how he or she can share this culture with a friend.

People have been telling stories to each other for different reasons since the dawn of humanity. Stories have traveled far and wide and common wisdom has managed to infiltrate the stories, fairy tales, fables, sayings of peoples on all continents. **Sharing stories in podcasts** – fairy tales, fables and proverbs – is another digital activity we are setting up. The podcasts section will be enriched by videos with home stories, told by young people from the Global South – not fairy tales, but bearers of the contemporary culture, which deserves just representation.

Theatre is a cultural expression, which has a very strong, transformative effect on people. Especially when it is used for social change. What CULPEER goes Digital is offering are forms of **Asynchronous Theatre**, which tackle global problematic situations, do transcontinental problem solving and share personal stories stepping into the domains of verbatim theatre and theatre of the oppressed in many of their forms. The exemplary SDG related theatre play, developed and recorded by a South African group, will offer viewers an opportunity for self-reflection and analysis. Online Q&A sessions can be used for meeting up with actors and discussing various aspects of the play.

Food is a carrier of culture, it is an expression of a cultural identity. Culture is influenced by food through various ways such as family, tradition and religion. Such aspects distinguish peoples. Hence, sharing how we cook and what we eat via **Online cooking classes** is another digital method, which we are contributing with.

Last but far not least, music is an expression of culture, which can bear all the information we need to share – from facts, included in the lyrics, to feelings depicted in the tunes. An affirming transcontinental "**Sing a song together**" digital activity is another offer by the CULPEER goes Digital initiative. Dancing and drumming tutorials and sessions will be accompanying this part of the project offer.

Go to the digital methods descriptions and supporting materials for a better idea on how you can transfer and transform your cultural knowledge into creative online activities.

6.2 Chapter 2: Digital methods

We are presenting examples of peer-to-peer digital learning methods, and inviting and encouraging you to implement them in your practice, environments, and groups. Hopefully, it will inspire you to develop creative and sustainable digital peer-to-peer education.

Full List of Digital methods proposed by CULPEER DIGITAL

1) Home stories
2) Podcast proverbs
3) Asynchronous drama activities
4) Singing a song together
5) Online cooking classes
6) Fairy tale podcasts
7) Virtual gallery
8) Virtual mural
9) Skills workshop
10) 30 questions to fall in love with culture

The methods are grouped by art types. Nevertheless, most of them involve various artistic and digital methodologies.

Visual art

Virtual Mural

mural artwork project is a beautiful option to share ideas within the community, make art for social transformation visible and strengthen local relationships. Art is a universal language that knows no limits. You can also create a mural with the help of the artist "virtually", i.e. connected online and able to give instructions to the group of participants on the other side on how to paint, based on the projected black and white image on the wall, similar to "paint by numbers" paintings, but this time on larger scale and with multiple painters co-creating the masterpiece simultaneously.
(Link to the templates) See the full method's description.

This method can help you with:
- preparation / debrief;
- development of the relationship;
- learning about a topic

Virtual Gallery

A virtual gallery is not just a website that features images of creative work, but an interactive experience that can take many forms. A virtual gallery gets value when there is an audience. The audience interprets the exhibits and aims at making meaning.
(Link to the templates) See the full method's description.

This method can help you with:
- preparation / debrief;
- development of the relationship;
- learning about a topic

Theatre

Asynchronous Drama Activities

Activities based on the Theatre of The Oppressed methods and Verbatim activity. It is a process of creating a 15-20 minutes theatre piece on the topic, ending with the state of gravity, which the participants are trying to change. This activity steps on different theatrical approaches. One of those being theatre of the oppressed and the other – verbatim theatre.
The first form of theatre steps on the idea of developing reaction and intervention impulses against all types of oppression promoted by the theatre of the oppressed. Theatre of the oppressed opens the possibility for dialogue by turning the spectators into spect-actors – able to step in at any point and influence the way the play is evolving. Here one group (from country A) can do scenes with local problems, share those with other groups and get proposals for solutions or changes, considered from a different perspective – played out as a drama piece.
The second form of theatre – verbatim – gives a voice to those who feel not confident to speak and brings to light stories that are harder to share. Verbatim can include activities with recording one's stories and sharing those with another person, allowing them the opportunity to tell them as if they are theirs.
(Link to the templates) See the full method's description

This method can help you with:

