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Global Education for Adults

*SMALL-SCALE ASSOCIATIONS IN ADULT
EDUCATION FOR COOPERATION*



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KA210-ADU. SMALL-SCALE ASSOCIATIONS IN ADULT EDUCATION FOR COOPERATION
PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

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Erasmus+

KA210-ADU - Small Scale Partnerships in Adult Education. 2022

Project title in English: Global Education for Adults

Project acronym: GEA

Thank you for your interest in our GEA project!

This project, a small-scale association project KA-210-ADU of the Erasmus+ program, was born from the will of several institutions related to adult education to work together with the aim of achieving education, especially in the area of sustainability, of higher quality. For this, the Erasmus+ Program is an excellent opportunity. The Avantia Foundation, which has internationalization as one of its main lines of work, submitted an application together with three other partners from Spain, Italy and Slovenia. These partners are the following.

[Avantia Foundation](#), Coordinator. Spain

[CEPER Polígono Sur](#), Seville (Spain), public adult education center.

[Andragoški zavod Maribor](#) (Slovenia), public adult education center.

[DARS](#) - DARS - Donna Arte Ricerca Sperimentazione from Udine (Italy)

After the project evaluation in Spain, where it got one of the highest scores of the first round of 2022, the GEA project began (<http://www.gea-erasmusproject.eu>) whose main characteristics are the following.

Project objectives :

This project aims to achieve the detection and transfer of good practices carried out in adult training centers in matters related to the concept of Global Education, and the associated methodology; within a stable consortium that can continue working in the future on the definition of a Global Education Program for adults based on the 17 SDGs and the 2030 Agenda.

Performed activities:

Various types of activities have been carried out:

- In-person and virtual transnational meetings.
- Search for good practices in adult education centers.
- Processing of the results linking the good practices detected with the curricular elements of Global Education,
- Dissemination and exploitation of results among target groups: adult centers, authorities, teacher training centers, companies and civil society.

Results:

- R1.** A stable consortium of entities related to adult training that works collaboratively.
- R2.** Document that includes the agreed concept of Global Education, and a general methodological proposal to implement it.
- R3.** Documented compilation of good practices carried out in the participating centers in relation to the Global Education of their users.
- R4.** Document with proposals for improvement for the introduction of Global Education in the training of adults.
- R5.** Assessment report on the possibilities of intergenerational transfer of elements of Global Education between adults and their descendants.
- R6.** Drafting and execution of the DEC Plan (Dissemination, Exploitation and Communication) of the project results.

This document that you are reading brings together all of these results, being the synthesis of all of them.

Since September 2022, the consortium began to work on identifying innovations and good practices that were being carried out in relevant institutions in adult education in the consortium countries, or beyond, trying to identify resources that could be used by the teaching staff and students of adult education.

The work methodology consisted of distributing a series of tasks so that the different partners could identify these good practices in their environments, but sharing their findings with the rest of the members who had to validate their quality and relevance. The shared work tools have been very useful in reaching this result that you see before your eyes.

In addition to the identification of each of the good practices, it was necessary to link them with each of the [Sustainable Development Goals](#) (SDGs).

As can be seen in each sheet, for each good practice a link is made with at least one SDG, normally with two, one priority and one secondary, of which the specific target or targets most related to the activity are also indicated, and the indicators that the UN has established to measure the degree of achievement of such targets, for informational purposes only. In addition, some pedagogical guidelines or methodological proposals are given to achieve greater intergenerational transfer, since although the activities are aimed at adults, they often live with younger people in their family or community environments, who can, and should, become secondary recipients of the Global Education that aims to be promoted among adults.

It should be said here that the proposals made for each good practice are only some of the possibilities that these resources offer, not intended to be exhaustive, so we invite the reader to try to identify within this catalog of 80 good practices those that really can satisfy their educational or professional needs.

When talking about good practices in global education, it is necessary to present the definitions that the consortium has adopted as valid when facing the work of searching and processing these practices.

What can be considered good educational practice?

The concept of “*Good Practice*” has been progressively incorporated into education, over the last two decades, at the international level. The notion of “Good Practice” is not only what it appears in ordinary language. That is to say, it goes far beyond what can be a professional practice considered good by its authors, and has characteristic features that make it something more precise, much closer to a scientific concept.

In agreement with the international community, UNESCO, within the framework of its MOST1 (Management of Social Transformations) program, has specified what the attributes of the concept are, the features that characterize it. In general terms, a Good Practice must be:

- **Innovative** , develops new or creative solutions
- **Effective** , demonstrates a positive and tangible impact on improvement
- **Sustainable**, due to their social, economic and environmental demands, they can be maintained over time and produce lasting effects
- **Replicable** , it serves as a model to develop policies, initiatives and actions in other places.

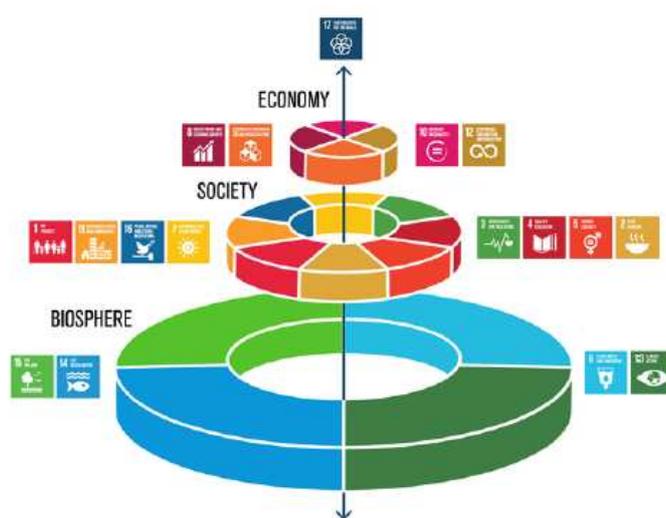
In education, a good practice is a successful initiative, policy or model of action that ultimately improves school processes and the educational results of students. The innovative nature of a good practice is completed by its effectiveness. In this context, educational innovation goes far beyond the mere production of novelty; It must demonstrate its effectiveness and replicability. Only under such conditions does a “good practice” become a “Good Practice”, that is, the expression of professional or expert knowledge, empirically valid, formulated in a way that is transferable and, therefore, potentially useful for the educational community.

There are different reasons why it is timely—particularly in the world of education—to identify, gather and disseminate good practices. Among them it is worth highlighting the following: they allow learning from others; facilitate and promote innovative, successful and sustainable solutions to shared problems; They allow building bridges between effective empirical solutions, research and policies; They provide excellent guidance for the development of new initiatives and the definition of policies.

What is Global Education?

From the perspective of the North-South Center of the Council of Europe, and based on its first World Education Charter Conference (1997), Maastricht Declaration on Global Education (2002), it is determined that:

Global education is an education that opens the doors, eyes and minds to the realities of the globalized world, to people, and awakens them to create a world of greater justice, equity and Human Rights for all.



Global education is understood as Education for Development, Education in Human Rights, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship. For the purposes of this project, **Education for Sustainability** has been selected as a fundamental pillar, which can be defined as education that aims to develop skills that enable people to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and global perspective. People must also be empowered to act in complex situations in a sustainable way, which may require them to take new directions; and participate in sociopolitical processes, directing their societies towards sustainable development.

Sustainable Development is defined in the **Brundtland Report**, signed in Oslo on March 20, 1987 and originally titled 'Our Common Future'. This document defined sustainable development as "development that meets the needs of the present generations, without compromising the capacity of future generations to meet their own needs."

The work team of this project determined that a practical way to ensure the integration of the 2030 Agenda and its 17 Sustainable Development Goals in educational practice would consist of linking teaching-learning activities to those 17 SDGs, so that all of them are covered by the actions that each institution active in adult education carries out with its students.



Although each partner led a set of 20 forms, a peer review was conducted to ensure that each document was clear enough.

The project has also allowed the establishment and strengthening of links between different European institutions, contributing to achieving the objectives of the European Union and increasing the community acquis, not only between the four institutions that are part of the consortium, but among the many others that, as non-formal partners, have collaborated in one way or another during the project, either by offering to host us for the identification of good practices, by participating in our dissemination activities, or by validating the quality of the project results. It is a great honor and great pride for us to have received the trust of the Spanish National Agency SEPIE, on behalf of the European Commission, to invest public funds in a project that aims to contribute a grain of sand to the immense mountain of knowledge and improvement of educational practices, which we must all build.

We invite the reader, and the institution to which they belong, to enter the world of transnational cooperation and the search for opportunities that allow joint work, the transfer of knowledge, and the common search for solutions to the challenges that as a society we are faced with, and in particular climate change and the achievement of the 17 UN Sustainable Development Goals.

We can only thank the reader for his efforts to contribute to the dissemination of the results of this project among the relevant people at their institution or in their professional networks.

Sincerely,

RAFAEL MONTILLA CASTILLO

Founder and president of the Avantia Foundation

GEA project coordinating entity



You can find here the good practice numbers which are related to each SDG:

SDG #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
PRIORITY	13	20	12	1 5 6 16	14	17		2			3 4	7 8 11	10	18	9	15 19		
		26 28	21	23 24 25 29 34 35 36 38 39 40 30 37	32		33						19 20 27	22 31				
			50	42 47 55 56 57 58 60	42			54				48	43 45 46 52 53 59					41
		67	69	61 62 63 72	64 70			73	79 80	71	65	68	66				74 76	75
SDG #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
SECONDARY				2 3 4 7 8 10 12 13 14 15 17 18	10						1	9					11	
	36		26	21 27	35	23		25			32	22 28 29 31 36 30	33		23	34		
			58	41 43 44 48 49 51 52 54	44 51			46 53 59		42 55		45 47 56 60		58		57	50	50
			67 72	64 65 66 68 70 71 75 76 80	62					73 74		69 79						61 63
SDG #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	



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Name of the activity/practice:	1 Wonderful World of Bees (Study Circle)
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Secondary SDG:	 <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>
Targets secondary SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicators secondary SDG :	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)
Priority methodological aspects:	<p>Participants in workshops called "Study Circles" learn about the importance of bees and beekeeping as well as about honey and honey products.</p> <p>Study Circles are voluntary groups of 8-15 people who meet three to six times to explore a subject or issue. A Study Circle process often involves numerous individual Study Circle groups meeting during the same time period to discuss issues of common concern.</p>
Materials required:	<ul style="list-style-type: none"> - Arts and crafts material - Honey and honey products - Beeswax
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Adult Education - Nature Science
Objectives:	<p>Learning about:</p> <ul style="list-style-type: none"> - The importance of bees - Beekeeping, beekeepers and their equipment - Songs about honey and beekeeping - Honey in diet, healing properties of honey - Beeswax products - Mead and candle making - Beehive tour

Contents:	<ul style="list-style-type: none"> - Sustainable way of life - Ecological awareness - Preservation of cultural heritage - Health
Improvement proposals:	A subject for a Study Circle can be selected to reach a specific/desirable SDG Priority. It is advisable to invite local experts on the selected topic as leaders of the activities.
Intergenerational transferability proposals:	Representatives of different generations can take part in workshops to share knowledge and experiences
Additional comments:	Study Circle for adults are aimed at facilitating joint learning in small groups that meet regularly. Their outcome is local development, critical thinking, social cohesion, heritage transmission and adaptation to changes. Thus, they fulfil public interest and justify free participation. Mentors are the key pillar of the project, coordinated by the national institution that offers training programmes for mentors, monitoring, project-based development and international cooperation.

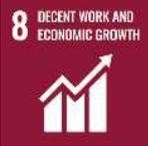


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Name of the activity/practice:	2 Project Learning for young Adults (PUM-O) Slovenian Institute of Adult Education
Priority SDG:	 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Targets SDG:	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.
Indicators SDG:	8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Priority methodological aspects:	<p>Project based learning method is used to achieve active learning through personal involvement and according to personal needs and interests.</p> <p>A group of participants works together on a common goal. They plan the timeline of activities and distribute the workload among them to reach the objectives they've set together.</p> <p>The activities include networking with local stakeholders and disseminating their project.</p>
Materials required:	<ul style="list-style-type: none"> - *Depends on the contents of the project selected - Learning materials according to individual needs - ICT equipment - Arts and crafts material
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Adult Education - Preparation for Labor Market - Formal education - Key competences - Vocational competences
Objectives:	<ul style="list-style-type: none"> - Formation of vocational identity, entrepreneurial spirit and self-initiative - Development of key competences and learning skills - Identification of personal identity and encouragement of active citizenship
Contents:	<ul style="list-style-type: none"> - Career planning - General literacy - Personal growth and development of sustainable lifestyle

Improvement proposals:	Shorter workshops following the model of project learning may be organisation with global education as the main theme of the project.
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Inclusion of other adults not only NEETS to the project activities - Addition of intergenerational learning objective (younger generations help older adult with ICT skill, older generations share their knowledge and experiences in other fields)
Additional comments:	The PUM-O programme is intended for young adults from 15 to 26 years that unsuccessfully finished or discontinued their schooling at the elementary, vocational, professional or high school level. Students who are still involved in schooling but need the support to avoid dropping out can also join the program. The participants can participate in the programme for up to 10 months. With the support of mentors and external associates, they acquire the competences that allow them to enter the job market or continue their schooling.



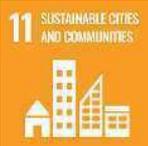


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Name of the activity/practice:	3 Global learning Humanitas Society
Priority SDG:	 Make cities and human settlements inclusive, safe, resilient and sustainable.
Targets SDG:	11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials.
Indicators SDG:	/
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Priority methodological aspects:	Workshops and training on global learning are provided for all interested in the topic. Various topics are addressed by using informal and modular approach as well as hybrid learning.
Materials required:	Materials are included in the price.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Formal education - Adult education: - Training the trainers - Solidarity - Responsibility - Justice - Respecting human rights
Objectives:	<p>Raising awareness on global challenges and our role in the world as individuals</p> <p>Supporting children and local communities</p>
Contents:	<p>Workshop titles:</p> <p>My lifestyle</p> <p>Global justice</p> <p>Development</p> <p>Through the eyes of refugees</p> <p>Inclusive culture in the classroom</p> <p>Culture crossing</p> <p>Global food market</p> <p>Climate changes and migrations</p> <p>Fake news and critical media literacy</p> <p>Diversity and intercultural dialog</p>

<p>Improvement proposals:</p>	<p>The activities and content of the best practice directly relate to the topic of global learning. However, they require funding. The suggestion is to look for relevant calls and other resources to avoid adult learners paying for the service (equal opportunities).</p>
<p>Intergenerational transferability proposals:</p>	<p>The activities are already adapted and transferable for all generations.</p>
<p>Additional comments:</p>	<p>Learning activities of the Humanitas Society - a leading organization in the area of global learning in Slovenia. Humanitas is also networking with organizations from Ghana, Burkina Faso and Kenia. They charge for the implementation of the activities.</p>



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Name of the activity/practice:	4 Promoting herbalism through Days of herbalism event
Priority SDG:	 Make cities and human settlements inclusive, safe, resilient and sustainable
Targets SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
Indicators SDG:	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal).
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Priority methodological aspects:	Workshops were organised on herbs and their healing properties. Local experts were invited to conduct them. The activities also included guided tours to herbal gardens and learning parks.
Materials required:	<ul style="list-style-type: none"> - Arts and crafts material - Herbs
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Formal education - Adult Education - Nature Science
Objectives:	<ul style="list-style-type: none"> - Promotion of healthy lifestyle, self-sufficiency and return to nature - Promotion/development of activities related to herbalism - Introduction of herbalism to children and adults - Recognizing healing properties of herbs and proper usage of herbs - Exchange of herbs

Contents:	<ul style="list-style-type: none"> - Sustainable development - Cultural heritage - Local self-efficiency - Preservation of cultural heritage - Traditional professions
Improvement proposals:	<p>Only parts of the 3-day activities can be selected for implementation in the educational environment. It is advisable to invite local experts on the topic of herbalism as leaders of the activity.</p>
Intergenerational transferability proposals:	<p>Representatives of different generations can be invited to attend the workshops to share their knowledge and experiences. Younger generations can be introduced to the more self-sustainable way of life and older generations may benefit from ideas of younger generations.</p>
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	5 MigratED, Migrations and human rights enhanced through technology in education
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

Secondary SDG:	 <p>Reduce inequality within and among countries</p>
Targets secondary SDG:	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
Indicators secondary SDG :	10.2.1 Proportion of people living below 50 per cent of median income, by sex, age and persons with disabilities
Priority methodological aspects:	Participatory videos on media and video literacy were made by youngsters who were supported by facilitators and video-making experts. The Webdocumentary “The communities we want” collected young people testimonies also online, including social media. By disseminating the project results, awareness can be raised fostering equality and social inclusion among all generations.
Materials required:	Digital and multimedia tools as means for the creation of an inclusive and multicultural community.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Global education - Media education - Migration - Human rights - Sustainable development - Usage of digital tools
Objectives:	<ul style="list-style-type: none"> - To strengthen social and civic competences - To raise awareness for more inclusive schools - To combat hate speech - To introduce technologies into the GCE good practices

<p>Contents:</p>	<ul style="list-style-type: none"> - Global dynamics beyond media propaganda - Fair and equitable society - Media literacy and education - (International training of teachers and experts)
<p>Improvement proposals:</p>	<p>The activities and content of the best practice directly relate to the topic of global learning. A teacher working with adult learners on global education should select the materials relevant for his/her target group beforehand.</p>
<p>Intergenerational transferability proposals:</p>	<p>The materials, especially videos can be used in global learning activities for adults or adults can be invited to participate in the activity on making videos about narrative on migration, promoting human rights and intercultural dialogue.</p>
<p>Additional comments:</p>	<p>MigratED, Migrations and human rights enhanced through technology in education, is a Global Citizenship Education Project (GCE) financed by the Erasmus + Programme of the European Union.</p> <p>The MigratED project aims at disseminating good educational practices on intercultural dialogue, migration and human rights, by training teachers, educators and younger generations on these topics and on the use of digital and multimedia tools.</p> <p>Youth and the educational community are involved in a digital awareness raising campaign for promoting a sharing and welcoming culture in Italy, Portugal, Slovenia, Cyprus and Greece.</p> <p>https://www.migrated.eu/</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>6 Active citizenship by making lifelong learning among Seniors a reality Project coordinator: Kolping Society in Poland</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
<p>Targets SDG:</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</p>
<p>Indicators SDG:</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>

Secondary SDG:	/
Targets secondary SDG:	/
Indicators secondary SDG :	/
Priority methodological aspects:	Workshops are organised in local community involving seniors in activities that stimulate personal growth and flexibility to adapt to internal and external changes. Selected methods and tools are adapted to the needs of seniors and the ways they learned. Examples of workshops and detailed description of they can be implemented is available here: http://www.erasmus.kolping.pl/good-practice-examples-for-new-approach-of-adult-education.html
Materials required:	<ul style="list-style-type: none"> - Computer - Internet connection - Other materials and resources described here: http://www.erasmus.kolping.pl/good-practice-examples-for-new-approach-of-adult-education.html
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Adult Education - Active Citizenship
Objectives:	<ul style="list-style-type: none"> - Activating and educating seniors in the area of global education - Developing key competences - Fostering socio-educational and personal development - Participation in civic and social life
Contents:	<ul style="list-style-type: none"> - Diversity - Shared values - Equality - Non-discrimination - Social inclusion

<p>Improvement proposals:</p>	<p>The workshops are organized in a local community. However, added value can be found in implementing them in a way that enables collaboration of seniors from different regions r countries.</p>
<p>Intergenerational transferability proposals:</p>	<p>The activities are intergenerationally transferable. By inviting representatives of different generations to the workshops either within a family circle or by contacting local schools can improve the motivation of seniors for acquiring new knowledge and willingness to explore global aspects of learning.</p>
<p>Additional comments:</p>	<p>Erasmus+ project (Poland, Germany, Bulgaria, Slovenia, Slovak Republic)</p> <p>The main aim of the project was to support older people (60+) in acquiring and developing key competences, in order to foster socio-educational and personal development, as well as participation in civic and social life. Moreover, the project implementation contributed to addressing diversity and promoting – in particular through and integrated approaches – ownership of shared values, equality, and non-discrimination and social inclusion through preparing, testing and evaluating – directed at seniors – tools for educators and trainers using also ICT -tools – to activating and educating seniors in the area of global education related to the current challenges of the modern world.</p> <p>http://www.erasmus.kolping.pl/project.html</p>





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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>7 Lecture on ZERO WASTE - 40 simple steps towards zero waste. Ekologi brez meja (Ecologists without borders).</p>
<p>Priority SDG:</p>	<p> Ensure sustainable consumption and production patterns.</p>
<p>Targets SDG:</p>	<p>12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.</p>
<p>Indicators SDG:</p>	<p>12.5.1 National recycling rate, tons of material recycled.</p>
<p>Secondary SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
<p>Targets secondary SDG:</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</p>

Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	The 4-hour lecture is a one time event. The lecture focuses on what every individual can do for zero waste world. Simple, fun and efficient tricks are described to prevent drowning in waste (single use plastic, fast fashion, good waste, digital waste).
Materials required:	Home waste examples.
Associated Areas of knowledge:	- Ecology - Climate change
Objectives:	Every participant should start using at least one environment, health and budget friendly practice.
Contents:	Zero waste concept.
Improvement proposals:	By changing the method of delivery from lecture to workshop we can make the participants even more involved in the topic by giving them practical tasks.
Intergenerational transferability proposals:	Adults participants will introduce the habits related to zero waste concept to their families and by practicing them they will serve as role models to their offspring.
Additional comments:	Ekologi brez meja is a Slovenian NGO established with the aim to improve an environmental situation by focusing on efficient use of resources and active citizenship.



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 8 Are environmental topics our business? Ekologi brez meja (Ecologists without borders)
Priority SDG:	 12 RESPONSIBLE CONSUMPTION AND PRODUCTION Ensure sustainable consumption and production patterns
Targets SDG:	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Indicators SDG:	12.5.1 National recycling rate, tons of material recycled.
Secondary SDG:	 4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	1 -time 4 hour lecture focuses on environmental challenges and introduction of concepts such as environmental changes, circular economy and zero waste. It is delivered by Ecologists without borders organisation.
Materials required:	Computer and projector
Associated Areas of knowledge:	Ecology Climate change
Objectives:	Raising awareness on climate changes
Contents:	- Environmental changes - Circular economy - Zero waste
Improvement proposals:	By changing the method of delivery from lecture to workshop we can make the participants even more involved in the topic by giving them practical tasks. It is advisable to approach local volunteers or organisations who act as facilitators in this topic.
Intergenerational transferability proposals:	More than one generation can participate in the lecture or the transfer of knowledge can occur at home.
Additional comments:	Ekologi brez meja is a Slovenian NGO established with the aim to improve an environmental situation by focusing on efficient use of resources and active citizenship.



