

What's Inside?

Unit 0

In this unit, you will learn about the Sustainable Development Goals, SDGs. You will understand why the UN started the Goals, why they are important now, and how they can change our future. You will also learn how you can become a global citizen and help solve problems in the world.

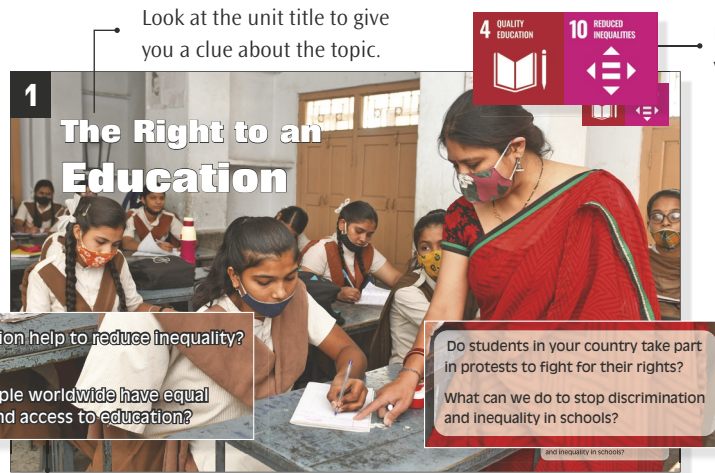
Units 1 to 9

Each unit is divided into spreads. Let's take a look at them.



Unit Opener:

This first spread introduces the unit topic and the SDGs you will learn.



Look at the unit title to give you a clue about the topic.

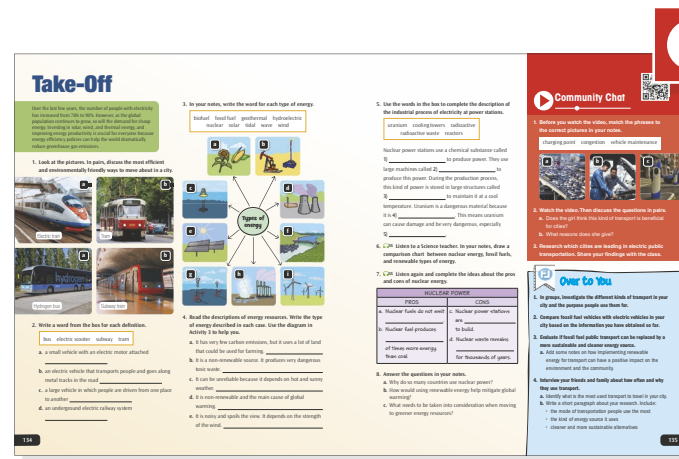
Look at the SDG icons to know which ones you will be studying throughout the unit.

The big questions make you think more about the SDGs and the topics you will study.

The trigger questions are linked to the picture. Think about it when you answer them.

Take-Off

Learn new topic vocabulary and how to use it.



Scan the QR code and watch a video about the topic of the unit and how different people build their life around it.

Over to You

- In groups, investigate the different kinds of transport in your city and the purpose people use them for.
- Compare fossil fuel vehicles with electric vehicles in your city based on the information you have obtained so far.
- Evaluate if fossil fuel public transport can be replaced by a more sustainable and cleaner energy source.
 - Add some notes on how implementing renewable energy for transport can have a positive impact on the environment and the community.
- Interview your friends and family about how often and why they use transport.
 - Identify what is the most used transport to travel in your city.
 - Write a short paragraph about your research. Include:
 - the mode of transportation people use the most
 - the kind of energy source it uses
 - cleaner and more sustainable alternatives

Do a project without your teacher's help to show your understanding.

World View

Learn about what is going on in the world around you.

Read a text related to the SDG icon.

World View
The world is working to address climate change.

Global
The Green Climate Fund (GCF) is part of the United Nations Framework Convention on Climate Change (UNFCCC). It is a fund to help developing countries reduce greenhouse gas emissions and adapt to climate change. The GCF was established in 2010 and is the largest climate fund in the world. It is managed by the Green Climate Fund Board, which is made up of representatives from developed and developing countries. The GCF has provided over \$10 billion in funding to support climate change projects in developing countries. These projects include renewable energy, energy efficiency, and climate-resilient infrastructure. The GCF also provides technical assistance to help developing countries develop and implement climate change policies and plans.

Local
Our climate is changing around us faster than predicted. We have more frequent and extreme storms and heat waves. This means we are already feeling the impact of human-caused damage to the planet.

Mini-Project
In groups, plan a campaign to raise awareness about the impact of climate change in your area. Remember, the aim of your campaign is to inspire a climate change movement. Follow the steps:

- Before you start, make notes on the questions:
 - Is climate change a problem that governments and environmental activists can change alone?
 - How can collaboration from regional governments, businesses, communities and individuals help?
 - How can you inspire people to take action?
- Research one of the sectors in your area that produce an important amount of CO₂ emissions.
- Discuss how you want to get your message across to the public.
- Think about the strategies climate change activists have used. Adapt those strategies and create your campaign.
- Present it to the class.

Scan the QR code and watch a documentary video.

Mini-Project
Local

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Get a global view of a topic and answer questions about the text.

Do a mini-project related to the topic in the text. You will take a local view and solve a problem in your own country or region.

Tune In!

This is your opportunity to listen to people from diverse contexts telling you how they face global challenges.

Tune In!
This discusses other things you see in the coastal zone.

Focus on Language
The government's proposal for dealing with waste is...
The government's proposal for dealing with waste is...
The government's proposal for dealing with waste is...

Over to You
In groups, make a list of the benefits you can think of for protecting coastline.

Learn about the types of speeches you can present.

Have Your Say!

Use your speaking skills to communicate your ideas effectively.

Have Your Say!
This discusses other things you see in the coastal zone.

Focus on Language
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Speaking Box
Developing a personal opinion requires you to think about how you feel and what you associate with the topic. You can take notes to help you clarify what you want to say. As you give your personal opinion, you need to talk about the importance of the topic for you on a personal level, as well as its impact on your life. You can also include the impact on other people. You should give reasons and examples for the way you feel. It is also important to listen to others' personal opinions. This will provide you with alternative viewpoints.

Mini-Project
Many people do not realize how vital marine ecosystems are in our lives. We continue to harm our oceans with a large amount of pollution. Meaningful change comes from people understanding the effects of their actions.

In groups, develop your personal opinion about the main causes and consequences of pollution on the ocean and other waterways.

- Answer the questions:
 - Who or what are the main contributors to pollution?
 - What is the impact of this pollution?
 - What are the consequences for the future?
- Prepare your speech. Follow the steps to help you:
 - Begin with your feelings toward the situation and the reasons for them.
 - Describe the situation. Include your opinion about the main causes and the consequences for the future.
 - Explain why it's crucial to raise awareness about the importance of healthy marine ecosystems.
 - Share your personal opinions in small groups.
 - Have a class discussion about the need to protect the ocean and waterways.

Learn more about language and practice how to use it.

Use the new speaking skills you learned in the mini-project.

Real-World Skills

Learn the 21st century skills that you will use at school and in your everyday life.

