



# Blended Learning Toolbox

Human Mobility in the Context of Climate Change



# 1 Background

## 1.1 Context

Climate change is already having a noticeable impact on our world. Extreme weather events are becoming more frequent across the globe, and gradual environmental changes are placing people's lives and livelihoods at risk. The populations in atoll and island states as well as coastal regions of the Pacific, the Caribbean and the Philippines are especially hard hit by the impacts of climate change. Rising sea levels, sinking groundwater levels, and flooding in populated areas can deprive residents of their livelihoods and force them to leave their homes.

Western and Eastern African countries are also heavily impacted, e.g., by droughts and flash floods. In the future, the impacts of climate change will result in an increasing number of people throughout the world being on the move. But not all people who suffer from the impacts of climate change are able to leave. Some become 'trapped' in their place of origin due to a lack of financial, social, and environmental resources.

With international agreements such as the United Nations Framework Convention on Climate Change (UNFCCC) and the Global Compact for Migration (GCM), the international community has committed itself to manage climate-related migration more effectively in the future. Currently, there are few concepts and measures to support affected people and communities at the national level. Governments, regional organizations, and international and German development cooperation are gathering knowledge, experience, and solutions to be able to respond adequately to climate-induced human mobility – including migration, displacement in the context of disasters and planned relocation.

## 1.2 Project Background

On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the GIZ **Global Programme on Human Mobility in the Context of Climate Change** (GP HMCCC) is working to support its partners in addressing and better understanding the complex, multi-causal interrelations between different forms of human mobility and climate change.

The programme is focusing on:

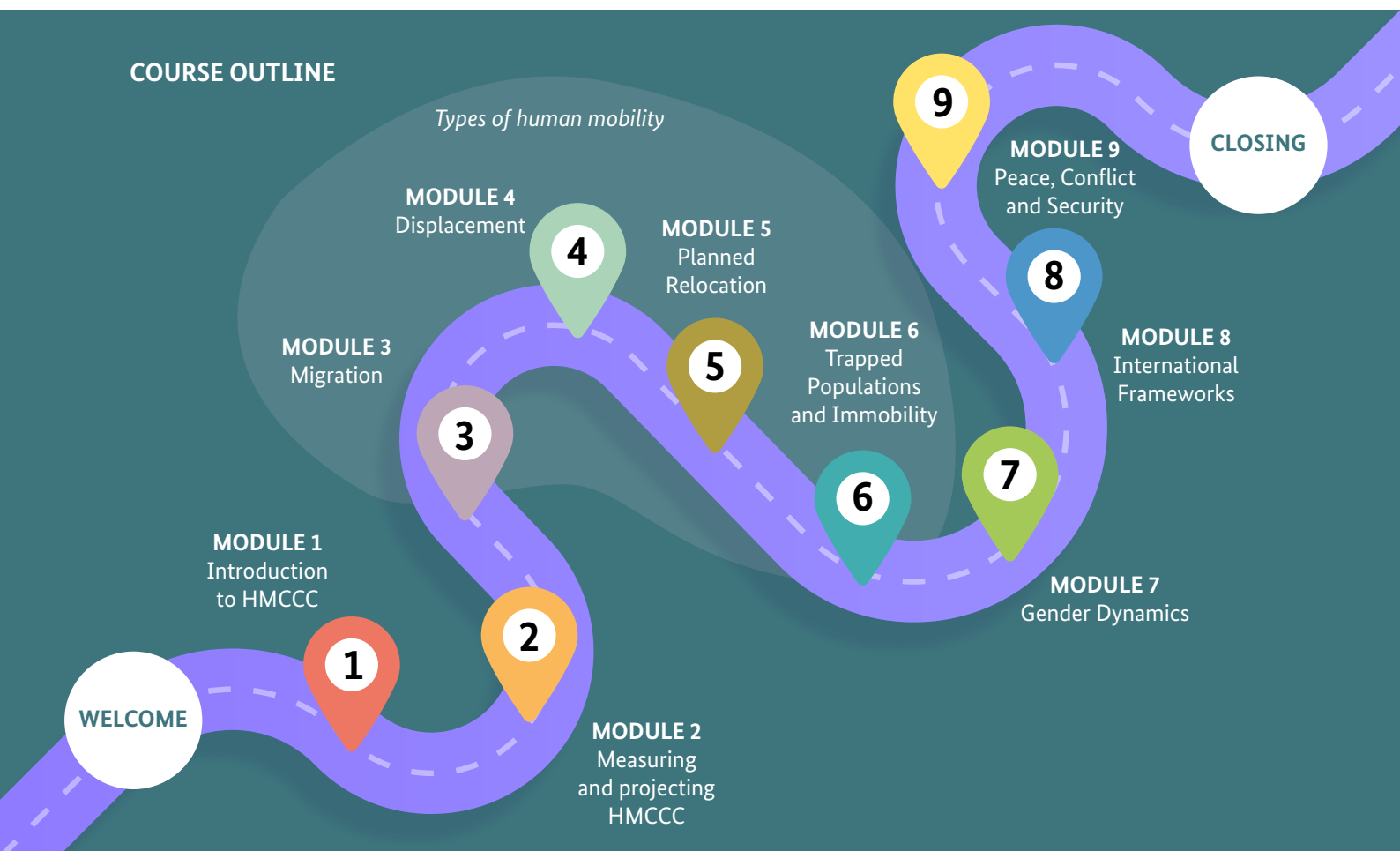
- ▶ Supporting partners at regional, national, and sub-national level in managing human mobility in the context of climate change through participatory approaches.
- ▶ Developing information and resources on climate-induced human mobility. These processes involve relevant stakeholders, including from knowledge-based institutions and academia, and closing subject-related gaps e.g., through capacity building and institutionalising exchange platforms.
- ▶ Supporting international processes by feeding knowledge and experiences from the partner regions into German and international development cooperation.
- ▶ Strengthening capacities of sub-national, national, regional, or supra-regional actors for handling (internal) migration, disaster displacement, planned relocation and immobility, in the context of climate change is one of the outputs envisaged. Developing respective training opportunities are key for these capacity building activities.