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	9 Community Clean-up Planinsko Društvo Drava (The Drava Mountain ering Society)
Priority SDG:	 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
Targets SDG:	15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world.
Indicators SDG:	15.3.1 Proportion of land that is degraded over total land area.
Secondary SDG:	 Ensure sustainable consumption and production patterns.
Targets secondary SDG:	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

Indicators secondary SDG :	12.5.1 National recycling rate, tons of material recycled
Priority methodological aspects:	The Mountain Society organises a community clean-up action where all members of the society are invited to voluntarily participate in cleaning the hilly region close to the city of Maribor. This is a one-day event organised every year.
Materials required:	Gloves and bags for garbage collection
Associated Areas of knowledge:	- Ecology - Natural Science
Objectives:	- Improving appearance of previously littered area - Strengthening community ties - Raising awareness on the importance of taking care of nature.
Contents:	- Characteristics of the region - Recycling waste
Improvement proposals:	Organisation of the short accompanying educational activity/short lecture/ theme party to give extra focus on the benefits of this activity and negative consequences of littering our environment.
Intergenerational transferability proposals:	This is an excellent activity which purposefully brings together representatives of children, youth, adults and seniors.
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	10 Climate Change Playing Cards (Climate of Change project)
Priority SDG:	 Take urgent action to combat climate change and its impacts
Targets SDG:	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
Indicators SDG:	13.3.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	2-4 people engage in playing cards. Playing cards are divided into three groups: changes, consequences and acts cards. "ACT" cards describe positive or negative acts causing climate changes. "CONSEQUENCE" cards contain examples of consequences of above mentioned acts and "CHANGE" cards contain a central events with 4 consequences each. Players are required to meaningfully link consequences to changes to drop off their cards. The winner is the first player that stays without cards.
Materials required:	ODIDEM- OSPANEM Playing Cards
Associated Areas of knowledge:	- Natural Science - Human behaviour
Objectives:	- Learning about: - Climate change effects - Environmental migrants
Contents:	- Daily habits which influence our climate - Changes in climate caused by natural causes and by humans - Elementary catastrophes causing migrations

Improvement proposals:	<p>Climate Change Playing Cards are an excellent addition to introducing the climate change topic in the classroom. Similar cards are available also in the English language. They are available for download here: https://www.tcfdhub.org/wp-content/uploads/2021/11/TCFDHub_ClimateRisk_CARDS_Multiple_Layout_PRINT.pdf</p>
Intergenerational transferability proposals:	<p>Adult education providers can organise “climate change” days where families are invited to play the card and discuss the topic of climate change and every household daily habits that affect it.</p>
Additional comments:	<p>https://forumfer.org/karte-odidem-ostanem/</p>





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Name of the activity/practice:	11 A Hug Day of the Zagorje Valley Zagorje Secondary School, Zagorje Mountaineering Society, Institute for African Studies
Priority SDG:	 Ensure sustainable consumption and production patterns
Targets SDG:	12.2 By 2030, achieve the sustainable management and efficient use of natural resources.
Indicators SDG:	12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP.
Secondary SDG:	 Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.
Targets secondary SDG:	17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.
Indicators secondary SDG :	17.17.1 Amount in United States dollars committed to public-private partnerships for infrastructure

Priority methodological aspects:	A group hike was organised by school and mountaineering society in collaboration with the Institute for African Studies. Global learning themes were added to the hike by networking with local mining and ethnographic society. A member of the Society shared information about how mining affected the environment in the past while hiking. During lunch break they consumed local food produced in a sustainable way and reflected on it.
Materials required:	Hiking equipment.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Natural Science - Natural and cultural heritage - Health
Objectives:	<p>Learning about:</p> <p>Importance of preserving local natural and cultural heritage;</p> <p>Locally produced food decreases exhaust levels due to transport, lessens the use of packaging, has higher nutritional value without conservatives;</p> <p>Importance of physical activity and connecting with nature.</p>
Contents:	<ul style="list-style-type: none"> - Sustainable way of life - Ecological awareness - Preservation of cultural heritage - Health
Improvement proposals:	These theme hiking trips can be adapted to any location and organised in the way that they reflect the characteristics of the location, its history, natural resources and local community.
Intergenerational transferability proposals:	Representatives of different generations can take part in workshops to share knowledge and experiences. Whole families may take part.
Additional comments:	https://globalno-ucenje.si/sobota-je-dan-za-objem/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 12 ANTIAGE and NORDIC WALKING Zdrav pre/gib
Priority SDG:	 <p>3 GOOD HEALTH AND WELL-BEING</p> <p>Ensure healthy lives and promote well-being for all at all ages.</p>
Targets SDG:	<p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>
Indicators SDG:	<p>3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease.</p>
Secondary SDG:	 <p>4 QUALITY EDUCATION</p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment
Priority methodological aspects:	The 20-hour workshop is implemented by a trained professional and includes topics such as stress prevention diet, health risk factors and how to avoid them, staying healthy at the workplace and the importance of physical exercise. Nordic walking technique is added to the mix and the participants get the opportunity to practice it.
Materials required:	Nordic walking poles.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Nutrition - Healthy lifestyle
Objectives:	<ul style="list-style-type: none"> - Raising awareness on what is a healthy diet - Introducing healthy lifestyle to daily habits - Learning the basics of Nordic walking
Contents:	<ul style="list-style-type: none"> - Risk factors for coronary diseases and diabetes - What are the diet options for losing weight - Correct movement and use of poles for Nordic Walking
Improvement proposals:	A short lecture on healthy lifestyle in connection with SDG 3 can be presented during the workshop.

Intergenerational transferability proposals:	Adults that learn about improving their lifestyles and take responsibility for their health are role models for the younger generation and can transfer what they've learnt to them in their home environment.
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	13 Quiz on sustainable development goals - facts about poverty Šola človekovih pravic, Amnesty International
Priority SDG:	 End poverty in all its forms everywhere
Targets SDG:	1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
Indicators SDG:	1.3.1 Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	<p>This is approximately a 40-minute workshop where participants familiarize themselves with the facts about poverty all over the world.</p> <p>In the introductory part participants reflect for 10 minutes on global challenges related to SDGs and share their opinions (use of Mentimeter is suggested).</p> <p>The main activity is an interactive quiz on SDG1 - No poverty available here: https://create.kahoot.it/share/ctr-1-odp-rava-revscine/63a75a19-c00b-4b5e-912b-6b4a11061a8b.</p> <p>After all participants complete the quiz, the group discuss the correct replies.</p> <p>The workshop ends with the discussion on what they have learned, what are their predictions about poverty in the future and what solutions they suggest for reducing the differences between the richest and the poorest.</p>
Materials required:	<ul style="list-style-type: none"> - Computer, tablet or smartphone - Internet access
Associated Areas of knowledge:	Sustainable development

Objectives:	<ul style="list-style-type: none"> - Learning about: - Facts on poverty all over the world - Personal views and opinions about poverty
Contents:	<ul style="list-style-type: none"> - Sustainable development goal 1 - Raising awareness about poverty and its consequences in local communities
Improvement proposals:	The activity targets children and youth from age of 12 -19. It would be beneficial to include older generations to the workshop at the same time since they can share their experiences about this topic.
Intergenerational transferability proposals:	The economic situation has changed a lot in the past decades and inclusion of several generations to the workshop enables transfer of knowledge, experiences and points of view that more generations can benefit from.
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	14 Gender Equality Šola človekovih pravic, Amnesty International
Priority SDG:	 Achieve gender equality and empower all women and girls.
Targets SDG:	5.1 End all forms of discrimination against all women and girls everywhere
Indicators SDG:	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	<p>This is approximately a 1,5-hour workshop where participants reflect on gender equality and use a survey and statistical data analysis to identify the ratio of gender representation in the local environment.</p> <p>In the introductory part the discussion is facilitated by questions such as: "How do you imagine the world where all women and men were equal?" or "Do you think that you can contribute to gender equality?"</p> <p>Next activity is reading a story about Malala Yousafzai servers as a starting point for discussion.</p> <p>At the end the participants are given an empty survey template about the gender representation in the local community (politicians, stakeholders, opinion leaders). They present the results on the poster.</p>
Materials required:	<ul style="list-style-type: none"> - Copies of survey - Copies of posters showing gender representation in local environment - Paper and pens for posters
Associated Areas of knowledge:	- Human rights

Objectives:	<ul style="list-style-type: none"> - Learning about: - Gender equality issues all over the world - Personal views and opinions about gender equality - Local situation
Contents:	<ul style="list-style-type: none"> - Sustainable development goal 5 - Raising awareness about gender equality and its consequences in local communities
Improvement proposals:	<p>The activity targets children and youth from age of 12 -19. Parents are also invited to help younger participants in filling in the survey.</p> <p>Participants could use internet access to fill in the survey and prepare posters or digital presentations.</p>
Intergenerational transferability proposals:	<p>The contents of the workshop (the nature of question to facilitate discussion, the selection of central story) can be adapted to be suitable for the adult population.</p>
Additional comments:	<p>Link to the detailed description of activity: https://sola.amnesty.si/media/uploads/files/Delavnica%20-%20Enakost%20spolov.pdf</p> <p>Education resources on human rights in English language: https://www.amnesty.org/en/wp-content/uploads/2021/05/ACT770352004ENGLISH.pdf</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	15 Adult Education Guidance as Public Service Slovenian Institute of Adult Education, Adult Education Centres
Priority SDG:	 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Targets SDG:	16.6 Develop effective, accountable and transparent institutions at all levels
Indicators SDG:	16.6.2 Proportion of population satisfied with their last experience of public services
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets secondary SDG:	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Indicators secondary SDG :	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
Priority methodological aspects:	<p>Guidance in adult education is one of the subjects of the public service in the field of adult education. It encompasses three areas of guidance in adult education and they are: enrollment in education and continuation of education, identification and documentation of knowledge and skills, and organised self-directed learning.</p> <p>The services are free of charge and implemented nation-wide by adult education centres.</p>
Materials required:	<ul style="list-style-type: none"> - Trained guidance professionals - Guidance
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Adult Education - Formal education - Key competences - Vocational competences
Objectives:	<p>The key objectives are:</p> <p>To provide all adults with quality, professional and comprehensive information and guidance as a support to their education and learning;</p> <p>To connect into a network as many local providers of educational and guidance services for adult as possible to ensure quality, comprehensive and coordinated activities of all subjects when offering information and guidance in adult education.</p>

Contents:	For individuals and groups at institution or as a mobile service: <ul style="list-style-type: none"> - The selection of the type of education or learning; - The planning of personal and work career; - Identification and documentation of knowledge and skills
Improvement proposals:	Networking with other countries to ensure international transferability of services
Intergenerational transferability proposals:	Activities can be specifically designed to cater to families or provide adults with knowledge and experiences they can transfer to younger generations at home or local environment.
Additional comments:	https://www.acs.si/en/projects/national/adult-education-guidance-centres/





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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>16 Art and Literary Contest United Nations Association of Slovenia</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
<p>Targets SDG:</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>

Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment
Secondary SDG:	/
Targets secondary SDG:	/
Indicators secondary SDG :	/
Priority methodological aspects:	The United Nations Association for Slovenia launched a competition to mark Human Rights Day by giving primary and secondary school students the opportunity to express their impressions and thoughts on human rights through a drawing, word, object or photograph. The theme of competition in 2016 was the Sustainable Development Goals. The competition was divided into art, literary and photo categories.
Materials required:	- Arts and Crafts - Cameras
Associated Areas of knowledge:	Sustainable development.
Objectives:	- Raising Awareness of youth on sustainable development - Facilitation of thoughts about global solidarity and unequal world development - The opportunity for young people to express their views on key global learning challenges
Contents:	17 Sustainable goals.

Improvement proposals:	The contest could be narrowed down to a selected SDG if there was a need to stress a certain aspect of sustainable development.
Intergenerational transferability proposals:	A similar contest can be organised for adult learners.
Additional comments:	On a secondary level this activity encourages raising awareness about all 17 SDGs.



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	17 Responsible treatment of water GOLEA
Priority SDG:	 Ensure availability and sustainable management of water and sanitation for all
Targets SDG:	6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
Indicators SDG:	6.4.1 Change in water-use efficiency over time
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.
Priority methodological aspects:	A 1-day educational workshop on responsible treatment of water was implemented for the local community by Goriška Local Energy Agency. Theoretical knowledge transfer was combined with the visit to the local wastewater treatment plant. Several presenters spoke about physical and chemical properties of water, water as a source of life, water filtration and about technologies used in wastewater treatment.
Materials required:	/
Associated Areas of knowledge:	- Natural science - Ecology - Sustainable development
Objectives:	To raise awareness of the local community about everything that is involved in preservation of drinking water, preserving clean environments and sustainable development.

Contents:	Water quality, how to protect and save drinking water, water cleaning and filtering, wastewater treatment, waste water cleaning technologies, maintaining clean environment and related possibilities of sustainable development.
Improvement proposals:	The workshop could be implemented on more regular bases with the contents adapted for wider audiences.
Intergenerational transferability proposals:	A teacher could develop materials adapted for families, for example, or adults could be given some advice during the workshop on how to approach this topic in a domestic environment and try to transfer what they learned to their children.
Additional comments:	/



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 18 Plastic Pirates learning materials Plastic Pirates Go Europe!
Priority SDG:	 Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Targets SDG:	14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
Indicators SDG:	14.1.1 (a) Index of coastal eutrophication; and (b) plastic debris density
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets secondary SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment</p>
Priority methodological aspects:	<p>Plastic Pirates - Go Europe! is a European Citizen Science campaign, in which school classes and youth groups collect plastic samples from streams and rivers and document their findings. The collected data is then analysed by scientists and researchers. In this way, young European citizens are making an important contribution to researching the state of European rivers and the extent and pollution caused by plastic waste.</p> <p>The interactive map is available on the website that shows the data uploaded by groups that have participated throughout the years in several countries.</p> <p>The Campaign also provides teaching materials and worksheets on future handling of plastic waste problems and familiarization of learners with the general topic of the ocean and water cycles in the process.</p>
Materials required:	<p>Teaching materials and worksheets for teachers are available for free download on the Plastic Pirates website together with instructions on how to use the materials.</p> <p>They are available in several European languages.</p>

Associated Areas of knowledge:	<ul style="list-style-type: none"> - Natural science - Ecology - Sustainable development
Objectives:	<p>On the one hand, the joint campaign of the ministries of education, science and research is intended to raise awareness throughout Europe for the importance of rivers as common lifelines, as well as for protecting our natural resources. On the other hand, the campaign aims to emphasise the importance of international research collaboration.</p>
Contents:	<p>Plastic pollution on beaches and riverbanks Avoiding micro- and microplastic in the environment Researching sustainable materials</p>
Improvement proposals:	<p>A teacher can select individual chapters according to the thematic focus or the learning objectives and the learning time that is available.</p>
Intergenerational transferability proposals:	<p>Teaching materials and worksheets are suitable for learners with different levels of prior knowledge and content is appropriate for different age groups. This enables teachers that work with adults to adapt the content to the adult target group.</p>
Additional comments:	<p>https://www.plastic-pirates.eu/en</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	19 Prison Art (work therapy in prisons) Ministry of Justice Andragoški zavod Maribor
Priority SDG:	 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
Targets SDG:	16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
Indicators SDG:	16.3.2 Unsented detainees as a proportion of overall prison population
Secondary SDG:	 Ensure sustainable consumption and production patterns.
Targets secondary SDG:	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

Indicators secondary SDG :	12.5.1 Nazionale recycling rate, tons of material recycled.
Priority methodological aspects:	<p>Work therapy moderated by qualified mentors in the field of art and adult education took place in Maribor correctional facility. Inmates created art using various materials and techniques. For example, in one workshop cycle, participants used discarded wood products to turn them into new works of art.</p> <p>The duration of the workshop was 50 hours and it took 2 months to complete one cycle.</p>
Materials required:	Discarded wood products, tools and art supplies.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Wood processing - Recycling
Objectives:	<ul style="list-style-type: none"> - To rehabilitate and socially reintegrate prisoners - To prevent risks of repeating offensive behaviour - To learn about sustainable use of materials
Contents:	<ul style="list-style-type: none"> - Wood treatment and processing techniques - Practical skills - Social integration
Improvement proposals:	Work therapy was financed under a Ministry of Justice call, which does not guarantee regular financial support. Finding regular funding is a recommendation.
Intergenerational transferability proposals:	As a final rehabilitation step, before the release or immediately post-release, families of prisoners could join them in the rehabilitation workshops.
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	20 EXCHANGING SEEDS Society for Biological - Dynamic Management Lan
Priority SDG:	 2 ZERO HUNGER End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Targets SDG:	2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed
Indicators SDG:	2.5.1 Number of (a) plant and (b) animal genetic resources for food and agriculture secured in either medium- or long-term conservation facilities
Secondary SDG:	 12 RESPONSIBLE CONSUMPTION AND PRODUCTION Ensure sustainable consumption and production patterns

Targets secondary SDG:	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
Indicators secondary SDG :	12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.
Priority methodological aspects:	A 1-day event is organised with the purpose to exchange old local and ecological seeds. The event also provides an opportunity to exchange knowledge on sustainable food production.
Materials required:	Seeds (not necessary).
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Natural science - Food production - Sustainable use of natural resources
Objectives:	<p>To learn about old, indigenous and ecological seeds from local area</p> <p>To raise awareness about sustainable food production</p>
Contents:	<p>Production of food</p> <p>Types of seeds</p> <p>Growing plants</p>
Improvement proposals:	Organising an extra workshop with relevant educational methods and materials used to offer a more structured lesson on the topic of seeds and sustainable food production.
Intergenerational transferability proposals:	Workshops can be organised in a dynamic way that attracts young and older generations as well as allow the exchange of experiences.
Additional comments:	/



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	21 Theatre against Alzheimer's. FUNDACIÓN TEATRO DE LA ABADÍA
Priority SDG:	 Ensure healthy lives and promote well-being for all at all age
Targets SDG:	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
Indicators SDG:	3.4.2 Suicide mortality rate.
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets secondary SDG:	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

<p>Indicators secondary SDG :</p>	<p>4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.</p>
<p>Priority methodological aspects:</p>	<p>It consists of a theatre workshop called Diálogo posible, aimed at people with Alzheimer's and the family members who accompany them day by day. The aim is to carry out artistic and sensory practices to open up dialogue between the two, using theatrical language as a pretext for joint reflection.</p> <p>Workshops are held in 7 sessions of 2 hours each, developing their creativity and expressiveness with their relatives and beginning to value what each of us can transmit with our gesture, voice or gaze.</p> <p>In adult education we find more and more cases of people with Alzheimer's disease or some kind of dementia, and we are not able to understand what is happening, that is why we consider this practice to be very important.</p> <p>There should be a coordinator (a psychologist if possible), who is trained in theatre and, above all, who has training and experience in working with the group to which the proposal is directed. This will be the person in charge of directing the different sessions.</p> <p>The theme of the theatrical text will depend on what you want to work on.</p>
<p>Materials required:</p>	<p>Spotlights or lights (optional) Sound table (optional) Stage (optional) Props (optional) Classroom or rehearsal space (which can be the same space where the stage is located).</p>

Associated Areas of knowledge:	<ul style="list-style-type: none"> - Mental health. - Emotional intelligence. - Language.
Objectives:	<ul style="list-style-type: none"> - Working on memory in older adults with the aim of preventing neurodegenerative diseases, such as Alzheimer's disease. - To improve the expression of emotions, social skills, concentration, attention and memory. - Solving the problem of loneliness in older adults. - Educate young people from conflictive environments in values of respect and social skills. - To develop text creation skills. - Encourage creativity - Expression through the use of other languages.
Contents:	<ul style="list-style-type: none"> - Memory. - Emotions. - Literacy.
Improvement proposals:	Working with all adults to be able to work with everyone on memory through executive function.
Intergenerational transferability proposals:	The practice itself involves the interaction of several generations. It could also be enriched by inviting grandchildren.
Additional comments:	Many things can be worked on through theatre, not only memory, emotions or corporal and verbal expressions, but also all kinds of values can be worked on.



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	22 Sustainable needle CEPER POLÍGONO SUR
Priority SDG:	 Take urgent action to combat climate change and its impacts
Targets SDG:	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.
Indicators SDG:	13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula.
Secondary SDG:	 Ensure sustainable consumption and production patterns.
Targets secondary SDG:	12.2 By 2030, achieve the sustainable management and efficient use of natural resources. 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

<p>Indicators secondary SDG :</p>	<p>12.2.1 Material footprint, material footprint per capita, and material footprint per GDP.</p> <p>12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP.</p> <p>12.5.1 National recycling rate, tons of material recycled.</p>
<p>Priority methodological aspects:</p>	<p>This proposal is carried out in the form of a workshop and takes place once a week.</p> <p>Used fabrics and clothes that are no longer useful but in good condition are collected. Donated materials such as wadding or thread, which are needed to make the pieces, can also be collected.</p> <p>Following a pattern that has been provided to us with the measurements, blankets are made to cover the incubators of Neonates in the Virgen del Rocío Hospital in Seville.</p>
<p>Materials required:</p>	<ul style="list-style-type: none"> - Fabrics or old clothes (it can even be fabrics that the users had at home). - Sewing threads. - Needles. - Sewing machines. - Classroom.
<p>Associated Areas of knowledge:</p>	<ul style="list-style-type: none"> - Fine mobility. - Sustainable development - Climate action
<p>Objectives:</p>	<ul style="list-style-type: none"> - Learn how to recycle existing garments. - Create new clothes. - Learn sewing and dressmaking activities. - Improve skills related to fine mobility. - To promote the improvement of the independence of young people or people with disabilities.

Contents:	Environmental education. Sewing and dressmaking.
Improvement proposals:	Carrying out the same workshop but making new clothes with the same fabrics or old clothes. There are many people who need clothes and sometimes they are not the same size or they are out of date. This is an idea to have a new wardrobe and to cover the needs of other people with recycled materials. In addition, this proposal could be used to raise funds if an exhibition is made with the blankets or a fashion show with the clothes made.
Intergenerational transferability proposals:	It is a proposal that can be carried out jointly with adults and children. In addition, the work carried out is posted on social networks and reaches all age groups, thus generating discussion and debate.
Additional comments:	These activities are very rewarding on a personal level.





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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>23 “Re-planting” the culture of Water, Soil and Trees. Proposal for the renaturalisation of educational centres and community spaces through the care of our common goods: Water, Soil and Trees. CEPER POLÍGONO SUR</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
<p>Targets SDG:</p>	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>
<p>Indicators SDG:</p>	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p>

<p>Secondary SDG:</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Ensure availability and sustainable management of water and sanitation for all</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> </div> </div> </div>
<p>Targets secondary SDG:</p>	<p>6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p> <p>6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate</p> <p>15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world</p>
<p>Indicators secondary SDG :</p>	<p>6.4.1 Change in water-use efficiency over time</p> <p>6.5.1 Degree of integrated water resources management implementation (0-100)</p> <p>15.3.1 Proportion of land that is degraded over total land area</p>

**Priority
methodological
aspects:**

The methodology used follows the 12 principles of Permaculture, which are:

1 - Observes and interacts

2- Capture and store energy

By creating systems to collect resources during times of abundance, we could use them in times of scarcity.

3- Get a return:

Ensure that you are getting really useful rewards as part of the work you are doing.

4- Self-regulation and feedback:

We need to discourage inappropriate activities to ensure that systems continue to work well.

5- Use and value renewable resources and services:

Take advantage of nature's abundance to reduce our consumerist behaviour and dependence on non-renewable resources. Excessive use of resources and high technology is not only expensive but can negatively affect the environment.

6- Stop producing waste:

By valuing and making use of all the resources that are available to us, nothing is thrown away.

7- Design from patterns to details:

If we take a step back, we can observe patterns in nature and society. These can form the basis of our designs, with the details filled in as we go along.

8- Integrate rather than segregate:

By putting the right things in the right places, relationships develop between those things and they complement each other for support.

9- Use slow and small solutions:

Small, slow systems are easier to maintain than larger ones, make better use of local resources and produce more sustainable results.

	<p>10- Use and value diversity: Diversity reduces vulnerability to a range of threats and takes advantage of the unique nature of the environment in which it resides.</p> <p>11- Use the edges and value the marginal: The most common, obvious and popular is not necessarily the most significant or influential.</p> <p>12- Use and respond creatively to change: We can have a positive impact on inevitable change by observing it carefully and intervening at the right time. It is based on applying useful strategies to experiment sustainable practices and new formative models on the care of the person, of the earth and the conscious contribution that we all have to make towards its self-regeneration.</p>
Materials required:	Local resources such as leaves, seeds, seedlings, cuttings, seedbeds, pots, tools for leaf collection, tools for planting, etc.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Sustainable Development - Environmental Education - Health and well-being - Quality education - Sustainable cities and communities - Climate action - Terrestrial ecosystems - Partnership to achieve goals

Objectives:

The proposal aims to promote and encourage sustainable development and conservation of natural capital and biodiversity through the care and respectful and efficient management of water, soil and trees, common goods that are increasingly scarce and necessary in our cities, neighbourhoods, schools and educational centres. The expected benefits are:

- Ecological transition in the city while favouring experiences and attitudes of care and appreciation of nature, as well as responsibility, coexistence and cooperation.
- Improvement of human health and well-being and quality of life through efficient water, soil and tree management, the renaturalisation of urban ecosystems and the creation of urban forests, the valorisation and conservation of natural capital and the biodiversity of plants and animals in the territory;
- Reduction of the ecological footprint through the valorisation of local resources and the promotion of a local, caring, circular and regenerative economy;
- Creation of a School and Community Network for the exchange of resources and the generation of socio-cultural wealth by encouraging initiative and citizen participation.

The project is aimed at students and teachers of the Educational Centres of the territory, as well as Associations, Groups, Families, interested persons and all the institutions invited to participate in its execution.

<p>Contents:</p>	<p>Awareness-raising talks on a new culture of water, soil and trees.</p> <p>Visits to natural spaces for the collection of resources and twinning with schools participating in and adhering to the initiative.</p> <p>Planning of the co-participatory design process for the implementation of the project.</p> <p>Recovery of natural resources provided by the trees (leaves, seeds, seedlings, cuttings, organic materials, etc.).</p> <p>Training workshops on the sustainable management of the natural resources used: seed pellets, composting, mulching, beneficial insect hotel, etc.).</p> <p>Creation of a resource and seed bank, tree and plant nursery, and other activities necessary for the development of the project.</p> <p>Participatory planting around the School/Educational Centre and the Common Spaces of the Polígono Sur neighbourhood.</p>
<p>Improvement proposals:</p>	<p>Each entity will have to specify the resources necessary for the development of the activities, available for exchange and/or redistribution within the Network.</p>
<p>Intergenerational transferability proposals:</p>	<p>All the contents worked on and the way of doing it can be taken to secondary and primary schools.</p> <p>We can also look for youth associations or organisations to which we can offer our proposal.</p> <p>In addition, the message can be much more powerful if it is done through volunteering, where they themselves are the protagonists of their own learning to help them become aware.</p>
<p>Additional comments:</p>	<p>It is a long-term proposal, but the fruits start to appear from the beginning with the visual transformation of the environment.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	24 Executive Functions in Lifelong Learning. Enrichment Programme. CEPer POLÍGONO SUR
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	4.3. By 2030, ensure equal access for all men and women to quality technical, vocational and tertiary education and training, including university education. 4.4. By 2030, significantly increase the number of young people and adults with the necessary skills, in particular technical and vocational skills, to access employment, decent work and entrepreneurship.
Indicators SDG:	4.3.1. Participation rate of young people and adults in formal and non-formal education and training in the last 12 months, broken down by gender. 4.4.1. Proportion of young people and adults with ICT skills, broken down by type of skills.
Secondary SDG:	/
Targets secondary SDG:	/
Indicators secondary SDG :	/

**Priority
methodological
aspects:**

To design a work programme to work on the improvement and maintenance of executive functions in adults.