Responsibility

- Read the information about responsibility. Then discuss the questions in pairs.
 - How do you think you show personal responsibility toward the world around you?
 - Do you consider yourself to be a global citizen? Why or why not?
- Discuss responsibility in relation to responding and acting to situations and people.
 - Responsibility goes to those people and situations that you can't control or change, and that affect you.
 - Responsibility goes to those people and situations that you can control or change, and that affect you.
- Complete the different ways you can develop responsibility using the words in the box.

justice, commitment, sharing, respect, improve, honest, sustainable, works

 - Use inquiry skills to gain knowledge and understanding about the role of responsibility in your community.
 - Identify what actions take part to make the world a better and a more sustainable place, through responsible use of resources and energy.
 - Put your knowledge and understanding into practice to help _____, local, national, and a global _____.
 - Describe how you participate in the community _____ of a local, national, and global level.
 - Reflect and discuss how to make an _____ by improving social, environmental, and cultural norms.
 - Justify and _____ general opinions about issues and challenges through personal values and _____.
 - Look at the diagram showing ideas on how to contribute responsibility to the community. Add some ideas of your own to your notes.
 - I would like to _____
 - I would like to _____
 - I would like to _____
 - I would like to _____

Explore the Skill

- Explore the Skill video. Think about what actions you take to show responsibility and why you show responsibility to improve. Discuss your ideas in your group.
 - What do you think is a ecological? Make notes about the importance of responsibility.
 - Use your notes to answer the questions.
 - How much waste is produced in your community?
 - Why does the better increase in food waste?
 - What are some ways of responsibility, such as food waste, towards personal responsibility?
 - How can you reduce food waste in your home?
 - How can you use your notes to help you to show responsibility to a group?
 - How can you use your notes to help you to show responsibility to a group?
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Scan the QR code and watch an animated video related to the skill.

Over to You

- In groups, create a plan to provide help to people in need. Read an extract from a local magazine article. Then, in pairs, discuss what it is about.

Why do we waste so much food when there are people in our community who do not have enough food to feed their families? Garbage bins are full of discarded food we don't want, and local statistics say our food waste is incredibly high. If you walk through the streets, you can find people looking for food in garbage bins, and elderly people coming out of supermarkets with shopping bags that are half empty because they can't afford to buy enough food. And what about those people in our community that can't get to the shops to buy food? Do any of us think about how they manage?
- Predict who may suffer from food shortage in your community and why.

Discuss or solve a problem in the *Over To You* section using your new real-world skills.

Express Yourself!

Here you will find writing tips, features, and language models that will give you the confidence to produce your own texts.

Express Yourself!

- Think about what you know about blogs and then discuss the questions in pairs.
 - Do you use a blog?
 - What kind of topics do people usually read about?
 - What are the typical features in a blog?
 - Do you agree, what other things can read a blog to help you?
- Read the blog from a Latin American organization. Discuss it with your notes. What are the main ideas? How do you think the organization is using a blog to help people?

MyVoice.org

We want our say!

Latin American people are using blogs to help people in need. This is a great way to help people in need. We need to help people in need. We need to help people in need.
- Read the blog again. Then, in groups, discuss how it affects you. Use the questions to help you.
 - Does it have enough information to capture the reader's attention?
 - Is the information clear and easy to read?
 - Do you think the blog is a good example of a blog? Why or why not?
 - What are the main ideas of the blog? How do you think the organization is using a blog to help people?
- Write a blog that represents a developing country of your choice.
 - Describe the information you can include in your blog.
 - Why should this country be heard?
 - What does it have to say?
 - Why should the rest of the world listen?
 - Remember to make your choice of country clear by including its name and location.

When you write a blog, include phrases to encourage readers to think further about the content.



MYM Box

Look at the *Make Your Mark* box to learn about the language to use when expressing your ideas.

Make Your Mark Project

Throughout the unit, you will work on a project. Find out about a problem in your community, be creative, and get involved by proposing solutions.

In Phase 1, you do research and put together information. Then you evaluate it and choose what you can use to solve the problem.

In Phase 2, you decide what you want your project to look like and start planning.

In *Hands On!* you and your class decide which solutions worked best. Here you have the chance to take a project into your community or school.

on Your Education

You are going to propose ways to help reduce gender inequality in education in your area.

- Phase Research and Evaluation**

Research to find evidence of inequality based on your country or your region. Then evaluate the gender inequality to decide the way to help you live of the gender inequality to solve.

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- Phase Planning**

Decide the solutions you can use to solve the problem. Then evaluate the gender inequality to decide the way to help you live of the gender inequality to solve.

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- Phase Real-World Solutions**

Organize a student meeting to discuss your ideas. Then discuss the solutions you can use to solve the problem. Then evaluate the gender inequality to decide the way to help you live of the gender inequality to solve.

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- Phase Hands On!**

Put your plan into action by organizing a community day near the ecosystem.

This tells you what topic you will be making your mark on.

This tells you what your task is.

In Phase 3, you take your solution or ideas into the real world to test it.

The big question gets you thinking about how to solve the problem. Ask yourself this question all the time to make sure your project answers it.

In Phase 4, you take the feedback from the previous phase and make changes to your project. Then you present it to your class.

Get Ready!

With these activities you will develop the skills and strategies necessary to succeed in international certification exams.

Get Ready! 1

Listening

1. Listen to three audios. For each question, choose the correct answer. Write the correct word in each space.

2. Listen to a teacher talking to her students about how to be an environmentalist. Write the correct word in each space.

3. Listen to three conversations. For each question, choose the correct answer.

4. Listen to an interview. Read the prompts and write the right questions to ask your interviewer. Give your interviewer's answers for you in your own words.

Reading

1. Read the text. Choose the correct answer for each question.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Speaking

1. Listen to an interview. Read the prompts and write the right questions to ask your interviewer. Give your interviewer's answers for you in your own words.

Writing

1. Write a text in response to a prompt.

Complete these activities to show your understanding of different kinds of texts.

Use what you know about writing to write a text in response to a prompt.

Listen to three audios and complete the activities.

Look at text or picture prompts and use your skills to speak about the topic.

Expand, Explore, Excel!

Have some fun while completing different kinds of activities and small projects, like investigating case studies, creating posters, playing games, and analyzing poems and artworks.

Expand, Explore, Excel!

Globalization

1. Listen to a radio broadcast about globalization. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Reading

1. Read the text. Choose the correct answer for each question.

Writing

1. Write a text in response to a prompt.

Show your understanding of the part you play in this world and become a better global citizen.

Skills4Girls

1. Listen to a radio broadcast about girls' life skills. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

This section develops girls' life skills like problem-solving, negotiation, self-esteem, and communication.

Entrepreneurial Mindset

1. Listen to a radio broadcast about entrepreneurship. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Learn more about how thinking like an entrepreneur can help you develop yourself.

Emotional Learning

1. Listen to a radio broadcast about emotional learning. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Get in touch with your feelings and how you express your emotions.

Culture and Arts

1. Listen to a radio broadcast about culture and arts. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Discover how music, dance, literature, and painting are the portrait of modern societies.

The Scientific Method

1. Listen to a radio broadcast about the scientific method. Write the correct word in each space.

2. Read the text. Choose the correct answer for each question.

3. Read the text. Choose the correct answer for each question.

Discover that science is everywhere and in all the things we do. Maybe in the future, you can become a talented biologist or chemist. How about an astronomer?

