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## GLOBAL COMPETENCE FRAMEWORK FOR ADULT EDUCATORS

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## 1. INTRODUCTION

### 1.1 Background.

This document presents a *Global Competence Framework for Adult Educators*. It is one of two global competence frameworks developed as outputs of an Erasmus + strategic partnership project, *The Bigger Picture*, implemented from 2018-2020. The other framework is a *Global Competence Framework for Adults*.

The project was developed against a background of unprecedented developments and challenges in the world that included:

- Increasing globalisation
- Injustice and Inequality
- International and religious conflicts
- Terrorism and extremism
- Displacement and mass movements from conflict zones and poor countries to prosperous parts of the world
- The refugee crisis
- Climate change
- Environmental degradation
- The rise of populism and the far right
- BREXIT

On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development as a new global framework towards a sustainable world. A feature of the 2030 Agenda for Sustainable Development is its universality, marking almost a paradigm shift in the thinking about global issues. They address issues pertinent to all countries, and not the traditional approach of the wealthy Global North helping the poor Global South. The challenges of sustainable development affect us all, no matter where in the world we live.

Engaging with and achieving the SDGs and addressing the challenges of globalisation will require citizens to develop new capacities, especially global competences, and education has a key role to play in that process.

“Education can, and must, contribute to a new vision of sustainable global development.” (UNESCO, 2015)<sup>1</sup>

As the Director of UNESCO noted:

“A fundamental change is needed in the way we think about education’s role in global development, because it has a catalytic impact on the well-being

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<sup>1</sup> UNESCO. 2015a. Rethinking Education. Towards a global common good? <http://unesdoc.unesco.org/images/0023/002325/232555e.0/pdf>, accessed 21/03/2018

of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together. “

Irina Bokova, Director-General of UNESCO

Globalisation has undoubtedly brought about many benefits, but has also contributed to socio-economic inequality and division as well as job insecurity and discontent among those left behind. The movement of labour combined with migration of people escaping poverty and conflict have given rise to international political, social and cultural conflicts. There has also been a rise in the extreme right accompanied by increases in the level of racism, xenophobia, Islamophobia and physical attacks on ethnic minorities. There is therefore a need to build societal cohesion, reduce tensions and collectively contribute to a better and sustainable world as global citizens.

In addressing those challenges and take advantage of the opportunities, people will require new capacities. They will need to operate effectively in intercultural situations and collaborate with people of different perspectives politically, socially, economically and culturally; and acknowledge that people see things through different, not necessarily through superior or inferior lenses.

How to ensure citizens (young people and adults) develop the competences required to address these challenges in terms of knowledge, skills and attitudes to tackle these challenges is something that educators have been considering for quite some time. They have been concerned with the following questions. Is there a distinctive competence that citizens need for the increasingly globalised, culturally diverse and digitally interconnected communities in which they live, work and live socialise? And, if there are, how should they be developed? The question is, can we learn to mobilise knowledge, cognitive and creative skills, and values and attitudes, in order to act creatively, collaboratively and ethically<sup>2</sup>.

The concept of ‘global competence’ is a response to these questions. It is about developing knowledge and understanding of the world and its regions, global and international development issues including geopolitical issues and the ability to operate effectively in intercultural environments.

The cost of ignorance of other cultures is so high, including the dangers of conflicts and crimes, that it is vital to invest in activities necessary to clarify, teach, promote, enact and support global competence and global citizenship (UNESCO, 2013)<sup>3</sup> This observation by UNESCO is poignant in this context, reflecting the importance of intercultural learning as an element of global competence.

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<sup>2</sup> UNESCO, Global Competency for An Inclusive World

<sup>3</sup> UNESCO (2013). Intercultural Competences: Conceptual and Operational Framework UNESCO, 2013

## 1.2 The Partnership.

*The Bigger Picture* partnership consists of seven organisations from 6 countries:

AidLearn (Portugal) aims to contribute to better qualifications of Portuguese personnel by building a learning organisation concerned with equality of opportunities and providing quality and innovative services targeted to meet the needs of organisations and individuals.

Association of Estonian Adult Educators - Andras (Estonia) was established as a non-governmental institution in 1991, representing different adult education providers in Estonia and across Europe and the world. Activities include participating in the development of education policy; promoting lifelong learning, projects focused upon the development of adult learning; and attributing professional qualifications.

Global Learning & Skills Partnership, (UK) (GLaSP) is a non-profit training and research organisation that promotes training and development to adults and young people, especially those that are disadvantaged or socially excluded.

IFAID (France) is a non-profit organisation, focusing on projects that aim to achieve sustainable development in both the developed and developing world. The main activities are a vocational Masters' training in development project coordination; piloting a 2-year professional training programme; international volunteering; and supporting local non-profit organisations.

Morley College (London, UK) is a specialist adult education college and one of nine Institutes of Adult Learning in England. The college offers over 3000 courses to some 13,000 people with a diverse range of programmes that include Art and Design, Music and Performing Arts, Languages and Humanities, Applied Sciences and Health, English for Speakers of Other Languages, English and Mathematics.

Prometeo, (Italy) is an Association involved in public activities with regional authorities, supported with public funds, and involved in training and development activities. It operates in a deprived area of south Italy.

The University of Sevilla (Spain) is the second biggest Spanish university by number of students. Its academic offer includes degrees in Bio-sanitary, Scientific, Technological, Humanistic and Social areas of study; Doctorate and Masters programmes. The University holds academic and exchange partnerships with 850 Institutions throughout the world.

## 2 Conceptual Definitions

There are several terms in use to describe what is commonly understood to be global education, and they are described below to provide greater clarity and understanding of the scope of the concept.

"Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all". [The Maastricht Declaration, 2002.](#)<sup>4</sup>

It is the term used internationally to describe a form of education which:

- enables people to understand the links between their own lives and those of people throughout the world
- increases understanding of the economic, cultural, political and environmental influences which shape our lives
- develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives
- works towards achieving a more just and sustainable world in which power and resources are more equitably shared (Hicks, 2009)

Development Education is another concept being associated with global learning and is described as an approach to learning about global and development issues through recognising the importance of linking people's lives throughout the world. It encourages critical examination of global issues and awareness of the impact that individuals can have on these (Andreotti, 2010).

Global Citizenship Education (GCED) as it is called by UNESCO, aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

GCED is based on the three domains of learning - cognitive, socio-emotional and behavioural.

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

The key learning outcomes, key learner attributes, topics and learning objectives suggested in GCED are based on the three domains of learning mentioned above, interlinked and integrated into the learning process.

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<sup>4</sup> This was the Commission's Strategy for Improving and Increasing Global Education In Europe to the Year 2015

The global dimension is most commonly used in the United Kingdom to define aspects of the subject-specific and whole school curricula that relate to people's place within the wider world and how they relate to others. It consists of eight concepts: citizenship, sustainable development, social justice, diversity, values and perceptions, interdependence, conflict resolution and human rights (DfES, 2000, 2005). It connects the local, national and global in a way that people are aware of how their actions have implications for others across the world.

Education for Sustainable Development and Global Citizenship (ESDGC) seeks to give learners, at all stages of education, an understanding of the impact of their choices on other people, the economy and the environment<sup>5</sup> in a local, national and global context. It is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society.”

Source: <http://www.unescobkk.org/education/esd-unit/definition-of-esd/>

Global Learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather is about engaging in a process of learning that recognises different approaches and different ways of understanding the world, and engages with them through different lenses (Bourn, 2014).

### 3 What is Global Competence and Why is it Important

Global Competence generally refers to the knowledge, skills, values, and behaviours to people to navigate and thrive in an increasingly, diverse, interconnected and interdependent world. In a rapidly changing world, the ability to be engaged citizens and collaborative problem solvers who are ready for the workforce is essential.

Many definitions of global competence have been proffered over the years. The definitions embrace concepts such as intercultural education, global citizenship education, twenty-first-century skills, and social and emotional learning.