Within the executive functions, the following fundamental processes related to the day-to-day life of students will be worked on:

Working memory: capacity for temporary storage of information and its processing. This is a space in which specific information is available for manipulation and transformation during a particular period of time.

Planning: ability to generate goals, develop action plans to achieve them and choose the most appropriate one based on anticipation of consequences.

Reasoning: faculty that allows us to solve problems of various kinds in a conscious manner by establishing causal relationships between them.

Flexibility: ability that allows us to make changes to something that was previously planned, thus adapting to the circumstances of our environment.

Inhibition: the ability to ignore impulses or irrelevant internal and external information when performing a task.

Decision-making: the process of making a choice between alternatives based on our needs, weighing the outcomes and consequences of all options.

Time estimation: the ability to estimate approximately the passage of time and the duration of an event or activity.

Dual performance: the ability to perform two tasks at the same time (these tasks must be of different types), paying constant attention to both.

Branching (multitasking): ability to organise and perform tasks optimally simultaneously, interleaving them and knowing where each one is at any given moment.

A set of tasks will be designed to be worked on in an integrated manner with the rest of the contents of a given plan for each of the fundamental processes mentioned above. Each centre can design the implementation of the programme according to existing needs or available resources.

Materials required:	Reference material for teachers (books, guides, articles, etc.). Those materials required for each of the tasks contained in the enrichment programme.
Associated Areas of knowledge:	Neuropsychology: Executive Functions.
Objectives:	Maintain and/or enhance the development of pupils' executive functions.
Contents:	Cognitive flexibility Response inhibition Working memory
Improvement proposals:	
Intergenerational transferability proposals:	These are activities that can be carried out with older adults and children, and with all of them the different themes proposed and many new ones can be dealt with (obviously they will require adaptation depending on the users to whom they are addressed).
Additional comments:	



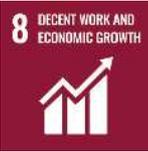
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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>25 Innovation project against school drop - out, absenteeism and educational failure in CEPer Polígono Sur CEPER POLÍGONO SUR</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
<p>Targets SDG:</p>	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p> <p>4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	 <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</p>
Targets secondary SDG:	<p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>
Indicators secondary SDG :	<p>8.3.1 Proportion of informal employment in non-agriculture employment, by sex</p>

<p>Priority methodological aspects:</p>	<p>This project aims to achieve two clear objectives: to promote and increase enrolment, especially in those educational plans aimed at obtaining a qualification, and to reduce school dropout and absenteeism of those students enrolled in them, as well as educational failure, through socio-educational actions of a curricular, organisational and methodological nature. These measures involve teacher training, network coordination with existing resources in the area and the implementation of a series of activities that will transform not only the reality of our school, but also that of the neighbourhood where it is located.</p>
<p>Materials required:</p>	<ul style="list-style-type: none"> - Consumables - Reprographic equipment - Audiovisual equipment - Financial resources - Registration books
<p>Associated Areas of knowledge:</p>	<p>Transversal. All areas of Lifelong Learning</p>
<p>Objectives:</p>	<p>With this project, we intend to promote and increase enrolment, especially in those educational plans aimed at obtaining a qualification, to reduce school drop-out and absenteeism of those students enrolled in them and to increase educational success. In order to achieve these two objectives, the following specific objectives are proposed:</p> <ul style="list-style-type: none"> - Drawing up and implementing actions to raise awareness and disseminate the Centre's training offer. 11 - To be aware of the individual, socio-family and educational circumstances of the students. - To propose a choice of educational pathway adapted to the pupils' abilities, interests and expectations, promoting responsible enrolment by the pupils. - To generate a feeling of belonging and connection to the school among pupils through a variety of activities.

	<ul style="list-style-type: none"> - Strengthen relations between pupils and teachers, establishing effective channels of communication between them. - To carry out actions that increase the feeling of welcome, interest and monitoring of the pupils, especially those with a profile of absenteeism or at risk of dropping out. - To keep students informed about the relevant aspects of the teaching and learning process of each subject and its timetable. - To improve networking with the different associations and organisations in the area. - To promote the training and self-training of teachers as a key factor in improving their professional competence and contributing to the development of quality teaching and equity. - Transform the Centre into a Learning Community and progressively implement EEE in the classrooms. - To analyse the main causes of absenteeism and school dropout, as well as the educational failure of students in our school, in order to propose future improvement proposals. - To evaluate the impact and results of the implementation of this project.
<p>Contents:</p>	<p>The content of this project can be clearly visualised through the objectives set and the different activities and actions. On the one hand, there is a need to raise awareness of the Centre and the training on offer in order to increase the number of students enrolled, especially in plans aimed at obtaining a degree. To this end, different types of actions will be carried out: from the creation of an enrolment commission that will be responsible for the design, organisation and coordination of the Educational Campaign to raise awareness and disseminate the Centre's training plans through different media, to the holding of different events such as Open Days, Educational Fair, etc. On the other hand, this project also aims to reduce the levels of absenteeism and dropout of students enrolled in the plans aimed at obtaining a degree, students who come from school failure and drag a problem. With this, we want not only to reduce the aforementioned rates, but also to improve school success, increasing the number of qualifications obtained.</p>

Improvement proposals:	<p>Implement this plan systematically in the school every year, carrying out a continuous evaluation of the plan to eliminate, maintain or propose different actions to improve the levels of dropout and/or absenteeism. To this end, it must be linked to other school documents such as the improvement plan or the self-evaluation report.</p>
Intergenerational transferability proposals:	<p>To keep the life of the centre active.</p> <p>Promote participation in the different activities that are planned in the community.</p> <p>Plan outreach days for older people to young people.</p> <p>Transfer information at home to the younger members of the family.</p>
Additional comments:	<p>https://www.ceperpoligonosur.es/proyecto-innovaci%C3%B3n</p>



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KA210-ADU. SMALL-SCALE ASSOCIATIONS IN ADULT EDUCATION FOR COOPERATION
PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	26 In corpore sano CEPER POLÍGONO SUR
Priority SDG:	 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Targets SDG:	2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
Indicators SDG:	2.1.1 Prevalence of undernourishment
Secondary SDG:	 Ensure healthy lives and promote well-being for all at all ages
Targets secondary SDG:	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
Indicators secondary SDG :	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease

<p>Priority methodological aspects:</p>	<p>It is a workshop and it is a very complete process, where we work on reading and writing through recipes, basic aspects of healthy eating and the execution of the dish we are dealing with.</p> <p>reading and writing through recipes, basic aspects of healthy eating and the execution of the dish we are dealing with.</p> <p>The dishes that are worked on during the cooking days will go to charity, as will the surplus food that is not used.</p> <p>We need some training in nutrition to be able to carry out these workshops effectively, and we often have talks given by nutritionists and nutrition students from the University of Seville, with whom we collaborate on many occasions.</p>
<p>Materials required:</p>	<ul style="list-style-type: none"> - Food. - Classroom with equipped kitchen. - Space for social gatherings. - Classroom with projector.
<p>Associated Areas of knowledge:</p>	<ul style="list-style-type: none"> - Fine motor skills. - Gross motor skills. - Writing. - Reading. - climate action - Environmental care - Sustainable development

Objectives:	<p>Educating in healthy eating.</p> <p>Teach cooking skills so that young people or people with disabilities can learn to develop themselves individually, without depending on anyone to help them, from learning how to make a shopping list to effectively following a recipe.</p> <p>Helping the disadvantaged who do not have the economic capacity to access food or healthy food.</p> <p>Encourage literacy through the creation of writing and reading recipes.</p> <p>To work on fine and gross motor skills through cooking.</p>
Contents:	<p>Healthy eating.</p> <p>Healthy lifestyle habits.</p> <p>Mathematics: quantities, weights, proportions...</p>
Improvement proposals:	<p>/</p>
Intergenerational transferability proposals:	<p>This proposal can be carried out with older adults, young people and children.</p> <p>A variant of this activity can focus on the elders making recipes of traditional dishes from their childhood. Young people can make these recipes and learn about dishes and flavours from the past.</p>
Additional comments:	<p>It is an opportunity to educate both, adults and children in values of respect for the most disadvantaged. It is also a great opportunity to promote a society with healthy lifestyle habits.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	27 Ecological soap CEIP JUAN XXIII (MARCHENA)
Priority SDG:	 Ensure sustainable consumption and production patterns
Targets SDG:	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Indicators SDG:	12.5.1 National recycling rate, tons of material recycled
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>The initiative began as an environmental project to avoid the contamination of the Corbones River, but little by little the production grew and they decided to send these products to Togo.</p> <p>The families are informed about the project and the oil that they discard from their homes is collected. The school stores it until they have enough. Then, with the help of the students, they make soap. The recipe: one kilo of caustic soda with five litres of water and then the oil until it thickens. This centre has grown from an educational experience to a humanitarian action, and for this reason it was recognised in the Service Learning Awards 2017.</p>
Materials required:	<p>Space to carry out the work.</p> <p>Used oil</p> <p>Caustic soda</p> <p>Water</p> <p>Containers</p> <p>Cutting instruments</p>
Associated Areas of knowledge:	<p>Environmental Education.</p> <p>Sustainable development</p> <p>Responsible production and consumption</p>
Objectives:	<p>Induce constant reflection so that we are aware that we can all contribute something, both to society itself and to the planet.</p> <p>Reduce the environmental impact of our consumption and contribute to environmental sustainability.</p>

Contents:	Environmental awareness. Sustainable use and management of resources Mathematics: weights, volumes... Chemical formulation
Improvement proposals:	Propose the production of natural soaps using local essences or resources. For example, if the school has a school garden, you can use the garden's own resources.
Intergenerational transferability proposals:	The practice is transferable to any age group and can be adapted to the characteristics, abilities and needs of each person without losing sight of the objective of the activity. It is also a practice that can be carried out at home, in the family, and bring back to the present day what used to be done systematically in all households.
Additional comments:	/





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	28 Solidarity garden. CEPER POLÍGONO SUR
Priority SDG:	 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Targets SDG:	2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
Indicators SDG:	2.1.1 Prevalence of undernourishment 2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES)
Secondary SDG:	 Ensure sustainable consumption and production patterns.
Targets secondary SDG:	12.2 By 2030, achieve the sustainable management and efficient use of natural resources

Indicators secondary SDG :	12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP
Priority methodological aspects:	The practice consists of the participation of different plans of the educational centre with the garden plan for the planning, sowing and harvesting of vegetables harvested in a sustainable way, as well as carrying out small basket weaving and healthy eating workshops to subsequently make small baskets containing different foods from the harvest to distribute them to families and the most needy people, We will also produce brochures in the form of food guides for a correct implementation from an affordable point of view, in order to achieve a healthy and sustainable food for people who do not have it within their reach.
Materials required:	<ul style="list-style-type: none"> - Vegetable garden (land, seeds, irrigation system, compost...). - Basketry. - Technological material for the elaboration of the leaflets (computers, printers, etc.).
Associated Areas of knowledge:	<p>Agriculture.</p> <p>Environmental education.</p> <p>Plastic and Visual Education</p>
Objectives:	<p>To bring cohesion to the centre.</p> <p>Acquire knowledge and increase interest in agriculture and sustainable food.</p> <p>Encourage the students' attitude of solidarity by involving them in the action.</p> <p>To help people and families in the area who are in a situation of vulnerability.</p> <p>To disseminate good, healthy and environmentally responsible food.</p>

<p>Contents:</p>	<ul style="list-style-type: none"> - Cooperation. - Environmental awareness. - Solidarity awareness and action. - Agricultural knowledge and practices. - Basketry knowledge and practices. - Nutritional knowledge. - ICT.
<p>Improvement proposals:</p>	<p>Disseminate the practice through various channels (social networks, media...) with the aim of extending this practice to other places and spaces in the neighbourhood, the community...</p>
<p>Intergenerational transferability proposals:</p>	<p>In practice, many of the tasks and activities can be focused on recovering garden practices (sowing, harvesting, watering, etc.) from the past. In this way, the older ones will teach the younger ones different techniques. It can also be done the other way round. Apply modern techniques that the older ones can learn through the different tasks and activities.</p>
<p>Additional comments:</p>	<p>The practice, despite being ambitious and requiring a lot of work not to achieve a great external impact, has a very rich symbolic and educational level, and seeks to sow the seed.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>29 Easy, quick and healthy book. CEPER POLÍGONO SUR</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
<p>Targets SDG:</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
<p>Indicators SDG:</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>

Secondary SDG:	 <p>Ensure sustainable consumption and production patterns.</p>
Targets secondary SDG:	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
Indicators secondary SDG :	12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Priority methodological aspects:	<p>The practice consists of producing a book made by all the members of the educational centre, contributing easy, quick and healthy recipes that make up the book, as well as adding the nutritional and environmental benefits of each dish. The execution will be supported by a proper training and/or research on healthy and sustainable food. The aim is to make this book available both digitally and physically to take it to other people, families, kitchens and even to the school's own convivial gatherings.</p> <p>This practice works at all levels, starting with neo-readers and covering all levels of education, initiating them also in digital literacy.</p>
Materials required:	<p>School and ICT material.</p> <p>Design and printing.</p>
Associated Areas of knowledge:	<p>Nutrition and dietetics.</p> <p>Environmental education.</p>

Objectives:	<ul style="list-style-type: none"> - To learn about a healthy and sustainable diet. - To encourage interest in healthy and responsible food consumption. - To disseminate this type of cooking by encouraging and facilitating its practice.
Contents:	<ul style="list-style-type: none"> - Healthy eating. - Sustainability. - Organisation. - Communication. - Design.
Improvement proposals:	<p>Get the guidance of a volunteer or non-volunteer health and food safety professional to help drive the practice forward as well as the possibility of collaborating with a publisher willing to follow the editing, publication and distribution of the book.</p>
Intergenerational transferability proposals:	<p>The practice is transferable as long as the contents to be worked on are adapted, i.e. the language, expression, illustration, the elaboration itself... In addition, ancient and modern recipes can be included, allowing all generations to learn about the evolution of cooking over time.</p>
Additional comments:	<p>The proposal requires a previous motivational incentive for the correct development and meaning of the activity itself.</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	30 Land Art.Recycling at CEPer Polígono Sur CEPER POLÍGONO SUR
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets SDG:	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	 <p>Ensure sustainable consumption and production patterns</p>
Targets secondary SDG:	<p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>
Indicators secondary SDG :	<p>12.2.1 Material footprint, material footprint per capita, and material footprint per GDP</p> <p>Goals and targets (from the 2030 Agenda for Sustainable Development)</p> <p>12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP</p>
Priority methodological aspects:	<p>The practice consists of organising workshops in the educational centre with the idea of working on both artistic and environmental aspects with the use of conscience and recycled and/or recyclable materials.</p> <p>Materials such as dry branches, esparto grass, flower pods, threads, wool, seeds... are used and structures and instruments are made which, as well as being art, have a function in the environment, trapping humidity, providing shade, as a base for future plantations...</p>

	<p>At the end of the workshop, an exhibition of the works will be held in the neighbourhood, together with a performance also organised by the workshop itself, in order to reach the spectator more deeply and in this way achieve greater reflection, awareness and propagation of the works. These exhibitions are usually accompanied by a recycled batucada, where the only instruments are plastic detergent cans and cleaning products.</p>
Materials required:	<p>Workshop space. Workshop teacher. Materials necessary for the works in different techniques (easels, canvases, cardboard, brushes, tempera, watercolours, charcoal...).</p>
Associated Areas of knowledge:	<p>Painting. Environmental education. Pedagogy.</p>
Objectives:	<p>To learn and apply different painting procedures/techniques (drawing, modelling, etc.). To awaken and stimulate imagination and creativity. To promote conceptual and emotional expression through plastic procedures. To reflect on and analyse the visual world around us, enhancing our sensibilities. To develop visual and manual coordination. To learn to develop routines and consolidate certain habits such as tidiness, cleanliness and conservation of work tools and materials, which will also lead us to know how to value things.</p>

	<p>Discovering the satisfaction of shared leisure, respecting the work of colleagues and collaborating in group projects in the workshop.</p> <p>Stir consciences, thus generating a change towards sustainable development.</p>
Contents:	<ul style="list-style-type: none"> - Reflection. - Autonomy. - Critical view of the environment. - Values. - Cooperation. - Painting techniques
Improvement proposals:	<p>A solidarity market can be held to raise funds for a greater good or to finance the next workshop, encouraging and attracting people to the centre itself.</p>
Intergenerational transferability proposals:	<p>When implementing this practice, it is possible to organise workshops of heterogeneous people with different profiles and ages (for example, young and old).</p>
Additional comments:	<p>Use of environmentally friendly paint.</p>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	31 Putting our feet on the ground. SEO/BirdLife - Ecoembes
Priority SDG:	 Take urgent action to combat climate change and its impacts
Targets SDG:	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
Indicators SDG:	13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula
Secondary SDG:	 Ensure sustainable consumption and production patterns.
Targets secondary SDG:	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

<p>Indicators secondary SDG :</p>	<p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
<p>Priority methodological aspects:</p>	<p>Every day, SEO/BirdLife volunteers who monitor birds and carry out conservation tasks notice the large amount of waste that piles up in natural areas. It is simply rubbish that is not collected and has an impact on the environment that is not sufficiently known or analysed.</p> <p>The project 'LIBERA, united against rubbish' was born in 2017 to stop the consequences of abandoned rubbish in natural spaces, the rubbish dump, in the different Spanish ecosystems.</p> <p>The aim of this initiative is to raise awareness and mobilise citizens to keep natural spaces free of waste so that we can, in this way, liberate much more life in favour of biodiversity. To this end, LIBERA proposes a comprehensive approach to the problem, with three main lines of action: knowledge, prevention and participation.</p> <p>For schools, they propose a comprehensive work in different areas, actively working on the collection, setting up awareness-raising classrooms, exhibitions or awareness campaigns.</p> <p>Once on the route, other aspects will be worked on, such as coexistence, contact with the environment, knowledge of its benefits, recognition of what has been previously worked on..., thus promoting awareness and interest in this type of activity.</p>

Materials required:	Those required by each student, as well as school material (pencil, paper, some kind of technology for research...) and different resources for the day of the trail as well as a backpack with water, food, a change of clothes if necessary and whatever each person needs.
Associated Areas of knowledge:	Biology. Environmental Education. Physical Education.
Objectives:	Motivate students to take part in outdoor activities. To provide environmental knowledge for greater significance. To raise pupils' awareness of the environment and climate change.
Contents:	Research. Biology. Natural Values. Coexistence. Health. Sports. Reflection.
Improvement proposals:	Include the importance and relevance of physical exercise in this type of activity and also encourage the use of public transport, cycling or in this case the aerobic exercise of walking to get from one place to another.
Intergenerational transferability proposals:	The environmental and coexistence values acquired may be transferable to all the generations we can imagine. We can propose talks/colloquiums when the activity ends, inviting the community (neighbourhood, entities, administrations...), as well as conversations at home, where we can discuss with the youngest or the children who live with us.
Additional comments:	https://proyectolibera.org/



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	32 Green podcasts. Ecofeminism CEPER POLÍGONO SUR
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
Indicators SDG:	5.3.1 Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18
Secondary SDG:	 Make cities and human settlements inclusive, safe, resilient and sustainable
Targets secondary SDG:	11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
Indicators secondary SDG :	11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically

<p>Priority methodological aspects:</p>	<p>The practice consists of proposing different environmental issues to be debated from an egalitarian perspective.</p> <p>Talks are held in the centre's open space and different entities and organisations in the neighbourhood take part, including the radio station "radio abierta" (open radio).</p> <p>A round table is created where people can express their opinions freely, holding a colloquium and debating on the subject under discussion.</p> <p>Once this first part has been carried out, podcasts are made with all the interventions generated and with some tips to take care of the environment, ourselves and also to raise awareness of gender equality.</p> <p>These practices are organised in the school garden, with experts in permaculture and external agents who are experts in gender equality.</p>
<p>Materials required:</p>	<ul style="list-style-type: none"> - Recording and discussion space. - Audiovisual material. - Research material (books, ICT...). - Platform and account created and managed by the centre itself.
<p>Associated Areas of knowledge:</p>	<ul style="list-style-type: none"> - Audiovisual Communication. - Environmental Education. - Social Sciences. - Citizenship. - Literature. - Biology. - Economics.
<p>Objectives:</p>	<ul style="list-style-type: none"> - Provide space for reflection and debate. - Encourage affective communication. - Provide a feeling of participation and recognition, being listened to and being part of a common project. - To create environmental awareness.

Contents:	<ul style="list-style-type: none"> - Reflection. - Communication. - Expression. - Planning. - Organisation. - Creativity. - Natural Values. - Awareness. - Critical thinking.
Improvement proposals:	<p>To have a fully adapted space for practice.</p>
Intergenerational transferability proposals:	<p>The practice is fully transferable and adaptable to any age group with external support and corresponding topics. Because of its format, it is easy to transmit, as nowadays podcasts are listened to by everyone. Younger people could use audio-visual techniques to collect input and teach these techniques to older people.</p>
Additional comments:	<p>The security and data protection of the participants must be taken into account.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	33 Bioclimatisation of the school YLOVIVO ASSOCIATION
Priority SDG:	 Ensure access to affordable, reliable, sustainable and modern energy for all
Targets SDG:	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix
Indicators SDG:	7.2.1 Renewable energy share in the total final energy consumption
Secondary SDG:	 Take urgent action to combat climate change and its impacts
Targets secondary SDG:	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
Indicators secondary SDG :	13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions

<p>Priority methodological aspects:</p>	<p>The methodology used follows the design principles of permaculture, and is based on applying useful strategies to develop sustainable and efficient practices that can comply with Royal Decree 486/1997, of 14 April, which establishes the minimum health and safety provisions in the workplace and Law 1/2020, of 13 July, for the improvement of thermal and environmental conditions in Andalusian educational centres through bioclimatic techniques and the use of renewable energies.</p>
<p>Materials required:</p>	<p>Local resources such as leaves, mulch, plants, pots, wooden pallets, tools and various materials for the bio-construction of the vertical gardens/green walls and rainwater harvesting, etc.</p>
<p>Associated Areas of knowledge:</p>	<p>Sustainable development Health and welfare Quality education Clean water and sanitation Affordable and clean energy Industry, innovation and infrastructure Sustainable cities and communities Responsible production and consumption Climate action</p>
<p>Objectives:</p>	<p>According to R.D. 486/1997, in premises where sedentary work is carried out in offices or similar, as in the case of teaching in educational centres, the temperature must be between 17 and 27° C. If the temperature is higher than 27°C, there is a risk of heat stress which has an impact on health.</p> <p>In fact, exposure to high temperatures can increase fatigue and decrease the concentration of students and staff, leading to serious health consequences such as dehydration, syncope and heat exhaustion.</p>

These potential health effects due to inappropriate temperature conditions are totally incompatible with teaching and learning at all levels of education.

For this reason, the adaptation and bioclimatic environmental rehabilitation of the school, which despite global warming is not equipped with any cooling system, is a priority.

The proposal is to naturally regulate the temperature of the interior classrooms by protecting the facades of the building from sunlight and therefore from heat and at the same time protecting the walls from heat loss during the winter.

The system we want to adopt would be that of vertical gardens/external and/or internal green walls, which has proved to be one of the most sustainable and efficient systems for lowering the temperature in summer and obtaining an insulating effect during the cold months.

On an environmental, social and economic level, the vertical garden/green wall system has multiple benefits:

Improving the thermal and environmental conditions of classrooms and their surroundings.

Temperature regulation: this occurs thanks to the effect of physical convection in the vertical garden space.

Humidity regulation: the vegetation adjusts water emission, reducing it in more humid environments and increasing it in drier environments.

CO₂ retention and oxygen production.

Natural absorption of pollutants, dust, smog, volatile organic compounds.

Insect repellent effect, bacteria: vegetation releases phytochemical substances, which can eliminate both mould spores and bacteria floating in the environment.

Increased biodiversity.

Improvement of the health of the person.