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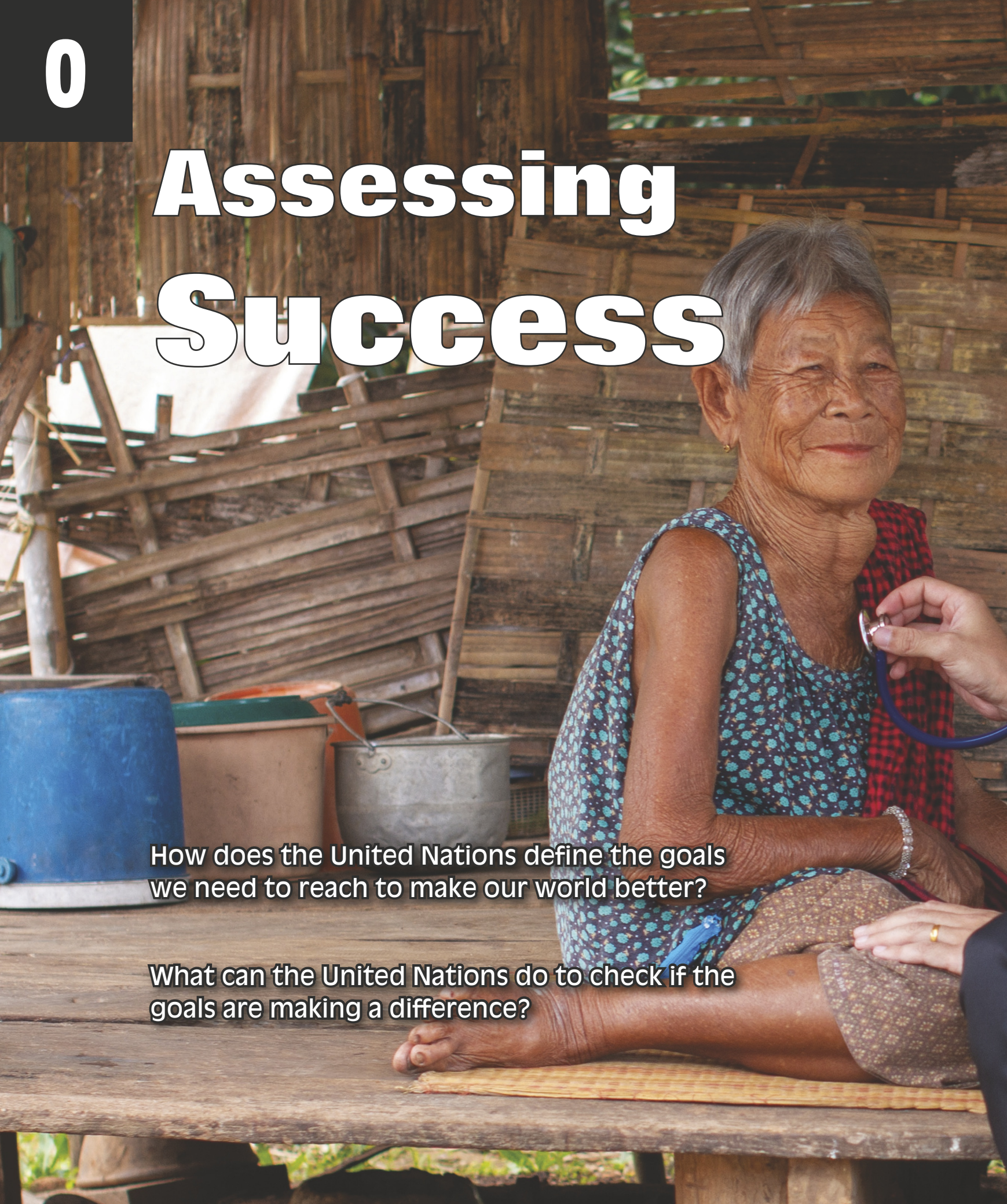


0

Assessing Success

How does the United Nations define the goals we need to reach to make our world better?

What can the United Nations do to check if the goals are making a difference?





How can the goals improve our planet and the living things on it?

What solution to a global problem does the picture present?

Take-Off

Statistics is a collection of numerical facts and measurements that are collected, organized, and studied to obtain data (information). The United Nations uses statistics to determine the needs people have around the world and the measures needed to improve their lives.

1. Choose two cardinal numbers between 1 and 31 that are important for you. Then complete the chart using the numbers. Share your information in pairs.

| Cardinal Number | Ordinal Number | Date | Percentage |
|-----------------|---------------------|--------------------|------------|
| 16 (sixteen) | 16th (sixteenth) | March 16th 2030 | 16% |
| | | | |
| | | | |

2. Write one of the categories in Activity 1 for each definition.

a. It shows the position of an item in a list.

b. It indicates a proportion that is part of a whole.

c. It represents quantity. It is used for counting.

d. It denotes a particular day in a particular month and year.

3. Read the sentences and underline the numbers. Then, in pairs, discuss what each number represents.

- United Nations Day is celebrated on October 24 each year.
- Statistics show the estimated increase in poverty is around 91%.
- There are 1,616 fish species at risk of extinction in the sea.
- About 6.5 billion people of the global population breathe air that is unhealthy for them.
- In some countries, women work about 15 hours more than men in a week for the same salary.
- They held the 45th climate change meeting in Guadalajara, Mexico.

4. Complete the text using the numbers in the box.

15 30% 1962 22nd 20th

In 1) _____, Rachel Carson, an American biologist, wrote a book called *Silent Spring*. It was about the environmental impact of fossil fuels and chemicals. Her book inspired people to come together and work toward creating a sustainable world. People say it is the most important environmental book of the 2) _____ century. Seven years later, in January 1969, there was an enormous oil spill along the California coast. It released 3) _____ million tons of oil. This spill killed about 4) _____ of the surrounding wildlife. This disaster made the world think about how humans should be responsible for protecting the environment, and the world celebrated the first Earth Day on April 5) _____, 1970 with 20 million people taking part in celebrations.

5. Read some statistics the UN collected about global issues. Then discuss the questions in pairs.

- What does the information tell us about some areas in the world?
- In your opinion, which statistics are the most worrying? Why?
- Do you think it is more effective to use numbers or percentages? Why?

Children in sub-Saharan Africa are around 15 times more likely to die before the age of 5 due to malnutrition (not eating enough good food) and illness than children in high-income countries.

Of all global greenhouse gas emissions, about 11% are caused by deforestation.

More than 40% of amphibian species (like frogs) and almost 33% of reef-forming corals are in danger of extinction.



Focus on Language

Comparatives and Superlatives

It is **harder** to access water in the Sahara because it is **drier than** many other places in the world.

Women find it **more difficult** to get a job, especially in **the poorest** and **the most remote** rural areas.

The worst environmental issues are in developing countries.

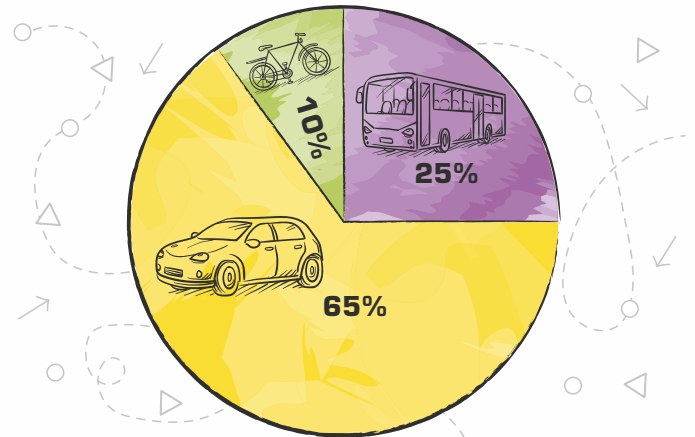
We can use comparatives to express that a person or thing has less or more of something. Superlative adjectives, such as **biggest** or **best**, compare one person or thing against a whole group. Some adjectives are irregular when forming the comparative and superlative.

6. Complete the global statistics with the correct comparative or superlative form.

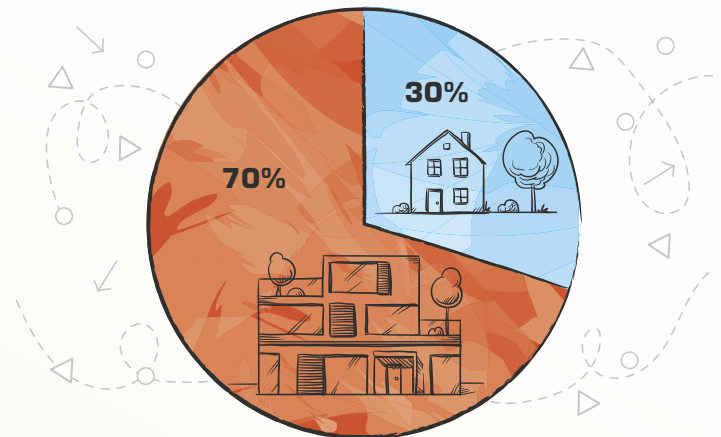
- In rural areas, 39% of girls and 45% of boys attend secondary school. There are _____ girls than boys at school. (**few**)
- Plastic pollution in the sea affects about 50% of seabirds. Plastic is probably the _____ form of pollution for aquatic species. (**dangerous**)
- Worldwide, about 617 million children lack basic Math skills. In developing countries, the results are _____ than in developed countries. (**bad**)
- Over the last few years, the use of solar and wind energy grew _____ than any other renewable energy source. (**fast**)
- About 10% of people across the globe survive on US\$1.90 a day or even less. This makes global poverty one of the _____ problems to solve. (**big**)
- Children who have the _____ opportunities in life often live in developing countries. (**less**)

7. You are going to listen to Zoe talking about some local statistics. Before you listen, look at her notes and discuss what they show.