- learning about a topic

Cooking

Online Cooking Class

Food is a big component of people's cultural identity. It is a part of who they are and how they connect to their cultural or ethnic group that they belong to. Especially for people with a migrant and refugee background, food acts as a way to retain their culture. Sharing the national cuisine with people from other countries contributes to sharing the national culture. Moreover, intercultural communication through food leads to enriching the relationship with other people, beyond the national borders. Before the online cooking class, a preparatory stage is needed.
(Link to the templates) See the full method's description

This method can help you with:
- development of the relationship;
- learning about a topic

Film

Singing a Song together

Singing a song together is an activity that allows participants to sing the same song individually, but present it as a collective outcome, in audio and video formats. It is a collage of several individuals singing and playing the same music. Here they have the opportunity to choose a song, sing and play it, present their musical skills, and the instruments they play. Moreover, participants can dance or do any physical/performative activity connected to the music and the song.
Singing and sharing the same song among participants can help to find links between them beyond the national borders. Very often they know the same or similar popular tunes.
(Link to the templates) See the full method's description

This method can help you with:
- preparation / debrief;
- development of the relationship;

Home Stories

Participating groups present and learn about each other's homes and everyday lives through video recordings. Videos, made by participants, may present an impression of their everyday life in the city or village they live in, the most interesting buildings or landmarks, how they get to school, university or their community centre, what they typically do in their free time, and, if applicable, they can give a short insight on how they practice with their artistic group.
(Link to the templates) See the full method's description

This method can help you with:
- preparation / debrief;
- development of the relationship;
- learning about a topic;

Skills Workshop

The skills workshop is an activity to teach a certain skill in the video format. It can of course also be applied to an online or presence exchange. Here the students have the opportunity to share a special skill such as drumming or playing any other instrument, dancing, theatre, acrobats, painting, sewing,

but also digital skills such as creating a PowerPoint, editing videos or photos, etc. can be very interesting.

(Link to the templates) See the full method's description

This method can help you with:
- preparation / debrief;
- development of the relationship;

Audio

Fairy tale Podcast

Fairy tales or a folktale representative of participants' country's culture audio recordings collected as a podcast - a series of digital audio files that are made available for downloading or listening via the Internet. Each individual audio recording is known as a podcast episode.

(Link to the templates) See the full method's description

This method can help you with:
- development of the relationship;
- learning about a topic

30 Questions to Fall in Love with a Culture

This method is formed into a podcast, audio recording of a group meeting, where participants have a discussion based on answering the 30 questions.

(Link to the templates) See the full method's description

This method can help you with:
- development of the relationship;
- learning about a topic

Podcast Proverbs

This activity has the purpose of finding similarities between peoples from very distant parts of the world, considered divided culturally, linguistically, as well as by heritage and history. These similarities are presented in the form of proverbs or sayings, which have survived for centuries and which are supposed to have shaped our cultures and the mentality of our peoples, as well as influenced our daily routine to a great extent.
(Link to the templates) See the full method's description

This method can help you with:
- development of the relationship;
- learning about a topic

7. Module 7: " Online pedagogues training: How to train the audience "

7.1 Chapter 1: Different learning styles for teaching

Educators have the complicated task of providing trainees with knowledge, that is useful, interesting and is retained. Most, if not all, educators work in diverse classrooms - trainees have different backgrounds, different levels of interest in a particular subject, in some cases disabilities, different retention rates and abilities as well as, according to research, different learning styles. In this lesson, the focus is going to be on the learning preferences - what does it mean, how can they be identified and how can educators utilize this information.

7.1.1 Lesson 1: What do we mean by learning styles and what are they?

When we consider “learning styles”, what they refer to is the ways in which we learn in the most efficient way - how we absorb, process and retain information the best. Studies have shown that different people have different learning styles - either distinct, or a mixture of several approaches. The road to identifying the above started with Gardner’s Theory of Multiple Intelligences, published in 1983 within the book ‘Frames of Mind: The Theory of Multiple Intelligences’, where he identifies eight different categories, deemed as the “biopsychological potential for processing information”. The objective that Gardner had was to “empower students” and “not limit them to a single learning modality”. In a nutshell, he acknowledged the uniqueness of each student and hence their specific needs when it comes to learning that cannot be optimally met with existing curriculum approaches.

According to Gardner, these are the 8 types of intelligences that directly correspond to the learning styles:

- Musical-Rhythmic possess high degree of musical intelligence
- Visual-Spatial - able to visualize images, maps, charts, etc.
- Verbal-Linguistic - high level use of words in speaking, writing and reading
- Logical-Mathematical - logics and complex math problems
- Bodily-Kinesthetic - learn through a hands-on approach
- Interpersonal - learn through discussions and debates, high level of empathy
- Intrapersonal
- Naturalistic

It is important to note that in 2009, he also suggested two additional types of intelligence, namely, existential and moral.