In the frame of the project GIZ i.a. developed an e-learning course consisting of nine modules.

### 1.3 The e-Learning Course

The e-learning course aims at introducing participants to the topic of “Human Mobility in the Context of Climate Change” by offering nine modules of self-paced (untutored) learning.

In order to offer also synchronous training offers and courses (be it face-to-face in physical presence or as webinar™ virtually) on the topic, this toolbox provides tools to add synchronous training elements to the e-learning course, aiming at developing blended learning offers worldwide in a flexible manner with regional/local adaptation possibilities.





## 2 The Toolbox

## 2.1 Aims and Objectives

The toolbox aims at supporting course developers and trainers to develop synchronous training elements (to be used in physical presence training or virtual settings) and to integrate these with the existing e-learning course in order to flexibly offer blended learning courses on the topic in future. The toolbox thus provides tools and methods for the implementation of accompanying synchronous training with the purpose to support the e-learning course.

The toolkit provides a menu of methods, ideas, tasks, and tools, etc. which enable local experts and trainers as well as consultants to conceptualise, plan and implement an accompanying programme suitable for the regional and partner context with as little as possible effort.

All tools provided in the toolkit are thus characterised by

- ▶ A high level of interactivity
- ▶ A high potential for offline usage
- ▶ The possibility of free tool combination
- ▶ Applicability in diverse learning and living contexts

## 2.2 How to Use the Toolbox

### 2.2.1 Elements of the Toolbox

The toolbox mainly consists of three elements that assist trainers and course organisers to develop and deliver synchronous (physical presence or virtual) elements as part of a blended learning course:

- ▶ Toolbox Handbook
- ▶ Toolbox Database
- ▶ Tools
- ▶ Planning Template

In detail:

#### ▶ **Toolbox Handbook**

This is the document you are currently reading.

#### ▶ **Toolbox Database**

The toolbox database is basically an Excel table in which all tools of the toolbox are integrated and partly explained. The objective of the database is to make tools searchable and allow for filtering according to planned use or need for a tool.