Transport Usage in Cities



Housing in Urban Areas



8. 🎧02 Look at Zoe's notes again. Listen and check (✓) the information that is true.

- Most people live in an apartment in my city.
- People want fewer green spaces.
- Most people travel by bike.
- Fewer people drive their cars to work.
- The most used means of transport is the car.

9. 🎧02 Listen again. Then discuss the questions in small groups.

- Which SDG is Zoe working toward?
- According to Zoe's information, what would you do to improve life in the community?

The 17 Sustainable Development Goals (SDGs) are a plan to completely change the world we live in. All the goals depend on each other, so that means they all need to be achieved to create a better world. Governments, organizations, communities, and individuals need guidance to help in the development of these goals. The United Nations has included many targets and indicators to identify and track problems. These put pressure on governments to take action.

1. You are going to read about the UN SDGs and their indicators.

Before you read, discuss the questions in pairs.

- a. What do you think an indicator is?
- b. Why do you think indicators are important?
- c. What do you think the UN means by *global citizens*?

SDGs: Indicators and Their Importance

The 17 Sustainable Development Goals focus on the most critical global issues that will affect all of us over the next few years. These include areas such as hunger, conflict, climate change, and environmental damage. The development of each goal refers to long-term support to communities. The UN needs governments, organizations, and communities to work together to collect statistics. The UN also needs individuals to participate as global citizens by taking care of the world.

Indicators make information on global issues clearer and easier to understand for people who make decisions about what to do. (See example in chart.)

| Sustainable Development Goal | Target (objective) | Indicator (data) |
|---|---|--|
| SDG 5: Achieve gender equality and empower all women and girls. | Target 5.1: End all forms of discrimination against all women and girls everywhere. | Indicator 5.1.1: Find out if there are policies to promote and monitor equality and non-discrimination on the basis of gender. |

Indicators need to be clear, short, and easy to understand so governments can easily change them according to the situations and priorities of each country or community. Indicators can help measure the progress and prevent setbacks (when things do not go to plan). They are also used to communicate ideas, thoughts, and values.

Targets are like a bridge between the goals and the indicators. They provide information about what needs to be done, but they also allow us to combine different aspects of different goals.

2. Read the text. Then answer the questions in your notes.

- a. What is the overall objective of the goals?
- b. What kind of development do the goals focus on?
- c. What expectations does the UN have of individuals?
- d. Why are short and clear indicators important?

3. In your notes, answer the questions.

- a. What are some of the most urgent challenges that your community faces today?
- b. How can you decide what needs to be done?
- c. What is your target?
- d. What are your indicators?


Tune In!

The UN Sustainable Development Goals are classified into different categories. For example, consider SDG 1 No Poverty, which aims to end poverty in all its forms. It is mostly related to financial help and economic resources (money). The focus is on distributing these resources more effectively to ensure equal possibilities for the world's population.

1. You are going to listen to a class discussion about how sustainable goals' indicators are used. Before you listen, define the concepts in your notes.

- a. sustainable development goal
- b. indicator
- c. target

2.  Listen to the class discussion and check your answers in Activity 1. Are they similar to what the students say?

3.  Listen to the discussion again. Then, in your notes, complete the sentences using your own words.

- a. There are many goals and targets because ...
- b. Action plans are ... , and are important because ...

4. Write the most appropriate topic from the box for each description.


Money People Planet Production and Consumption

a. This category has 18 indicators (about 7.9% of the total). They measure the Earth's physical systems, such as water levels, forest loss, and agriculture.

b. This category includes 60 indicators (about 26.2% of the total) and examines things such as government spending on poverty reduction programs. Most measurements are in US dollars.

c. This is the biggest indicator group, including 93 indicators (about 40.6% of the total). They relate to work and the well-being of human beings, for example, unemployment rates.

d. This group has 20 indicators (about 8.7% of the total) that measure material and energy in the global economy. This group focuses on modes of transport and energy sources, among other things.

5.  Listen to two students talking about one of the SDGs. Then answer the questions.

a. Which category are they talking about?

b. Which SDGs do they think belong to the category?

c. Which goal do they create indicators for?

d. What are the indicators they suggest?

e. What do they think global citizens should do?

6. In small groups, compare your answers in Activity 5.


7. In pairs, choose a Sustainable Development Goal and follow the steps.


- Research information about it, such as what its targets and indicators are. Make notes.
- Write some good ideas to overcome the most important problems it addresses.
- Share your ideas in small groups.



Ideas for a Better World

Have Your Say!

1. In pairs, discuss and decide which of the sentences about SDGs indicators are true.
 - a. Indicators only help to check the development of the goals.
 - b. There are very few indicators for each goal.
 - c. Indicators do not help to guide which statistics to collect.
 - d. There are different indicators for each goal.
 - e. They can change indicators according to the situation of each region.
2. In groups, compare your answers in Activity 1 and share your conclusions.
3.  Listen to a student interviewing a classmate about the importance of indicators for SDGs. Then answer the questions in your notes.
 - a. What type of questions should you ask during an interview?
 - b. What tone should an interview have?
 - c. What should you do when an interviewee takes a long time to respond?
4. In pairs, discuss what you think makes a good informal interview. Write a list of dos and don'ts to keep in mind when doing an interview.



Speaking Box

An informal interview usually consists of one interviewer (the person who asks the questions) and one interviewee (the one who answers the questions). During an informal interview, the interviewer will ask questions to obtain specific information, for example, the interviewee's opinion about a particular topic. As you do an interview, you need to listen to the other person's responses respectfully and be polite. You should wait until the interviewee decides how to respond.

5. In pairs, test each other on what you know about the SDGs. Take turns asking and answering questions.
6. In pairs, have an informal interview to share your opinions about the importance of indicators. Follow the steps.
 - Decide who is going to be the interviewer and the interviewee.
 - Make notes on what you know about the topic.
 - Write a list of questions.
 - Take turns interviewing each other. You can use some of these phrases.

What do you think ...?
 Can you explain ...?
 How do you know if ...?
 Can you summarize ...?

I think the aim of ...
 Indicators help ...
 Indicators also allow us to ...
 Indicators are important because ...
 You can collect ... and ...
 Without indicators ...
 Our future would be ...

Tips for a Good Interview

| Dos | Don'ts |
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Resilience

1. Read the information about resilience. In pairs, answer the questions in your notes.

- How can you become a resilient person?
- Is resilience a skill you can learn?

Resilience is the ability to recover quickly or to stay optimistic after a difficult situation. Resilience can help you to stop being afraid of failure, pick yourself up again after a disappointment, and make you a more confident and optimistic person.

2. Do the quiz to see if you are a resilient person.

- How do you cope with stress?
 - I tell myself tomorrow will be a better day.
 - I worry all the time.
 - I cry a lot.
- How do you react when you make a mistake?
 - I try to do better next time.
 - I feel ashamed.
 - I do not speak to anyone for days.
- How often do you laugh at yourself?
 - I often laugh at the things I do.
 - I never do that.
 - I only laugh at other people.
- What do you do when you get angry?
 - I tell myself to get on with life.
 - I talk to myself about why I am angry.
 - I stop talking to everyone.
- What do you do when you have a problem?
 - I ask for advice.
 - I think about it all the time.
 - I exaggerate it.

Count your score: A = 3; B = 2; C = 1

12–15: You are a very resilient person. Well done!

8–11: You need to work on your confidence.

5–7: You need to improve your resilience and be positive.

3. In your notes, order the words to make sentences.

Add punctuation.