These learning styles can in fact be grouped into four main categories: **Visual, Auditory, Kinesthetic learners** and **Reading/writing learners**. It is important to note, that most people have one dominant trait, and at least one more that can be utilized - namely a person can be a Visual learner, but also with a high rate of reading/writing. It is also more efficient to focus on four categories, instead of attempting to fully cater to more in a single classroom.

If interested in a different approach, the Enneagram model provides another type of categorization of personality and how it can affect the learning process. “This model is widely used to study dominant behavior traits to better understand the abilities and weaknesses of an individual” and utilize them in

the best way possible. It suggests that each person has one dominant and could have traces of personality traits from the other domains. These are titled as follows:

- The reformer
- The helper
- The achiever
- The individualist
- The investigator
- The loyalist
- The enthusiast
- The challenger
- The peacemaker

7.1.2 Lesson 2: How can we identify the learning styles of our trainees?

Most educators have quite a good understanding of their trainees' abilities. However, many may not be able to show said abilities, due to the standardization of the training approach and curriculum. The learning style of each trainee can sometimes be identified through observation. This however is applicable if the trainer is aware of the different styles and has received training in identifying them accurately. Here are some tips however that can support the observation process, when considering the four main categories:

1. Visual - They tend to be drawn to and use images, PowerPoints, graphs. Often doodle in class, with different colours.

2. Auditory - tend to be prone to using audio recordings, podcasts, or study with background music. Often are good with public speaking, and tend to repeat a question when asked.

3. Kinesthetic -also known as tactile learners tend to learn through experience, experiments and an overall hands-on approach. They are often uneasy during long lecture type teaching.

4. Reading/writing - the common learning style and the one that most curricula are catering to. These learners are fast readers, tend to take long notes and have to write something down to remember it.

An easy way to understand what the optimal learning technique is through a questionnaire, as often even the learners themselves are not formally aware of what way of studying would work best - it happens naturally as on a subconscious level they know what works best. However, if the trainer is not aware, they will not be able to cater to the needs of the learners and thus present the information in an optimal manner. An example for such a questionnaire, used for a slightly younger audience but easy to adapt, including guidelines on how it can be used can be found on the platform of the Golden Ratio Teaching project, available at: http://golden-ratio-teaching.eu/project-results/the-grt-training-programme/.

7.1.3 Lesson 3: How can the learning styles be utilized in the classroom?

Once aware of the learning style/styles of each learner, the trainer can utilize this knowledge in the presentation of a lesson. If for instance, there is a high number of Visual learners, the inclusion of more images, charts or videos will be very helpful. If there are many Audio learners, providing background music can support the teaching process. As most classrooms are mixed, trainers are advised to use a plethora of approaches first to meet the needs, but also to provide different opportunities for learners

to expand their learning style. A highly used and result-based approach to doing this is utilizing Universal Design for Learning, also known as UDL. This will be discussed at length in the following Lesson.

Furthermore, the learning styles can be taken into consideration when assigning homework. Bearing in mind the different aptitudes of the learners, the trainer may allow the homework, when there is such, to be done and presented in accordance with their respective learning styles. This will lead to an increase in interest and involvement, better outputs and ultimately in higher achievements.

7.2 Chapter 2: Universal Design for Learning (UDL)

As discussed in the previous lesson, each learner is unique and has an individual learning style. In order to address the needs of all learners in the educational environment, the teaching methods have to be as inclusive as possible. The first step is to identify the learning style of your trainees and having that in mind, it is recommended to apply the method titled Universal Design for Learning, also known as UDL.

7.2.1 Lesson 1: What is UDL and what are its principles

Universal Design for Learning (UDL) can be defined as an approach to education that takes diversity and the goal of inclusion into account. The introduction of flexibility in the approach to teaching by using instructional materials, techniques, and strategies that respond to the needs of the learners can also empower the teachers/trainers. The approach is designed in a way that gives all students/trainees an opportunity to utilize their strengths and really show their abilities. As stated by Rose& Gravel (2010), the use of UDL from the start can "reduce the need for costly, time-consuming, and after-the-fact changes and adaptations".

The framework for UDL is not about providing a "one-fits-all approach" but exactly the opposite, thus benefiting all learners and removing barriers.