Climate Mobility Toolbox												
No.	Tool Name	Duration (hr:mm)	1	2	3	4	5	6	7	8	9	Use
1	Analyse Data Sources	1:00	x									Physical/Virtual
2	Climate & Migration	0:45		x								Physical/Virtual
3	Climate Crisis and Gender	0:30				x						Physical/Virtual
4	Tool Climate Migrating Mongolians	1:30	x	x	x	x	x	x	x	x	x	Physical/Virtual
5	Data Media Policy	1:30	x									Physical/Virtual
6	Data Needs for Projections	1:00	x									Physical/Virtual
7	Displacement - A Mile in other Shoes	1:30	x	x	x	x						Physical/Virtual
8	Factors of Involuntary Immobility	1:30				x						Physical/Virtual
9	Genderbread Person	0:30							x			Physical/Virtual
10	Headstand Method	0:15	x	x	x	x	x	x	x	x	x	Physical/Virtual
11	IMCCC Quiz	0:45	x	x	x	x	x	x	x	x	x	Physical/Virtual
12	Letter to Myself	0:20										Physical/Virtual
13	Management Strategies	1:30	x	x								Physical/Virtual
14	Memory Game	0:40	x	x	x	x	x	x	x	x	x	Physical/Virtual
15	Mobility differs - Problem Tree Analysis	1:00	x	x	x	x	x	x	x	x	x	Physical/Virtual
16	The Mayor	1:30	x	x	x	x						Physical/Virtual

Trainers/organisers can filter, sort, or identify tools by

- ▶ Name of tool
- ▶ Duration of the use of the tool in a training
- ▶ The module it is attached to
- ▶ The core message that participants receive when using the tool (learning objective)
- ▶ The planned training target group
- ▶ The prior knowledge needed by participants related to the e-Learning modules (e-Learning modules that participants should have worked through before the tool is used)
- ▶ Complexity of the tool (from participants point of view)
- ▶ type of activity such as groupwork, individual work, plenary discussions/activities
- ▶ The kind of use of the tool (virtual/physical presence)
- ▶ A direct link provides access to the details of the tool for further information



## 2.2.2 Symbols and Icons Used

The following graphical elements are used throughout the toolbox:

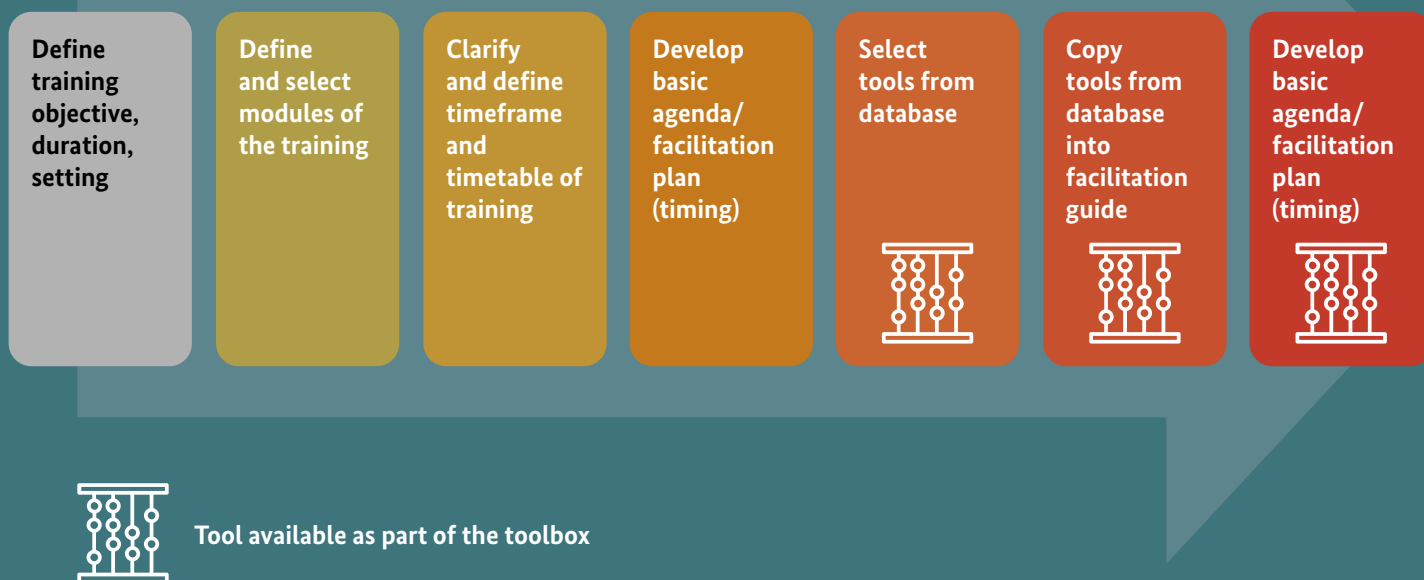
SYMBOL/ICON	EXPLANATION
GENERAL	
	<b>Module number</b> the tool relates to
TOOL USAGE	
	The tool can be used in a <b>physical presence</b> setting with participants being physically in one location
	The tool can be used in a <b>virtual</b> synchronous setting with participants being virtually being connected with video and audio at the same time (webinar™-style)
TOOL TYPE	
	The tool mainly consists of <b>individual work</b> of participants (possibly followed by a discussion of presentation, feedback-round, etc.)
	The tool mainly consists of <b>group work</b> of participants (breakout groups) (possibly followed by a discussion of presentation, feedback-round, etc.)
	The tool mainly consists of <b>plenary activities</b> with all participants being involved
TOOL USAGE PRE-CONDITIONS	
	The e-Learning module with the indicated number should have <b>fully</b> been done by participant prior to the use of the tool
	The e-Learning module with the indicated number should have <b>partly</b> (details indicated with the icon) been done by participant prior to the use of the tool