	<p>Renewal of the air in the classrooms with a consequent improvement in the quality of the interior space.</p> <p>Isolation of noise coming from the street into the classrooms.</p> <p>Source of relaxation, release of stress and improvement of attention: on a psychological level, vegetation has a positive effect causing a feeling of serenity and rest that stimulates attention and improves work performance.</p> <p>Integration of edible food in vertical gardens/green walls to provide people with food.</p> <p>Savings in terms of economic efficiency.</p> <p>Use of rainwater.</p> <p>Reduced air conditioning costs: it is estimated that the presence of vegetation can reduce the ambient temperature by between 1 and 5 °C, which can lead to cooling savings of up to 50%.</p> <p>Savings in heating due to the insulating effect.</p> <p>Reduction of the ecological footprint and heat island effect in the urban fabric.</p> <p>Compliance with legal requirements and eco-efficiency standards, such as LEED certification (Leader in Energy Efficiency and Sustainable Design).</p>
<p>Contents:</p>	<p>Awareness-raising talks on environmental problems and possible solutions in terms of sustainability and energy efficiency.</p> <p>Planning of the co-participatory design process for the development, implementation and monitoring of the project.</p> <p>Sustainable and efficient use and management of natural resources such as water, leaves, plants, wood, etc. for the operation of the system.</p> <p>Bio-construction workshops for the realisation of the vertical gardens/green walls by the Community.</p> <p>Workshops for the management and maintenance of the vertical gardens/green walls by the Community.</p> <p>Open days/visits to publicise the bioclimatisation system as a pilot model for reproducibility in other schools, educational, collective, cultural, etc. centres.</p>

<p>Improvement proposals:</p>	<p>A record can be made of the temperature of the centre itself during the bioclimatisation process, in order to check whether the temperature has undergone changes. In addition, this temperature evolution could be compared with that of another centre that is not carrying out this project in order to be able to see if there are any differences.</p>
<p>Intergenerational transferability proposals:</p>	<p>The implementation of the bioclimatisation system foresees the active participation of the school community with their involvement both in the planning phase and in the execution and maintenance phase, favouring not only awareness of global warming and other environmental problems but also collective construction.</p> <p>This practice can be exported to primary and secondary schools where the objectives are dealt with at the same time as the project is being carried out.</p> <p>The forums in which we can propose the topic are diverse, so the transferability is perfectly assured, going from a family environment to other more formal or social ones.</p>
<p>Additional comments:</p>	<p>/</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	34 Interculturality. The centre, a whole world.
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p>
Secondary SDG:	 <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>

Targets secondary SDG:	16.1 Significantly reduce all forms of violence and related death rates everywhere
Indicators secondary SDG :	16.1.3 Proportion of population subjected to (a) physical violence, (b) psychological violence and (c) sexual violence in the previous 12 months
Priority methodological aspects:	<p>This action is proposed because of the cultural diversity that exists in the society in which we live. We start from a plural and diverse world and we cannot miss the opportunity to get to know the different realities of its protagonists. By means of a coexistence conference, we get to know the different countries, getting to know their culture, traditions and gastronomy, as well as all the relevant aspects that we wish to highlight.</p> <p>The whole educational community is involved in the different activities that make up the event. Pupils, teachers and the rest of the community prepare stands with typical things from each country (music, gastronomy, cultural aspects...), talks, etc.</p>
Materials required:	<ul style="list-style-type: none"> - Consumables - Audiovisual equipment - Financial resources
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Education in civic and ethical values - Knowledge of the natural, social and cultural environment - Artistic education - Foreign language.
Objectives:	<p>To favour the inclusion of migrants in the classroom.</p> <p>To encourage the creation of a space where different cultures can interact with each other, fostering a climate of respect and coexistence.</p> <p>To promote interest in learning new languages.</p>

Contents:	<ul style="list-style-type: none"> - Coexistence - Respect - Tolerance - Knowledge of other cultures, countries, religions... - Interest in one's own knowledge
Improvement proposals:	<p>Involve participants from the very beginning in the design and development of the activity so that the richness starts from the very moment you start talking about it.</p>
Intergenerational transferability proposals:	<p>To promote the coexistence of the different generations that coexist in our Community through interaction.</p>
Additional comments:	<p>These are days that require a lot of work beforehand in the preparation of the different activities and in the coordination of the different agents involved in setting them up. We must try to make it a work of the centre, making the pupils, teachers and the educational community get involved in the process and feel part of the activity.</p>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	35 We correspond with each other CEPER POLÍGONO SUR
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p> <p>4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>
Secondary SDG:	 <p>Achieve gender equality and empower all women and girls</p>
Targets secondary SDG:	<p>5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>
Indicators secondary SDG :	<p>5.5.2 Proportion of women in managerial positions</p>
Priority methodological aspects:	<p>To carry out this type of activity, we will use two very different media, digital and paper. We will try to create a complete literacy, taking into account that nowadays digital illiteracy is one of the great barriers we face.</p> <p>We must look for lifelong learning centres, associations, entities... where we can find a population with whom we can interact. The idea is to write about our life experiences, our needs, desires, etc., so that the person who reads us can empathise and reflect on what I am saying and vice versa.</p> <p>When we talk about women of a certain age, they need to empower themselves in some way, and a very good way to do this is for their peers to be able to tell them all those things that they do very well and that they need to continue to do. Many of them are still living in a macho environment and they accept it because they don’t know any other way.</p> <p>Older people also have a knowledge about consumption that is far removed from the present day, and in these times where we have a marked climate change, frenetic consumerism and also water scarcity, it would be very useful for us to put some customs back into practice.</p>

Materials required:	<ul style="list-style-type: none"> - Computers - Internet - Paper and envelopes and stamps for traditional mailing.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Spanish language and literature - Gender equality - Social education - Environmental education
Objectives:	<ul style="list-style-type: none"> - Communicating with others - To promote written expression and comprehension. - To get to know other social and cultural realities - Empowerment of women - To become aware of the environmental disaster and how it has been changing. - To become aware of the impact of people's actions on the environment.
Contents:	<ul style="list-style-type: none"> - Comprehension and written expression - Communication - Digital competence
Improvement proposals:	<p>We can contribute a specific theme, making communication help to meet the needs that we have previously detected in our classrooms.</p>
Intergenerational transferability proposals:	<p>This same activity can be carried out with people of different ages, for example, we can do it with secondary or high school students and the older ones can show the younger ones how they used to live and what tradition we can recover.</p> <p>Young people can also help older people to understand today's society, which most of the time escapes them because they have lived a different reality.</p>
Additional comments:	<p>One variable would be to use this activity to learn a different language.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>36 Experiential and experimental classroom based on the principles of Permaculture. YLOVIVO ASSOCIATION</p>
<p>Priority SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
<p>Targets SDG:</p>	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>
<p>Indicators SDG:</p>	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and c</p>

<p>Secondary SDG:</p>	 <p>End poverty in all its forms everywhere</p>  <p>Ensure sustainable consumption and production patterns</p>
<p>Targets secondary SDG:</p>	<p>1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p> <p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p> <p>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment</p> <p>12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>

<p>Indicators secondary SDG :</p>	<p>1.4.2 Proportion of total adult population with secure tenure rights to land, (a) with legally recognized documentation, and (b) who perceive their rights to land as secure, by sex and type of tenure</p> <p>12.2.1 Material footprint, material footprint per capita, and material footprint per GDP</p> <p>12.4.2 Hazardous waste generated per capita and proportion of hazardous waste treated, by type of treatment</p> <p>12.5.1 National recycling rate, tons of material recycled</p> <p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
<p>Priority methodological aspects:</p>	<p>The methodology used follows the principles of Permaculture and is based on applying useful strategies that allow us to experiment through sustainable practices and new formative models on the care of the person, of the Earth and the conscious contribution that we all must make towards its self-regeneration.</p>
<p>Materials required:</p>	<ul style="list-style-type: none"> - Tillage tools - Local resources available (organic matter such as leaves, wood, etc.). - Organic waste. - Economic resources.
<p>Associated Areas of knowledge:</p>	<ul style="list-style-type: none"> - Knowledge of the natural, social and cultural environment - Education in civic and ethical values - Practical application of each of the remaining areas of knowledge.

<p>Objectives:</p>	<p>To offer a programme of theoretical/practical activities focused on sustainable development, coexistence and cooperation in order to transmit not only the ecological way to cultivate a garden, but also to restore an entire ecosystem that at the same time becomes a living learning space/classroom.</p> <p>To promote the care of our health and that of the planet with a holistic approach that allows us to deal with environmental, socio-cultural and economic aspects related to the sustainable management of the ecosystems of which we are a part.</p> <p>Promote creative and co-participatory design processes in the community for the efficient, resilient and regenerative management of the resources available in the territory, as well as self-sufficiency, self-production and the transition to more sustainable and resilient cities.</p>
<p>Contents:</p>	<p>Observation and reading of the landscape, recognition of the resources of the territory such as spontaneous plants and their biodiversity, as well as knowledge of shrubs, trees, the association of cultivation and the planting of aromatic, auxiliary and horticultural plants.</p> <p>Water collection and recovery, regeneration of fertile soil, renaturalisation of the urban ecosystem, valorisation and conservation of the natural capital and the plant and animal biodiversity of the territory to improve the quality of life.</p> <p>Organic farming, environmental and food education for self-sufficiency and awareness of healthier and more sustainable eating habits.</p>

	<p>Valuation and conversion of local organic and inorganic waste into resources for the reduction of the ecological footprint and the promotion of circular and regenerative economy.</p> <p>Integration of traditional knowledge and innovative practices throughout the spatial and human design process.</p> <p>Manual activities for the development of creativity and human potential inspired by nature.</p> <p>Creation of a network for the generation of socio-cultural wealth through the exchange of knowledge and resources, and for the promotion of citizen initiative and participation.</p>
Improvement proposals:	<p>During the development of the activity, the speakers can make specific mention of the SDGs that are being worked on at any given time.</p>
Intergenerational transferability proposals:	<p>Conferences on sustainability open to the community.</p> <p>Transferring knowledge about their own consumption practices to the younger generation.</p>
Additional comments:	<p>Caring for the ecosystem is an activity that is constantly required and needs continuous participation.</p> <p>The pupils are valuing the quality of the activities very positively, showing interest and participation.</p> <p>The process is being documented and disseminated so that it can be used as didactic material and represents a pilot model that can be reproduced in other educational spaces or centres.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	37 Time Bank in Polígono Sur.
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p>
Secondary SDG:	 <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>

Targets secondary SDG:	11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
Indicators secondary SDG :	11.a.1 Proportion of population living in cities that implement urban and regional development plans integrating population projections and resource needs, by size of city
Priority methodological aspects:	<p>The strategies of this initiative consist of each person who is a member of the Time Bank offering to carry out activities or services that they like in exchange for others that they want or need. The value of all of them is always the same: the time of the exchange, regardless of the service exchanged. Two peculiarities must be taken into account: the first is that exchanges are multi-reciprocal (I can request a service from someone and I will owe the time to the Bank, not to the person who has done it for me). The second is that group exchanges can be made (one person can do an activity for a group), which generates greater dynamism and fosters social relations.</p> <p>Each person has a "Time Book" that he/she uses when requesting time from another person for a specific service that he/she needs. On a monthly basis, he/she informs the Time Bank management group (4 or 5 people from the corresponding civil association) of the time actually used and received. The management group records these exchanges and updates the balance of the current time account of its members. It also periodically publishes a bulletin of the services that can be exchanged, which gradually increases as new members join. The management group also warns when someone has an imbalance of time (either too much or too little) and organises meetings of members with the aim of building trust between members and making exchanges more dynamic.</p>
Materials required:	<ul style="list-style-type: none"> - Human Resources - Educational Institutions - Other public places that wish to collaborate

Associated Areas of knowledge:	<ul style="list-style-type: none"> - Sustainable education - Education in values
Objectives:	<p>To promote exchanges between people in the neighbourhood community, fostering the values of cooperation and communication and activating the community's own solidarity network as well as social participation.</p> <p>Generate positive attitudes among people, learning to give and receive.</p> <p>To influence the mechanisms that make the social organisation of time and the differences in its use an element of gender inequality.</p> <p>To encourage the integration of cultural and social diversity in the community environment and to promote mutual help and the exchange of experiences.</p>
Contents:	<p>Attention and care of people: childcare; care of the elderly, accompaniment (to school, medical visits, bank formalities, walks,...), transport...</p> <p>Personal care: hairdressing, beauty, massages, therapeutic gymnastics, yoga...</p> <p>Household chores: cooking, cleaning, sewing, ironing, shopping...</p> <p>Training: academic support, language classes, music, gardening, computer classes...</p> <p>Repairs: plumbing, carpentry, welding, masonry, electricity, painting...</p> <p>Guidance and advice: legal, administrative and employment advice.</p>
Improvement proposals:	Presentation of the project in other city neighbourhoods, other cities, etc.
Intergenerational transferability proposals:	Each participant can implement the time bank system at home or with his or her family, involving people from different generations.
Additional comments:	/



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	38 Dialogical Pedagogical Gatherings
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.
Indicators SDG:	4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country
Secondary SDG:	/
Targets secondary SDG:	/
Indicators secondary SDG :	/

**Priority
methodological
aspects:**

Dialogical pedagogical gatherings are a tool that is bringing the theoretical and scientific bases closer in a more direct and deeper way to teams of very different people involved in children's education, especially teachers, counsellors, guidance counsellors, etc. They read together the most relevant international books (on pedagogy, psychology, sociology, etc.), always using the original sources, under the principles of dialogical learning. They avoid a recurrent practice in education, which has been to talk and write about what has not been read, giving rise to apocryphal interpretations of theoretical contributions and ideas about educational practices. In this case, the collective construction of knowledge is based on egalitarian dialogue about reading, in which the page and paragraph number of what is being referred to in the commentary, critique or analysis is always indicated.

To start a pedagogical dialogue discussion, once the group has met, a book, an article... is chosen among all the participants, through dialogue and consensus, and it is decided how many chapters or pages will be read for the next session. The date and place for the next reading session is set. Afterwards, the reading will take place. Normally this is done individually. Each person points out those aspects of the reading that have caught their attention (because they agree or disagree with what is expressed in the text, because it reminds them of a personal experience or simply because they consider it something important to share with others...). On the chosen day and date, the discussion will take place. The participants will be seated in a space that allows for dialogue. A moderator will be appointed who will be in charge of making the discussion more dynamic and organising the turn to speak. The people who have underlined a paragraph or several paragraphs of the text will present them in order of chapters, and anyone can contribute to the comments of the others, but they will do so by taking turns to speak, through a moderator. This procedure will be followed until the end of the book. The dialogue builds on the contributions of the participants. Debates between different opinions are resolved only on the basis of arguments, and it is not necessary to reach a consensus.

Materials required:	A suitable and comfortable space in which the people taking part in the activity can meet. Access to the readings in the format considered.
Associated Areas of knowledge:	Any discipline related to education (pedagogy, psychology, sociology...).
Objectives:	The main objective of this activity is to bring teachers, as well as any other interested member of the educational community, closer to the theoretical and scientific bases of education. Secondarily, it is intended that teachers, through different readings, make pedagogical decisions that are based on, or at least informed by, scientific evidence.
Contents:	Content related to the reading selected by the participants. Depending on the reading selected, some contents will be worked on or others. All of them must be related to the world of education or, at least, have repercussions in this area.
Improvement proposals:	The texts selected for the readings may be directly related to the OBS
Intergenerational transferability proposals:	This practice can be developed in any type of educational centre where any educational stage is taught.
Additional comments:	This practice can be developed intra-school (i.e. teachers and educational community from the same school) and inter-school (teachers and members of the educational community from different schools decide to share a reading on a certain topic).



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	39 Dialogue Literary Gatherings
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	/
Targets secondary SDG:	/
Indicators secondary SDG :	/
Priority methodological aspects:	<p>Students, teachers and volunteers (family members, members of the educational community...) can participate in the literary discussion groups.</p> <p>The first step in the discussion is to choose the literary work among all the participants (it must be chosen from among the classics of world literature). Subsequently, it is agreed to read a certain number of pages or chapters. During the reading, those paragraphs that will later be read aloud in the discussion will be pointed out and the reason for their choice will be explained.</p> <p>In each session, one of the participants takes on the role of moderator in order to encourage equal participation among all participants. The participants present their interpretation of what has aroused their interest, explaining why it has caught their attention, relating it to previous dialogues from previous gatherings, presenting their critical reflection on it, etc. Through dialogue and the contributions of each member, an enriching exchange is generated that allows for a deeper understanding of what the discussion is about, in turn promoting the construction of new knowledge.</p>

Materials required:	<ul style="list-style-type: none"> - A suitable and comfortable space in which the people taking part in the activity can meet. - Volunteers - Reading book (Universal Classics) - Reference bibliography on the universal classics
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Depending on the type of gathering: - Dialogical literary gatherings - Dialogical musical gatherings - Dialogical artistic gatherings - Dialogical mathematical gatherings - Dialogical scientific gatherings
Objectives:	<ul style="list-style-type: none"> - Encouraging pupils to read - To bring pupils closer to universal classical literature. - To develop universal values in pupils through the reading of universal classics.
Contents:	- They can be very diverse. Depending on the theme of the discussion. For example: love, friendship, equality, diversity, etc.
Improvement proposals:	You can choose texts and readings related to the OBS.
Intergenerational transferability proposals:	This practice can be developed in any type of educational centre where any educational stage is taught.

Additional comments:

This practice can be developed intra-school (i.e. teachers and educational community of the same school) and inter-school (teachers and members of the educational community from different schools decide to share a reading on a certain topic).

Before developing this practice, it would be advisable for the centre to be familiar with the Learning Communities project and the successful educational actions that have been implemented there.

<https://comunidadesdeaprendizaje.net/actuaciones-de-exito/tertulias-literarias-dialogicas/tertulias-literarias-dialogicas-tld/>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	40 Interactive Groups in Lifelong Learning.
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
Targets SDG:	<p>4.3 By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education.</p> <p>4.6. By 2030, ensure that all young people and a significant proportion of adults, both women and men, are literate and numerate.</p>
Indicators SDG:	<p>4.3.1 Participation rate of young people and adults in formal and non-formal education and training in the last 12 months, broken down by gender 4.6. 1.</p> <p>4.6.1 Proportion of the population in a given age group having attained at least a fixed level of functional competence in (a) literacy and (b) numeracy, disaggregated by sex.</p>
Secondary SDG:	/
Targets secondary SDG:	/

Indicators secondary SDG :	/
Priority methodological aspects:	In the classroom, heterogeneous groupings are made in terms of learning level, gender, culture, etc. of students. Each group carries out a specific activity for a short period of time while an adult (volunteer, family member, another teacher or professional from another field) tutors the group, ensuring that they work on the activity and that peer learning takes place. As they are heterogeneous groups, there are always students who finish the activity first, so the person tutoring the group ensures that they help their classmates, generating a dialogue and interactions that accelerate the learning of all students and not only those who are behind. Usually (it is not essential), after a time previously determined by the teacher (15 or 20 minutes depending on the time foreseen for each activity), each group gets up from the table and sits at another table, changing activities and tutors so that, at the end of the session, they have been able to carry out 4 or 5 different activities on a specific topic that is being worked on in that session.
Materials required:	A suitable and comfortable space in which the people taking part in the activity can meet.
Associated Areas of knowledge:	Interactive groups are flexible and adaptable to different learning contexts and needs. They can be used in different subjects, educational levels and learning objectives.
Objectives:	Optimise the time and resources used in the classroom. Favouring quality interactions between students. Development and acquisition of basic knowledge and specific competences.
Contents:	The contents specific to each group

Improvement proposals:	Tasks performed in GI can be related to OBS.
Intergenerational transferability proposals:	The groups formed for each of the tasks can be heterogeneous and include people of different ages and generations.
Additional comments:	Before developing this practice, it would be advisable for the centre to be familiar with the Learning Communities project and the successful educational actions that have been implemented in it. https://comunidadesdeaprendizaje.net/actuaciones-de-exito/grupos-interactivos/



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	41 A Logo for GEA Liceo Artistico Catullo - Belluno
Priority SDG:	 17 PARTNERSHIPS FOR THE GOALS Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
Targets SDG:	17.16. Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial. resources, to support the achievement of the Sustainable Development Goals in all countries, particularly developing countries.
Indicators SDG:	17.16.1 Number of countries reporting progress on multiple monitoring stakeholder development effectiveness frameworks that support the achievement of Sustainable development goals
Secondary SDG:	 4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
Indicators secondary SDG :	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Priority methodological aspects:	<p>Enquiry about the targets of the GEA project</p> <p>Study of the issues concerning the UN 2030 Agenda</p> <p>Research and in-depth analysis of examples of logos</p> <p>Brainstorming about the creation and development of the GEA Logo</p> <p>Use of technological devices and sustainable materials</p>
Materials required:	<p>Delineation of the tenets of the GEA project</p> <p>Documentation referring to the UN 2030 Agenda</p> <p>ICT, graphic, printing devices and paper support</p> <p>Sustainable /fair-trade materials</p>
Associated Areas of knowledge:	<p>Arts, graphic design, ICT;</p> <p>Hints of history, geography, civic and environmental sciences</p>
Objectives:	<p>Design and develop a logo symbol and 'brand' of the GEA project</p> <p>Cope with the needs of the partnership by meeting the needs of teachers and students in an art and design environment</p> <p>Give relevance to creative and inclusive learning in formal and non-formal education contexts</p> <p>Imagine and experiment differently unlocking new teaching/learning possibilities in a context of Sustainable Development</p>

	<p>Trigger an exchange of ideas, knowledge and competences between adult teachers and young students</p> <p>Widen the knowledge about global issues and raise awareness</p> <p>Improve personal competences in the use of technological devices for design, graphic and printing purposes</p>
Contents:	<p>Contacts between the school teachers and the Gea partner Dars to exchange information on the subject to be developed</p> <p>Class explanations and examples of logos</p> <p>Referential studies on Global Education and UN 2030 Agenda</p> <p>Class brainstorming</p> <p>Drawing sketches and processing prototypes</p> <p>Printing and forwarding of the logos made by each student motivating their choice</p>
Improvement proposals:	<p>Use the new-acquired competences in other contexts</p> <p>Develop the theme of communication by means of symbols and logos</p> <p>Deepen some studies about the UN Agenda regarded as particularly topical in the global life</p>
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Have the joined participation of adults and young people in project meetings or at any time during the development of the project - Promote classes where young learners assist adult learners and vice versa - Disseminate the results to youth education institutions, adult education centres and on the occasion of events such as the VI edition of the Artist Book (multiplier event)

Additional comments:

The activity is connected to the KA210-ADU. Small-scale Erasmus+ Project in Adult Education for cooperation Global Education for Adults -GEA

GEA partners:

Assessment and ranking of the logos previously selected by Dars

Report by Dars on the method used for the final selection

Dars Award to the winner

Addressed to teachers of art, graphics and design, the project involves groups of learners to study, research and produce under their guidance

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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	42 Changing Landscapes A Handbook Of Good Practices DARS - Udine
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	<p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	 <p>Reduce inequality within and among countries</p>
Targets secondary SDG:	<p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>
Indicators secondary SDG :	/
Priority methodological aspects:	<p>Research and in-depth study of consistent subjects</p> <p>Reference to global themes concerning education, gender equity, inclusion, solidarity, environment, ecology</p> <p>Subdivision of the subjects into five categories: Memories, Landscapes, Two Towns, Stories by the Rivers, Borders</p> <p>Setting and methodological implementation of the five sections in Italian and English</p> <p>Focus on some specific local examples of 'Changing Landscapes'</p> <p>Collection of images and photos</p> <p>Promotion and diffusion of the handbook</p>
Materials required:	<p>ICT, online research, printing/publishing tools</p> <p>Paper/ recycled paper</p> <p>Photos, images</p>

Associated Areas of knowledge:	<p>This educational Handbook covers some different subjects of the teaching/learning area, such as:</p> <ul style="list-style-type: none"> - History - Geography - Sciences - Botany - Civic learning – Democratic education - Italian and foreign Literatures - Arts - ICT
Objectives:	<p>Supply teachers, educators, adult and young learners with a tool covering many aspects of human history pointing out specific situations, events, facts and highlighting distinguished personalities in the fields of Arts, Sciences and Literature</p> <p>Improve knowledge and understanding of how circumstances and occurrences have changed our personal and collective ‘landscapes’ perception</p> <p>Enhance critical thinking, civic awareness and creativity</p> <p>Promote solidarity, inclusion and equity</p>
Contents:	<p>Context</p> <p>Priorities announced</p> <p>Setting and implementation of topics with the aim of providing an ample range of references and hints for researches, debates and in-depth studies</p> <p>Case studies and activities to be carried out at different educational levels in formal and non-formal contexts</p> <p>Diffusion through media, partners, institutions, direct presentation</p>
Improvement proposals:	<p>The practice that has inspired the handbook can be adopted in other contexts with the intent to promote further educational and civic actions and add to the knowledge, competences and awareness of the users</p>