Universal Design for Learning is based on three main principles namely the WHY of learning, the WHAT of learning and the HOW. In order to have a better understanding of these, we will dive a little deeper into CAST's (2018a& b) framework.

- The WHY of learning

This principle refers to the reason behind learning something and how learners can be engaged. The different preferences here matter a lot - whether the learners are more accustomed to structure, or would rather stray towards innovation and dynamics, can really affect whether they want to even begin the process. So, providing different means for engagement is the first important step.

- The WHAT of learning

As discussed in the previous Lesson, learners understand and retain information in different ways. Their specific learning style can greatly affect the learning outcomes. In addition to that, trainees may have learning difficulties, disabilities, may face language barriers, etc. It is important to note that there is no single optimal way of presenting certain content, as once again there does not exist a one-fits-all approach. Rather, by providing multiple means of representation of the content will capture a larger audience.

- The HOW of learning

This principle corresponds to the need for different means for expression. Namely, it covers how trainees or learners show the results of a task, assignment and/or what they have actually retained from the content presented. As an example, one learner may not be comfortable doing a public presentation or speech (whether it is nerves, speech impediments or something else), hence they should be given the opportunity to showcase what they have learned in a different way, that can give them an opportunity whilst removing a barrier.

It is important to note that, adaptations and the introduction of new means based on the needs in a specific learning environment are not only possible, but recommendable. Teachers and trainers should adjust their approach and when needed incorporate and utilize different strategies based on the context and needs of the learners.

7.2.2 Lesson 2: The Guidelines

The principles of UDL are supported by the guidelines for implementation. CAST has provided the aforementioned as a set of suggestions that can be applied to "any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities." By employing UDL guidelines, "teachers/trainers minimize the learning barriers already when planning their lessons in order to put trainees in the best condition to achieve the established learning goals."

- When considering engagement, or the WHY of learning, UDL suggests the following:

- provide options for recruiting interest
- provide options for sustaining efforts and persistence

- provide options for self-regulation

With the end goal of the learners to become purposeful and motivated.

- When considering representation, or the WHAT of learning, UDL proposes to:

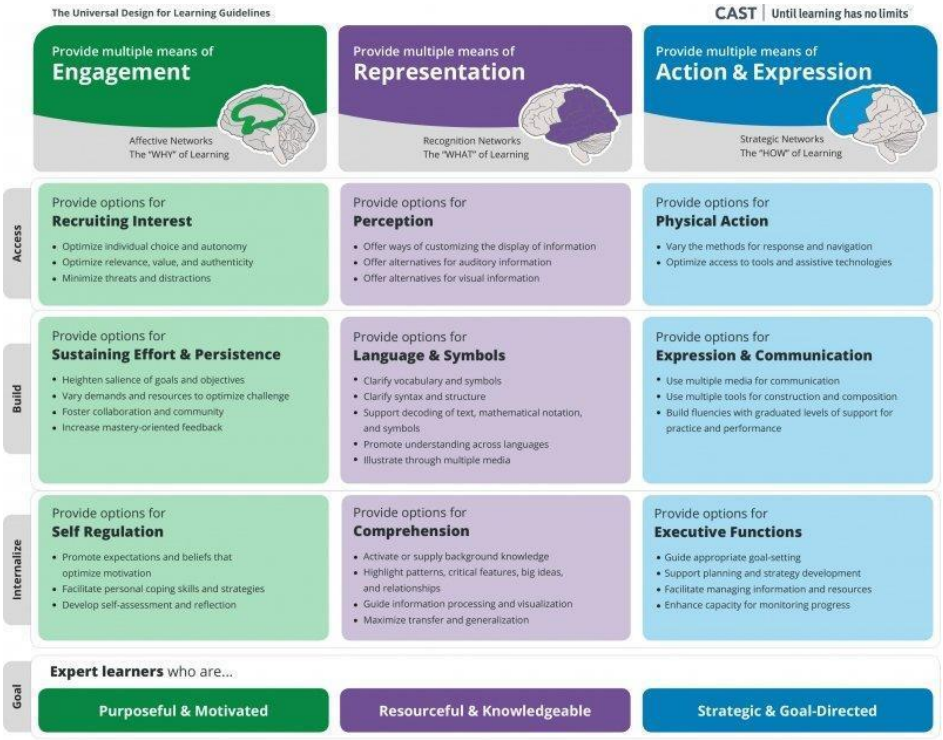
- provide options for perception
- provide options for language and symbols
- provide options for comprehension

With the goal being that learners become resourceful and knowledgeable.