- and / sleep / well / make / sure / you / eat
- patient / learn / more / with / yourself / to / be
- positive / attitude / have / a
- believe / abilities / in / your
- flexible / change / be / accept / and
- you / trust / surround / with / friends / yourself

4. In your notes, write a reason why each tip in Activity 3 help you to be a more resilient person.



Over to You

1. Choose one of the Sustainable Development Goals you think relates to your region. Collect some statistics using indicators to find out about the situation in your community. Follow the steps.

- Research the targets of your chosen goal.
- Focus on one of the targets and create two or three indicators to help you collect the information.
- Think about how you are going to collect data. For example, you can carry out a survey, interview people, or research online.
- Analyze and evaluate the information you collected. Compare your data with the indicators and ask yourself if the conclusions are positive or negative based on the information you have.
- Write a short paragraph describing the situation, based on your indicators and the data collected.
- Write a plan of action for how to improve the areas you have investigated.

2. Share your information in small groups. Ask your classmates to evaluate the effectiveness of each part: your plan, your targets, and indicators.

3. Use your resilience and adapt your ideas to apply suggestions.

1

The Right to an Education

How can education help to reduce inequality?

Why should people worldwide have equal opportunities and access to education?



4 QUALITY EDUCATION



10 REDUCED INEQUALITIES



Do students in your country take part in protests to fight for their rights?
What can we do to stop discrimination and inequality in schools?

Take-Off

With equality, there are fewer gaps between social classes as a good education provides us with better career opportunities, financial security, stability, and confidence in ourselves. With education, people can become better citizens, allowing for a better and fairer society, and helping to develop a country's economic growth.

1. Read what the students say about education. Then discuss the questions in pairs.

- Why is education important for you?
- How can education change your life?

“Education helps me to become a better person.
Lucas, 15”

“For me, education is the key to open the door to the future.
Andy, 16”

2. Read the words related to different levels of education. Write the correct words for each description. Then compare your answers in pairs.

middle school primary school
secondary school tertiary school

- This is when you begin your initial learning experience.

- You are usually about 10 when you study at this level.

- You study at this level when you are between the ages of 11 and 18.

- This is higher education at university or college.

3. In pairs, discuss the differences between the types of schools.

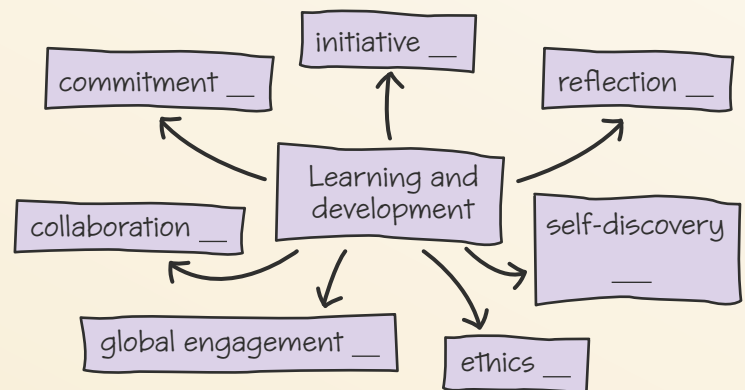
bilingual school boarding school public school
special education school virtual school

4. Read what the teachers say about their workplace. In your notes, write the type of school they work in. Use the words in Activity 3.

- “In my school, students live, eat, and study here on campus. They stay all week and then go home on weekends.”
- “I teach Spanish and English at school. We help the students to be fluent in a language they are not native to. Many subjects are taught in the second language.”
- “My school is government-funded. It is really flexible, and students can study at any time. You just need a stable internet connection to study here.”
- “I work at a school for students who need extra help. This could be mental, physical, communicative, or social guidance.”
- “Our school is also funded by the government, so no one has to pay anything to attend. The students are assessed annually and scored to evaluate their performance.”

5. Match the descriptions to the words in the diagram. Then identify the ones that are important to you. Explain your answers in groups.

- Knowing yourself and being aware of your strengths.
- Relying on others by working together to find a solution.
- Thinking and analyzing your actions and decisions.
- Planning and making decisions independently before someone asks you.
- Being aware of what is happening around the world.
- Basing the choices and the actions you take with positive behavior toward others.
- Being willing and giving your time to something you believe in or want to achieve.




6. Read what three teachers are planning to talk about in their lessons today. Then discuss the questions in pairs.


- Which lesson do you want to take part in?
- What do you expect to learn in that lesson?

a “We are going to have a lesson about vocational training and further education colleges and the courses they give.
Carlos, Colombia”

b “Today, we are going to talk about the importance of higher education and equality in education. I want to focus on girls and their rights to participate in, complete, and benefit from education.
Amelia, Peru”

c “I want to talk to students about their learning objectives and how to consolidate them so they can focus on the important areas in their learning.
Marlon, Philippines”

7.  Listen to one of the teachers introducing the topic of their lesson to the class. In groups, discuss which teacher is talking.

8.  Listen again and answer the questions in your notes.

- Why is it important to get a higher education?
- What are other advantages of getting a higher education?
- How does a higher education build your self-confidence?
- What factors make it difficult for girls to have higher education?
- How does providing everyone with opportunities for higher education help a country?
- What advantages in life does higher education give girls?

9. Which of the factors in the list make it difficult for girls to attend higher education courses? Why?

- discrimination
- the remoteness of home
- poverty
- violence



Community Chat



- Watch the video about the career guidance the Swedish educational system gives students. Which forms of guidance are mentioned?
- Watch again and write the form of guidance for each description in your notes.
 - Events where different companies offer workshops and information to promote their business and the skills it requires.
 - A place where they teach specific skills, often supported by NGOs.
 - A process where someone gives you advice about further education or work.
 - Specific times when higher-education institutions invite students to visit the school.
 - A period of time when students experience what the job is like in a career they might decide to study for.
- In your notes, answer the questions.
 - How does the Swedish system offer guidance to young people and adults?
 - What kind of guidance is offered?
- In small groups, discuss how important it is for you to have guidance before you decide on a career.



Over to You

- Investigate what vocational guidance or career counseling is offered in your community.
- Think about the information you might need before deciding what to study when you finish secondary school. Create a list of suggestions.
- How can vocational guidance or career counseling help you to make your decision? Add notes to your list.
- Share and discuss your findings as a class.

Students have different approaches to how they study. They use different strategies to help them remember specific facts, to understand, and apply the knowledge to new situations. Studies say that students with a study plan who are clear about what they want to learn and how to learn it are more successful than students who are less organized.

1. In pairs, discuss the questions about how you learn.

- a. What are learning outcomes?
- b. Why are they important?

2. Read the text and underline the learning outcomes.

Then create a chart with the outcomes in your notes.



Learning Outcomes



You show that you understand what you have learned in school when you use your knowledge in real-life situations. By doing this, the teacher or you can identify and evaluate how much you know and what you need to learn.

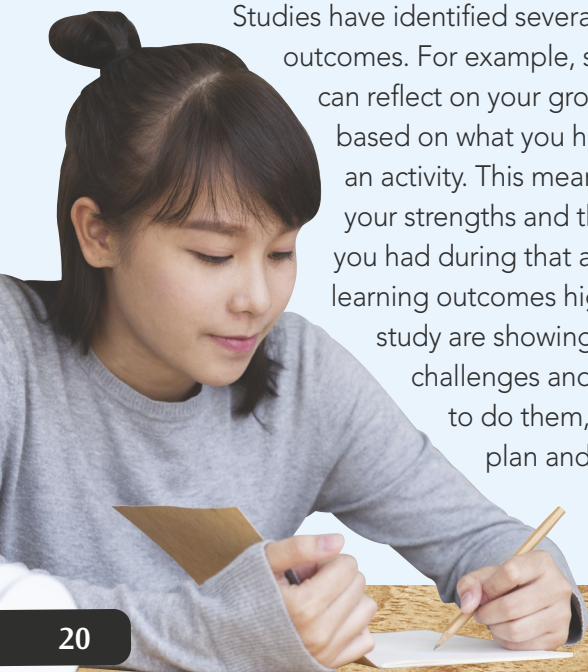
In higher education, you are expected to learn and develop strategies to help you manage your learning. You often have to do this without help from other people. While learning, you are working to achieve your learning outcomes. Learning outcomes refer to a student's development during their learning experience by the end of a class, a module of learning, or a degree program.