<p>Intergenerational transferability proposals:</p>	<p>The qualities of flexibility, inclusivity and insight into the topics developed make the Handbook an easy tool to handle and to share among generations in a reciprocal exchange of feelings, opinions and knowledges</p>
<p>Additional comments:</p>	<p>This good practice has connections with the issues of Global Education carried out by the partnership of the Erasmus+ project Global Education for Adults - GEA</p> <p>The Handbook is promoted and presented on the occasion of the VI edition of the Artist Book and will be diffused during other events and distributed to education/training institutions and centres</p> <p>The text will be available as Open Educational Resource online on the DARS website www.dars-udine.it</p>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">43</div> <div> <p>Environmental Sustainability Communication through Art Liceo Artistico Catullo - Belluno</p> </div> </div>
Priority SDG:	<div style="display: flex; align-items: center;"> <div style="background-color: #c85130; color: white; padding: 5px; text-align: center; width: 40px; height: 40px; margin-right: 10px;"> <p style="font-size: 0.8em; margin: 0;">12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> </div> <div> <p>Ensure sustainable consumption and production patterns</p> </div> </div>
Targets SDG:	<p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p> <p>12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products</p>
Indicators SDG:	<p>12.b.1 Implementation of standard accounting tools to monitor the economic and environmental aspects of tourism sustainability</p>
Secondary SDG:	<div style="display: flex; align-items: center;"> <div style="background-color: #c00000; color: white; padding: 5px; text-align: center; width: 40px; height: 40px; margin-right: 10px;"> <p style="font-size: 0.8em; margin: 0;">4 QUALITY EDUCATION</p> </div> <div> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> </div> </div>

Targets secondary SDG:	<p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Use of images as vehicles of communication</p> <p>Set up of a methodology to communicate through art</p> <p>The methodology can be applied to different educational fields</p> <p>Images employed as an effective and efficient tool of exchange and sharing</p>
Materials required:	<ul style="list-style-type: none"> - ICT devices for the research - Field documentation - Graphic and photographic materials - Tools and items functional to the artistic activity - Waste materials apt to produce an Artist Book
Associated Areas of knowledge:	<p>Arts, design and graphic drawing</p> <p>ICT</p> <p>Natural sciences and Botany</p>

<p>Objectives:</p>	<p>Favour the knowledge of the importance of bees and bee-keeping for the safeguard of the environmental balance</p> <p>Enhance reflection on the subject of environmental sustainability</p> <p>Get people to know the scientific aspects linked to the bee world</p> <p>Analyse the botanical issues related to the subject</p> <p>Learn how to use artistic techniques to transfer concepts, information etc.</p> <p>Get to know the expressive and communicative potentials of the Artist Book</p> <p>Get to know the expressive and communicative potentials of Mail Art</p>
<p>Contents:</p>	<p>Phase 1</p> <p>Field research. Visit to a beekeeper to learn about his/her activity</p> <p>The structure of an apiary. Beekeeping work phases; the technical-operational aspects of the activity</p> <p>Direct, library and online information on the subject</p> <p>Phase 2</p> <p>Artist Book</p> <p>Design of an Artist Book from preparatory sketches to the final production</p> <p>Mail Art</p> <p>Knowledge and study of this artistic experience</p> <p>Relevant examples of Mail Art</p> <p>Production of postcards related to the bee subject</p> <p>Phase 3</p> <p>Dissemination of the outcomes</p> <p>Mail Art call: sending postcards through mail</p> <p>Set up an exhibition of Artist Books and Mail Art with a pre-conference on the subject</p>

Improvement proposals:	Employ the newly acquired competences in other contexts Develop the subject of communication through different artistic languages
Intergenerational transferability proposals:	Enhance the joined participation of youth and adults on the occasion of workshops, meetings, shows, etc. Set up cooperative classes with reciprocal assistance between adults and youth Disseminate the outcomes in youth and adult formal and non-formal education institutions and centres Exhibit the artistic works on the occasion of the next edition of the Artist Book (multiplier event)
Additional comments:	www.istitutocatullo.edu.it



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	44 RespectMe Istituto Tecnico Zanon - Udine
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.1 End all forms of discrimination against all women and girls everywhere 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
Indicators SDG:	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex 5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Underline the reason prompting the project, study and define the development of the project</p> <p>Research of partners supporting the project and connections with their representatives</p> <p>Involvement and awareness of families and public</p> <p>Contacts with the Town Hall, public and private institutions</p> <p>Public meetings to raise interest, commitment and promote the initiative</p> <p>Follow up: dissemination and setting up of new, inclusive, gender-oriented courses and events</p>
Materials required:	<p>Communication through media</p> <p>Dissemination tools</p> <p>Documents related to the problem of violence against women and links to the UN Agenda</p> <p>ICT devices</p> <p>Materials for follow-up initiatives</p> <p>Materials like paper, books, notebooks, etc.</p>

Associated Areas of knowledge:	<p>Social sciences</p> <p>Reference to goal n. 5 of the UN 2030 Agenda</p> <p>Civic Education</p> <p>Global education to equity, solidarity and inclusion</p> <p>ICT</p> <p>Arts, design and graphics</p>
Objectives:	<p>Raising awareness about the theme of Respect in particular towards women</p> <p>Insight into the issue of gender equality</p> <p>Preventive measures against gender violence</p> <p>Exchange of ideas and values between generations</p> <p>Reflexive stance on the meaning of global education, gender equity and inclusion</p>
Contents:	<p>The project Respect Me was born from a tragic event of femicide involving a young woman, former student of the school. It has been continued since then through the actions carried out by students and teachers, and their collaborators through:</p> <p>Meetings with associations and institutions of the territory</p> <p>Involvement of families and the public</p> <p>Reading Marathon on the theme</p> <p>Flash mob 'Red Shoes for Nadia'</p> <p>An olive tree planted in the school garden</p> <p>Diffusion of an Anti-violence short film developed by the Equal Opportunity Commission of the Municipality of Udine</p> <p>Organization of the contest 'Only Love' aiming at the production of videos and photos in collaboration with the Women Club Soroptimist of Udine</p> <p>Exhibition of the works as result of the project 'Only Love' related to Respect Me</p> <p>Constant focus on the theme</p> <p>2022-2023: Educational course 'Woman Leadership' in collaboration with other schools, associations, private and public institutions, Municipality of Udine</p>

Improvement proposals:	Continuation and progression of the action by giving energy to new activities and performing events
Intergenerational transferability proposals:	The collaboration with families, citizens, private and public institutions and associations, and the performances before a public ensure the transferability among generations as well as the dissemination through media and social media
Additional comments:	Reference links https://www.itzanon.edu.it/pagine/rispettami-5-edizione---uomini-in-scarpe-rosse https://maipiubarbablu.it/rispettami-istituto-a-zanon/



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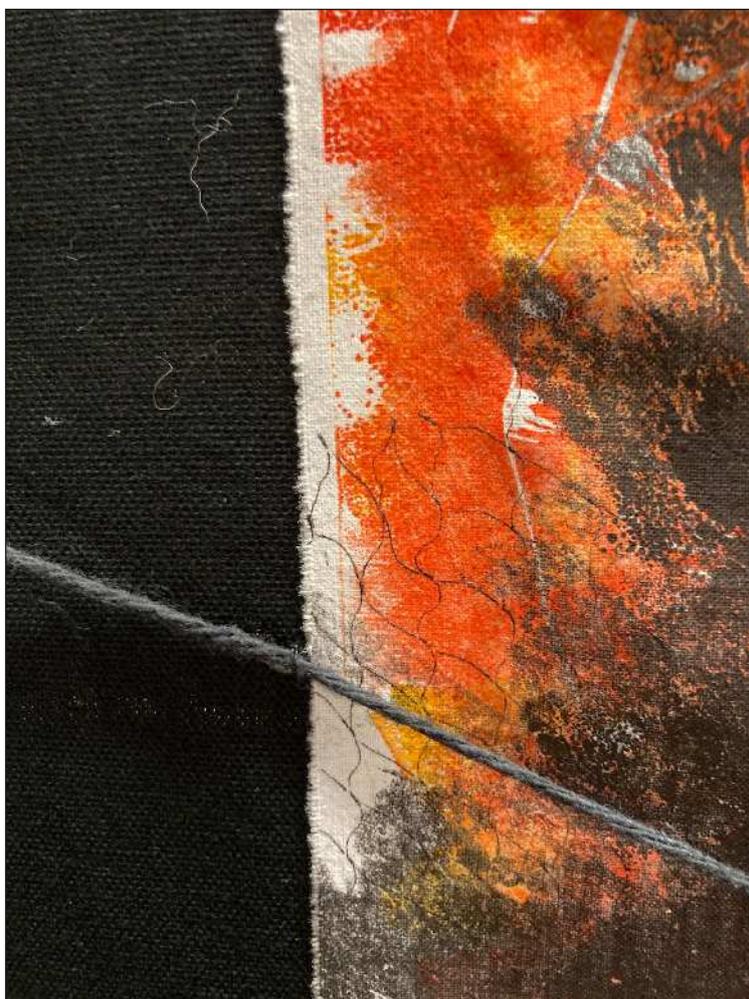
INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>45 Ecology: Exchanging Backyard Stock Juodkrantės Bendruomenė (JB) - Neringa - Lithuania</p>
<p>Priority SDG:</p>	<p> Ensure sustainable consumption and production patterns</p>
<p>Targets SDG:</p>	<p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>
<p>Indicators SDG:</p>	<p>12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP 12.5.1 National recycling rate, tons of material recycled 12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>

Secondary SDG:	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES Make cities and human settlements inclusive, safe, resilient and sustainable</p>
Targets secondary SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicators secondary SDG :	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)
Priority methodological aspects:	<p>By organizing specific events the project aims at raising awareness and educating people to a responsible consumption of goods</p> <p>The events that the project designs and promotes enhance the spirit of community, inclusion and solidarity</p> <p>Each event implies a minimal degree of organization for the setting up</p> <p>It involves people of all ages in a sort of promotional/educational festival where meeting, exchanging and social consciousness prevail</p> <p>Educational workshops on climate change and sustainable development will be organized during the manifestations</p> <p>Exhibitions of products made of recycled materials will ensue</p>
Materials required:	<p>Items and goods to be exchanged</p> <p>Instructions delivered online and through leaflets about nature and time of the event/s</p> <p>Temporary kiosks and tables</p> <p>Use of ICT and social media for the dissemination of the event and the publication of the manual online</p>

Associated Areas of knowledge:	Social and civic education Sustainable development Citizenship, urban and natural heritage Arts and Crafts ICT
Objectives:	Reducing consumption by exchanging goods and things Involve community members in sharing and exchanging activities Education to recycling and sustainable consumption Raise people's awareness about damages to the planet due to excessive buying and consumption Make each one responsible for the environment protection Give things and items a second life Forge stronger communities Issue a Good Practice manual in English and Lithuanian on how to organize Backyard exchange events among communities
Contents:	Context Priorities announced Development and implementation of actions and activities based on reuse, recycling, sharing Educational workshops, shared skills Creativity applied to practice for the organization of smart events and making/manufacturing of recycled products Handbook of Good Practices
Improvement proposals:	The diffusion online of the events, the operational organization, and the educational handbook will activate a wider participation and enhance similar actions in other communities and social/educational contexts.

<p>Intergenerational transferability proposals:</p>	<p>The project targets secondary school students, adult community members, children.</p> <p>At the same time, it provides activities of solidarity and inclusion by sharing items and household utensils with the UA families, war refugees.</p>
<p>Additional comments:</p>	<p>The project involves the municipality of Neringa that provides means, location and resources for the community to meet, share, learn and strengthen their civic and social participation.</p> <p>https://www.facebook.com/juodkrantesbendruomene/?locale=lt_LT</p>





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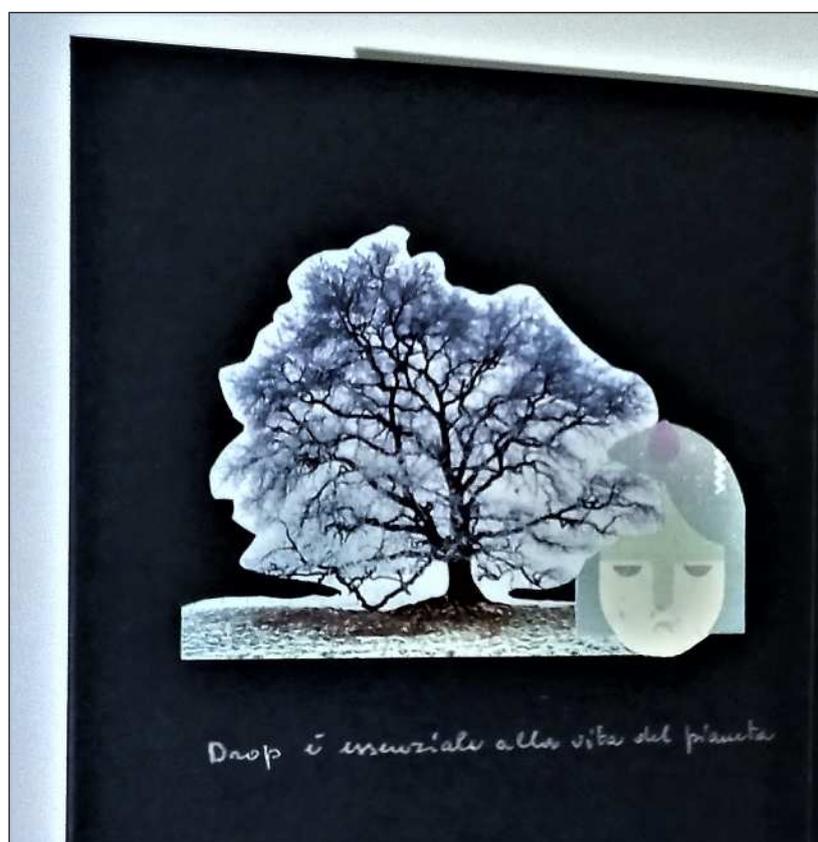
KA210-ADU. SMALL-SCALE ASSOCIATIONS IN ADULT EDUCATION FOR COOPERATION
PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	46 FIBER ART Associazione Officina d'Arte e Tessuti - SPOLETO
Priority SDG:	 Ensure sustainable consumption and production patterns
Targets SDG:	12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Indicators SDG:	12.2.1 Material footprint, material footprint per capita, and material footprint per GDP
Secondary SDG:	 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Targets secondary SDG:	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

Indicators secondary SDG :	/
Priority methodological aspects:	<p>Investigate the employment and expressive possibilities offered by the fibre</p> <p>Use of natural waste fibres like wool, cotton, jute, silk, fibre boards, etc.</p> <p>Use of other waste materials such as: paper, card, nylon, metal, plastic</p> <p>Brainstorming on the reuse of the materials, their combination and assembly</p> <p>Creative ideas on their employment</p> <p>Vehicle ideas to describe, denounce, support and promote new usage</p> <p>Use of a large range of modalities and expressions to facilitate their cultural and practical diffusion</p>
Materials required:	<p>Different types of fibres</p> <p>Waste materials</p> <p>Assembling materials</p>
Associated Areas of knowledge:	<p>Materials technologies</p> <p>Natural sciences</p> <p>Fibre Arts</p> <p>Plastic and Painting subjects</p> <p>History of Art</p> <p>Multimedia languages</p>
Objectives:	<p>Lead learners to know the world of natural fibres</p> <p>Be aware of their characteristics and ways of employment</p> <p>Learn how to use and reuse fibres and other waste materials for creative purposes and other goals</p> <p>Dissemination of the works resulted from the activities</p>

Contents:	Context Priorities announced Development and implementation of the activities Promotion of the use of waste materials Enhancement of creativity and handwork in the field of art Diffusion through media and direct presentation in a show
Improvement proposals:	Employ the new competences in other contexts Set up new workshops and exhibitions for new learners and artists
Intergenerational transferability proposals:	The competence about the use of fibres and other recycled materials is transmitted by experts to learners of all ages The works of the artists are visible to everybody and represent an example of creativity and handicrafts
Additional comments:	http://www.officinadartetessuti.com/





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 47 Icons of Identity A Handbook of Good Practices DARS - Udine
Priority SDG:	 4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Secondary SDG:	 11 SUSTAINABLE CITIES AND COMMUNITIES Make cities and human settlements inclusive, safe, resilient and sustainable

Targets secondary SDG:	<p>11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p> <p>11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>
Indicators secondary SDG :	<p>11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)</p>
Priority methodological aspects:	<p>Historical research about the territory with a view on past and present transnational connections</p> <p>Research documentation of historical Memories</p> <p>In-depth studies and direct testimonies</p> <p>Field investigation</p> <p>Bibliographic research</p> <p>Methodology employed for the development of a pedagogical card</p> <p>Presentation of Case Studies</p> <p>Use of the Italian and English languages for the development of the didactic cards</p> <p>Uploading on the website as OER</p> <p>Publication</p>
Materials required:	<p>Historical and bibliographic sources</p> <p>Cartography, graphic and photographic documents</p> <p>Access to museum and library documentation</p> <p>Online research</p>
Associated Areas of knowledge:	<p>History, Arts, Geography, Natural Sciences, Town planning, Architecture, Literature, Local Economy</p>

<p>Objectives:</p>	<p>Design and development of a didactic-pedagogical tool addressed to teachers and educators engaged at all levels of teaching, formal and non-formal learning, including adult education</p> <p>Development of Case Studies about a variety of topics inherent in a number of subjects provided by the Environmental and Cultural Heritage</p> <p>Emphasis on topics related to the history of Friuli Venezia Giulia over the centuries with the aim to analyse the territory in search of the cultural and social roots generating the recognisable present icons of identity.</p>
<p>Contents:</p>	<p>The Handbook of Good Practices Icons of Identity engages the following basic concepts:</p> <p>Environmental and cultural Heritage representing the identity of a people and a territory</p> <p>Transnational aspects and dynamics that have contributed to or affected the cultural shaping</p> <p>Represent an example of how history must be object of interest, reference and remembrance for all generations</p> <p>Environmental and Cultural Heritage regarded as an indispensable source to know and recognise the life and transformations of society in a territory</p> <p>Material and immaterial Heritage encompassing all the fields of existence, moulding its aspects and paving the way to new ideas and experiences</p> <p>Heritage regarded as the cradle where each Icon of identity was born, is recognisable and identifiable nowadays</p>
<p>Improvement proposals:</p>	<p>Enlargement of the project to other areas of Global Education including some specific goals present in the UN Agenda 2030</p> <p>A follow-up handbook developed on the basis of the suggestions got from teachers and educators founded on their specific needs</p>

<p>Intergenerational transferability proposals:</p>	<p>The didactic pathways suggested by the Handbook are flexible and can be adjusted to all ages and levels of learning</p> <p>The theme of Icons represents a sound element for joining adults and youth in a reciprocal collaboration of cultural research and exchange</p>
<p>Additional comments:</p>	<p>The Handbook used by teachers and education trainers in the classroom and courses represents a real means of spreading a flexible, operational methodology fitting a large number of educational fields and subjects</p> <p>Due to its flexibility, the content of the Handbook can be experimented in many areas of formal and non-formal education, adult education and teacher training</p> <p>The text is available as Open Educational Resource online on the DARS website</p> <p>www.dars-udine.it</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	48 Research and Experimentation Juodkrantės Bendruomenė (JB) - Neringa - Lithuania
Priority SDG:	 11 SUSTAINABLE CITIES AND COMMUNITIES Make cities and human settlements inclusive, safe, resilient and sustainable
Targets SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicators SDG:	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)
Secondary SDG:	 4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.3.By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Production of artefacts employing different techniques</p> <p>Intervention of professional and amateur artists</p> <p>Study of models, methods and processing</p> <p>Re-use of waste material and items washed ashore by the sea, like amber, woods, seaweed, etc.</p> <p>Workshops addressed to adult and young learners</p> <p>Reflection on environment, climate change, sustainable development</p> <p>Visual and field tutorials</p> <p>Exhibition of the items created</p>
Materials required:	<p>Any type of recycled or waste material</p> <p>Tools suitable to the production of artefacts according to materials and techniques</p> <p>Visual aids, texts fitting the practice requirements</p>
Associated Areas of knowledge:	<p>Arts and Crafts</p> <p>ICT</p> <p>Local and foreign traditions</p> <p>Local and foreign culture</p>

Objectives:	<p>Learn artistic techniques about how to reuse waste materials</p> <p>Encourage creativity to give items a second life in art</p> <p>Raise awareness about recycling and environmental safeguard</p> <p>Connect participants in generating ideas</p> <p>Open individuals to better understanding and collaboration</p> <p>Strengthen social inclusion</p>
Contents:	<p>Context</p> <p>Priorities announced</p> <p>Reflection on the reasons why this practice hits relevant targets; implementation of the experimentations</p> <p>Creativity applied to practice</p> <p>Arts and crafts in favour of the planet safeguard</p>
Improvement proposals:	<p>Employ natural resources and waste material in other economic/social contexts</p> <p>Use the acquired competences to start activities and implement practice</p>
Intergenerational transferability proposals:	<p>This practice itself is an example of intergenerational exchange of ideas and competences</p>
Additional comments:	<p>https://www.facebook.com/juodkrantesbendruomene/?locale=lt_LT</p>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	49 Women Leadership ISTITUTO ZANON - UDINE
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.1 End all forms of discrimination against all women and girls everywhere 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
Indicators SDG:	5.5.1 Proportion of seats held by women in (a) national parliaments and (b) local governments 5.5.2 Proportion of women in managerial positions
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situation</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Coordination and participation in the project involving five high schools in Udine</p> <p>Training course addressed to motivated girl students</p> <p>10 face-to-face meetings and related focused workshops</p> <p>Involvement of families and institutions</p>
Materials required:	<p>ICT, technological devices</p> <p>School stationary, objects, documents, books</p> <p>Photos, images, videos</p>

Associated Areas of knowledge:	UN Agenda 2030, goals 5 and 4 History of women’s education, leadership, feminism International law on women’s rights and Labour law Women entrepreneurship and management Sustainable development and circular economy Civic learning - Democracy education ICT
Objectives:	Engage teachers and educators in the empowerment of young learners Raise awareness as regards the history and role of women in modern society Development of personal motivations and reasoning on the attitudes Acquisition/confirmation of competences in different learning subjects and working sectors Overcome gender gap and promote equity Enhancement of the human, psychological and active growth and participation Encourage the participants to be confident and competent
Contents:	Context Priorities announced Development and implementation of topics and activities related to the fulfilment of the objectives Workshops to promote effective competences Diffusion within the institutions, through media, direct presentation and transmission
Improvement proposals:	Renewal of the project with the participation of a larger public made also of male learners in order to enhance and strengthen reciprocal understanding, communication, sharing and appreciation Engage learners of both genders in more active actions in view of further projects

<p>Intergenerational transferability proposals:</p>	<p>The transferability between generations is ensured by the participation of young learners and adult educators in the project and by its being spread out of the educational circle and shared with families, institutions and other realities through mass and social media</p>
<p>Additional comments:</p>	<p>The innovative App STEM created by six girl students from the Ist. Zanon to represent Italy at the Women and Girls STEM Forum in Brussels can be regarded as an extension of the above project.</p> <p>https://www.itzanon.edu.it/</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	50 Partnership for Intergenerational Aid Ljudska Univerza Ormoz - Slovenia
Priority SDG:	 Ensure healthy lives and promote well-being for all at all ages
Targets SDG:	3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all 3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks
Indicators SDG:	3.8.1 Coverage of essential health services

<p>Secondary SDG:</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;">  <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> </div> <div>  <p>17 PARTNERSHIPS FOR THE GOALS</p> </div> </div> <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p> <p>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p>
<p>Targets secondary SDG:</p>	<p>16.1 Significantly reduce all forms of violence and related death rates everywhere</p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>
<p>Indicators secondary SDG :</p>	<p>16.1.3 Proportion of population subjected to (a) physical violence, (b) psychological violence and (c) sexual violence in the previous 12 months</p> <p>16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group</p>
<p>Priority methodological aspects:</p>	<p>Addressed to vulnerable groups, especially young people</p> <p>Partnership cooperation among institutions at a local, regional, governmental and international level</p> <p>Adult educators and experts working for fragile youth</p> <p>Involvement of families and communities</p> <p>Meeting and exchange between generations</p> <p>Meeting cultures</p> <p>Learning civic and social behaviours</p>
<p>Materials required:</p>	<p>Methodological tools and programmes planned on needs and targets</p> <p>ICT devices</p>