- When considering action and expression, or the HOW of learning, UDL proposes to:

- provide options for physical action
- provide options for expression and communication
- provide options for executive functions

With the goal being that learners are strategic and goal-directed.
The full visual representation of the guidelines, developed and published by CAST can be seen below:



CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

7.2.3 Lesson 3: Principles and guidelines in action

UDL can be applied to any learning environment or context. There are no limitations in terms of the type of content that it can be used on. There are numerous suggestions for "UDL manipulations" of topics, subjects or entire curricula that are publicly available. Some suggestions would be the following:

- Multiple ways of representing the information: using videos, summaries, use of prompts, images, charts or teaching through building models or conducting hands-on experiment, provide information prior in writing.
- Multiple ways of action and expression: writing, drawing, videos, debate, speech presentation, theatre play, etc.

What can be extremely beneficial is in fact the use of a number of approaches, a.k.a. mixing operational models for each principle based on the specific learning goals and, of course, needs.
Most educators may already be using this approach in their practice, however making conscious choices based on your target group will definitely improve the outcomes.

As a support to UDL implementation, researchers in Cognitive psychology have identified six strategies for effective learning, as published by Weinstein and Sumeracki in the learning Scientists Project. These six strategies are:

- **ELABORATION -** more detailed presentation, creating links between different information segments
- **RETRIEVAL PRACTICE –** recalling previously attained knowledge, making the effort of bringing the ideas and content learnt to mind, evoking specific information and details, and checking accuracy afterwards.

- **SPACED PRACTICE -** working on a task over a long-period of time, whilst having gaps or other tasks in between
- **CONCRETE EXAMPLES -** the use of specific examples that directly relate to the content, especially if it is more complex
- **DUAL CODING -** combining a minimum of two methods of information presentation
- **INTERLEAVING -** similar to retrieval, this refers to the presenting and idea, then switching to a different topic, and then coming back to the original one, whilst building links

The use of these strategies can be considered a support to, if not a crucial part of a successful implementation of UDL.

7.3 Chapter 3: Inclusion and accessibility

We already discussed the different learning styles and preferences, the Universal design (UD) and the Universal design for learning (UDL), which has been created to make any activity, including the training ones, accessible and inclusive and all the instruments and applications involved in it – usable and efficient. Potential trainees have an unlimited variety of characteristics, which the training offer should accommodate.

7.3.1 Lesson 1: UDL and accessibility

The UDL principles are translated into information technologies (IT) requirements by means of the Web Content Accessibility Guidelines (WCAG), originally published in 1999 and most recently updated in 2018. According to these guidelines, users must be able to **perceive** the content, in our case peer learning content within the cultural sphere, regardless of the device they are using, the content should be **operable**, which means that users can navigate through all the controls and buttons, all the information delivered should be **understandable** and the entire coding should be done in a **robust** way, which means that all content is adequately interpreted by different devices, browsers and assistive technologies. The WCAG standards do apply to digital media, software and all kinds of technologies, even if they were initially developed to be only applied to web-based technologies.

Trainers should always anticipate that participants in online activities will have diverse characteristics. In order to make an online activity inclusive, we need to make sure that everyone feels welcome to it, that everyone is encouraged to participate and is able to fully engage in the scheduled activities. Online activities and trainings should therefore include adaptations for people who fall into the following demographics (the list is most certainly far from exhaustive):

- are blind and use audio (screen readers for example) and/or tactile output (such as a refreshable braille device)
- are visually impaired, however their useful vision allows them to use enlarged fonts or screen magnifiers that allow them to zoom in
- use text to speech technologies that read digital text aloud due to dyslexia or some other developmental disability
- are unable to listen to audio content due to either being hard of hearing or deaf, or because they are in an environment where it is necessary to maintain silence or where it is too noisy
- have motor impairments and use assistive technologies such as speech recognition, head pointers, mouth sticks, or eye-gaze tracking systems

Even if content and activity inclusivity and accessibility would require for a facilitator/ instructor as well as for the designers of the IT infrastructure to make an extra effort, accessibility should not be

limited to pure compliance by adding alternate text to images and captions to videos, but it should go beyond and convert each online activity into a unique enriching experience for each and every user (Lowenthal, et al., 2020). When online delivery is designed to be inclusive from the outset, numerous potential problems would be neutralized, the need for higher levels of support would be avoided and additional costs, risks and stress for either side involved in the activity would be minimized (Taylor, 2021).