Studies have identified several main learning outcomes. For example, showing that you can reflect on your growth as an individual based on what you have learned during an activity. This means also identifying your strengths and the opportunities you had during that activity. Other key learning outcomes highlighted in the study are showing how you accept challenges and how you decide to do them, or being able to plan and evaluate activities using good organizational skills.

These learning outcomes are especially important for girls because many feel like they have to prove themselves all the time. There is often prejudice toward girls when they say they want to continue studying. It's also sometimes difficult for them to convince people they have the right to the same opportunities as boys to get more knowledge and skills. The learning outcomes help them to stay focused and committed. Learning outcomes also focus on how to treat everyone equally. For example, one learning outcome identified in the study focuses on the effect you have on other people, thinking of the consequences of your actions and the ethical decisions you have to make. Developing this learning outcome can help you be more aware of your actions and encourage you to reflect on the role you play in this issue.

Another learning outcome is aimed at a wider global dimension through awareness of world issues and the actions you can take to solve or improve them. For example, choosing a project based on a Sustainable Development Goal such as gender equality and the problems surrounding it.

Each of the learning outcomes has a key factor. This is to help you have a clearer view of the objectives of your studies and improve your capacity to reflect on what you are doing and why.





#Documenting OurWorld

3. Read the text again and answer the questions.
 - a. How does your responsibility, when studying in higher education, change?
 - b. What is the goal of learning outcomes?
 - c. What did a study identify?
 - d. Why are these learning outcomes especially important for girls?
4. Think about your own long-term learning outcomes and answer the questions in your notes.
 - a. Which of the learning outcomes in the text do you feel is important for you? Why?
 - b. How can learning outcomes help you achieve your long-term goals?
 - c. How do you think these learning outcomes can improve your studies and your ability to understand world issues?



Mini-Project

Before students decide what to study and where, they need to know all about the different educational options to make an informed decision about their future. However, girls often find it more difficult to find institutions that offer them the same choices as boys.

In groups, research the options for girls in higher education in your country.

- Research statistics to find out if girls have the same opportunities as boys in technical, vocational, and tertiary education.
- Create a study plan for yourself based on your own preferences and on the tertiary education offered in your country. Keep in mind any form of gender exclusion and add it to your notes.
- Evaluate and summarize your information. Do you think there are enough options for everyone to have equal access to education?
- As a class, discuss your findings. Think about the questions.
 - Do girls have the same range of choices as boys?
 - Do your results show any kind of gender exclusion?
 - Did any form of gender exclusion affect your study plan? If so, in what way?

1. Read the information about the benefits of tertiary education. Then discuss the question in small groups.

- a. Why do you think tertiary education helps students be more environmentally conscious?

One of the United Nations SDGs' targets aims to accelerate access to higher education. Tertiary education is beneficial for individuals and society as a whole. People who graduate from tertiary education are often more aware of the environment and our impact on it. They have healthier habits and play an active role in society.

2. Watch the video about different kinds of tertiary education options. Make notes about each of the items on the list. Then compare your notes in pairs.

- a. kinds of tertiary education
- b. kinds of awards
- c. statistics

3. Now answer the questions in your notes.

- a. What does the World Bank say about tertiary education?
- b. What groups of students find it hard to enroll in tertiary education?
- c. Why do you think they have problems taking part in tertiary education?

4. Statistics in the video state how the poorest 50% of the population only represents 25% of tertiary education students in Latin America. In small groups, reflect on the questions.

- a. How can these statistics be improved?
- b. Why is it important to increase the number of students in higher education?

Tune In!

1. Read the definition of STEM. Then discuss which of the subjects in the box you can study at a technical college.

Applied Math Biology
 Biotechnology Computer Science
 English Literature History
 Music Philosophy Software Engineering

- 🔗 STEM stands for Science, Technology, Engineering, and Math. There are many STEM jobs available and they are always looking for people to fill the roles.
- 🔗 There aren't enough qualified people to do the jobs.

2. Look at the pictures and discuss the questions in pairs.
 - a. What kind of courses do you think the students are taking?
 - b. In what way do these pictures show (or do not show) gender equality?



3. Read some statistics. Why do you think they are so low for girls and women? How can the number of qualified women in STEM careers increase?

- a. Black women make up 2.2% of STEM students.
- b. Hispanic women make up only 2.3% of the Science and Engineering workforce.
- c. In Computer Sciences, 18.7% of undergraduate degrees were awarded to women.

4. In pairs, discuss how you think the terms in the box relate with the challenges of women and their education.

diversity gender bias inclusion

5. 🎧07 Listen to a specialist in education talking about the challenges for girls and women in technical education. Answer the questions in your notes.
 - a. Why do some girls decide not to study STEM courses?
 - b. What problems do girls and women have in these professions?
 - c. What difference can women make when they work in STEM-related jobs?
 - d. How do you think STEM can help to the economic growth and competitiveness of a country?
6. 🎧08 Listen to Betina talking about her experience when representing the school in a Math competition. How did she feel? Why?

7. In groups of four, choose a statement each and list possible actions to improve the situation. Then share your ideas in a group discussion.

Studies show that stereotypes cause employers to favor a male candidate even if a woman has more STEM qualifications.

If more women are encouraged into STEM, others will be inspired and the stigma against women in STEM will disappear.

Women do not often pursue their careers because of social pressure and stereotypes.

When females move into the labor market in STEM positions, they earn less than men for the same job. According to statistics, men are paid 20 to 30% more than women.



Focus on Language

Adverbs

Science courses are **usually** made up of males.
Students need to think **carefully** about what to study.

Adverbs modify verbs because they tell us more about the action. They can show us when, how, where, to what extent, or how often something happens.

It is **extremely** difficult to make decisions about the future.

Adverbs can modify adjectives and other adverbs to tell us more about the adjective or adverb.

Most adverbs are formed by adding *-ly* to the adjective. However, there are some irregular forms, like *far* or *early*.

8. In pairs, underline the adverb in each sentence. Then discuss if they express *manner*, *frequency*, or *time*.
- I knew Fatima would easily pass the Math exam!
 - My sister often goes on short vocational courses during her summer vacation.
 - This Science book is absolutely awful. There are many mistakes in it!
 - Research says girls always think they are worse than boys at Science.
 - I forgot to go to the career guidance meeting yesterday.
 - I've been looking at a lot of vocational courses recently.

9. Answer the questions in your notes using some of the adverbs in the box. Explain your choices in pairs.

definitely (not) hopefully most likely
no doubt possibly (not)

- Do you think you will go to university?
- Do you think social pressure can affect a girl's choice of career?
- Do you agree that educational institutions can help with gender equality?

10. Listen to Betina talking about why she cannot go to technical college. Number the items in the order they are mentioned.

- ___ tertiary education
- ___ fees
- ___ attitude to study
- ___ family commitments
- ___ university timetable
- ___ other options

11. Discuss the questions in pairs.

- What do governments need to do to help people like Betina?
- What other problems make it difficult to do a post-secondary course, especially for girls?
- What are the benefits of higher education from a global perspective?



Over to You

1. In pairs, research the differences between only studying at secondary school and studying tertiary education. Discuss what life skills can help you prepare for tertiary education. Make notes on the questions:

- Is it mandatory to go to every class, or do you choose?
- Do you need to do extra studying at home?
- How flexible is the timetable?
- How many students are there in the classes?
- How often are there exams or any other kind of assessment?

2. Create a graph or chart in your notes to highlight the differences and similarities.

- Add some thoughts on the consequences. For example, will you need to develop further life skills during tertiary education?

3. Share and compare your findings in groups.

Information Station!

Across the world, decisions about people's rights are made, political agendas are created, and finance and resources are discussed. These decisions develop the values that shape our cultures. Studies show that most of these decisions are made by men because women are often left out and do not have equal opportunities to participate in leading positions.