Associated Areas of knowledge:	<p>Psychology (with specific reference to problematic youth)</p> <p>Civic, legal and social subjects</p> <p>Cultural, historical and geographic subjects</p> <p>Work, sport and professional fields</p>
Objectives:	<p>Promoting integration and sense of belonging</p> <p>Taking an active role in local communities</p> <p>Empowerment for a life without violence</p> <p>Contrast peer violence, lack of self-confidence, material deprivation, social exclusion</p> <p>Promote legality, inclusion through work, sport and art</p> <p>Raise awareness about life experiences and challenges</p> <p>Enhance knowledge and skills</p> <p>Break down prejudices and expand horizons</p>
Contents:	<p>Development of a youth empowerment programme</p> <p>Counselling and mentoring about work and correct behaviours</p> <p>Interaction between generations and among peers</p> <p>Development and establishment of an online platform for positive dialogue and maintaining steady contacts between mentors and 'pupils'</p> <p>Contacts among institutions, local and regional administrative authorities, and with work agencies, firms, etc.</p> <p>Educators and experts' monthly check of the state/advance-ment of the programme, settle problems, make proposals, etc.</p>
Improvement proposals:	<p>Enlarge the programme to other areas and realities</p> <p>Strengthen the monitoring on young people's hardships and further enhance intergenerational cooperation</p>
Intergenerational transferability proposals:	<p>The intergenerational transferability is ensured by the practice itself</p>
Additional comments:	<p>https://www.lu-ormoz.si</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	51 Women Art and Botanical Sciences DARS - Udine
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
Indicators SDG:	5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Historical research on the subject of the connection between women, art and botany</p> <p>Documentation on female botanists</p> <p>Bibliographic investigations</p> <p>Critical analysis of texts and art works</p>
Materials required:	<p>Historical sources and resources</p> <p>Cartography, graphic and photographic documents</p> <p>Museum documentation</p> <p>ICT aids</p> <p>Texts of botany, history of Art, botanical collections, herb books</p>

Associated Areas of knowledge:	History Art Geography Natural sciences and Botany Literature Graphic and painting techniques
Objectives:	Development of a didactic pathway for teachers and educators engaged at all educational levels, including adult education Implementation of case studies considering the themes involved Designing of didactic cards on the subject/s
Contents:	The project is structured on an investigative programme aimed at discovering and analysing the work of women contributing to the development of knowledge in the scientific field, namely Botany Main topics deal with: Studies carried out by Maria Sybilla Merian, Anna Atkins, Jane Webb Loudon, Marianne North, Angelina Damiani Lanza Basic understanding about the photographic technique of Cyanotype Virtual visit of the Royal Botanic Kew Gardens Virtual visit of the Botanical Garden of Palermo Outcomes of the project: Pedagogical cards referring to the history, art, studies, experimentations, travels and discoveries of women who have outstandingly contributed to diffusing the botanical sciences through artistic tools and means employed in a personal and creative way

Improvement proposals:	<p>The methodology and outcomes of the project are suitable to further development and being enlarged/deepened in each sector tackled by the project</p> <p>They stimulate the research in other educational/cultural areas such as literature, music, etc.</p>
Intergenerational transferability proposals:	<p>The flexibility of the methodology ensures its transversal employment in many fields</p> <p>The didactic cards can be adapted and experimented at all levels of youth and adult formal and non-formal education</p>
Additional comments:	www.dars-udine.it





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>52 ECO CONSUMERISM Juodkrantės B ndruomene (JB) - Neringa - Lithuania</p>
<p>Priority SDG:</p>	<p> Ensure sustainable consumption and production patterns</p>
<p>Targets SDG:</p>	<p>12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries</p> <p>12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>

Indicators SDG:	<p>12.1.1 Number of countries developing, adopting or implementing policy instruments aimed at supporting the shift to sustainable consumption and production</p> <p>12.3.1 (a) Food loss index and (b) food waste index</p> <p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets secondary SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Priority methodological aspects:	<p>Focus on the EU Green Deal</p> <p>Connections between food, environment and climate change</p> <p>Introduce some economic and agri-food oriented studies (composition of products; quality-price ratio, etc.)</p> <p>Tailor-made activities for groups of learners</p> <p>Workshops and practical training</p> <p>Show models and record activities through video aids</p> <p>Use creativity to implement tasteful dishes</p> <p>Set up moments of exchange among groups</p>

Materials required:	(Presence of experts) Food and cookery tools Visual aids, ICT Cookery texts Location apt to accommodate classes, seminars, etc.
Associated Areas of knowledge:	Environmental sciences Economic and nutritional sciences Advertisement and media Cooking ICT
Objectives:	Raise awareness about food resources and climate change Fight the excesses of extreme consumerism Educate citizens of all generations to responsible consumption of foods and nutrition Learn how to choose between ads, labels, product indicators Learn how to buy according one's needs (not to ads and sales) Enhance the consumption of local products according to season and produce Eat reasonable healthy and quality foods at home, restaurants, etc. Avoid hoarding and food waste Make target groups direct beneficiaries of the activities
Contents:	Context Priorities announced Food processing Choosing food responsibly according to needs and nutritional characteristics Cooking, eating avoiding waste Simple, rational or creative ways of reusing food and leftovers Video showing and recording

Improvement proposals:	This practice can become a routine activity The principles of the methodology can be applied to other consumption sectors such as technology, clothing, etc.
Intergenerational transferability proposals:	Intergenerational transferability is ensured by the multi-age participants, exchanges between groups, presence of families and involvement of communities
Additional comments:	https://www.facebook.com/juodkrantesbendruomene/?locale=lt_LT



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>53 Signature Scraps New Shapes of Recycling Associazione Officina d'Arte e Tessuti - Spoleto</p>
<p>Priority SDG:</p>	<p> Ensure sustainable consumption and production patterns</p>
<p>Targets SDG:</p>	<p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>
<p>Indicators SDG:</p>	<p>12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p>
<p>Secondary SDG:</p>	<p> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>
<p>Targets secondary SDG:</p>	<p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>

Indicators secondary SDG :	8.3.1 Proportion of informal employment in total employment, by sector and sex
Priority methodological aspects:	<p>The project Signature Scraps aims at facing the themes of the Recycling of materials and reflecting on its scope in relation to the issue of Ecology and in a context of Sustainable Development</p> <p>Contacts with partners and the suppliers of recycled textile</p> <p>Study of the textile scraps to understand their characteristics</p> <p>Design the reuse of the materials as art and handicraft products</p> <p>Use creativity and competence to develop artistic works</p>
Materials required:	<p>Waste textile materials</p> <p>Assembling materials</p> <p>Use of ICT for researches</p>
Associated Areas of knowledge:	<p>Sustainable Development</p> <p>Ecology</p> <p>Natural Sciences</p> <p>Material technology</p> <p>Arts</p> <p>ICT</p>
Objectives:	<p>Know the characteristics of a natural product</p> <p>Know the yield of the material in the productive line (cashmere processing)</p> <p>Research and identify a personal creative pathway about how to reuse the fabric</p> <p>Develop some artistic products as expression of a personal cultural interest</p>

<p>Contents:</p>	<p>Context Priorities announced Establish a collaboration with the firm producing cashmere textiles to get material scraps Get technical and technological information about the material Study the materials and their characteristics In-depth technological researches Design a project about reusing waste materials Contacts with Academies of Fine Arts and Artists to set up an artistic path leading to the final results Creation of art works Design and implementation of a catalogue Activities of dissemination of the project (show, press release and social media)</p>
<p>Improvement proposals:</p>	<p>The same process can be applied to other kinds of natural textile or recycled materials in order to know their properties, capacity of development in different situations especially in the artistic context</p>
<p>Intergenerational transferability proposals:</p>	<p>This project embodies a good intergenerational practice as it involves young and adult learners, experts and artists in a context of share and reciprocal exchange of competence and information It aims at involving people of all ages in a process of sustainable development related to recycling and arts and offers the opportunity to acquire a methodology about developing projects</p>
<p>Additional comments:</p>	<p>Signature's Scraps -New Shapes of Recycling is the name of a Fiber Art exhibition hosting works of students and artists open to visitors of all ages aiming at representing languages, materials and techniques from the art world in respect of nature and environment.</p> <p>http://www.officinadartetessuti.com/</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	54 Running ...for the Future Istituto Tecnico Zanon - Udine
Priority SDG:	 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Targets SDG:	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including thorough access to financial services.
Indicators SDG:	8.b.1 Existence of a developed and operationalized national strategy for youth employment, as a distinct strategy or as part of a national employment strategy.
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets secondary SDG:	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student Assessment.
Priority methodological aspects:	<p>A project designed by teachers and experts for the grade 4 of the High School</p> <p>Address the specific branch related to Workplace Organization - Lean Office-Industry 4.0, the sector where the learners are asked to challenge and improve their skills</p> <p>Pass knowledge and competences from teachers and experts on to young learners by employing appropriate tools and technology</p> <p>Intensive workshops aimed at practising the subject also by setting up mock-up sessions :</p> <p>Use of English, Spanish and German besides Italian in view of internships/stages abroad</p> <p>Field experience in manufacturing and business companies:in Italy and abroad</p> <p>Release of authorized, official European documentation describing and assessing the level of competences acquired</p>
Materials required:	<p>ICT devices to research and set the targets</p> <p>Appropriate study tools and documentation</p> <p>A computer room for workshops and experimentations</p>
Associated Areas of knowledge:	<p>Business Economics</p> <p>Lean Office - work organization system</p> <p>Micro-languages related to the context</p> <p>ICT Technology</p>

<p>Objectives:</p>	<p>Meet the expectations in continuous evolution of the economic and business world</p> <p>Use work and business to create responsible citizens aware of the requests of the job market on an international and future-oriented perspective</p> <p>Attainment of productive competences in Economics and Business management, administration and work organization;</p> <p>Empowering skills concerning the use of software and technological devices for business and management purposes</p> <p>Enhancement of the personal motivation, and improvement of the relation and communication dynamics in the working context</p> <p>Achievement of specific language competences as regards business organization, use of micro languages and acquisition of the rules inherent in International Law linked to productive work management</p> <p>Development of aptitudes fundamental in the working place (team work, readiness, punctuality, respect of rules, responsibility, attention, etc.).</p>
<p>Contents:</p>	<p>Activities aimed at establishing specific knowledges in the sector of work organization</p> <p>Improvement of personal abilities in the use of technology for specific purposes</p> <p>Acquisition of competences spendable in the labour market with a view to future challenges</p> <p>Connections between the classroom learning activities and practical experiences</p> <p>Internships and stages in Italian and foreign companies</p> <p>Courses/workshops run by business and language experts and academics</p> <p>Assessment of the experience carried out by each student</p>

Improvement proposals:	Enlargement of the project in the pursuit of new goals and making experiences in different business and management sectors
Intergenerational transferability proposals:	<p>The passage of knowledge and competence between generations is ensured by the teaching/learning exchange between adult experts and youth</p> <p>The dissemination of the work-in-progress experience and of its outcomes is shared by families and groups of people involved in the project as well as through the contacts with training organizations and educational institutions</p> <p>Further participation in business stages in Italy and abroad to ensure additional experience and exchange between generations</p>
Additional comments:	<p>The practice has a transnational character in a Global Educational context and vision</p> <p>https://www.itzanon.edu.it/</p>





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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	55 A Language to learn Ljudska Univerza Ormoz - Slovenia
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	<p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	 <p>Reduce inequality within and among countries</p>
Targets secondary SDG:	<p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
Indicators secondary SDG :	/
Priority methodological aspects:	<p>Preliminary detection and classification test</p> <p>Set up a programme for foreigners from 1st to 2nd degrees</p> <p>70 hours of organized training in Ljudska authorized centre</p> <p>Check the level of implementation at regular intervals and deal with problems</p> <p>Accompany the learning of the language with aspects of the Slovenian culture and lifestyle</p> <p>Use (online) tools and plan methodological pathways to implement activities inherent in the listening, speaking, reading and writing areas</p>
Materials required:	<p>Current materials to be used in the classroom</p> <p>Texts and ICT devices</p>
Associated Areas of knowledge:	<p>Slovenian language and cultural life</p> <p>ICT</p> <p>Paper texts</p>

Objectives:	Preparation for the Slovene language exam Improve communication in the Slovenian language (listening, speaking, reading and writing) Learn some basic elements of Slovenian culture Enhance social integration Increase the possibility of finding jobs on the job market
Contents:	Planning schedules of intervention Set up a coordinated timetable Put the focus on: <ul style="list-style-type: none"> - listening and reading comprehension - oral and written expression - Methodological checks and interventions - Final exam and evaluation
Improvement proposals:	The passage to higher levels of learning will expand the knowledge of both language and culture including historical background etc. The teaching/learning timetable can be extended
Intergenerational transferability proposals:	The passage of information from teachers to learners ensures intergenerational transferability
Additional comments:	The programme can be applied to other languages in different countries for the same purposes or adapted to other types of needs. https://www.lu-ormoz.si



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	56 Venetian Territory Secret Gardens DARS - Udine
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Secondary SDG:	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>
Targets secondary SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicators secondary SDG :	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)
Priority methodological aspects:	<p>Historical researches about the territory object of study</p> <p>Documentation collection</p> <p>In-depth studies and direct testimony</p> <p>Field investigation</p> <p>Bibliographic enquiries</p> <p>Methodology and structure of the educational training modules</p> <p>Presentation of case studies</p> <p>Bibliographic and historical sources</p> <p>Cartography, graphic and photographic documentation</p> <p>Access to museum documentation</p>
Materials required:	<p>ICT, online research, printing/publishing tools</p> <p>Paper/school objects</p> <p>Photos, images , videos</p>
Associated Areas of knowledge:	<p>Art</p> <p>History</p> <p>Geography</p> <p>Sciences - Botany</p> <p>Architecture and town planning</p> <p>Italian and foreign literatures</p> <p>ICT</p>

<p>Objectives:</p>	<p>Development of a didactic/pedagogical plan addressed to teachers and educators engaged at all levels of education including adult and non-formal education</p> <p>Development of case studies involving various topics all ascribable to the large area of Environmental and Cultural Heritage</p> <p>Design the structure of an itinerary on 'Discovery Venice'</p> <p>Strengthen mathematical, scientific and geometrical subjects and promote creativity, observation and communication</p>
<p>Contents:</p>	<p>The visit to the Venetian Gardens is subsequent to a prior in-depth study of the urban green Heritage, which involves the following activities:</p> <ul style="list-style-type: none"> -reading about and interpreting the space by means of images -writing about it also in a creative way -research of historical facts -relationship between image and the written text with the help of drawings and pictures to enhance basic abilities in communication <p>Next steps:</p> <p>field activities related to the space implying measurements , geometry-driven observations, maths and logic calculations to train the ability of recognition of shapes and contents at different degrees of difficulty inherent in the basics of the LOGIC-MATHEMATIC AREA</p> <p>field and class activities related to the usage of the space as an inspirational, artistic place linked to the emotional landscape and non-verbal expression to enhance VISUAL COMMUNICATION</p> <p>field and class work about the place involving scientific/ botanical observations and detections aiming at the acquisition of basic knowledge in the BOTANICAL AND SCIENTIFIC AREA</p>

<p>Improvement proposals:</p>	<p>This methodology can be employed for the study of other natural and urban contexts, also by placing more emphasis on some specific aspects like the architectural ones.</p> <p>Additionally, the life and preservation of the Venetian gardens can become a global issue by connecting them to other relevant goals of the UN Agenda 2030</p>
<p>Intergenerational transferability proposals:</p>	<p>The module itself represents a platform for intergenerational communication as an educational flexible tool fit to be adjusted to all types of experimentation and meet all needs in formal and non-formal education.</p>
<p>Additional comments:</p>	<p>The project's studies and field activities has regarded the following places:</p> <p>Mystic Garden (especially related to the scientific/botanical, logic/mathematical area). Implying:</p> <ul style="list-style-type: none"> -measurements -geometrical scheme of the garden -percentage calculation of incidence of each green patch on the total area of the garden -histogram/graphs -catalogue of each plant and set up of comparative tables <p>Garden of the Soranzo-Cappello Palace (related to the linguistic/communicative area and the emotional landscape):</p> <ul style="list-style-type: none"> -sensations and emotions derived by the tour -reference to works by Henry James (The Aspern Papers) and Gabriele d'Annunzio (La Leda senza Cigno) -critical reading and activities of creative writing using different expressive techniques -production of a literary carnet <p>Ca' Morosini of the Garden (history, visual communication):</p> <ul style="list-style-type: none"> -delving into the history of the garden and synthesis in a synopsis card of the facts related to XVI, XVII and XIX centuries -visual synopsis card with illustrations of the elements mainly connoting the garden <p>www.dars-udine.it</p>



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KA210-ADU. SMALL-SCALE ASSOCIATIONS IN ADULT EDUCATION FOR COOPERATION
PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	57 A Bee World Dars- Udine
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>
Indicators SDG:	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>

Secondary SDG:	 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Targets secondary SDG:	15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
Indicators secondary SDG :	/
Priority methodological aspects:	<p>The practice is connected to the project KA210-ADU Small-scale Erasmus+ partnership in which Dars is a partner.</p> <p>Examination of contents and targets of the project Bee Green</p> <p>Survey of the goals described by the UN Agenda 2030</p> <p>In-depth study of the issues concerning the world of bees</p> <p>Analysis and enquiry about the documentation</p> <p>Organization of teamwork in collaboration with the High School of Art Catullo in Belluno</p>
Materials required:	<p>Draft outlining the main points of the project</p> <p>Examination of the main goals related to UN Agenda inherent in the project</p> <p>ICT devices</p> <p>Graphic and printing tools</p>
Associated Areas of knowledge:	<p>Art and graphic drawing</p> <p>ICT</p> <p>History and Geography</p> <p>Civic and environmental sciences</p> <p>Natural sciences</p>

Objectives:	<p>Design and development of integrated materials suitable to describing and communicating the world of bees</p> <p>Design, outlining and production of the logo Bee Green</p> <p>Organization and implementation of the study activities with an emphasis on creative and inclusive learning</p> <p>Experiment new teaching/learning practices</p> <p>Encourage the exchange of ideas, knowledge and skills among generations</p> <p>Improve technological and communicative competences</p>
Contents:	<p>Contacts with teachers, students and experts (beekeepers, etc.)</p> <p>Presentation of the project</p> <p>Examples of communication - Characteristics of a logo</p> <p>Methodological aspects about the design of a logo</p> <p>Reference study about UN Agenda 2030</p> <p>Brainstorming session</p> <p>Planning and implementation of the children's book The World of Bees</p> <p>Design and implementation of Artist Books on The World of Bees</p> <p>Development of a Handbook of Good Practices</p>
Improvement proposals:	<p>Set up further projects about the relevance of bees and sustainable development covering other sectors related to the subject/s</p> <p>Flexible use of the outcomes at all levels of formal and non-formal education</p>
Intergenerational transferability proposals:	<p>The use of the outcomes shared among educators and learners offers the opportunity to spread an inclusive and authentic educational methodology</p>
Additional comments:	<p>www.dars-udine.it</p>



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KA210-ADU. SMALL-SCALE ASSOCIATIONS IN ADULT EDUCATION FOR COOPERATION
PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	58 Study Circles Ljudska Univerza Ormoz - Slovenia
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Targets SDG:	<p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>

Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Secondary SDG:	<div style="display: flex; flex-direction: column; gap: 10px;"> <div data-bbox="552 551 703 703">  <p>3 GOOD HEALTH AND WELL-BEING</p> </div> <div data-bbox="703 551 1439 703"> <p>Ensure healthy lives and promote well-being for all at all ages</p> </div> <div data-bbox="552 703 703 855">  <p>13 CLIMATE ACTION</p> </div> <div data-bbox="703 703 1439 855"> <p>Take urgent action to combat climate change and its impacts²</p> </div> </div>
Targets secondary SDG:	<p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>
Indicators secondary SDG :	<p>13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions</p>
Priority methodological aspects:	<p>Organize small groups of learners of different ages sharing the same subjects</p> <p>Transformative learning adapted to studying social and climate changes</p> <p>Show the activities that can be planned and the targets to be achieved in the contexts taken into account</p> <p>Cooperative learning</p> <p>Assessment and validation</p>
Materials required:	<p>Paper and online texts</p> <p>Research and documentation</p> <p>ICT devices</p> <p>Tools indispensable to planning and practice</p>

Associated Areas of knowledge:	<p>Areas that are part of the educational planning selected for the groups such as inclusion, equity, fight for the climate</p> <p>Application of ICT programmes</p> <p>Use and improvement of the mother and foreign languages</p>
Objectives:	<p>Encourage collaborative learning</p> <p>Enhance inclusion and community values</p> <p>Motivate enthusiasm for learning and knowledge</p> <p>Encourage critical thinking</p> <p>Focus on social, cultural and environmental issues</p> <p>Provide (alternative) learning methods and tools</p> <p>Strengthen communication and encourage the use of different communicative languages and tools</p>
Contents:	<p>Creation of study circles on the basis of needs and interests previously ascertained through questionnaire and oral survey</p> <p>Proposal and selection of the subjects to be dealt with</p> <p>Plan educational pathways engaging also mentors</p> <p>Implementation of the activities</p> <p>Learning by confronting and comparing</p> <p>Assessment and validation</p>
Improvement proposals:	<p>The methodology can be applied to other fields of education or of interest according to the needs of the participants</p> <p>The practice can be a helpful tool for the passage from non-formal to formal education</p> <p>It can also provide knowledge and skills suitable to favour job upgrade</p>
Intergenerational transferability proposals:	<p>The intergenerational transferability is ensured by the practice itself</p>
Additional comments:	<p>https://www.lu-ormoz.si</p> <p>Study Circles: a methodology developed by Slovenian Institute of adult education https://www.acs.si/en/projects/national/study-circles/.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	59 Paper Artwork Associazione Officina d'Arte e Tessuti - SPOLETO
Priority SDG:	 Ensure sustainable consumption and production patterns
Targets SDG:	12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Indicators SDG:	12.2.1 Material footprint, material footprint per capita, and material footprint per GDP
Secondary SDG:	 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Targets secondary SDG:	<p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p> <p>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead</p>
Indicators secondary SDG :	8.3.1 Proportion of informal employment in total employment, by sector and sex
Priority methodological aspects:	<p>The project carried out in 2015 recommends the following relevant methodological aspects:</p> <p>Example of use and reuse of the paper in all its aspects according to types and destination areas:</p> <ul style="list-style-type: none"> Arts, technology, manufacture, sciences, etc. History of the paper (origins, from east to west) Reference to the main production places in Italy Paper handcraft processing Use of paper derivatives and recycled paper Ecology and production Art workshops
Materials required:	<p>Waste paper materials</p> <p>Packaging and assembling materials</p>
Associated Areas of knowledge:	<p>Sustainable development</p> <p>Ecology</p> <p>Natural Sciences</p> <p>Technology of materials</p> <p>Arts</p> <p>ICT</p>

Objectives:	<p>Know the characteristics of a natural product like paper</p> <p>Know origins and applications of paper material over centuries</p> <p>Become acquainted with the use of the paper materials for creative/productive purposes</p> <p>Promote the subject of re-use/recycling through art</p> <p>Set up a personal creative path about the re-use of the materials for creative purposes</p> <p>Diffuse the action of re-using in this and other kinds of activities</p>
Contents:	<p>The inspirational thought and the process design driving the project</p> <p>Selection of the artists and contacts with the adults participating in the session</p> <p>In-depth study into the qualities and characteristics of the paper materials</p> <p>Emphasis on the techniques of the re-use processes</p> <p>Finalisation and development of the activity</p> <p>Production of paper artworks</p> <p>Dissemination of the project pointing out its characteristics of sustainability, environmental friendliness and creativity</p>
Improvement proposals:	<p>Enlarging the practice to promote the re-use of other materials such as fibre, plastic, etc.</p> <p>Setting up workshops dealing with the techniques of re-use for artistic purposes open to youth and adults</p> <p>Promoting activities and methodologies related to the issue of re-use to formal and non-formal educational centres</p>
Intergenerational transferability proposals:	<p>The experience of recycling of paper materials can be shared intergenerationally in the schools and by inviting young learners to participate in workshops where artists and other experts explain techniques and show outcomes of the re-use process in different contexts</p>
Additional comments:	<p>http://www.officinadartetessuti.com/</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	60 In Dante's Steps ...700 Years later A Handbook of Good Practices DARS- Udine
Priority SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators SDG:	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Secondary SDG:	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>
Targets secondary SDG:	11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Indicators secondary SDG :	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)
Priority methodological aspects:	<p>Research and in-depth study of consistent materials referred to the whole of Dante's work</p> <p>Reference to global themes concerning education, inclusion, solidarity, environment, ecology, gender equity</p> <p>Case studies based on bibliographic and field investigation</p> <p>Development and implementation of the subjects</p> <p>Interaction between the poet's production and the international bearing of his work</p> <p>Focus on Dante's life and places</p> <p>Diffusion of the handbook</p>
Materials required:	<p>Dante's works</p> <p>Historical documentation</p> <p>Cartographic, graphic and photographic materials</p> <p>ICT, online research</p>
Associated Areas of knowledge:	<p>Italian and foreign literatures</p> <p>History</p> <p>Geography</p> <p>Sciences - Botany</p> <p>Civic learning - Democracy education</p> <p>Maths and physics</p> <p>Arts, architecture, town planning</p> <p>ICT</p>