### 2.2.3 Using the Toolbox

As the toolbox does not contain any lecturing tools it is assumed that participants have worked through a module (at least partly, as indicated in each tool) to have the basic theoretic background knowledge. It is thus assumed that content wise a flipped-classroom concept is used in which participants learn theory individually (in this case online) and deepen knowledge and understanding in a synchronous (virtual or physical presence) setting afterwards. Working through the e-Learn-

ing modules could, however, also take place as individual work in the classroom if the general setting requires this. In addition, or alternatively to individual work in the classroom, trainers could also present the theoretic content of the e-Learning modules in the classroom.





To make best use of the toolbox, follow these steps in this order:







In detail:

- ▶ **Define Training Objective, Duration, Setting**  
Trainers or organisers define the training objective of the course as well as the duration and setting (number of days, hours per day, sequencing, etc.) as basis for course development.
- ▶ **Define and Select Modules of the Training**  
Trainer or organisers select modules according to the overall objective of the training. This can include all or only some of the e-Learning modules and thus topics of the pool of e-Learning modules.

- ▶ **Clarify and Define Timeframe and Timetable of Training**  
Trainers or organisers define the timeframe of the training and develop the overall timetable. This depends on the mode of delivery (virtual or physical presence) as well as availability of participants and facilitators. The following options for providing a flipped-classroom concept for synchronous trainings are can be used as suggestions:

	<p>All e-Learning modules followed by all selected synchronous face-to-face tools</p>
	<p>e-Learning module followed by related synchronous face-to-face tools, followed by next e-Learning module, etc.</p>
	<p>e-Learning module followed by synchronous face-to-face training, followed by e-Learning module as (evening) homework for next day physical presents module, etc.</p>
	<p>e-Learning modules as part of synchronous face-to-face training done individually by participants on own device</p>

In detail:

MODE	PRO	PRO
 <p>All e-Learning modules followed by all synchronous face-to-face tools</p>	<p>Synchronous face-to-face training part is easiest to logistically organise</p>	<p>Participants might lose context of tools as they worked on all modules</p>
 <p>e-Learning module followed by related synchronous face-to-face tool, followed by next e-Learning module, etc.</p>	<p>Connection between online module and face-to-face training is close</p>	<p>Logistical planning is most complicated</p>
 <p>e-Learning module followed by synchronous face-to-face training, followed by e-Learning module as (evening) homework for next day physical module, etc.</p>	<p>Logistically (no interruption) easier</p>	<p>Workload for participants (evening homework)</p>
 <p>e-Learning modules as part of synchronous face-to-face training done individually by participants on own device</p>	<p>Planning extremely easy, presentations by trainer could replace the e-Learning modules</p>	<p>Uses resources such as class-rooms where not necessary</p>

► **Develop Basic Agenda/Facilitation Plan (timing)**

Based on the logistical and temporal setting, the organiser/trainer should develop a first basic agenda (days, times, breaks, etc.) without content. This can be done on the basis of the “Facilitation Guide Template” provided in the toolbox.