1. In groups, read the list of rights and decide which are the three most important for you. Explain the reasons for your choice.

- choose your own career path
- be treated equally
- have shelter, food, and healthcare
- have quality education
- make your own decisions
- feel part of society

2. Read the article and underline examples of when and why women do not have the right to make decisions.

The Power to Decide: All Votes Count

We all make decisions in life by choosing the alternative we think is better for us. These decisions may be about our personal life, our studies, and many other things. Decisions that relate to society and affect the world are usually made by governments: such as our rights, developing and prioritizing energy efficiency policies, or designing health programs for citizens.

Research reflects women as having less influence and power in decision-making and leadership roles at the global level. In government roles, women only make up 25% of people in parliament and only one in five government ministers around the world are women.

One of the most crucial decisions for society in developed and some developing countries is the right to vote. Voting allows citizens to give their opinion. It also allows people of all ethnicities and gender to use their autonomy to give their views and preferences to the world. However, to be able to vote, people need to be equal and have the same rights.

Inequality refers to unfair situations in society when some people have more opportunities than others. It stops many vulnerable groups, like women, from exercising their rights. In other cases, discrimination, violence, or conflict stop women from speaking up about the decisions affecting their lives. For example, in Nigeria, many women feel their vote does not count, so they do not vote, and in some developing countries, men tell their wives what or who to vote for. In Egypt, married women usually have to ask their husbands to leave the house. If they do not do this, they lose their right to financial support. There are 32 countries where women cannot apply for a passport: They need their husband's permission. In some parts of the world, women cannot choose where to live or own a property.

When women are included in the decision-making process, a wider and better perspective is provided. This is because women have different needs, opinions, and priorities. Diverse decision-making allows women to have a say in important decisions about their lives and that of others.



3. Read the article again. Then study the picture and discuss the questions in groups.

- What is the connection between the picture and the text?
- What will life be like if the situation in the picture never changes?
- Why is diverse decision-making important?



4. Write *T* (true) or *F* (false) for each statement. Correct the false statements in your notes. Explain your answers.

- Governments make most of the decisions about society and the way we live. ___
- Women make up a large part of these governments. ___
- People need to be equal to have the right to vote. ___
- Inequality can prevent women or other vulnerable groups from voting. ___
- Decision-making can be richer and more diverse if women are involved. ___

5. Find the keywords in the text. Use context to find out what they mean. Then, in your notes, write your own definition for each.

- inequality
- decision-making
- discrimination
- diverse

6. In pairs, clarify the meanings of the underlined words. Then discuss the questions.

- In what way does the right to vote have a positive effect on vulnerable groups?
- How could voting reduce prejudice toward females?
- What needs to change to give women more autonomy?



Mini-Project

All genders can be affected by gender inequality. However, women appear to be the largest marginalized group worldwide. Customs or traditions can sometimes further gender inequality. It may also happen because people think there is no discrimination. They think women's and girls' rights are restricted.

In pairs, investigate gender inequality in your community and its effects on decision-making. Follow the steps to complete your project.

- Research what people think about gender inequality in your community. Find out if they:
 - think gender inequality exists and if so, in what way or ways
 - feel all genders have equal power in making decisions, at both individual and social levels
 - can provide evidence (examples of situations) that shows gender equality or inequality
- Create a presentation to share your findings.
- Compare all shared information and draw conclusions. You may use these questions to help you.
 - Does your community show sensitivity toward gender equality?
 - Does gender inequality affect the way people in your community make decisions about their lives?
 - Do all people have a say in decisions related to others?
- Share your ideas as a class. Then discuss ways to integrate women in decision-making in your community.

Have Your Say!

1. Study the *Focus on Language* box. Then read and complete the passage with the correct past forms of the verbs.

Yesterday, I 1) _____ (walk) down the street when I 2) _____ (see) a good friend of mine. She 3) _____ (tell) me she 4) _____ (be) for an interview to go to university. She 5) _____ (be) happy but also a little anxious. This was because during the interview she 6) _____ (find out) she would be the only girl in the class. While she 7) _____ (tell) me this, I 8) _____ (think) about how difficult it is for girls to study courses that are predominantly for males. As we 9) _____ (get up) to go, I 10) _____ (wish) her all the luck in the world.

2. In your notes, complete the sentences with your own ideas using the past tenses.

- While I was ...
- Last week, I ...
- I was studying Science when ...
- When I got to the ...

3. In your notes, write a word from the box for each definition.

ethnic group minority group scholarship

- an amount of money given by a school, college, or university to pay for studies for a person with great abilities but no money
- a group of people who live together, sharing the same language, history, and culture
- any small group in society that may be a different race or ethnicity or have different religious or political beliefs than the majority of the population



Focus on Language

Past Tenses

She **wrote** her final exams **three weeks ago**.
My sister **was** at technical college **last year**.

Past simple is used to describe finished actions in the past. Time phrases are usually included.

Regular verbs are formed by adding **-ed** to the infinitive form of the verb. Irregular verbs, like **go** or **buy** take different forms (**went**, **bought**).

I **was looking** at course options **when** my tutor **walked** in.
We **were doing** our homework **while** dad **was cooking**.

We use **past continuous** to describe an extended action in the past. It is formed with **was / were + an -ing verb**. If the extended action is interrupted, we use **when** + the past simple. When two continuous actions are happening at the same time in the past, we use **while**, instead of **when**.

The class **had started** when we **arrived**. (The class started and then we arrived.)

The **past perfect** is used to describe that one event happened before another event in the past. It is formed with **had + a past participle**.

4. Listen to Albert and Amelia talking about a preparatory course. Then, in your notes, complete the sentences.
- Albert thinks there should be more girls in his classes because ...
 - He was surprised to see ... in his class.
 - He talks about different students from different cultures, such as ...
 - He says students from developing countries usually need ...
 - He thinks most developing countries do not ...

5. 🎧¹¹ Listen to Amelia presenting the information she has collected about vulnerable groups and education. Check (✓) the difficulties she mentions.

- a. low-income family
- b. cultural pressure and stereotypes
- c. lack of government support
- d. insufficient facilities for students with disabilities
- e. lack of confidence in one's abilities
- f. living in a developing country
- g. gender inequality

6. 🎧¹¹ Listen again. How did Amelia encourage other students to take part at the end of her presentation?

7. In your notes, order the words to make sentences related to Amelia's presentation. Add capital letters and punctuation.

- a. vulnerable / getting / to / university / groups / have / difficulties / more
- b. families / of / these / many / from / low-income / students / come
- c. go to / developing / students / who / countries / come / from / difficult / to / it / very / university / is / for
- d. students / their / governments / need / support / from / access / education / to
- e. countries / cannot / their / poor / students / help

8. In groups of three, take turns giving an informal presentation to explain the most difficult challenges for vulnerable groups. Before you begin, follow the steps.

- Think about different challenges and make some notes.
- Include the consequences of these challenges.
- Think about what you want to say.
- Think of a key question to ask your audience at the end of your presentation to encourage discussion about your topic.

Remember:

- Use your notes to prepare your presentation.
- Be clear and concise.
- End your presentation with a question directed to your audience.



Speaking Box

The purpose of informal presentations is to provide information to a group of people with a few questions at the end. While preparing an informal presentation, it is important to have a clear understanding of your main points. Informal presentations are about providing information, listening to the reaction, and generating a discussion. This means it is more like a conversation for the audience to get fully involved.



Mini-Project

Young people's choices can be influenced by different factors, such as peer, family or social pressure, traditions or culture, or even by a lack of self-confidence. Many young girls are pressured to study what they do not want. Studies show gender preferences differ more in countries that are more gender equal and affluent.

In small groups, you are going to create an informal presentation about gender preferences in education.

- Research education preferences of young people in your community or family.
- Interview young and older people, both male and females.
- Analyze your findings. Do they show preferences related to their gender or age?
- Find out the factors that can affect their choices.
- Analyze the information collected and draw conclusions.
 - What preferences do different genders have?
 - Do younger and older people have the same opinions about education and careers?
 - Does the information reflect typical stereotypes?
- Prepare and deliver your presentation to the class or in small groups.