The OECD defines global competence as the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development<sup>6</sup>. It is seen as the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with

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<sup>5</sup><http://gov.wales/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/?lang=en>

<https://www.oecd.org/pisa/pisa-2018-global-competence.htm>

<sup>6</sup> <https://www.oecd.org/pisa/pisa-2018-global-competence.htm>

people from different cultures; and to act for collective well-being and sustainable development.

Global competence is defined by the Center for Global Education at the Asia Society as the combination of four domains (investigate the world, recognize perspectives, communicate ideas and take action)<sup>7</sup>.

Globally competent individuals are life-long learners, have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, critical and comparative thinking skills, problem solving abilities, comfort with ambiguity and change, and understand globally significant issues.

Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.<sup>8</sup>

Learning to participate in interconnected, complex and diverse societies is no longer a luxury but a pressing necessity. Recognising the unique roles that schools play in preparing our youth to participate in our world, PISA has developed a framework to explain, foster and assess adolescents' global competence. The framework is designed as a tool for policy makers, leaders, and teachers interested in nurturing global competence among people world-wide.

#### 4 The Globally Competent Educator

The Sustainable Development Goals is a shared vision of humanity. Making that shared vision becomes a reality depends to a large extent on education and in particular on educators, as they hold the key to ensuring that the SDGs become a real social contract with citizens.

Sustainable Development 4 (SDG4) : *Ensure inclusive and equitable education quality education and promote lifelong learning opportunities for all*, commits to quality education for all, is intentionally not limited to foundation knowledge and skills, such as literacy, mathematics and science, but emphasises learning to live together sustainably. This inspired the OECD Programme for International Student Assessment (PISA, the yardstick for assessing the global competence of young people for the first time in 2018. There is as yet, no plans to do the same for adults. However, this project, has taken an important step in that regard by identifying the global competences required by adults.

PISA conceives of global competence as a multidimensional, lifelong learning goal. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives, interact successfully and respectfully with others, and take responsible action toward sustainability and collective wellbeing.

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<sup>7</sup> Asia Society, Teaching for Global Competence in A Rapidly Changing World, 2018

<sup>8</sup> OECD, Preparing our Youth for an Inclusive and Sustainable World, 2017

Educators that aspire to help learners become globally competent must both develop these attributes in themselves and find ways to foster them in learners. If educators are to help learners become globally competent, they themselves must be globally competent. In other words, developing globally competent learners require globally competent educators. Educators should, therefore, have knowledge of sustainable development, global, citizenship and intercultural issues; analytical and critical skills, the ability to interact respectfully, appropriately and effectively; and attitudes and values of openness towards people from other cultures, global mindedness, valuing human dignity and diversity.

The globally competent educator possesses a set of essential knowledge, critical dispositions, and performances that help foster development of learners' global competence. A globally educator has knowledge of the world, critical global issues, their local impact, and the cultural backgrounds of learners; manifests intercultural sensitivity and acceptance of difference; incorporates this knowledge and sensitivity into their teaching and, develops the skills to foster these dispositions, knowledge, and performances in learners.<sup>9</sup>

Some of the skills needed for teaching about and promoting global education have been described as the ability to 'keep informed about local and global issues, make connections between personal, local and global concerns or events, motivate young people to develop a critical understanding of the world around them, be self-critical in their personal lifestyle and attitudes, and challenge discriminatory language and behaviour in a way which encourages dialogue about issues of power.' (DEA, 2004<sup>10</sup>

In order to effectively promote global competence, the Asia Society suggests that educators must work to build global competence within themselves and have identified some key characteristics of a globally educator. The globally competent educator

- Investigates the world
- Recognises perspectives
- Communicates ideas; and
- Takes action<sup>11</sup>.

## 5 Overview of the Global Competence Framework for Educators

This competence framework identifies the global competences needed by educators to empower them to help adults develop the global competences stipulated in the Global Competence Framework for Adults.

The competence framework for adult educators presented in this document consists of two broad types of competences, subject and pedagogical competencies. The former aims to broaden and deepen the adult educators' knowledge of global and international development

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<sup>9</sup> Adapted from" © NAFSA: Association of International Educators, 2015

<sup>10</sup> DEA (2004) Global Youth Work Training & Practice Manual, Development Education Association

<sup>11</sup> <https://asiasociety.org/files/afterschool-youthworker.pdf>

issues and the latter, their professional skills in delivering high quality global education.

The framework draws upon several other published works that include, WWF Professional Development Framework of Teacher Competences for Learning for Sustainability,<sup>12</sup> which itself was based on a number of other frameworks including, Sustainable Development Learning Objectives<sup>13</sup>, Global Citizenship, and Education: Topics and Learning Objectives<sup>14</sup>, which stipulate the learning objectives in achieving the UN Sustainable Development Goals. The framework draws most heavily on the UNESCO publication, Learning for the Future-Competences in Education for Sustainable Development<sup>15</sup>, aimed at educators in all sectors of education from primary to university level; the OECD, Preparing our Youth for an Inclusive and Sustainable World, 2017; Teaching for Global Competence in A Rapidly Changing World, Asia Society, 2018.

The competence framework draws upon the UN Sustainable Development Goals and the 8 concepts of the global dimension<sup>16</sup>(Global Citizenship, Human Rights, Diversity, Human Rights, Interdependence, Sustainable Development, Values and Perceptions, Social Justice and Conflict Resolution) as the context for identifying and formulating the global competencies for young people.

The competence framework for educators corresponds broadly to the framework for adults in terms of the global issues covered but requires much higher levels of performance.

The global issues included in the competence are as follows:

1. The Economy and Globalisation
2. Global Communication
3. Education
4. Poverty, Hunger and Malnutrition
5. Human Rights and Social Justice
6. Democracy and Global Citizenship
7. Energy
8. The Environment
9. Pedagogical Skills
10. Digital Skills

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<sup>12</sup> WWF, Learning for Sustainability, 2012

<sup>13</sup> UNESCO, Education for Sustainable Development Goals: Learning Objectives, Paris (2017)

<sup>14</sup> <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> (accessed 22/03/2028)

<sup>15</sup> United Nations Economic Commission for Europe, Learning for the Future, Competences in Education for Sustainable Development, 2011. Strategy for Education for Sustainable Development

<sup>16</sup> [http://clients.squareeye.net/uploads/global/documents/gdw\\_8\\_key\\_concepts.pdf](http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf)

## 6 Who is the Competence Framework for?

The competence framework is intended to be a guide for educators, especially those working with adults and adult learners in formal and non-formal education, seeking to introduce global learning in their work with adults. It is neither exhaustive in terms of the issues included or the learning outcomes developed, nor prescriptive in the teaching methods. What it does, however, is reflect the views of the partnership in terms of the subject knowledge and professional skills that educators delivering global education should have.

Although the competence framework has been specifically designed for adult educators, those working in other education sectors would find it helpful. It provides an introduction to global education issues, including the global dimension, which be useful for educators new to global education as well as those who already have some knowledge of the subject and wish to deepen and broaden their knowledge and understanding.

In implementing the global competence framework, a whole organisation approach is recommended so there is 'buy-in' across the organisation. It should not be delivered as a stand-alone subject or 'add on', but an integral to learning and development activities with young people. Whilst this is easily done in formal education with core curriculum areas in which global education can be incorporated or embedded, non-formal presents a challenging context in which there may not be a curriculum, courses or subjects in which to embed global education, but educators can still identify opportunities to integrate the issues in whatever work they are doing with adults within the wider community.