Objectives:	<p>Development of a didactic tool addressed to teachers and educators engaged at all levels of young and adult, formal and non-formal education</p> <p>Supply teachers, educators, adult and young learners with a tool covering many aspects of human culture</p> <p>Draw up case studies tackling many aspects of the cultural heritage</p> <p>Improve learners' knowledge and understanding of Dante's works and their sphere of influence</p> <p>Enhance critical thinking, civic awareness and creativity</p> <p>Promote respect toward man and nature, solidarity, inclusion and equity.</p>
Contents:	<p>Context</p> <p>Priorities announced</p> <p>Development and implementation of topics</p> <p>Case studies and activities suggested</p> <p>Dissemination of activities through media, institutions, direct presentation</p>
Improvement proposals:	<p>Utilize the new competences acquired in other cultural contexts</p> <p>Use the themes inherent in Dante's works to expand their principles and bearing to present-day issues</p> <p>Use the text's methodologies and approaches to develop other topics related to the large field of Global education</p> <p>Use the project as a vehicle to approach literary genres and exploit writing techniques</p>
Intergenerational transferability proposals:	<p>The transmission of cultural items from teachers/ educators to learners of all ages and the enhancement of methodological/operational skills represent a helpful and accurate means of intergenerational transfer, communication and dynamic exchange</p>
Additional comments:	<p>www.dars-udine.it</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 Participate in multinational Erasmus+ projects, KA210-ADU, small-scale associations
Priority SDG:	 Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
Targets SDG:	17.16. Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, particularly developing countries
Indicators SDG:	17.16.1 Number of countries reporting progress on multiple monitoring stakeholder development effectiveness frameworks that support the achievement of Sustainable development goals
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
Priority methodological aspects:	<ul style="list-style-type: none"> - Detection of needs, aligned with the foundational purposes related to adult education - Partner search - Drafting of the project - Presentation of the project and the rest of the documentation
Materials required:	<ul style="list-style-type: none"> - Completed European Commission form - Work documents - Global Education Reference Bibliography - Computer and internet
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Social Sciences - Adult education
Objectives:	<ul style="list-style-type: none"> - Drafting of a KA210-ADU project - Project approval - Obtain financing to execute the project - Creation of a consortium for the execution of the project and for future international collaborations

Contents:	<ul style="list-style-type: none"> - Context - Priorities and Topics - Project description - Participating Organizations - Cooperation arrangements - Activities - Impact and Follow-up
Improvement proposals:	<ul style="list-style-type: none"> - Participate in KA220-ADU-Cooperation Associations - Participate in other KA210-ADU, with other partners
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Participants in the different meetings and other activities of the project can share the relevant findings with their children, grandchildren or young students. - Have the participation of young people in project meetings. - Disseminate the results among youth education institutions
Additional comments:	Fundación Avantia



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>62 Book Club for adults about SDG's Library "Editor José Lara", in Alcalá de Guadaíra (Seville-Spain)</p>
<p>Priority SDG:</p>	<p> Quality Education</p>
<p>Targets SDG:</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
<p>Indicators SDG:</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>

Secondary SDG:	 <p>Achieve gender equality and empower all women and girls</p>
Targets secondary SDG:	5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
Indicators secondary SDG :	<p>5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age</p> <p>5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence</p>
Priority methodological aspects:	<p>A series of readings of literary works are organized for each school year, and a fortnightly meeting is convened to share personal and literary opinions about the works.</p> <p>At each meeting a book is handed out and the previous one is collected.</p> <p>Each participant is requested to explain their opinions, and debates are opened by the moderator.</p> <p>They deal with issues related to different SDGs, such as equality between men and women.</p> <p>At least, 10 readings along the year</p>
Materials required:	Lots of books of each reading included in the planning Conference room
Associated Areas of knowledge:	Literature Philosophy Essay

Objectives:	Promote reading among the adult population Develop critical spirit Address current issues, or related to the SDGs Improve the psychosocial conditions of the adult population
Contents:	Different topics such as mental health, equality between men and women, the different political regimes in the world, the recovery of traditions, etc.
Improvement proposals:	Make the selection of books linking them to one or more SDG's Suggesting some way to make an intergenerational transfer of the shared information
Intergenerational transferability proposals:	Book club members could share at home with their younger relatives, what has been discussed during the meetings Organizing joint sessions with adults and young readers of the library, to talk about sustainability and global education.
Additional comments:	/



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	63 SPAIN-UNITED STATES SEMINAR
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
Indicators SDG:	<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p>
Secondary SDG:	 <p>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p>

Targets secondary SDG:	17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries
Indicators secondary SDG :	17.16.1 Number of countries reporting progress in multi-stakeholder development effectiveness monitoring frameworks that support the achievement of the sustainable development goals
Priority methodological aspects:	Organization of an educational trip to the United States for adults, in which to visit cultural and natural elements of American history and culture, related to the common history with Spain. One-week itinerary in groups of 12 people.
Materials required:	Mobile devices Travel (flight, insurance, minibus, accommodation...)
Associated Areas of knowledge:	History Spanish language English language Natural Sciences Geography
Objectives:	Knowing in situ cultural and historical elements of the common past Spain-USA. Visiting protected areas Comparing current lifestyles in different parts of the world Identifying similarities and differences in the Spanish language in America Promoting coexistence between adults of different origins

Contents:	<ul style="list-style-type: none"> - Spanish conquest and rule of Florida - Architecture in Miami - The keys, Cuba, Soviet influence and immigration - Natural values of the Everglades NP - Salvador Dali in Florida - San Agustín and the Castle of San Marcos - The role of Spain in Florida and in the US today
Improvement proposals:	<p>Include activities explicitly related with different SDG's</p> <p>Visit one school to hold a debate about the Spanish past in Florida</p>
Intergenerational transferability proposals:	<p>Enhance the participation of people with different ages</p> <p>Suggest topics for discussion at home about colonial behavior of countries like Spain, England,...</p> <p>Prepare a presentation/collection of photos and videos about the places visited for younger generations</p> <p>Promote the participation of youngsters in this activity, in future calls</p>
Additional comments:	<p>Activity organized by Fundación Avántia</p> <p>https://fundacionavantia.org/seminario-espaa%20-%20B1a-eeuu-florida-2023-semana-blanca</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	64 Physical and emotional training workshop for self-care and prevention of gender violence CEPer Constitución Española (Ronda)
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
Indicators SDG:	5.2.1. Proportion of women and girls 15 years of age and older who have experienced physical, sexual or psychological violence at the hands of their current or former partner in the last 12 months, by form of violence and age Available 5.2.2. Proportion of women and girls 15 years of age and older who have experienced sexual violence by non-partners in the past 12 months, by age and location
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7. By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development
Indicators secondary SDG :	4.7.1. Degree to which (i) global citizenship education and (ii) education for sustainable development are incorporated into (a) national education policies (b) curricula (c) teacher training and (d) student assessment
Priority methodological aspects:	<ul style="list-style-type: none"> - Organization of the workshop in collaboration among the adult school, the local police and the municipal women's information center of the Ronda city council - Two 2-hour sessions, in the same week or in different ones - Theoretical-practical character - Active participation of the recipients of the activity
Materials required:	<ul style="list-style-type: none"> - Meeting room/classroom - Mats for physical exercises - Computer and projector
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Health sciences - Security and self-protection
Objectives:	<ul style="list-style-type: none"> - Commemorate the International Day against violence against women - Provide women with emotional management tools for self-care - Teach personal physical defense techniques - Provide tools to identify situations of physical and/or emotional risk

Contents:	<ul style="list-style-type: none"> - Physical and emotional health - Emotional intelligence - Emotional self-care techniques - Personal physical defense techniques - Prevention of situations of physical and/or emotional risk
Improvement proposals:	<ul style="list-style-type: none"> - Involve accompanying men - Have psychologists or family doctors in the presentations. - Generate spaces and times to share lived experiences.
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Share at home with the younger generations, men and women, what they learned in the workshop. - Promote self-awareness of physical and emotional well-being at home - Encourage the acquisition of physical and emotional self-defense tools among the youngest. - Facilitate dialogue between men and women of different ages in the home. - Ask the youngest about their opinions on the commemoration of the International Day to Combat Violence against Women.
Additional comments:	<p>Workshop organized by INJUVE (Spanish National Institute for Youth) within the I International Forum on Youth and Gender Violence</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	65 Live and feel the Heritage CEPer Bahía Capuchinos in Malaga
Priority SDG:	 Make cities and human settlements inclusive, safe, resilient and sustainable
Targets SDG:	11.4. Redouble efforts to protect and safeguard the world's cultural and natural heritage
Indicators SDG:	11.4.1. Total per capita expenditures for the preservation, protection and conservation of all cultural and natural heritage, broken down by funding source (public and private), type of heritage (cultural and natural) and level of government (national, regional and local) /municipal)
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7. By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and contribution of culture to sustainable development
Indicators secondary SDG :	4.7.1. Degree to which (i) global citizenship education and (ii) education for sustainable development are incorporated into (a) national education policies (b) curricula (c) teacher training and (d) student assessment
Priority methodological aspects:	<ul style="list-style-type: none"> - Selection of an element of the cultural heritage of the neighbourhood/city - Obtaining information through different means - Organization of the collected material - Discussion in class about the patrimonial element - Field visit to know the object of study in situ - Collection of additional audiovisual information during the visit - Class work and sharing - Preparation of murals and videos for publication in the adult center and on the Internet.
Materials required:	<ul style="list-style-type: none"> - Computer media with Internet connection. - Photographic material (cameras and memory cards, mobile phones, etc.). - Specific bibliography. - Printer. - Multimedia projector and/or digital whiteboard.

Associated Areas of knowledge:	<ul style="list-style-type: none"> - Linguistic communication. - Basic skills in science and technology. - Digital competence. - Learning to learn. - Social and civic competences. - Sense of initiative and entrepreneurial spirit.
Objectives:	<ul style="list-style-type: none"> - Know, enjoy and value the nearby historical-artistic and cultural heritage, actively contributing to its conservation as a source of wealth and legacy that must be transmitted to future generations, rejecting those behaviors that deteriorate it. - Increase student interest in studying and developing research projects using a scientific methodology. - Promote the learning of various research techniques including the search for information, its analysis and its correct organization and presentation. - Promote teamwork and attitudes of solidarity and respect. - Create attitudes of appreciation and defense of the nearby cultural heritage, promoting knowledge of the urban environment and the heritage elements that exist in it. - Promote the use of technological media such as digital photography, computer media, the Internet, etc.
Contents:	<ul style="list-style-type: none"> - Types of patrimonial heritage elements - Characterization of an element of historical and/or cultural heritage - History and evolution of heritage - Heritage conservation methods - ICT applied to the dissemination of heritage
Improvement proposals:	<ul style="list-style-type: none"> - Specific links to the SDGs - Participation of experts in heritage conservation

<p>Intergenerational transferability proposals:</p>	<ul style="list-style-type: none"> - Organization of the visit to the studied patrimonial element together with elementary or secondary schools, promoting dialogue between adults and young people. - Recording of short videos for their publication on Tiktok, Instagram or other social networks. - Family visits with young people to the studied patrimonial element
<p>Additional comments:</p>	<p>Practice carried out at CEPer Bahía Capuchinos in Malaga</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>66 Conferences on environmental awareness and climate change Maestro Martín Cisneros de Cáceres Adult Education Center</p>
<p>Priority SDG:</p>	<p> Take urgent action to combat climate change and its effects</p>
<p>Targets SDG:</p>	<p>13.3. Improve education, awareness and human and institutional capacity regarding climate change mitigation, adaptation to it, reduction of its effects and early warning</p>
<p>Indicators SDG:</p>	<p>13.3.1. Extent to which i) global citizenship education and ii) education for sustainable development are incorporated into a) national education policies, b) curricula, c) teacher training and d) student assessment students</p>
<p>Secondary SDG:</p>	<p> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>

Targets secondary SDG:	4.7. By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development
Indicators secondary SDG :	4.7.1. Degree to which (i) global citizenship education and (ii) education for sustainable development are incorporated into (a) national education policies (b) curricula (c) teacher training and (d) student assessment
Priority methodological aspects:	Organization of two weeks of conferences, with at least three conferences of about 90 minutes per week Conference 'Climate Change and SDGs', by Alejandro Almenara Sánchez, an expert in Innovation and Climate Change
Materials required:	Meeting room Computer connected to the internet and projector
Associated Areas of knowledge:	Natural Sciences Education for Sustainability Geography
Objectives:	Make the adult population aware of the causes and effects of climate change Provide proposals for mitigation and adaptation to climate change for implementation in homes Achieve the involvement of the population in the fight against climate change

Contents:	Climate change. Definition. Greenhouse effect gases. Human behaviors that favor climate change. Mitigation and adaptation to climate change. Proposals for behavioral changes in the fight against climate change
Improvement proposals:	Organization of workshops or participatory work tables on existing sustainable practices Incorporate evidence of the harmful effects of climate change in the daily lives of people
Intergenerational transferability proposals:	Home discussions on how to fight climate change Reflexive practice on favorable habits to fight climate change at home and in the community. Putting value on ancient, more sustainable customs, compared to less sustainable current practices.
Additional comments:	Practice carried out at the Maestro Martín Cisneros de Cáceres Adult Education Center



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	67 Grow with your plant (Ecological school garden in a women's prison)
Priority SDG:	 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Targets SDG:	2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
Indicators SDG:	2.4.1 Proportion of agricultural area under productive and sustainable agriculture
Secondary SDG:	 Ensure healthy lives and promote well-being for all at all ages
Targets secondary SDG:	3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

Indicators secondary SDG :	3.5.1 Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders
Priority methodological aspects:	<p>Creation of an ecological school garden in a downtown area with the appropriate conditions to be able to carry it out. This garden is not simply a piece of land where food is grown, but an educational space included in the daily training of students, which represents more than a source of food.</p> <p>Knowledge of more respectful techniques with our health and the environment, serving at the same time to connect with our closest culture, present in the older people in our environment</p> <p>Planting, watering, pruning, harvesting, solidarity meals, etc., which allow the acquisition of skills for daily life</p>
Materials required:	<p>A piece of land or containers in which to plant.</p> <p>Instructions on what to sow according to the time of year.</p> <p>Tools for sowing and harvesting (shovels, scissors, gloves, watering cans, hoses, rakes, etc.).</p> <p>Seeds of fruits, vegetables and greens.</p> <p>Fertilizers</p>
Associated Areas of knowledge:	<p>Natural Sciences</p> <p>Education for Sustainability</p> <p>Geography</p>
Objectives:	<p>Teach students to create and maintain gardens and promote the production and consumption of fruits and vegetables, rich in micronutrients</p> <p>Provide active teaching linking the garden to contents related to subjects, such as mathematics, natural sciences, social sciences, reading, writing, arts, technology and English.</p>

	<p>Analyze the natural environment and discover the different interrelationships between its different components (flora, fauna, climate, soil, etc.)</p> <p>Know different types of plants and their characteristics.</p> <p>Assess the importance of eating fresh and healthy grown in a respectful way with the environment.</p> <p>Promote the development of responsibility through the assumption of tasks in the garden and develop attitudes of initiative, creativity and solidarity.</p> <p>Encourage reuse and recycling..</p> <p>Know the basic techniques of organic farming and learn to respect the planting and harvesting calendar of native species without the use of pesticides.</p>
<p>Contents:</p>	<p>Metric system.</p> <p>Introduction to geometry:</p> <ul style="list-style-type: none"> - construction of flat figures (triangle, rectangle and square) calculating perimeter and area. - elements of polygons (side, apothem...). - find perimeter and area. <p>Calculation with products from our garden (natural numbers, fractions).</p> <p>Instructional texts (recipes)</p> <p>Narration.</p> <p>We make a salad with garden products (lettuce, tomato, onion, carrot).</p> <p>Vocabulary</p> <p>Design labels with nutritional values</p> <p>Know plants and characteristics</p> <p>Climates</p>
<p>Improvement proposals:</p>	<ul style="list-style-type: none"> - Participation of experts in ecological plantations - Export the surplus to soup kitchens (social services)

Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Share with the younger generations of your environment, men and women, what you have learned during the project - Value old, more sustainable cultivation techniques, compared to less sustainable current practices.
Additional comments:	<p>Practice carried out in the Permanent Adult Education Section "La Ilustración" in the women's prison of Alcalá de Guadaíra</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	68 Re...cycling
Priority SDG:	 Ensure sustainable consumption and production patterns
Targets SDG:	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Indicators SDG:	12.5.1 National recycling rate, tons of material recycled
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Priority methodological aspects:	There will be activities to: make soap with used oil, make cards using clippings from old magazines, make wallets with packets of potatoes. Construction of planters for the orchard using fruit boxes, disused lockers, boxes... In all these activities, different exercises will be used in which content from different fields will be worked on: reading, writing, calculation....
Materials required:	For soap: waste oil, water, caustic soda Magazines, potato packet wrappers, scissors, glue, pencils. Empty fruit boxes and other types of containers
Associated Areas of knowledge:	Natural Sciences Education for Sustainability Chemistry
Objectives:	Make students aware of the importance of separating waste Raise awareness about health and waste treatment. Recognize the causes and consequences of environmental problems. Criticize the excessive use of natural resources in the world. Promote a responsible and critical view of waste generation Respect the opinion of colleagues Base one's own opinions and work jointly with others for the realization of a common project

Contents:	<p>The rule of the three R's: reduce, reuse and recycle</p> <p>Sustainable development</p> <p>Healthy nutrition.</p> <p>Waste sorting</p> <p>Construction of containers to separate waste.</p> <p>Analysis of consumption behaviors (school and home)</p>
Improvement proposals:	<p>Include activities explicitly related to different SDGs</p> <p>Increase the number of proposals for materials each year of the project so that they are not always the same.</p>
Intergenerational transferability proposals:	<p>Prepare sheets of the creation process of each product with photos and the steps to follow for the younger generations</p> <p>Visits to educational centers to explain the techniques and raise awareness of the need for recycling</p>
Additional comments:	<p>Practice carried out in the Permanent Adult Education Section "La Ilustración" in the women's prison of Alcalá de Guadaíra</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	69 Taking care of our health
Priority SDG:	 Ensure healthy lives and promote well-being for all at all ages
Targets SDG:	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
Indicators SDG:	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease
Secondary SDG:	 Ensure sustainable consumption and production patterns
Targets secondary SDG:	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

<p>Indicators secondary SDG :</p>	<p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
<p>Priority methodological aspects:</p>	<p>FIRST QUARTER: "SENIOR PILATES" Practice situations of the different Basic Floor Pilates exercises. Situations for explaining an exercise to other students in small groups. Search for information about the Pilates Method, treatment of this information and preparation of a work. Brief description of the history of the Pilates Method. Principles of the Pilates Method.</p> <p>SECOND QUARTER: ACTIVITIES IN THE NATURAL ENVIRONMENT: HIKING AND PLANTING COLLECTION. In total, 10 hiking routes with a medium-low profile were carried out, lasting approximately 1 hour (between two and three kilometers).</p> <p>THIRD QUARTER: GENERAL PHYSICAL CONDITIONING. Physical activity sessions for adults, with mobility exercises, stretching and relaxation</p>
<p>Materials required:</p>	<p>Trekking poles. Sports equipment: rings, balls, displacement stairs, mini athletics hurdles, Russian weights, steps, medicine ball, elastic bands, pikes, mats, pedometer. Audiovisual support. Installation donated by the City Council for Pilates classes.</p>
<p>Associated Areas of knowledge:</p>	<p>Physical education Natural Sciences English Math</p>

<p>Objectives:</p>	<p>Improve balance and coordination through physical exercises.</p> <p>Prevent injuries and correct body posture through physical activity.</p> <p>Establish relationships between health and quality of life.</p> <p>Know basic aspects related to anatomy and physiology.</p> <p>Strengthen social relationships with other classmates through physical activity.</p> <p>Value the importance of education in contact with nature.</p> <p>Taking care of the environment and its conservation.</p> <p>Provide didactic aspects that, without neglecting contact with nature, favor the development of hiking</p>
<p>Contents:</p>	<p>Acquisition of hygiene and health habits.</p> <p>Improvement of organic-functional capacities.</p> <p>Care of the immediate environment and of the plants that live in it during the safe practice of activities in the natural environment.</p> <p>Mechanism of prevention and body control for the prevention of injuries.</p> <p>Beneficial physical and psychological effects of an active lifestyle.</p> <p>Physical abilities: coordination, balance, flexibility and strength.</p> <p>Specific terminology of the Pilates Method.</p> <p>The spine: its pathologies and prevention.</p> <p>Physiology and Anatomy.</p>
<p>Improvement proposals:</p>	<p>Include activities explicitly related to mental health, in order to be more related to the SDG.</p> <p>Plant the plants collected in the hiking trails in the educational center.</p>

<p>Intergenerational transferability proposals:</p>	<p>Share at home with the younger generations, men and women, what they learned in the workshop</p> <p>Promote the participation of young people, who left their studies before the age of 18, in this activity in future calls and thus try to attract them so that they obtain the title of ESO graduate.</p>
<p>Additional comments:</p>	<p>Activity carried out in the Permanent Adult Education Section of San Juan Bautista de Villanueva de San Juan (Seville)</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	70 Not one more
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.1 End all forms of discrimination against all women and girls everywhere
Indicators SDG:	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>
Priority methodological aspects:	<p>Several song lyrics about gender violence are analyzed. The lyrics of the song are distributed, with the title and the author, the students listen and watch the music video that is projected in class, at the same time that they read the lyrics, then the dialogue is provoked with questions such as the following:</p> <p>What feelings did you have when listening to the song? What have you reflected on? Do you agree or disagree with the message expressed in this song? What artistic and non-artistic resources within your reach would you use to communicate, manifest, denounce, make visible... an unfair, immoral situation...? How would you try to underline the importance of the message that you want to give to the world and that it refuses to listen? What values or countervalues have you seen represented in this song?</p> <p>A mural is made with strips of colored paper and phrases from the lyrics, that each one has found as the most important message about gender violence, the more it has impacted/liked it.... It can be 1 or 2.</p>

Materials required:	<p>Computer, projector, stereo</p> <p>Lyrics of the songs, music videos of each song. The songs are:</p> <p>ROZALEN. LA PUERTA VIOLETA</p> <p>ANDY Y LUCAS. EN LA VENTANA</p> <p>BEBE. ELLA</p> <p>EL BARRIO. VERBO SUFRIR.</p> <p>HUECO. SE ACABARON LAS LÁGRIMAS</p> <p>MANÁ. ANGEL DE AMOR</p> <p>MANUEL CARRASCO. QUE NADIE</p> <p>AMARAL. SALIR CORRIENDO</p> <p>Color sheets, markers, scissors, fixo.</p>
Associated Areas of knowledge:	<p>Music</p> <p>Gender equality</p>
Objectives:	<p>Promote reflection and internalization of values in a motivating way through songs.</p> <p>Promote the values of non-violence, equality, justice... and reflect on their presence in the songs.</p> <p>Identify and understand the role played by many people who have dedicated/are dedicated to music in our society, putting it at the service of a cause: the achievement of human rights for all humanity.</p>
Contents:	<p>Gender violence through songs.</p> <p>Spanish songs against gender violence</p> <p>Music work educating musical intelligence, promoting creativity, the exchange of opinions, respect for other people's ideas, tolerance, dialogue with colleagues, reflection, introspection</p>

<p>Improvement proposals:</p>	<p>That the songs are chosen by the students prior to the activity (as long as the lyrics are directed to the topic to be discussed)</p> <p>Reduce the number of students in the class so that they are less reluctant to express their opinions and points of view.</p>
<p>Intergenerational transferability proposals:</p>	<p>Ask the youngest about their opinions on the commemoration of the International Day to Combat Violence against Women.</p> <p>Youngsters teach modern songs to the elder people, and vice versa</p>
<p>Additional comments:</p>	<p>Practice carried out at CEPER Alfonso Muriel in the men's prison in Seville</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	71 Brain wave (radio station)
Priority SDG:	 Reduce inequality within and among countries
Targets SDG:	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
Indicators SDG:	10.3.1 Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Priority methodological aspects:	This activity is carried out in a psychiatric hospital Every school year, and for several years, the radio station Onda Cerebral broadcasts various programs created by the hospital patients themselves. Every day several programs on different themes are broadcast, music is played, interviews are conducted, visits are received from personalities within the world of radio.
Materials required:	Radio station that is installed inside the center, has all the necessary material to be able to carry out the broadcast of the programs, as well as their preparation
Associated Areas of knowledge:	Economy Natural and social sciences History and geography Fine arts

Objectives:

Encourage student participation in the preparation of radio programs.

Enable the development of creative processes, improving internal communication between patients and Hospital professionals.

Create, through the radio, a new communication channel that smoothes, as far as possible, the barrier of isolation.

Contact with the outside, with the world of "normality", to facilitate the approach to our reality and try to break taboos and prejudices (stigmatization).

Work on empathy and communication habits, getting in touch with "the other" to ask, listen and understand.

Try to boost the student's self-esteem, making him see that his participation and achievements are appreciated.

Get the student to express positive emotions in front of the microphone.

Work with documentation obtained from various sources, fostering a critical spirit and the capacity for selection and synthesis, when preparing the headlines that will appear in radio programs, previously managing newspapers.

Create our own HEMEROGRAPHY (set of news extracted from the written press) organized by dates-topics that are of interest.