Decision-Making

1. Read the information about decision making. Then, in pairs, answer the questions.

- Do you take a long time to make a decision, or do you make snap decisions?
- What can be the consequences of a snap decision?

Decision-making is part of a process. The first thing you need to do is clearly identify the decision you need to make, as well as the goal you want to achieve. Then you gather relevant information related to, for example, the decisions other people made in similar situations. As you collect the information, you will probably identify several possible options to choose from. Carefully, evaluate the pros and cons of each of them and then choose the alternative that suits you best. Take action once you are sure about the decision you are going to make. Following the steps of decision-making gives you the opportunity to make carefully considered decisions.

2. In pairs, read the students' thoughts and discuss the decisions they need to make. What decisions can you make in each situation? Why?

“I want to study Software Engineering, but my dad says that it is for boys and I should choose something girls study, like Teaching or Nursing.”
Amalia, Mexico”

“I want to go to university, but my family doesn't have the money to help me.”
Oscar, Brazil”

“My best friend is from an Indian ethnic group but some of the students in my class treat her badly.”
Gaspar, Chile”

3. Look at the lists. In your notes, write your own list of decisions and categorize them into short and long term. Then compare and discuss them in pairs.

Short-Term Decisions

- to go out on the weekend or to stay in to study
- how to help a friend who suffers from discrimination

Long-Term Decisions

- the career you want to do
- what kind of higher education to choose
- how to help your community

4. Complete the steps of the decision-making process. Then write them in a logical order in your notes.

Gather Identify Make Predict Put Research

- _____ the consequences, both immediate and long term.
- _____ your decision into action.
- _____ information so you learn about different options.
- _____ a list of the pros and cons.
- _____ the problem you need to solve.
- _____ the alternatives.

5. Tell your classmates which piece of advice is the most useful for you.

If you explore more and wider options, you can probably make a better final decision.

Think about the ethical impact of each alternative and evaluate how each fits in with your personal values.

Your final decision is as good as the facts and research you collected that helped you decide. Make sure your information is trustworthy.

If people point out possible errors in your decision-making process, welcome their input and review your information and plans.



Over to You

- You are going to follow the steps in the decision-making process to make an important personal decision, which can impact your future. Read the scenario and make notes about what you think you will have to do.**

You need to decide what six subjects you want to study in your last year at secondary school. To make the best decision, you need to think about your personal interests in connection with your near future. Your teacher has asked you to complete a questionnaire to prepare you for your decision-making process.

- Answer the questionnaire in your notes.**

What You Need to Think About

- What subjects do you like best?
- What are your strengths?
- How do you like to learn?
- Are other people's opinions important for you?



- Follow the steps and advice of the decision-making process and decide on the six subjects you want to choose.**
- In groups, take turns presenting your decisions.**
- As a class, discuss which step in the decision-making process was the most time-consuming or the most difficult.**



Explore the Skill




- Watch the video about decision-making. As you watch, answer the questions in your notes.**
 - Why isn't a list of objectives enough to help you make a decision?
 - How does having a clear objective help you?
 - What can happen if you find yourself with too much information?
 - What do we sometimes forget to think about?
 - When you have made your decision, what do you need to do?
- Check your answers in pairs.**
- Watch the video about decision-making again. Explain the ideas extracted from the video in your own words. Then compare your answers in pairs.**
 - What makes a good decision?
 - A list of choices is not enough.
 - Does my decision work toward my goal?
 - Ensure you follow through on your decision.
- The video talks about how important it is to have reliable information. In pairs, discuss which strategies you use and why. Add other ideas of your own to the list and continue your discussion.**
 - Use recommended websites.
 - Check that the information is similar in different reference points, such as books or the internet.
 - Highlight key points in the text.
 -
 -
 -
- Now make a chart with recommendations and strategies for dealing with reliable information.**
- As a class, discuss the questions.**
 - Why is flexibility important in decision-making?
 - In what way does being flexible help you make better decisions?

Express Yourself!

1. Think about what you know about blogs and then discuss the questions in pairs.
 - a. Do you read blogs?
 - b. What types of topics do you prefer reading about?
 - c. What are the typical elements in a blog?
 - d. In your opinion, what other things can make a blog look interesting?
 - e. What do you think encourages people to read a blog?
2. Read the blog from a Latin American organization. Explain, in your own words, what it says about decision-making in developing countries.

Hearmyvoice.org!



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We want our say!

If Latin American countries are to make progress, they need to actively participate in the international decision-making process. This is because our region needs a stronger voice to represent us. The main issue is that the decisions are not made by us. This puts us at a great disadvantage because of the imposed standards by developed countries.

Consequently, this does not allow us to develop ourselves and have influence in decision-making or begin innovative projects using our own ideas.

If we have more international representation, we can have more opportunities to encourage policymakers to make better decisions. These should meet our needs and help us make progress.

These are the reasons why we need an opportunity to make decisions together and not have someone make decisions for us.

Listen to what we have to say.

We need you to listen to us.

3. Read the blog again. Then, in groups, discuss how elements from the blog help capture the reader's attention. Use the questions to help you.
 - a. Does it have an engaging title?
 - b. Does it have enough visuals to capture the reader's attention?
 - c. Is the information clear and easy to read?
4. In pairs, practice giving opinions about some of the decisions a developing country needs to make.
 - Include the problems and suggestions on what needs doing to improve the situation of girls, vulnerable groups, or minorities.
 - Take notes of how your classmate responds and give your opinion as directly but also as politely as possible.



When you write a blog, include phrases to encourage readers to think further about the content.



5. Write a blog that represents a developing country of your choice.
 - Brainstorm the information you can include in pairs. You may use the questions to help you.
 - Why should these countries be heard?
 - What do they have to say?
 - Why should the rest of the world listen?
 - Remember to make your choice of country clear by including its name and visuals.



Phase Research and Evaluation

First decide where you want to focus your attention: on your community, on your country, or on your region. Then evaluate how gender inequality is evident in the area to help you think of the possible measures to be taken.

- 1. Research to find evidence of inequality toward gender, as well as toward other vulnerable groups.**
 - Make a list of the consequences each group suffers.
- 2. Evaluate the areas that need improvement, based on your findings.**
 - Use research techniques and follow the steps in the decision-making process to help you identify what needs doing.
 - Make notes on possible measures to address them.



on Your Education

You are going to propose ways to help reduce gender inequality in education in your area.



Phase Real-World Solutions

Be prepared to defend your proposal against criticism: What weaknesses are there in your plan? Why are your decisions beneficial? What are some of the difficulties? Think of some possible responses.

- 1. Organize a students' meeting to discuss your ideas. Think about:**
 - How does inequality affect vulnerable people's rights and opportunities?
 - How does society need to change?
 - How can governments and individuals help?
 - Who will put your ideas into practice?
- 2. Make a report on the discussion and use it to evaluate what else you need to include in your plan.**
- 3. If you need it, classify the information into different categories. For example:**
 - changes that need making
 - how to implement changes



Phase Planning

- 1. Organize the information you collected to ensure the actions you plan can be carried out.**
 - In what way does gender inequality affect girls?
 - How could the situation be improved?
 - Which decisions need to be made?
 - What practical measures can be taken?
 - What will be the outcome of these measures?
- 2. Plan a course of action.**
 - What are the best measures you can take?
 - In what order can you take them?
 - What do you need to put your plan into action?
 - Who can help you take action?

How can gender inequality be reduced in education?



Phase Presentation

- 1. Add feedback and revisions to your plan and presentation. Have you done everything you can to improve your plan?**
- 2. Make sure you emphasize the best aspects of your plan.**
- 3. Present your plan to the class. Show them that you have considered the potential difficulties.**

Hands On!

Organize a presentation to share your ideas with educational institutions or organizations that work toward gender equality in your community and, in this way, encourage women and society to take action.