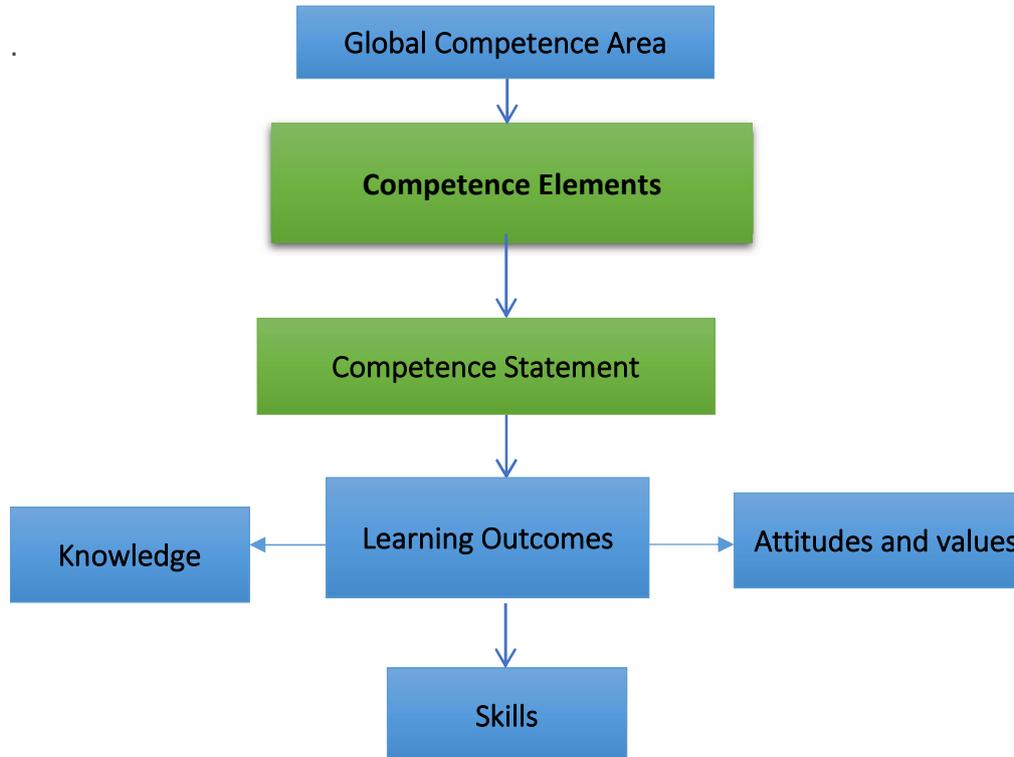
## 7 How to Use the Competence Framework

The competence framework is not a training course for educators, but rather used as a basis for developing courses and learning programmes for different target groups of educators.

Courses based on the competence framework do not have to cover all the competences, but only those competences relevant to the target group of educators. The aim should be to provide learning opportunities that facilitate the development of the required competences. The competence statements in the framework are not meant to be assessed as they are descriptions of the competences that educators are required to demonstrate. It is the learning outcomes (knowledge, skills, attitudes and values) that are to be assessed to determine whether the required competencies have been achieved.

## 8 Structure of the Global Competency Framework for Practitioners and Educators

The competence framework consists of 4 dimensions: Global Competence Area, Competence Element, Competence Statement and Learning Outcomes, which are broken down into Knowledge, Skills, Attitudes and Values.



Global Competence Areas - these are the main global issues covered by the framework in which educators are expected to demonstrate competence, and 7 such areas included in the global competence framework.

Competence Elements– these are the elements or components into which each global competence area has been broken.

Competence statements - these statements describe the competences that the educator should have in relation to the particular competence elements.

Learning Outcomes - these describe the specific learning outcomes for each competence element in terms of the Knowledge, Skills, Attitudes and Values to demonstrate achievement of the competence.

## 8.1 Summary of the Competence Framework

The Global Competence Areas and elements are summarised below

Global Competence Area	Competence Elements
1. The Economy and Globalisation	1.1 Sustainable development
	1.2 Global Trade and International Transactions
	1.3 Migration and Movement of People
	1.4 Development and Inequality between Nations
2. Global Communication	2.1. Impact and consequences of fake news and propaganda
	2.2. Citizenship, public opinion and democracy
	2.3. Intercultural communication in a globalised world
3 Education	3.1 The Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)
	3.2 Policies and strategies to provide inclusive quality education and lifelong learning opportunities for all
	3.3 Lifelong Learning
4. Poverty, Hunger and Malnutrition	4.1 Worldwide distribution of population and wealth
	4.2 The Sustainable development Goals 1, 2 & 3 : “No poverty”, “zero hunger”, “good health and well-being”
	4.3 International organisations and NGOs fighting poverty and malnutrition
5. Human Rights and Social Justice	5.1 Human Rights and Social Justice, its background, key targets and challenges
	5.2 The effectiveness of actions (policies, strategies and initiatives) to ensure the importance of Human Rights for all.
	5.3 Personal and professional roles in Human Rights Education
	5.4 Social Justice
6. Democracy and Global Citizenship	6.1 Cultural Diversity
	6.2 Citizenship rights
	6.3. Civic participation
7. Energy	7.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy challenges being addressed.
	7.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all.
	7.3 Personal role in energy conservation
8. The Environment	8.1 Pollution (land/water)
	8.2 Sustainability (desertification, Food security, agriculture
	8.3 Climate change and conservation

9. Pedagogical Skills	9.1 Professional engagement
	9.2 Teaching and learning
	9.3. Assessment
10 Digital Skills	10.1 Digital Communication
	10.2 Selecting digital resources
	10.3 Managing digital resources

## 9 Competence Areas, Elements, Statements and Learning Outcomes

This section sets out the details of the global competence framework, showing the competence areas, competence elements, competence statements and learning outcomes.

### 9.1 Economy and Globalisation

COMPETENCE AREA	1. ECONOMY AND GLOBALISATION
<b>Competence Element</b>	<b>1.1 Sustainable Development</b>
<b>Competence Statement</b>	1.1.1 An ability to analyse how human development can affect the availability of the natural resources needed for economic and social development and how these can be preserved to meet the present and future needs of humans
<b>Learning Outcomes</b>	
<b>Knowledge</b>	1.1.2 Demonstrate a critical understanding of the terminology related to sustainable development and sustainability in a presentation 1.1.3 Assess the key aspects of the environmental impact of human developments on the environment in a written report 1.1.4 Analyse key environmental policies at global and national levels in peer and group discussions
<b>Skills</b>	1.1.5 Research and report on how current national and international policies and intervention impact on sustainable development with specific examples 1.1.6 Critically assess some possible future directions in thinking about sustainable development, including possible new approaches in this area
<b>Attitude and Values</b>	1.1.7 Describe how own attitudes and values toward the natural environment influence own behaviour by debating and accepting different points of view

<b>Global Competence Area</b>	<b>1. Economy and Globalisation</b>
<b>Competence Element</b>	1.2 Global Trade and International Transactions
<b>Competence Statement</b>	1.2.1 Ability to analyse and illustrate the extent, causes and implications of a more fully integrated world economy and demonstrate an understanding of how economic growth is stimulated and sustained at a time of intense global competition.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>1.2.2 Explain the meaning of Global Economy in line with current academic literature and with pertinent examples to a non-specialist audience.</p> <p>1.2.3 Analyse key developments in international politics illustrating how they contribute to the current level of economic globalisation</p> <p>1.2.4 Explain the impact of the key international economic institutions referred to in the current media by describing their individual roles</p> <p>1.2.5 Explain the current definition of 'exchange rates' in economics terms and how these are decided by central banks of a country or by the mechanism of market demand and supply providing pertinent examples accessible to a non-specialist audience</p>
<b>Skills</b>	<p>1.2.6 Articulate ideas about the nature of current economic systems and make them accessible to non-specialist students</p> <p>1.2.7 Place individual economic phenomena in the wider historical context of economic change and globalisation by presenting them in a clear and coherent way</p> <p>1.2.8 Examine the complex structure of relationships between markets, governments, transnational networks in the context of a globalised economy by presenting them in a variety of visual and written formats</p>
<b>Attitudes and Values</b>	1.1.9 Advocate the positive and negative effects that globalisation has on the economy of own and other countries by stimulating and accepting different points of view