Once designed though, accessibility would foster the independence of all users or participants in an online activity. It would certainly enhance their productivity and would improve their engagement and achievement, as they will notice and enjoy the fact that their needs have been taken care of (Taylor, J. & Mote, K., 2021).

There are many assistive technologies (AT) and various accommodations that make it possible for participants of different abilities to access IT, however it is not required for trainers or organizers to know everything about AT in order to design accessible contents. Instead, it is the limitations of AT, which are far less, that can be used for determining how technologies can be designed so that users of AT can access them. Here comes a summary of the basic limitations as provided by Sheryl Burgstahler (2020):

Assistive Technology:	**Therefore:**
May emulate the keyboard, but not the mouse	Design web, software to operate with keyboard alone
Cannot read content presented in images	Provide alternative text
Cab tab from link to link	Make links descriptive
Can skip from heading to heading	Structure with hierarchical headings
Cannot accurately transcribe audio	Caption video, transcribe audio

Regardless of all the effort that could have been initially employed for the purpose of:
- combining UD, UDL and the WCAG principles for the purpose of providing multiple ways for motivating, learning and demonstrating what has been learned
- providing multiple ways to engage
- and last but not least ensure that the entire package is accessible to people with a wide variety of disabilities,

there still could be occasions when a certain participant in the training process may happen to require extra accommodations. Facilitators need to be aware of this and be prepared with solutions.
Considering all of the above, here comes a list of tips on how to guarantee that all your online activities and peer-learning offers are inclusive and accessible.

7.3.2 Lesson 2: Tips on inclusion and accessibility

Tip 1: When presenting content, use clear layouts, navigation, and organization schemes. If you use text, your paragraphs should be short, not justified, not bulky, presented in an accessible font and without flashing content. Taking the above into consideration would make your content accessible and inclusive for all participants and in particular for the ones with attention deficit, visual impairments, dyslexia or learning disabilities.
Tip 2: Do not insert automatically playing videos in your content. If you have links to or directly use videos that have flashing content within, make sure to point this out and mark the exact timings in the video/s where this is happening, so that vulnerable users are enabled to make a choice whether they will be watching or to avoid the flashy moments. Allow users to play videos at their own discretion and

after reading certain instructions, in case such are necessary. This would be extremely important for trainees with epilepsy or other neurological conditions, as well as for users who would get disoriented by randomly playing content.

Tip 3: When your text content includes headings and lists, use the built in features and designs in the software, because assistive technologies use this information to provide context to the users. This would be particularly useful for all trainees using screen readers. Simply bolding and making a certain part of a text bigger does not assign to it features of importance when screen readers are used.

Tip 4: When inserting hyperlinks, use descriptive wording such as “Go to the CULPEER website” or “Go to the Bulgarian-Ethiopian 30 questions to fall in love with a culture recording” rather than “click here”. This would help screen reader users to actually hear where each respective link is leading to without having to read the entire surrounding text.

Tip 5: PDF documents are not really accessible for all users, therefore, try to avoid them. It would be best to use pure HTML text. Thus, for example some PDF files are actually collections of scanned images – if the text within cannot be copied then it is also impossible to be read by text-to-speech software and is inaccessible to users of such. If a PDF is desired, then it should be a secondary source of the information and made readable. The same applies when you put links to external sources providing content in the form of PDF documents. Check those and restrain yourself from directing trainees to inaccessible files.

Tip 6: When using images inside your training offers, you need to make sure that each image is accompanied by concise alternate text descriptions of content within. Considering that some users might not be able to perceive the contents of an image otherwise, such descriptions – alt text - are compulsory if we want our content to be inclusive and accessible. When creating alt text descriptions make sure to point out the most important aspects, which might mean that some elements of the image can be missed out. The descriptions need to be precise and brief and should complement, not repeat word for word, the text surrounding the image.

Tip 7: Follow the BIG, **BOLD** and **BRIGHT** rule on online pages and make sure that those pages are not cluttered, i.e. do not include too many objects and bits and pieces. Also make sure you minimize glare by using plain but mildly colored backgrounds (not pure white) with excellent contrast. This is particularly useful for users who are visually impaired, but would improve content accessibility also for trainees with reading-related learning disabilities, as well as for everyone in general, as eyes do get weary faster when working with material on a bright white background.