<p>Contents:</p>	<ul style="list-style-type: none"> - Topic 1: "HEADLINES-COVERAGES" - Topic 2: "EDITORIALS" - Topic 3: "FOCUS" - Topic 4: "AGENDA" - Topic 5: "OPINION" - Topic 6: "ECONOMY" - Topic 7: "SPORTS" - Topic 8: " CULTURE" - Topic 9: " TV" - Topic 10: " THE WEATHER" - Topic 11: " ADVERTISING" - Topic 12: " WORLD" - Topic 13: " INTERNATIONAL-EUROPE" - Topic 14 "SPAIN" - Topic 15: " ANDALUSIA" - Topic 16: " SEVILLE" - Topic 17: " BILLBOARD" - Topic 18: " SUPPLEMENTS" - Topic 19: " SCIENCE AND TRENDS" - Topic 20: " SOCIETY" - Topic 21: "PEOPLE" - Topic 22: " ART" - Topic 23:" HOBBIES."
<p>Improvement proposals:</p>	<p>Invite colleagues from other centers to assess the work done by people with severe mental illnesses.</p> <p>Include a program where the 17 SDGs are more explicitly addressed</p>
<p>Intergenerational transferability proposals:</p>	<ul style="list-style-type: none"> - Take and reproduce some of the radio programs made to other educational centers for young people, to eliminate discrimination and stigmatization. - Have the participation of young people in some programs in a day prepared for this purpose.
<p>Additional comments:</p>	<p>Practice carried out in the Section of Permanent Adult Education "El Alambique" in the psychiatric penitentiary hospital of Seville</p>



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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	72 The cycle of life in motion
Priority SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets SDG:	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>
Indicators SDG:	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>

Secondary SDG:	 <p>Ensure healthy lives and promote well-being for all at all ages</p>
Targets secondary SDG:	<p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>
Indicators secondary SDG :	<p>3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease 3.4.2 Suicide mortality rate</p>
Priority methodological aspects:	<p>Educational-artistic proposal based on the Educational/ Creative Dance methodology, with a slight inspiration in the practice of “The 5 Rhythms” by Gabrielle Roth .</p> <p>Session 1 “Movement Awakening” (birth to infancy): The session will be based on developing seven short body awareness activities to introduce movement fluidity work in relation to birth. And later reach the “restless” part (staccato) of childhood.</p> <p>Session 2 “From youth to maturity of movement” (from chaos to calm): The session will be based on the development of 6 activities for the contrasting qualities of the fluid and discontinuous movement of childhood until reaching chaos and tranquility the stages of adolescence and adulthood. Through free movement patterns and guided movement patterns, with elements such as paint and dishes as an impulse for the development of creative movement.</p> <p>Session 3 “The closure of the cycle” (the healing of stillness): The session will be based on the development of nine physical-corporal activities and others related to everything worked on in the previous sessions, such as closing through the plastic arts (puzzle).</p>

Materials required:	<p>Loudspeaker for playing music Computer / tablet for music Pencils, markers and colored crayons Paper sheets Pipe cleaner Plastic plates Board Puzzle</p>
Associated Areas of knowledge:	<p>Music Dance Adult education</p>
Objectives:	<p>Analyse, work and interpret the five vital stages on a bodily and emotional level, attending to the musical cadence through the Educational/Creative Dance methodology. Work the body in movement as a means for the expression of emotions Analyze the basic characteristics of the five main stages of the life cycle Interrelate Music, Dance and Plastic Arts as a starting point for the creative process Interpret the different musical rhythms associated with vital stages Integrate group and cooperative work as an essential part of the development Work on the creative dance process in its three phases: exploration, improvisation and choreographic composition Create a choreography as a sample and result of the work done in the sessions Foster a good working environment</p>
Contents:	<p>Educational/creative dance The 5 rhythms The stages of life Team work</p>

Improvement proposals:	<p>No “noise” or voices that can distract the students from the proposed task or tasks in the place where the workshops are held</p> <p>Continuity over time in order to verify the effectiveness of the methodologies proposed in the users of the service.</p>
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Prepare a presentation/collection of photos and videos about the sessions for the younger generations. - Promote the participation of people of different ages who work in the hospital so that they transfer their experience to their children and other young people.
Additional comments:	<p>Practice carried out in the Section of Permanent Adult Education “El Alambique” in the psychiatric penitentiary hospital of Seville</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	73 Career guidance for students with specific needs
Priority SDG:	 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Targets SDG:	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
Indicators SDG:	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities 8.5.2 Unemployment rate, by sex, age and persons with disabilities
Secondary SDG:	 Reduce inequality within and among countries

Targets secondary SDG:	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
Indicators secondary SDG :	10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities
Priority methodological aspects:	<p>In September meeting with: Eastern Andalusia, Integration Center, CEPER.</p> <p>Classes to prepare the Graduate in Secondary Education, as well as registration for the tests</p> <p>Conference on employment, accessibility and participation of young people with disabilities held at the Pablo de Olavide University in Seville.</p> <p>Visit to the Adult Education Center (CEPER Ribera Del Guadalquivir) in Coria del Rio. Mrs. Teresa Cuenda, professor of Permanent Education. Intervention: Transition to adult life for young people with disabilities / access to employment: Meeting and exchanges with the teacher and students.</p> <p>PICE. Comprehensive qualification and employment program.</p> <p>I Way of diversity. Pilgrimage to the Rocio</p> <p>Registration and preparation of exams to become public servants, that were about to be called.</p> <p>The Orienta program and employment accompaniment for young people with disabilities.</p> <p>The Sevilla Integra program and its possibilities in terms of training and employment for young people with disabilities.</p> <p>Sex education workshop.</p>
Materials required:	<p>Platforms of preparatory companies for exams to become public servants.</p> <p>High school syllabus.</p> <p>Guidance and integration entities.</p>

Associated Areas of knowledge:	Adult education Job search
Objectives:	Offer people who have from 52 to 66% of recognized intellectual disability the possibility of obtaining a graduate degree in ESO and taking public jobs for their insertion into working life. Search for a social inclusion of a part of the population, which , for the most part, was confined at home. Without belonging to any friendly group. Make them feel valued and let them and their families know that they can and should be independent. Search for a professional opportunity for the participating students
Contents:	Social inclusion Attention to diversity High school graduate Exams to become a civil servant for people with disabilities Labor market, possibilities of people with disabilities
Improvement proposals:	Ask the administrations for help on the difficulty of registering in the SAS (health care public system of Andalusia) and its continuous monitoring of lists, resources... As well as the ambiguity of the call. Ask for real adaptations to facilitate the access of this type of student to the title of ESO (Secondary Education Diploma).
Intergenerational transferability proposals:	- Disseminate the results among educational institutions for young people with disabilities. - Promote self-awareness of physical and emotional well-being at home (with parents) - Promote the acquisition of physical and emotional self-defense tools among the youngest (with their peers)
Additional comments:	Practice carried out at CEPER Ribera del Guadalquivir in Coria del Río



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	74 Making small stars visible in a universe of color
Priority SDG:	 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Targets SDG:	16.1 Significantly reduce all forms of violence and related death rates everywhere
Indicators SDG:	16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age 16.1.2 Conflict-related deaths per 100,000 population, by sex, age and cause 16.1.3 Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months 16.1.4 Proportion of population that feel safe walking alone around the area they live
Secondary SDG:	 Reduce inequality within and among countries

Targets secondary SDG:	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
Indicators secondary SDG :	10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities
Priority methodological aspects:	<p>The activities are inspired by Gandhi's famous phrase "There is no path to peace, peace is the path".</p> <p>Roads have been built with rolls of white paper (as the color of peace) that have been decorated with colors that symbolize diversity.</p> <p>Plugs have been used that represent the importance of caring for nature and oneself to build a better world.</p> <p>They carry implicit messages of recycling, reuse and solidarity as they will later be used for a campaign to help a child with a brain injury.</p> <p>The students have taken posters with words related to emotions that favor the much-needed peace in the world.</p> <p>Vocabulary activities are carried out explaining the meaning of those words and the possible ways of putting them into practice.</p> <p>The value of the group is highlighted. The values that promote a happy coexistence will lead to the construction of a happier world.</p> <p>Photos are taken and shared to show our commitment and belief.</p>
Materials required:	Roll of paper, colored sheets and cardboard, adhesive tape and plastic caps
Associated Areas of knowledge:	<p>Adult education</p> <p>Education for peace</p> <p>Education for citizenship</p>

Objectives:	<p>Promote the culture of Peace.</p> <p>Contribute to the knowledge and development of human rights.</p> <p>Actively participate in experiences related to peace through understanding, reflection, debate and critical analysis of the contents.</p> <p>Promote intergenerational activities that serve to learn about the fight against discrimination, overcome age-related stereotypes and promote solidarity between generations.</p> <p>Develop a basic vocabulary related to emotions that contributes to improving their management and the development of social skills.</p> <p>Make visible to the educational community and society in general values that favor peaceful coexistence.</p>
Contents:	<p>Culture for Peace and Nonviolence.</p> <p>Emotional education as a basis for developing a peaceful coexistence.</p> <p>Social skills</p>
Improvement proposals:	<p>Generate spaces and times to share lived experiences.</p> <p>Include activities explicitly related to different SDGs</p>
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Home discussions on how to fight violence and the importance of a culture of peace - Reflexive practice on favorable habits to fight against conflicts between people and countries in the domestic and community sphere.
Additional comments:	<p>Practice carried out at CEPER. Bank of the Guadalquivir and Sections of Gelves , Isla Mayor and La Puebla del Río</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	 75 Erasmus+ project KA204-ADU "ESCAPE" (Encouraging the use of scenic Arts in Prisoners ' Education)
Priority SDG:	 17 PARTNERSHIPS FOR THE GOALS Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development
Targets SDG:	17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries
Indicators SDG:	17.16.1 Number of countries reporting progress in multi-stakeholder development effectiveness monitoring frameworks that support the achievement of the sustainable development goals
Secondary SDG:	 4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Priority methodological aspects:	<p>Research for a needs analysis</p> <p>Development of three curricula (study plans) for the use of Theatre, Dance and Music together with the curricular disciplines.</p> <p>Three short publications of the experiments carried out in Italy, Portugal and Spain.</p> <p>A synthesis publication on the ESCAPE project.</p> <p>A docufilm about the project as a whole.</p> <p>Structuring of an e- learning platform .</p> <p>Webtools (O14): Website and social pages.</p> <p>3 x 3 experimental courses in the prisons in question.</p> <p>Two workshops for workers and volunteers who are part of the staff of the organizations of the four partners.</p> <p>Observation periods (Job Shadowing) in the prisons affected by the operators in the other two countries.</p> <p>Multiplier events</p>
Materials required:	<p>Bibliography and laws on music, dance and theater.</p> <p>Varied material for the development of the 3 curricula in each dance, music and theater center</p>

Associated Areas of knowledge:	Performing arts History Adult education Equal opportunities
Objectives:	Maximize the use and impact of performing arts in educational strategies and practices within prison systems. Promote Emotional Awareness for people deprived of liberty through music in general and bodily expression with theater and dance, in particular. Manage emotions and feelings to get the most out of them. Experience different states of being and know sensations. Provide a leisure and training alternative for students deprived of liberty that develops emotional competencies (values). Use various means of expression and representation (music, theater and dance). Generate healthy lifestyle habits - norms, attitude and personal development. Promote positive states of mind and occupation by carrying out recreational therapeutic activities.
Contents:	EMOTIONS AND FEELINGS : Introduction to emotions, basic emotions. Joy, sadness, fear, anger, disgust and surprise, the expression and recognition of emotions through non-verbal channels. EMOTIONAL COMPETENCES. VALUES: Emotional awareness- Self-knowledge, emotional regulation- Self-control, emotional autonomy, social competence and life skills- Social skills. MUSIC, THEATER AND DANCE : Music therapy, listening, recreation, theater (stage performance), dance therapy and laughter therapy , art therapy , body expression. Creativity. Emotions. HEALTHY LIFE HABITS

Improvement proposals:	Participate in KA220-ADU-Cooperation Associations Participate in other KA210-ADU, with other partners
Intergenerational transferability proposals:	Communication campaigns, information, dissemination and use of activities in IES and other Ceper. The participants in the different meetings and other project activities can share the findings relevant with their children, grandchildren or young people in their families
Additional comments:	Practice carried out at CEPER Alfonso Muriel in the men's prison in Seville and its Sections El Alambique in the psychiatric prison hospital and La Ilustración in the women's prison in Alcalá de Guadaíra



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	76 Cultural Week 2023 Women's Rights and Human Rights
Priority SDG:	 <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>
Targets SDG:	16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
Indicators SDG:	<p>16.10.1 Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months</p> <p>16.10.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information</p>
Secondary SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>

Targets secondary SDG:	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicators secondary SDG :	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Priority methodological aspects:	<p>During the days 8, 9 and 10 of March different activities will be held:</p> <ul style="list-style-type: none"> - Cinema - literary walks - literary workshops - 2030 Agenda Workshop <p>Taking advantage of the celebration of International Women's Day on March 8, other events related to human rights in general will be held</p>
Materials required:	<p>Chess</p> <p>Movie projector and computer</p> <p>Stages, decoration and costumes for theaters</p> <p>Literary texts on human and women's rights</p>
Associated Areas of knowledge:	<p>Social Sciences</p> <p>Literature and theater</p> <p>Natural Sciences</p> <p>Sociology</p>

Objectives:	<p>Know the UN 2030 Agenda</p> <p>Make known female figures with relevance in the fight for human and women's rights</p> <p>Get to know places in Madrid related to relevant historical events</p> <p>Get to know natural or landscaped spaces in the city</p> <p>Foster the critical spirit of the participants</p> <p>Raise awareness about social injustices</p> <p>Develop personal and social skills</p>
Contents:	<p>Women's suffrage</p> <p>Literature in Madrid</p> <p>Agenda 2030</p> <p>Chess as an educational resource</p> <p>Women's rights and human rights</p> <p>Botany and landscape in Madrid</p>
Improvement proposals:	<p>Invite participants of other ages, such as high schools to all or some of the activities</p> <p>Encourage debate at home between family members of different generations, and then share the conclusions</p>
Intergenerational transferability proposals:	<ul style="list-style-type: none"> - Communication campaigns, information, dissemination and use of activities in IES and other Ceper. - The participants in the different meetings and other project activities can share the findings relevant with their children, grandchildren or young people in their families.
Additional comments:	<p>Practice carried out at CEPA Entrevías in Madrid</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	77 Women and Equality in the history of music.
Priority SDG:	 Achieve gender equality and empower all women and girls
Targets SDG:	5.1 End all forms of discrimination against all women and girls around the world
Indicators SDG:	5.1.1 Determine whether or not legal frameworks exist to promote, enforce and monitor equality and non-discrimination based on sex
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	4.7. By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development.
Indicators secondary SDG :	4.7.1. Degree to which (i) global citizenship education and (ii) education for sustainable development are incorporated into (a) national education policies (b) curricula (c) teacher training and (d) student evaluation.
Priority methodological aspects:	<p>Carrying out an interactive workshop using music as a channel to promote equality. In an interactive session we will meet women musicians from Egyptian civilization to the present day, reviewing great artists who have marked history such as Maria Anna Mozart, Nina Simone, Aretha Franklin or Madonna.</p> <p>Fill out a form where several current songs are analyzed and you have to identify those that denigrate, attack and objectify women.</p>
Materials required:	<ul style="list-style-type: none"> - Fender amplifier. - Electroacoustic guitar. - Wireless microphone and wired receiver. - Photocopies. - Bookmarks - Rock And Colors Books - Pointer for the projector. - Pendrives.
Associated Areas of knowledge:	<ul style="list-style-type: none"> - Music - Gender equality

Objectives:	<ul style="list-style-type: none"> - Promote and disseminate knowledge of women musicians and their work. - Highlight the importance of women in the history of music: the inequality suffered, - Creators and their invisibility . - Prevention and reflection of gender violence. - Reflect on machismo and gender violence in current music. - Raise awareness about sexist lyrics. - Female empowerment. - Increase the musical culture of iconic musical genres and artists in a funny way
Contents:	<ul style="list-style-type: none"> - The untold story of women in music - Current inequality data - Historical review from the time of Egypt to the present - The invisible ones: Women creators of musical genres - Key women: vindication, empowerment and musical denunciation of mistreatment - Reggaeton, machismo and feminism. - Present
Improvement proposals:	<p>Hold a previous awareness and sensitization day for students</p>
Intergenerational transferability proposals:	<p>Invite young people from abroad to carry out this workshop together with the students of the penitentiary center.</p>
Additional comments:	<p>Practice carried out at the CEPER Alfonso Muriel in the men's penitentiary center of Seville</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	78 The inclusion of disabilities in flamenco
Priority SDG:	 Reduce inequality within and between countries
Targets SDG:	10.3 Guarantee equal opportunities and reduce the inequality of results, even eliminating laws, discriminatory policies and practices and promoting appropriate legislation, policies and measures in this regard
Indicators SDG:	10.3.1 Proportion of the population that declares having felt personally discriminated against or harassed in last 12 months on prohibited grounds of discrimination by international human rights law
Secondary SDG:	 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets secondary SDG:	<p>4.7 By 2030, ensure that all students acquire the necessary theoretical and practical knowledge to promote sustainable development, among other things through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development</p>
Indicators secondary SDG :	<p>4.7.1 Degree to which i) citizenship education global and ii) education for sustainable development, including gender equality and human rights, incorporated at all levels of a) policies national education, b) the study plans, c) the teacher training and d) the evaluation of students</p>
Priority methodological aspects:	<p>It is an artistic-educational proposal based on the inclusive methodology developed by José Galán as a pedagogue and choreographer specialized in Inclusive Flamenco.</p> <p>Session 1. Knowledge of the most basic styles of flamenco and its different rhythmic measures. The methodology will be participatory and active, supported by material resources (deck of flamenco cards with images and music that match their content) that facilitate the assimilation of the different flamenco styles.</p> <p>Session 2. Use the body as an element communicated through dance. Through free movement patterns and guided movement patterns we will explore the communicative capacity of our body and the creativity of each person to tell their own stories.</p> <p>Session 3. Celebration of the April Fair in Seville. The intervention space will be decorated as a booth and set in the festive atmosphere that characterizes it.</p> <p>Session 4. Celebration of International Dance Day. Other project experts were invited to participate and exchange experiences.</p>

Materials required:	<p>Speaker for music playback Computer/ tablet for music Flemish deck of cards Folios musical bells Flamenco cajon Castanets Board</p>
Associated Areas of knowledge:	<p>Music Dance History of flamenco</p>
Objectives:	<p>Working with the body in movement as a means of expressing emotions Analyze the main flamenco styles and ways to interpret them Interrelate music, singing and flamenco dance as a starting point for the creative process Interpret the different musical rhythms associated with different emotions Integrate group and cooperative work as an essential part of development Work on the creative dance process in its three phases: exploration, improvisation and choreographic composition Create a choreography as a sample and result of the work done in the sessions Promote a good work environment</p>
Contents:	<p>Knowledge of the most basic styles of flamenco and its different rhythmic measures. Use of the body as an element communicated through dance. Seville April Fair. International Dance Day.</p>

<p>Improvement proposals:</p>	<p>That the place where the workshops take place does not have “noise” or voices that could distract the students from the proposed task(s).</p> <p>That the interventions have continuity over time to be able to verify the effectiveness of the methodologies proposed in the users of the service.</p>
<p>Intergenerational transferability proposals:</p>	<p>Record the experience and project it at school and institutes. Have the participation of young people in some of the commemorative days held.</p>
<p>Additional comments:</p>	<p>Practice carried out in the Adult Permanent Education Section “El Alambique” in the prison psychiatric hospital of Seville.</p>



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PROJECT TITLE: GLOBAL EDUCATION FOR ADULTS

INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

<p>Name of the activity/practice:</p>	<p>79 Visit to PLOCAN (Canary Islands Ocean Platform)</p>
<p>Priority SDG:</p>	<p> Build resilient infrastructure, promote sustainable industrialization and foster innovation</p>
<p>Targets SDG:</p>	<p>9.1 Develop reliable, sustainable, resilient and quality infrastructure, including regional and cross-border infrastructure, to support economic development and human well-being, with particular emphasis on affordable and equitable access for all</p> <p>9.5 Increase scientific research and improve the technological capacity of industrial sectors in all countries, in particular developing countries, including by promoting innovation and significantly increasing, by 2030, the number of people working in research and development per million inhabitants and public and private sector expenditures on research and development</p>

Indicators SDG:	<p>9.1.1. Proportion of the rural population living within 2 km of a year-round road</p> <p>9.1.2. Volume of passenger and cargo transportation, by means of transportation</p> <p>9.5.1. Expenditures on research and development in proportion to GDP Available</p> <p>9.5.2. Number of researchers (in full-time equivalent) per million inhabitants</p>
Secondary SDG:	 <p>Conserve and sustainably use oceans, seas and marine resources for sustainable development</p>
Targets secondary SDG:	<p>14.a. Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Criteria and Guidelines for the Transfer of Marine Technology of the Intergovernmental Oceanographic Commission, to improve the health of the oceans and enhance the contribution of biodiversity marine support to the development of developing countries, in particular small island developing States and least developed countries</p>
Indicators secondary SDG :	<p>14.a.1. Proportion of the total research budget allocated to research in the field of marine technology</p>
Priority methodological aspects:	<p>Organization of a visit with students from the Scientific and Technological field</p> <p>Link with curricular aspects related to the object of vision</p> <p>Preparation of activities to be carried out by the students during the visit and afterwards</p>
Materials required:	<p>Conveyance</p> <p>note taking notebook</p> <p>Photographic camera</p>
Associated Areas of knowledge:	<p>sea science</p> <p>Technology</p>

Objectives:	The purpose of this visit was to make the students aware of the work of PLOCAN in terms of carrying out research, technological development and innovation in the marine and maritime field.
Contents:	Marine means of transport Instruments for marine research Innovations in the transport and marine research sector Physical fundamentals of the operation of gliders, which are autonomous vehicles (AUVs) self-propelled through small changes in their flotation
Improvement proposals:	Expressly include the link of the activity with the related SDGs Publish activities carried out by participating students on the website.
Intergenerational transferability proposals:	Debate with other generations about the use of the sea in the past Comparative analysis of the state of conservation of the seas in the 20th century and the 21st century
Additional comments:	Practice carried out at the CEPA of Las Palmas de Gran Canaria





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INTERGENERATIONAL TRANSFERABILITY POTENTIAL REPORT GEA PROJECT

Name of the activity/practice:	80 Advanced GarageLab
Priority SDG:	 <p>Build resilient infrastructure, promote sustainable industrialization and foster innovation</p>
Targets SDG:	<p>9.2. Promote inclusive and sustainable industrialization and, by 2030, significantly increase the industry's contribution to employment and gross domestic product, according to national circumstances, and double that contribution in least developed countries</p> <p>9.5 Increase scientific research and improve the technological capacity of industrial sectors in all countries, in particular developing countries, including by promoting innovation and significantly increasing, by 2030, the number of people working in research and development per million inhabitants and public and private sector expenditures on research and development</p>

Indicators SDG:	<p>9.2.1. Added value of the manufacturing sector in proportion to GDP and per capita Available</p> <p>9.2.2. Manufacturing sector employment in proportion to total employment</p> <p>9.5.1. Expenditures on research and development in proportion to GDP Available</p> <p>9.5.2. Number of researchers (in full-time equivalent) per million inhabitants</p>
Secondary SDG:	 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>
Targets secondary SDG:	<p>4.3. By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education</p>
Indicators secondary SDG :	<p>4.3.1. Participation rate of young people and adults in academic and non-academic education and training in the last 12 months, disaggregated by sex</p>
Priority methodological aspects:	<p>Creation of a training space in the form of a technological laboratory-workshop, equipped with 3D printers, laser cutters, electronics and programming kits, robotics, etc.</p> <p>Preparation of support protocols so that teachers accompany students during the materialization of their ideas or projects</p> <p>Learning based on projects and/or challenges</p>
Materials required:	<p>3d printers, laser cutters, electronics and programming kits, Robotics Arduino</p>
Associated Areas of knowledge:	<p>Science Technology Computing Robotics</p>

Objectives:	<p>Obtain a subsidy to create the laboratory-workshop in the facilities of the adult training center</p> <p>Establish a space for innovation and experimentation in STEM subjects for students</p> <p>Development of projects designed by students</p>
Contents:	<p>Manufacture of products using 3D printers</p> <p>manufacturing products using laser cutters</p> <p>Programming using arduino</p> <p>Assembly and operation of robots</p>
Improvement proposals:	<p>Expressly include the link of the activity with the related SDGs</p> <p>Publish on the web explanatory videos of the activities carried out by the participating students.</p>
Intergenerational transferability proposals:	<p>Prepare in the laboratory a product designed or devised at home by generations before or after that of the students.</p> <p>Invitation to fathers-mothers, sons-daughters, or grandfathers-grandmothers to the workshop</p>
Additional comments:	<p>Practice carried out at the CEPA Casa de la Cultura in Getafe (Madrid).</p>