<b>Global Competence Area</b>	<b>1. Economy and Globalisation</b>
<b>Competence Element</b>	1.3 Migration and Movement of People
<b>Competence Statement</b>	1.3.1 Ability to analyse and illustrate what migration is and why this is one of the most visible and significant aspects of globalisation and how it impacts on different nations in different ways.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>1.3.2 Describe the different types of migration (e.g. emigration, immigration, internal, external) in details by referring to a wide range of examples across the world.</p> <p>1.3.3 Describe the full range of causes of migration in different countries by referring to relevant examples across the world</p> <p>1.3.4 Explain how globalization with its associated liberalization policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy</p> <p>1.3.5 Illustrate the impact of migration on the local economies and how this contributes to sustainable development in a presentation using suitable media and data sources</p> <p>1.3.6 Explain how globalization and migration have increased economic disparities between countries providing relevant examples using suitable media and data sources</p>
<b>Skills</b>	<p>1.3.7 Challenge received explanations of topics and controversies in the field of global migration and how migrant workers can support national welfare systems verbally and in writing in a variety of formats suitable for different audiences</p> <p>1.3.8 Critically evaluate how national and international policies need to reflect the contribution of migration to sustainable development according to current literature within a written report using a suitable register for the intended audience</p>
<b>Attitudes and Values</b>	1.3.9 Critique the social implications of migration and how economic change encourage more people to leave their communities and encourage them to look abroad for work in a relevant discussion forum

<b>Global Competence Area</b>	<b>1. Economy and Globalisation</b>
<b>Competence Element</b>	1.4 Development and Inequality between Nations
<b>Competence Statement</b>	1.4.1 Ability to analyse and illustrate the ways in which economic systems can have an impact on the lives of people in both developing and developed countries
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>1.4.2 Explain the concept of global economic inequality and global poverty in relation to the current global context in a group or peer discussion</p> <p>1.4.3 Complete an analysis of the main causes of economic inequality between nations within the current global context suitable for a debate amongst a group of peers or students</p> <p>1.4.4 Illustrate the economic and political relationships between the poor and the developed countries within the current global context through a clear and coherent presentation using suitable media and data sources</p> <p>1.4.5 Identify the countries with the highest economic inequality underlining their individual features to a non-specialist audience or group of students</p>
<b>Skills</b>	<p>1.4.6 Relate current theories on economic inequality to the global events that produce them verbally and in writing in a variety of formats that suits different audiences</p> <p>1.4.7 Apply key conceptual tools to contemporary global economic development problems in a written analysis</p>
<b>Attitudes and Values</b>	<p>1.4.8 Argue that wealth inequality weakens societies by providing relevant examples in a group discussion</p> <p>1.4.9 Recognise that from a moral and ethical standpoint, inequality is an obvious issue of concern by providing a range of current examples and justifying personal concerns</p>

## 9.2 Global Communication

<b>Global Competence Area</b>	<b>2. Global Communication</b>
<b>Competence Element</b>	2.1. Impact and consequences of fake news and propaganda.
<b>Competence Statement</b>	2.1.1 Educators will be able to offer a detailed and critical view of the phenomenon of fakes news and propaganda and provide tools to recognise and avoid it.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>2.1.2. Explain the purpose, context and potential consequences of fake news and propaganda and highlight the importance of critical thinking as a main action strategy.</p> <p>1.1.3 Compare the different contexts in which the concept “fake news” can be used.</p> <p>2.1.4. Outline strategies that can be followed in order to recognise false or biased statements in media.</p>
<b>Skills</b>	<p>2.1.5. Provide a review on recent studies on this topic that can be used as didactic materials for learners.</p> <p>2.1.6. Prepare activities to help students to identify fake news and to develop basic verification and search tools.</p>
<b>Attitudes and Values</b>	<p>2.1.7. Encourage a critical perspective that gives importance to factual information over emotions.</p> <p>2.1.8. Ethical commitment to the educator’s role in the fight against misinformation.</p>

<b>Global Competence Area</b>	<b>2. Global Communication</b>
<b>Competence Element</b>	2.2. Citizenship, public opinion and democracy
<b>Competence Statement</b>	2.2.1. Educators will be able to clarify the complexity of the relationships between public opinion and social media, and to remark the importance of encouraging a responsible and constructive public opinion
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>2.2.2. Explain the role of social media and communication in the formation of public opinion</p> <p>2.2.3. Outline the channels, processes and ways through which local, regional and national administrations can promote citizens' generation and debate of proposals</p> <p>2.2.4. Identify the areas of citizen action and participation in decision-making and its real impact on the political and social landscape of his/her own country.</p>
<b>Skills</b>	<p>2.2.5. Organise activities for promoting participatory democracy in the classroom</p> <p>2.2.6. Assess the effectiveness of policies and strategies at national and local level for promoting citizen's participation.</p>
<b>Attitudes and Values</b>	<p>2.2.7. Commitment to develop a sense of responsibility in learners' opinions and proposals</p> <p>2.2.8. Encourage learners' sense of effectiveness as citizens.</p>

<b>Global Competence Area</b>	<b>2. Global Communication</b>
<b>Competence Element</b>	2.3. Intercultural communication in a globalised world
<b>Competence Statement</b>	2.3.1. Educators will be able to integrate cultural diversity and the main strategies to promote intercultural dialogue.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	2.3.2. Explain the main theoretical notions related to culture and intercultural dialogue from an interdisciplinary perspective. 2.3.3. Write a report outlining the different study fields and proposals oriented to foster positive intercultural attitudes. 2.3.4. Discuss strategies to avoid cultural shock in intercultural interactions.
<b>Skills</b>	2.3.5. Design practices that facilitate communication between cultures and social groups. 2.3.6. Prepare activities oriented to diagnose and solve intercultural conflicts.
<b>Attitudes and Values</b>	2.3.7. Recognise own prejudices, biases, beliefs and assumptions towards other cultures, groups or minorities. 2.3.8. Appreciate curiosity, respect and tolerance for other cultures.

### 9.3 Education

Global Issue	3. Education
Competence Element	<b>3.1 The Sustainable Development Goal to Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)</b>
Competence Statement	3.1.1 Demonstrate understanding of the sustainable development goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and the role of education as main drivers of sustainable development
Learning Outcomes	
<b>Knowledge</b>	<p>3.1.2 Recall the sustainable development to ensure inclusive and equitable education for all globally, identifying some of its targets and performance indicators.</p> <p>3.1.3 Explain the meaning of inclusive, equitable quality education and lifelong learning opportunities for all, outlining the background and context to the goal</p> <p>3.2.4 Discuss the factors that contribute to inequality of access to quality education for all based on published data from reliable sources, highlighting the groups in society with limited or no access to education</p>
<b>Skills</b>	<p>3.1. 5 Report on the state of global education, using published data from reliable sources to show the level of access to primary, secondary and tertiary education in different countries/regions</p> <p>3.1.6 Report on progress towards achievement SDG4 targets globally, using reliable monitoring data referencing sources to compare progress towards the target SDG4 in different countries/regions.</p> <p>3.1.7 Make connections between quality education and other SDGs, especially those relating to health, poverty, hunger, affordable and clean energy, and access to clean water</p>
<b>Attitudes and Values</b>	<p>3.1.8 Recognise the role of equitable quality education and lifelong learning opportunities in improving socio-economic and wellbeing of individuals and communities, promoting the benefits to the wider community.</p> <p>3.1. Recognise that educational opportunities provided to citizens should be non-discriminatory and inclusive and able to be accessed by all, especially the disadvantaged, vulnerable and those with fewer opportunities regardless of gender, age, ethnicity, religion, sexual orientation or disability.</p>

<b>ESDGC Issue</b>	<b>3. Education</b>
<b>Competence Element</b>	<b>3.2 Policies and strategies to provide inclusive quality education and lifelong learning opportunities for all</b>
<b>Competence Statement</b>	3.2.1 The ability to critique the effectiveness of policies and strategies to promote quality education and lifelong learning opportunities for all at local/national and international levels.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	3.2.2 Identify the main organisations/bodies promoting inclusive quality education and lifelong learning for all, describing their functions/roles and grouping them in terms of the scope of their operation (local, national and global).
	3.2.3 Outline the main policies, strategies and actions to provide inclusive quality education for all at global and national levels that relate to adult education and adult literacy in particular.
	3.3.4 Explain why some regions and countries are failing in their attempt to provide quality education and lifelong learning opportunities for all using published information, suggesting actions and measures to improve the situation
<b>Skills</b>	3.2.5 Critically evaluate different approaches and strategies to promote quality education and lifelong learning for all globally and nationally to show the extent of their effectiveness.
	3.2.6 Seek to Influence decision-making related to management strategies of local, national and international organisations and bodies concerned with quality education and lifelong learning by participating in consultations and other decision- making -processes as appropriate.
<b>Attitudes and Values</b>	3.2.7 Support inclusive quality education for all globally by participating in campaigns and actions to promote inclusive quality education, nationally and globally. 3.2.8 Promote and deliver education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realisation of other rights.