Tip 8: Captioning videos and transcribing audio content makes it accessible and inclusive for many more user groups than you can initially imagine. It is not just the hard of hearing or deaf that would benefit from such content, but also users who would like to study the language the captions or transcripts are in, to learn the correct spelling, to understand the content even in a noisy location or in a location where noise is prohibited. If you make proper captions for your videos, the auto translating service provided by YouTube for example will generate more accurate automatic translations for users of other languages and this would make your video materials useful to an even greater audience. Converting captions, which in contrast to subtitles, give not only information about the spoken words in the videos, but also about the context, into transcripts or audio-descriptions makes each video ultimately accessible.

Tip 9: Participants in training activities should not be overburdened with the use of too many IT products or applications, unless of course, this is the core topic of the course. Furthermore, you need

to make sure that the selected mix of applications require the use of the keyboard alone as mouse control might be inaccessible to certain users.

Tip 10: Create educational content and processes that try to minimize the IT skills needed for accessing and using them. When necessary, always recommend videos and further written materials, which can help the participants gain the technical skills they would need for course involvement. Such additional teaching materials would minimize the negative impact on trainees who find it hard to use complicated applications and would lower the IT barriers for trainees using assistive technologies.

Tip 11: Following the concepts of UD, UDL and the various learning preferences, you should provide multiple ways for trainees to learn (e.g. via text, video, audio, images, synchronous and asynchronous activities, etc.). This, as beneficial as it is for trainees with various learning preferences, is literally crucial for trainees with disabilities. You should consider that some participants may need longer to finish up tasks, to hand in research, to finish an activity or to verbalize an answer during synchronous sessions. Allow them this time, without pressing or stressing them as well as without trying to imagine what they are going to say or saying. If a part of their presentation is unclear, ask additional questions and allow them to take their time and explain.

Tip 12: The process of learning includes a lot of communication and collaboration. Therefore, communication and collaboration opportunities need to be made accessible to individuals with a variety of disabilities or special needs due to certain circumstances, related or not necessarily related to a disability. Such could be participants whose first language is different from the language of the instruction/course/peer learning activity, whose culture respects interaction patterns that are different from those of the main group or of the instructor or who are simply new to the technology being used. Then, getting back to trainees with disabilities, adaptations that facilitate simple, asynchronous communication could be beneficial for trainees who take longer to compose and express their thoughts, that type slower than average, that have a specific learning disability or that have a developmental disability or disorder that impacts social interaction, that use assistive technologies, which make the interaction slower. One of the advantages of online activities is the schedule flexibility, due to which instructors or facilitators are advised to use asynchronous communication as much as possible.

Tip 13: As people have different learning preferences and/or needs, they also have different preferences concerning the methods they use to share or present what they have learned or understood. Having this in mind, the trainer/instructor should consider providing multiple ways for demonstrating what one has learned (different test types, visual presentations, speeches, discussions). This would certainly make the assessment process harder for the instructor as they need to set and observe clear academic standards for all participants, however, once it becomes a routine, it would be extremely beneficial in the long-term, especially for those trainees who are experiencing some challenges.

Tip 14: Consider that the group of trainees probably covers a wide range of language skills – from individuals, whose native language is different from the language used for instruction and who have not yet mastered the command of this new language, to users who have learning and comprehension difficulties, for whom shorter and simpler sentences would make a huge difference and to users, who are proficient. Unless this is the aim of the instruction, try to use unsophisticated words that are easier to understand. When you use acronyms - spell them out, define the terms or the jargon you are using, if and when you are using such. Consider that it is advisable to avoid jargon, idioms or figures of speech.

Tip 15: Considering the diversity of reasons adults engage in learning, the variety of their characteristics, the instructor needs to make the justifications of why and how something is useful and necessary to be learned and then the examples and the assignments related to the process of mastering it, relevant for all the trainees. Again, creating various assignments and examples is time and effort consuming, but it is a worthy investment as it would provide the necessary motivation for trainees with different interests and backgrounds to actually learn the content and the skills, which are provided via the activity.

Tip 16: Provide opportunities to practice that are adequate to what the different students need. Do not assign the same amount or type of practice to all trainees as some may be more advanced than others and other may be in need of more repetitions.

Tip 17: Provide feedback on the progress and offer corrective opportunities. This is particularly useful for participants, who may have misunderstood the assignment or who need extra encouraging and assurance on the way. Allow participants to get back with questions but also set pre-scheduled sessions for consultations, in order to provide valuable ideas, insights or even clarifications to participants.

Tip 18: Last but not least, if and when possible, co-build the online activity offer together with a group of its future users with mixed abilities and needs. When this is impossible, consult it with them at regular intervals and take their feedback onboard.