► **Select Tools from Database**

Based on the module selected and the general setting and timeframe, the trainer/organiser should select tools from the database (by filtering all tools) and reading details. Tools of interest can be marked or copied into a separate table. The trainer/organiser can also use his/her own tools and add them to the table.

► **Copy Tools from Database into Facilitation Guide**

Based on the first selection, the trainer/organiser should copy the selected tools into the facilitation guide or basic agenda developed in step 2.

► **Adjust Tools According to Timeframe**

In a last step the facilitation guide is adjusted to the available times, etc. by deselecting tools and shifting tools to other times or even adapting tools to adjust durations.

## 2.3 Examples

The following shows three examples of possible blended learning courses based on different pre-conditions and settings.

### 2.3.1 Example 1:

#### “All e-Learning Modules Followed by all Synchronous Face-to-face Tools”

This example assumes that participants first work through all modules online and then meet for a workshop of three days to discuss, deepen understanding and exchange with others. The example can be used virtually or in physical presence. It is logistically easy to manage (as compared with Example 2):

DAY	ACTIVITY/TOOL	REMARK
1-5	<i>e-learning Module 1 – e-learning Module 9</i>	<i>Self-learning phase in which participants work through all modules online as preparation for the face-to-face workshop</i>
6	Workshop Day 1: <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 17 (incl. intro/reminder to the topic)</li> <li>▶ Tool 15 (incl. intro/reminder to the topic)</li> <li>▶ Tool 26 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next day</li> <li>▶ Daily evaluation</li> </ul>	Use the Agenda-Planner for details
7	Workshop Day 2: <ul style="list-style-type: none"> <li>▶ Recap of pervious day</li> <li>▶ Tool 16 (incl. intro/reminder to the topic)</li> <li>▶ Tool 21 (incl. intro/reminder to the topic)</li> <li>▶ Tool 11 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next day</li> <li>▶ Daily evaluation</li> </ul>	Use the Agenda-Planner for details
8	Workshop Day 3: <ul style="list-style-type: none"> <li>▶ Recap of pervious day</li> <li>▶ Tool 10 (incl. intro/reminder to the topic)</li> <li>▶ Tool 24 (incl. intro/reminder to the topic)</li> <li>▶ Tool 29 (incl. intro/reminder to the topic)</li> <li>▶ Tool 12 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Final evaluation</li> </ul>	Use the Agenda-Planner for details

Alternatives include but are not limited to:

- ▶ A half-day face-to-face meeting (virtual or physical) before participants go through the e-learning modules. In this way, they can register on atingi, get familiar with the online environment, and build trust in the group (online communication tools should be included in the course). The trainer could be online as well from time to time.
- ▶ After the face-to-face meetings, optional community support could be offered online as a community-of-practice, individual coaching etc.

### 2.3.2 Example 2:

#### **“e-Learning Module Followed by Related Synchronous Face-to-face Tool, Followed by next e-Learning Module”**

This example assumes that participants work through one module online, followed by a live session, followed by the next module and so on. The example can be used virtually or in physical presence. Logistically a virtual setting would be easier to manage.