<b>Competence Area</b>	<b>3. Education</b>
Competence Element	<b>3.3 Lifelong Learning</b>
Competence Statement	3.3.1 Demonstrate an understanding of the history and role of adult education in providing lifelong learning opportunities and the ability to critique current lifelong learning provision
<b>Learning Outcomes</b>	
Knowledge	<p>3.3.2 Outline the history of adult education in own country, using reliable published information to highlight the main milestones landmarks in its development</p> <p>3.3.3 Distinguish between the different forms of education (non-formal formal, informal education, adult education and lifelong learning giving examples, using reliable information to highlight the differences and what they have in common</p> <p>3.3.4 Outline the wider benefits of lifelong learning, with reference to own community or country, focusing on the social, economic , political and health benefits</p>
Skills	<p>3.3.5. Critically assess the lifelong learning provision with reference to your local area or country, focusing on policy, funding, access, providers, profile of learners, types of subjects/curriculum areas studied and the balance between accredited and non-accredited provision</p> <p>3.3.6 Argue the case for non-formal education in the context of your local community or country by preparing a presentation to the local authority also highlighting the benefits not only to the learner, but also the wider community</p>
Attitudes and Values	3.3.7 Recognise lifelong learning as a basic human right to which everyone is entitled as well as its wider benefits by encouraging citizens to engage with lifelong learning.

#### 9.4 Poverty, Hunger and Malnutrition

<b>Global Competence Area</b>	<b>4. Poverty, Hunger and malnutrition</b>
<b>Competence Element</b>	4.1 Worldwide distribution of poverty, hunger and malnutrition and their causes
<b>Competence Statement</b>	4.1.1 The ability to illustrate and animate debates on the inequality of world distribution wealth, explaining its historical, geographical and demographical reasons.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>4.1.2 Develop pedagogic tools to illustrate the inequality of the world distribution of population and wealth</p> <p>4.1.3 Explain different concepts relating to poverty and malnutrition (“poverty line”, “adequate nutrition”, etc.) by referring to own country and world official data</p> <p>4.1.4 Explain the different causes to poverty and malnutrition referring to concrete examples</p>
<b>Skills</b>	<p>4.1.5 Raise public awareness of poverty and malnutrition using official data to highlight situation in own country and abroad</p> <p>4.1.6. Animate debates on inequality worldwide wealth distribution by underlining its causes and consequences.</p>
<b>Attitudes and Values</b>	4.1.7 Critique the wealth inequality and analyse its causes and consequences

<b>Global Competence Area</b>	<b>4. Poverty, Hunger and Malnutrition</b>
<b>Competence Element</b>	4.2 The Sustainable development Goals 1, 2 & 3 : “End poverty in all its forms everywhere”, “ End hunger, achieve food security and improved nutrition and promote sustainable agriculture”, “Ensure healthy lives and promote well-being for all at all ages”, their background and key targets
<b>Competence Statement</b>	4.2.1 The ability to critically discuss the SDGs 1 , 2 & 3, its background, key target and indicators
<b>Learning Outcomes</b>	
<b>Knowledge</b>	4.2.2 Discuss the background of the SDGs 1,2 & 3 using UN data sources, highlighting the key events and developments leading to their adoption by the United Nations 4.2.3 Discuss the performance towards the 3 first SDGs in own country and globally using published data, to help predict whether or not the overall goal and targets will be achieved
<b>Skills</b>	4.2.4 Analyse global poverty and malnutrition by explaining the different causes (population growth, poor and uncertain agriculture production, world trade impacts, etc.) 4.2.5 Raise public awareness of the importance to fight against poverty, hunger and malnutrition by explaining consequences for individuals, families and communities
<b>Attitudes and Values</b>	4.2.6 Encourage others to adopt healthy behaviours (balanced diet, physical activities, etc.)

<b>Global Competence Area</b>	<b>4. Poverty, Hunger and Malnutrition</b>
<b>Competence Element</b>	4.3 The effectiveness of actions (policies, strategies and initiatives) to end poverty, hunger and malnutrition
<b>Competence Statement</b>	4.3.1 The ability to critically evaluate actions (policies, strategies/initiatives) to end poverty, hunger and malnutrition
<b>Learning Outcomes</b>	
<b>Knowledge</b>	3.3.2 Explain the different categories of actors involved in the fight against poverty and malnutrition by grouping them in terms of public and private bodies, dependant or independent bodies from governmental authorities. 4.3.3 Explain the main politics and funds against poverty and malnutrition by distinguishing emergency and development aid
<b>Skills</b>	4.3.4 Argue on the responsibility of all by illustrating the global impact of local actions.
<b>Attitudes and Values</b>	4.3.5 Encourage others to act against poverty by identifying potential individuals' actions: boycotting companies that do not respect decent salaries, supporting NGOs financially or by volunteer activities, buying fair trade products, etc.

## 9.5 Human Rights and Social Justice

<b>Global Competence Area</b>	<b>5. Human Rights and Social justice</b>
<b>Competence Element</b>	5.1 Human Rights and Social Justice, its background, key targets and challenges
<b>Competence Statement</b>	5.1.1 The ability to critically discuss Human Rights among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Human Rights Education.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	5.1.2 Learners will be able to draft a factual report recognizing information, ideas and principles in the Human Rights referring to examples from own country.
	5.1.3 Learners will discuss the background of Human Rights, using UN data sources, highlighting the key events and developments leading to its meaning and concepts by the United Nations and draft a factual report.
	5.1.4 Learners will discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights, using published information from reliable sources.
	5.1.5 Learners will be suitable for discussion at a meeting the local 'global citizens' forum.
<b>Skills</b>	5.1.6 Analyse the critical awareness of Human Rights among educators using published data and suggesting what might be appropriate promotion for own country and globally with reasons why.
	5.1.7 Promote new social skills and knowledge of Human Rights and highlighting the likely impact on educators.
<b>Attitudes and Values</b>	5.1.8 Encourage others including friends and colleagues to support Human Rights measures by participating in local/national initiatives and campaigns

<b>Global Competence Area</b>	<b>5. Human Rights and Social justice</b>
<b>Competence Element</b>	5.2 The effectiveness of actions (policies, strategies and initiatives) to ensure the importance of Human Rights for all.
<b>Competence Statement</b>	5.2.1 The ability to critically evaluate the effectiveness of global actions to ensure the understanding of Human Rights for all.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>5.2.2 Learners will be able to draft a factual report about outline actions to define Human Rights in Europe and ‘What are we talking about?’ towards a culture of Human Rights</p> <p>5.2.3 Learners will compare the effectiveness of the measures and actions being taken to promote Human Rights Education using published information from reliable sources</p> <p>5.2.4 Promote a local Forum to discuss some subjects of Human Rights Education encouraging the participation of people.</p>
<b>Skills</b>	<p>5.2.5 Empower critical awareness and evaluate the effectiveness of actions regarding Human Rights Education</p> <p>5.2.6 Promote new social skills and knowledge in Human Rights</p> <p>5.2.7 Present ideas for small projects or activities in class</p>
<b>Attitudes and Values</b>	<p>5.2.8 Adopt measures to stimulate a change of attitudes and behaviours, through the education of Human Rights and Citizenship</p> <p>5.2.9 Appreciate the social implications of unawareness about in Human Rights Education</p> <p>5.2.10 Recognize the importance of the information acquired, that Social expectations regarding any given set of different roles depend on a particular socio-economic, political and cultural context and are affected by other factors including race, ethnicity, class, sexual orientation and age.</p>