In the case of CULPEER GOES DIGITAL, the digital cultural peer-learning activity offer-pack covers a wide variety of artistic spheres and means of expressions (visual arts, stories, theatre, music, traditions, etc.) together with a number of channels, through which these are delivered/implemented via synchronous or asynchronous activities, such as podcasts, videos, text files, online calls and exchanges, etc.

7.4 Chapter 4: Guidelines on how to apply a digital method to the main four different learning styles

7.4.1 Lesson 1: The main four learning styles and the digital method Fairy tales-background

As presented in Chapter 1, the different learning types can be grouped into four main categories: Visual, Auditory, Kinesthetic learners and Reading/writing learners.
In the following, the digital method "fairy tale" is being adapted to each of these categories.

The general idea behind the digital method "fairy tale":
Fairy tales are a significant and very old text genre in the oral tradition and occur in all cultural circles. They present a perfect medium to use amongst participants who wish to learn and share more about each other's cultures. Besides, similarities can often be found in the morality of fairy tales from diverse cultures. This method can be used via online exchange, presence exchange or listened to in a podcast format.

Bulgarian fairy tale: The Villager and an eagle

Example from Bulgaria: Villager and an eagle

In this Bulgarian fable, a villager sees an eagle caught in a trap. The villager has great respect for eagles and therefore helps to set it free. A while later, the villager sits on a wall. The wall is about to collapse, which the villager doesn't know. The eagle sees this and decides to steal the villager's hat. The villager angrily runs after the eagle, feels bitterness for he had freed the eagle earlier and throws stones after the eagle to get his hat back. The eagle drops the hat into the hand of the villager. Exactly at that moment, the wall on which the villager sat before collapses. The villager now understands that he would have been crushed by the wall.
Moral: Before you attack someone for doing something that temporarily annoys you, wait to see if it's to your advantage. Unexpected gestures also happen.

7.4.2 Lesson 2: The main four learning styles and the digital method Fairy tales-proposal for adaptation

Auditory:
This digital method is originally intended be a podcast. The learners are able to listen to different fairy tales from diverse cultures in the native language, as well as in English and to research for fairy tales from their own culture and record themselves narrating it.
In an online or presence exchange, this method can be adopted to a live scenario where small groups of learners present their chosen fairy tales to the other groups, again in both their native and English language.
In the next step, the moral can be discussed with the group and similar fairy tales from other cultures might come up.

Reading/writing learners:
The accompanied text to the fairy tale can be used for the reading and writing learners. After the learners have read and understood the fairy tale, they could be asked to search for a similar fairy tale in their culture and to write it down. A creative writing task could be to rewrite the fairy tale while applying it to their own culture or using different characters or even rewriting the story itself, while still reaching the same moral in the end.
Visual:
For those learners who tend to be drawn to visual learning, the fairy tale can be adapted to video, PowerPoint or comic format. While reading the text or listening to the fairy tale, images can accompany the process. In the next step, the learners may be asked to create a comic that presents either the fairy tale of the villager and an eagle or one from their own cultures. Another option is to creatively adapt the fairy tale to PowerPoint by using images. The video format is more advanced and more time intense. Possible formats can be sto-motion videos or short theater play (could use the theater script - see next category). If comics or PowerPoints have been created, these can also be used to create a video, accompanied by the narrator who tells the fairy tale.
Kinesthetic learners:
To apply the fairy tales' method to the Kinesthetic learners, those who best learn through experience, experiments and an overall hands-on approach, the fairy tale could be presented in a short theater play. For this a short script is needed with the following positions: Narrator, the villager and the eagle. Be aware of utensils needed for the play, in this case a chair or something similar to present the wall and a hat or cap. Each actor knows their role and text. To fully experience the moral behind this fairy tale, it would be fun if the villager didn't know that the wall collapses later on.

7.4.3 Lesson 3: Conclusions

The adaptation of a digital method to the main four learning styles is an important step in the inclusive teaching. It is a creative process of using different formats while reaching the same learning goals.

Although it can be more time intense, the results can be shared between the different learning types, and all learners can benefit to the greatest extent, especially considering that mixes of different learning styles, with the predominance of one or another, are frequently demonstrated by one and the same person. Learning preference also may change over time, which means that being prepared to propose adaptations and make the access to and the delivery of the training content flexible and varied is universally beneficial. Thus, for example, the theater script could be written by the reading/writing learners and then used by the kinesthetic learners for their play. The theater play performed can be filmed and then used by the visual learners. The spoken words during the performance enhance the learning experience of auditory learners. There are many creative ways to connect the produced content.

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