DAY	ACTIVITY/TOOL	REMARK
1	<i>e-learning Module 0 and 1</i>	<i>Not a Full-day activity</i>
2	<p>Workshop Day 1:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 4 (incl. intro/reminder to the topic)</li> <li>▶ Tool 14 (incl. intro/reminder to the topic)</li> <li>▶ Tool 13 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> <li>▶ Daily evaluation</li> </ul>	<p>Full-day activity</p> <p>Use the Agenda-Planner for details</p>
3	<i>e-learning Module 2</i>	<i>Not a Full-day activity</i>
	<p>Workshop Day 2:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 1 (incl. intro/reminder to the topic)</li> <li>▶ Tool 25 (incl. intro/reminder to the topic)</li> <li>▶ Tool 19 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>
4	<i>e-learning Module 3</i>	<i>Not a Full-day activity</i>
5	<p>Workshop Day 3:</p> <ul style="list-style-type: none"> <li>▶ Workshop Day 3:</li> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 2 (incl. intro/reminder to the topic)</li> <li>▶ Tool 20 (incl. intro/reminder to the topic)</li> <li>▶ Tool 23 (incl. intro/reminder to the topic)</li> <li>▶ Tool 16 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>



DAY	ACTIVITY/TOOL	REMARK
6	<i>e-learning Module 4</i>	<i>Not a Full-day activity</i>
7	<p>Workshop Day 4:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 11 (incl. intro/reminder to the topic)</li> <li>▶ Tool 7 (incl. intro/reminder to the topic)</li> <li>▶ Tool 21 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>
8	<i>e-learning Module 5</i>	<i>Not a Full-day activity</i>
9	<p>Workshop Day 5:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 17 (incl. intro/reminder to the topic)</li> <li>▶ Tool 10 (incl. intro/reminder to the topic)</li> <li>▶ Tool 21 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>
10	<i>e-learning Module 6</i>	<i>Not a Full-day activity</i>
11	<p>Workshop Day 6:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 8 (incl. intro/reminder to the topic)</li> <li>▶ Tool 30 (incl. intro/reminder to the topic)</li> <li>▶ Tool 18 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>

DAY	ACTIVITY/TOOL	REMARK
12	<i>e-learning Module 7</i>	<i>Not a Full-day activity</i>
13	<p>Workshop Day 7:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 3 (incl. intro/reminder to the topic)</li> <li>▶ Tool 9 (incl. intro/reminder to the topic)</li> <li>▶ Tool 28 (incl. intro/reminder to the topic)</li> <li>▶ Tool 24 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> <li>▶ Outlook to next module and meeting day</li> </ul> <p>Daily evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>
14	<i>e-learning Module 8</i>	<i>Not a Full-day activity</i>
15	<p>Workshop Day 8:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 14 (incl. intro/reminder to the topic)</li> <li>▶ Tool 27 (incl. intro/reminder to the topic)</li> <li>▶ Tool 28 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> </ul> <p>Final evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>
14	<i>e-learning Module 9</i>	<i>Not a Full-day activity</i>
	<p>Workshop Day 9:</p> <ul style="list-style-type: none"> <li>▶ Welcome and Opening</li> <li>▶ Get to know each other</li> <li>▶ Introduction to the agenda</li> <li>▶ Participants' Expectations</li> <li>▶ Tool 29 (incl. intro/reminder to the topic)</li> <li>▶ Tool 31 (incl. intro/reminder to the topic)</li> <li>▶ Tool 30 (incl. intro/reminder to the topic)</li> <li>▶ Tool 12 (incl. intro/reminder to the topic)</li> <li>▶ Open Questions</li> </ul> <p>Final evaluation</p>	<p>Half-day activity</p> <p>Use the Agenda-Planner for details</p>

Alternatives include but are not limited to:

- ▶ A Half-day face-to-face meeting (virtual or physical) before participants go through the first e-learning modules. In this way, they can register on atingi, get familiar with the online environment, and build trust in the group. Module 0 could be used jointly within the meeting
- ▶ By adding additional tools, half-day face-to-face meetings can be extended to full days (depending on availability of participants)
- ▶ Parts of the face-to-face meetings could be offered virtually and parts in physical mode, depending on logistical possibilities
- ▶ By combining two e-learning modules into one day and then combining half-day face-to-face days to full days, the overall duration could be shortened (e.g., e-learning Module 1-2 followed by a full-day face-to-face, followed by Module 3-4 online and a Full-day face-to-face...)
- ▶ After the face-to-face meetings, optional community support could be offered online as a community-of-practice, individual coaching etc.



# Annexes

## **Annex 1: The Tools**

(Additionally, versions are available  
online in different formats)

## Annex 2: Tool-Database and Agenda Maker

## Imprint

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