<b>Global Competence Area</b>	<b>5. Human Rights and Social justice</b>
<b>Competence Element</b>	5.3 Personal and professional roles in Human Rights Education
<b>Competence Statement</b>	5.3.1 The ability to identify and integrate personal and professional roles in Human Rights Education
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>5.3.2 Learners will be able to draft a factual report on progress towards the personal and professional role of an educator in promoting education for Human Rights development by listing the different roles and pointing out any similarities and differences.</p> <p>5.3.3 Learners will draft a factual report Identifying measures that can be taken to improve Human Rights Education in the workplace and local communities.</p> <p>5.3.5. Learners will be suitable for discussion in Human Rights Education at a meeting the local '<i>global citizens</i>' forum.</p>
<b>Skills</b>	<p>5.3.6 Assess own lifestyle patterns and identify behaviours that impact on Human Rights</p> <p>5.3.7 Raise public awareness of the development goals, national and global Human Rights issues by organising local workshops and seminars for the general public.</p> <p>5.3.8 Present ideas for small projects or activities in class to develop active participation and exercise of citizenship.</p>
<b>Attitudes and Values</b>	<p>5.3.9 Encourage others to support Human Rights initiatives involving different social actors</p> <p>5.3.10 Support measures by applying Human Rights initiatives by joining local campaign and advocacy groups</p> <p>5.3.11 Stimulate a change of attitudes and behaviours, through the education of Human Rights and Citizenship and appreciate the social implications of unawareness of Human Rights Education and recognize the importance of the information acquired</p>

<b>Global Competence Area</b>	<b>5. Human Rights and Social justice</b>
<b>Competence Element</b>	<b>5. 4 Social Justice</b>
<b>Competence Statement</b>	5.4.1 The ability to critically discuss Social Justice among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Social Justice Education.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>5.4.2 Learners will explain different concepts relating to Social Justice referring to examples from Europe</p> <p>5.4.3 Learners will discuss the background of Social Justice, using UN data sources, highlighting the key events and developments leading to its meaning and concepts by the United Nations and draft a factual report</p> <p>5.4.4 Learners will discuss the challenges in Social Justice Education in Europe towards a culture of Human Rights using published information from reliable sources</p> <p>5.4.5 Learners will be suitable for discussion in Social Justice Education at a meeting the local 'global citizens' forum.</p>
<b>Skills</b>	<p>5.4.6 Analyse the critical awareness of Social Justice among educators using published data and suggesting what might be an appropriate promotion for own country and globally with reasons why</p> <p>5.4.7 Promote new social skills and knowledge of Social Justice and highlighting the likely impact for all</p>
<b>Attitudes and Values</b>	5.4.8 Encourage others including friends and colleagues to support Social Justice towards Human Rights measures by participating in local/national initiatives and campaigns

## 9.6 Democracy and Global Citizenship

<b>Global Competence Area</b>	<b>6.Democracy and Global Citizenship</b>
Competence Element	6.1 Cultural Diversity
Competence Statement	6.1.1 Define and distinguish between different cultural theories. Reflect and create links between cultural theories and global processes. Awareness of cultural diversity and bears it in mind in everyday situations cultivating openness and tolerance amongst learners
<b>Learning Outcomes</b>	
Knowledge	<p>6.1.2 Compare the fundamental cultural theories (R.D. Lewis's cultural model, G. Hofstede's cultural model. J.Berry's theory of culture) and "Iceberg" model</p> <p>6.1.3. Describe and distinguish between the main religions, their principles, behavioural standards and practices</p> <p>6.1.4. Analyse the links between culture and society based on the media (article, news etc.) and its impact on global development</p> <p>6.1.5. Demonstrate based on his/her experience, taking cultural differences into account in the learning process</p>
Skills	<p>6.1.6. Explain the impact of different cultural contexts on the processes in society</p> <p>6.1.7. Demonstrate the formation of language, culture, identities, values and attitudes based on the cultural context</p> <p>6.1.8. Discuss in group communication based on a case / video the pros and cons of cultural differences at society level</p>
Attitudes and Values	6.1.9. Shape the learner's attitudes to be more open and tolerant

<b>Global Competence Area</b>	<b>6. Democracy and Global Citizenship</b>
Competence Element	6.2. Citizenship rights
Competence Statement	6.2.1. Demonstrate understanding of the meaning of citizenship, including global citizenship. The rights enjoyed by citizens, how they can be exercised and protected and what it means to be a global citizen and how it can contribute to sustainable development.
<b>Learning Outcomes</b>	
Knowledge	<p>6.2.2. Outline the main citizenship rights policies on national and EU level</p> <p>6.2.3. Explain what it means to be a global citizen and identify citizenship rights and responsibilities on national and EU/global level and how it can contribute to sustainable development</p> <p>6.2.4. Discuss how citizenship rights can be protected and exercised, provide examples on national and global level</p> <p>6.2.5. Explain the main principles and planning of advocacy as a part of citizenship rights and illustrate how to include allies as well as measure and grade advocacy</p>
Skills	<p>6.2.6. Analyse the digital citizenship skills as important knowledge on global and ICT world, provide ideas how to improve consumer awareness through everyday adult training</p> <p>6.2.7. Discuss the role of adult educator and present ideas/prepare activities by which the educator could increase the awareness of civil society possibilities to contribute to the general decision-making processes on various levels – community, society – and thus influence the global development (democracy, environment, migration, pollution, sustainable development etc.), give examples from your own experience/ country.</p> <p>6.2.8. Promote the knowledge, skills and values which support the 21<sup>st</sup> century global citizenship in adult training and present/prepare some activities which support global citizenship perspectives: critical and transformative perspective; world-mindedness; holistic understanding and health science perspective.</p>
Attitudes and Values	<p>6.2.9. Promote and deliver information on citizenship rights in trainings, thus contributing to raising the adults' awareness, to actively/ consciously shaping civil society, to fulfilling the goals of global education and sustainable development.</p> <p>6.2.10. Encourage students to be active and informed citizens</p>

<b>Global Competence Area</b>	<b>6.Democracy and Global Citizenship</b>
Competence Element	6.3. Civil participation/democratic life/citizenship
Competence Statement	6.3.1. Give an overview of local events in Estonia and in Europe as well as the main goals of the different political parties. Enhance the ability of adult educators to stand together for the values and the necessity of civil society
<b>Learning Outcomes</b>	
Knowledge	<p>6.3.2. Discuss about various challenges in a democratic society during group discussions</p> <p>6.3.3. Compare the different non-democratic societies and movements and links to SDG 7 targets</p> <p>6.3.4. Describe the main principles of creating an involvement plan</p> <p>6.3.5. Explain the need for engagement with group members during group work</p>
Skills	<p>6.3.6. Describe the future challenges of democratic / non-democratic societies and movements during group work</p> <p>6.3.7. Be able to Direct learners to find and participate in different social initiatives based on their interests</p> <p>6.3.8. Guide the participants in the group work to find participants whose involvement can support their interests and ideas</p> <p>6.3.9. Assess the potential for conflict prevention and resolution</p>
Attitudes and Values	6.3.10. Encourage members in the group to distinguish how to use different participating methods and use partners for solving different problems

## 9.7 Energy

<b>Global Competence Area</b>	<b>7. Energy</b>
<b>Competence Element</b>	7.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy challenges being addressed.
<b>Competence Statement</b>	7.1.1 The ability to critically discuss the SDG ‘to ensure access to affordable, reliable, sustainable and modern energy for all’ (SDG7), its background, key targets, indicators and the energy challenges it seeks to meet.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	7.1.2 Explain different concepts relating to energy ( reliable, affordable, sustainable, renewable, green energy etc.) referring to examples from own country .
	7.1.3 Discuss the background to SDG7, using UN data sources, highlighting the key events and developments leading to its adoption by the United Nations.
	7.1.4 Discuss the challenges in reducing reliance on fossil fuel nationally and globally, by citing case studies/examples illustrating the problems encountered in trying to do so and the outcomes.
<b>Skills</b>	7.1.5 Analyse the energy production mix (hydro, solar, nuclear wind, fossil etc.) using published data and suggesting what might be an appropriate energy mix for own country and globally with reasons why.
	7.1.6 Envisage a scenario in which there is no longer a reliance on fossil energy in the world, highlighting the likely impact on health, the economy and the environment.
<b>Attitudes and Values</b>	7.1.7 Encourage others including friends and colleagues to support energy conservation measures by participating in local/national energy conservation initiatives or campaigns.

<b>Global Competence Area</b>	<b>7. Energy</b>
<b>Competence Element</b>	7.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all.
<b>Competence Statement</b>	7.2.1 The ability to critically evaluate the effectiveness of global actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	7.2.2 Outline actions to achieve sustainable, affordable and reliable energy for all, using reliable data sources, grouping them into actions initiated by national stakeholders (government, business and industry) and those initiated by transnational bodies such as the United Nations and European Union.
	7.2.3 Compare the effectiveness of the measures and actions being taken to reduce reliance on fossil fuel by comparing progress towards the SDG7 targets in own region and globally.
	7.2.4 7.2.4 Prepare a presentation on the pros and cons of continued reliance and use of fossil fuel using reliable information, for a meeting of the local “Clean Energy Campaign Group”
<b>Skills</b>	7.2.5 Critically, evaluate the effectiveness of actions to achieve affordable, clean and reliable energy using reliable published data to compare performance towards the achievement of the main SDG 7 targets.
	7.2.6 Speculate as to whether the SDG7 targets will be met in own country and globally, using published data from reliable sources giving reasons for position and predicting what progress will be made towards the targets by 2030.
<b>Attitudes and Values</b>	7.2.7 Adopt measures to conserve energy within spheres of influence by modifying lifestyle choices and habits.

<b>Global Competence Area</b>	<b>7. Energy</b>
<b>Competence Element</b>	7.3 Personal and professional roles in energy conservation.
<b>Competence Statement</b>	7.3.1 The ability to identify and integrate personal and professional roles in energy conservation.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	7.3.2 Differentiate between the personal and professional role of an educator in promoting education for sustainable development in own household and at work, by listing the different roles and pointing out any similarities and differences.
	7.3.3 Identify measures that can be taken to conserve energy, listing practical things that can be done within the household, in the workplace and local communities.
<b>Skills</b>	7.3.4. Assess own lifestyle patterns relation to consumption and production, identifying those behaviours impact on energy use and conservation and how.
	7.3.5 Contribute to raising public awareness of the global energy issues by participating in workshops and seminars for the general public.
<b>Attitudes and Values</b>	7.3.6 Encourage others to support energy initiatives by suggesting energy conservation measures at home and work.
	7.3.7 Support energy conservation measures by joining local campaign and advocacy groups.

## 9.8 The Environment

<b>Global Competence Area</b>	<b>8 The Environment</b>
<b>Competence Element</b>	8.1 Pollution (land/water)
<b>Competence Statement</b>	8.1.1 Learners will activate their knowledge about air pollution and research air quality and the role of plants, and then they will learn the photosynthesis to understand role of plants in controlling particle pollution.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>8.1.2 Investigate decomposers and the role of decomposers in maintaining the flow of nutrients in an environment. Learners also learn how to use plants and natural decomposers to help clean up wastes.</p> <p>8.1.3 Discuss of the effects of invisible air pollutants with easy experiments and by exploring roles related to air pollution.</p> <p>8.1.4 Explain how to minimize land pollution (recycling and reuse, avoid of chemicals in farming, reduce waste and buy organic products)</p>
<b>Skills</b>	<p>8.1.5 Discover the concepts of air pollution and technologies that have been developed to reduce it.</p> <p>8.1.6 Develop and understanding of visible air pollutants with an exercise outdoor, a "smog in a jar" demonstration, construction of simple particulate matter collectors and by exploring some roles related to air pollution.</p> <p>8.1.7 Develop awareness and understanding of the daily air quality and trends in air quality using the Air Quality Index (AQI) listed in the newspaper.</p> <p>8.1.8 Use and observe a variety of simple models in order to develop and understanding of how experts use these technologies to clean up and prevent air pollution.</p> <p>8.1.9 Discover the factors that affect water quality and the conditions that allow for different animals and plants to survive.</p> <p>8.1.10 Illustrate the effects of water quality on various water-</p>

	related activities and describe water as an environmental, economic and social resource.
<b>Attitudes and Values</b>	8.1.11 Judge the negative message stressed the seriousness of environmental and energy problems and the damaging consequences, such as greater pollution, higher energy prices and threatened energy security. In contrast, Interpret the positively framed message emphasised what could be gained by changing behaviour, such as reduced environmental pollution and greater energy security.

<b>Global Competence Area</b>	<b>8. The Environment</b>
<b>Competence Element</b>	8.2 Sustainability (desertification, Food security, Agriculture)
<b>Competence Statement</b>	8.2.1 Describe the environmental sustainability as a responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. The practice of environmental sustainability helps to ensure that the needs of today's population are met without jeopardizing the ability of future generations to meet their needs.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>8.2.2 Know that one-way environmental sustainability is being applied is through sustainable agriculture (farming techniques that protect the environment). Sustainable agriculture has grown out of concerns over the industrialization of agriculture and the beginning of desertification even in Europe</p> <p>8.2.3 Understand that these methods can lead to water pollution when chemicals run off into waterways, deplete the water resources due to overuse, and soil erosion and poor soil quality due to aggressive planting.</p> <p>8.2.4 Understand that humans need to practice some degree of environmental sustainability and allow for long-term environmental quality</p> <p>8.2.5 Look more deeply at the threat that a growing population holds over the environment, understand that there will be an increased need for housing, which could result in the clearing of more land for living space. Also, more people could very easily contribute to the depletion of natural resources and increased pollution</p>
<b>Skills</b>	<p>8.2.6 Discriminate that there are two types of natural resources: the renewable ones and those that are not. Renewable: water, forests and even food sources, such as fish. While these resources can be replenished over time, if man consumes them too quickly, they could be depleted to a point where nature could not keep up with the demand</p> <p>8.2.7 Discover that sustainable consumption is the use of products and services in a way that minimizes the impact on the environment, so that human needs can be met not only in the present but also for future generations</p>

	<p>8.2.8 Explain how to use carpooling, renewable energy sources, such as solar or wind power, developing alternative fuel sources, such as biofuels, for our transportation needs and using environmentally friendly cleaning products.</p> <p>8.2.9 Describe and rank how products and services rely on too many natural resources and create too many harmful emissions when consumed (most developed countries rely on non-renewable fossil fuels for their transportation needs)</p>
<p><b>Attitudes and Values</b></p>	<p>8.2.10 Behave in a voluntary simplicity as a form of sustainable consumption that involves a conscious decision to use fewer natural resources. Following a voluntary simplicity lifestyle can meet needs and desires and reduce damage to the environment</p> <p>8.2.11 Behave that the use of products and services in a way that minimizes the impact on the environment, so that human needs can be met not only in the present but also for future generations. When sustainable consumption is practiced, resources are used wisely, and waste products and pollution are minimized.</p>

<b>Global Competence Area</b>	<b>8 The Environment</b>
<b>Competence Element</b>	8.3 Climate change and conservation
<b>Competence Statement</b>	8.3.1 Describe and use global temperature data to create models and compare short-term trends to long-term trends. Learners will then determine whether global temperature is rising based on the data.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>8.3.2 Know that Climate is regional or global and long-term; weather is local and short-term</p> <p>8.3.3 Know and discriminate that two other terms that are often incorrectly used interchangeably are “global warming” and “climate change”</p> <p>8.3.4 Use the sea-level rise data to create models and compare short-term trends to long-term trends</p> <p>8.3.5 Know how to determine whether sea-level rise is occurring based on the data</p>
<b>Skills</b>	<p>8.3.6 Compare the trendline with their original determination of whether global temperature is rising, falling or remaining steady</p> <p>8.3.7 Discuss in groups about the importance of choosing a relevant scale for any data set they analyse</p> <p>8.3.8 Choose a scale range far outside the reasonable possibility for the data set will flatten any graph</p>
<b>Attitudes and Values</b>	<p>8.3.9 Behave in order to reduce your impact on global temperature rise</p> <p>8.3.10 Follow suggestions and behave in order to reduce the personal carbon footprint (it is the amount of carbon dioxide released into the air because of your own energy needs)</p>

## 9.9 Pedagogical Skills

<b>Global Competence Area</b>	<b>9. Pedagogical Skills</b>
<b>Competence Element</b>	<b>9.1 Professional Engagement</b>
<b>Competence</b>	9.1.1 The ability to engage in collaboration, networking sharing and exchanging information, and professional practices with other educators for continuing professional development
<b>Learning Outcomes</b>	
<b>Knowledge</b>	9.1.2 Identify networks within own organisation and beyond (locally, regionally, nationally and globally) that can support own professional development
	9.1.3 Identify continuing professional opportunities (locally, nationally and beyond including online sources) to be able to select suitable opportunities to bridge own competence and skills gaps
<b>Skills</b>	9.1.4 Use professional networks (locally, nationally and beyond including online sources) for own professional development to address identified skills gap
	9.1.5 Reflect on professional practices including a previously delivered session to identify areas for improvement including what would be done differently, if the session was to be delivered again
	9.1.6 Collaborate with colleagues and counterparts to facilitate interdisciplinary learning in respect of global and international development to deliver embedded global learning
<b>Attitudes and Values</b>	9.1.7 Recognise the value of professional networking and collaboration in improving teaching and learning to provide an enjoyable learning experience and improve outcomes for learners

<b>Competence Area</b>	<b>9. Pedagogical Competences</b>	
<b>Competence Element</b>	<b>9.2</b>	<b>Teaching and Learning</b>
<b>Competence</b>	9.2.1	Demonstrate the ability to plan and implement teaching and learning strategies appropriate for the target groups, learning objectives and learning context
<b>Learning Outcomes</b>		
<b>Knowledge</b>	9.2.2	Discuss learning theories (learning styles, preferences, how adults learn) to be able to select the most suitable approaches for specific target groups
	9.2.3	Explain what is meant by effective teaching and learning in the context of adult education, drawing up a list of the features/characteristics of good teaching
<b>Skills</b>	9.2.4	Use a range of teaching and learning techniques including those non-formal learning methods in teaching adults, in order to provide greater interactivity, engagement and flexibility in learning
	9.2.5	Design learning activities for adults learners requiring them to work collaboratively on a task/assignment and present their work/results as a group
	9.2.6.	Organise learning activities that provide a balance between independent learning and classroom-based including blended learning that require learners to plan their learning, collect evidence and present their work
<b>Attitudes and Values</b>	9.2.7	Promote learning outside the classroom to include (non-formal, informal and digital sources so learners are able to avail themselves of the available opportunities

<b>Competence Area</b>	<b>9. Pedagogical Skills</b>	
<b>Competence Element</b>	<b>9.3</b>	<b>Assessment</b>
<b>Competence Statement</b>	9.3.1 The ability to select and use different forms of assessment to test learning, including summative assessment, formative assessment and self-assessment strategies and provide guidance to learners.	
<b>Learning Outcomes</b>		
<b>Knowledge</b>	9.3.2	Explain different assessment strategies for assessing adult learners in the context of non- formal and formal education, to select the most appropriate for given situations and groups of adults
	9.3.3	Differentiate between assessment strategies including formative, summative and diagnostic assessments, self-assessments and the circumstances in which they might be used.
	9.3.4	Describe different methods/techniques for providing feedback to adult learners, selecting the most appropriate/suitable for different groups of adults learners
<b>Skills</b>	9.3.5	Monitor students' progress by collecting data on their performance, using it as basis for intervention such as provide guidance and support to facilitate action planning.
	9.3.6	Implement learning strategies that enable adult learners to monitor, reflect and assess their progress, including self-assessment.
	9.3.7	Monitor learners' performance and provide timely, constructive and supportive feedback to learners so they are clear about their performance and what they need to do to improve.
	9.3.8	Design learning activities to address the diverse learning needs of adults to facilitate progress at different levels and speeds by stretching more able learners
<b>Attitudes and Values</b>	9.3.9	Recognise the value of assessment data and effective feedback as a basis a basis for decision-making and action by including learners in the process
	9.3.10	Recognise that each learner is on their own learning journey and progress at different speeds

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## 9.10 Digital Skills

<b>Module</b>	10	<b>Digital Competences</b>
<b>Unit</b>	10.1	<b>Digital communication</b>
<b>Competence Statement</b>	10.1.1	The ability to use digital technologies to enhance organisational communication with learners, parents and other stakeholders outside the organisation.
<b>Learning Outcomes</b>		
<b>Knowledge</b>	10.1.2	Discuss the role of digital communication in the education and training of adults, identifying the key advantages and disadvantages compared to traditional means of communication.
	10.1.3	Identify digital channels and tools for communicating with colleagues, learners and third parties, and able to select appropriate tools depending on the particular target groups of learners.
<b>Skills</b>	10.1.3	Use digital communication channels and to communicate with colleagues, learners and third parties ensuring that can respond via similar channels.
	10.1.4	Use digital platforms and tools to share information, exchange knowledge, experience and best practice in pedagogical practices with colleagues and peers.
	10.1.5	Use digital technologies to collaborate with other educators within and outside own organisation to develop and share educational resources.
<b>Attitude and values</b>	10.1.6	Recognise the role and importance of digital communication in learning, everyday life and in economic, social and political life to promote its use to adults.

<b>Module</b>	10	<b>Digital Competences</b>
<b>Unit</b>	10.2	<b>Selecting and using digital resources</b>
<b>Competence Statement</b>	10.2.1	The ability to select and use appropriate digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches.
<b>Learning Outcomes</b>		
<b>Knowledge</b>	10.2.2	Select, modify and combine existing resources to create learning activities that are tailored to a specific learning objective and learner group.
	10.2.3	Discuss possible restrictions in the use of digital resources (e.g. copyright, file types, accessibility), drawing a list of the main restrictions in a presentation to adult learners.
<b>Skills</b>	10.2.4	Use different digital devices and resources (e.g. Interactive White Board, mobile devices) in the classroom with adult learners to motivate and engage them, thereby improving their learning experience.
	10.2.5	Design collaborative learning activities in a digital environment (e.g. blogs, Wikis, virtual learning environments) for group projects, requiring presentation of results and outputs digitally.
	10.2.6	Use digital technologies for assessment, thereby enhancing the suitability of use of digital technologies to enable learners to share insight and receive peer-feedback.
<b>Attitudes</b>	12.2.7	Willingness to experiment with and develop new formats and methods for embedding digital technology in teaching and learning.

<b>Module</b>	10	<b>Digital Resources</b>
<b>Unit</b>	10.3	<b>Managing digital resources</b>
<b>Competence Statement</b>	10.3.1	The ability to select, manage and protect digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches and restrictions on use of published information.
<b>Learning Outcomes</b>		
<b>Knowledge</b>	10.3.2	Describe the management of open educational resources, identifying different ways to share them with colleagues and adult learners.
	10.3.3	Identify the different licenses attributed to digital resources, summarising their implications for reuse in education.
	10.3.4	Distinguish between privacy and copyright rules in relation to the protection of for protecting digital content, giving concrete examples from education.
<b>Skills</b>	10.3.5	Organize teaching and learning materials as digital content for adult learners so they are accessible to adult learners and other educators via various means (links, attachments, uploads, file share, blogs etc.)
	10.3.6	Reference information sources when sharing or publishing resources subject to copyright, ensuring that the appropriate rules are followed, and restrictions observed.
<b>Attitude and Values</b>	10.3.7	Respect privacy and copyright rules as they relate to digital content, ensuring that the rules around using published information for educational and other uses are observed at all time, otherwise they could be consequences for the individual and their organisation.