



Co-funded by the  
Erasmus+ Programme  
of the European Union

## GLOBAL COMPETENCE FRAMEWORK FOR ADULTS

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## 1 Introduction and Background

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

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

- 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 of individuals and the future of our planet. ... Now,*

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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

*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 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 light of these unprecedented and what appears to be intractable challenges and to take advantage of the opportunities that citizens 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 for the increasingly globalised, culturally diverse and digitally interconnected communities in which they live, work and live socialise? And, if there are, how should it 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 includes 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 above 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

## 2 The Meaning of Global Competence

Competence generally refers to the ability to mobilise knowledge, skills, attitudes and values, alongside a reflective approach to the processes of learning, in order to engage with and act in the world. In short, it is the ability to do something well or effectively.

The OECD defines global competence as the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity (OECD 2015).

According to the definition, global competence is a multidimensional learning domain, encompassing three dimensions needed to engage in productive and respectful relationships with people from different cultures. These dimensions are knowledge and understanding, skills and attitudes.

Global competence can also be described as the disposition and capacity to understand and act on issues of global significance. It means that a globally competent person has:

- Knowledge of, and curiosity about the world's history, geography, cultures, environmental and economic systems, and current international issues
- Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives
- A commitment to ethical and global citizenship.

### 2.1 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.

**IFAIID (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.

### 3 The Global Competence Framework

#### 3.1 Overview of the Competence Framework

This competence framework identifies the global competences that adults need to be empowered to navigate an increasingly globalised and interconnected world and contribute to a more sustainable and just world as global citizens.

The framework draws heavily on UNESCO and OECD publications including *Preparing our Youth for an Inclusive and Sustainable World*<sup>4</sup>, *Sustainable Development Learning Objectives*<sup>5</sup>, *Global Citizenship*, and *Education: Topics and Learning Objectives*<sup>6</sup>. It builds upon, adapts and tailors aspects of existing frameworks to meet the learning needs of adults.

It also draws on the Sustainable Development Goals (SDGs) as a key source in the identification and selection of global themes for inclusion in the framework. The framework also draws on the 8 concepts of the global dimension<sup>7</sup>: Global Citizenship, Human Rights, Diversity, Human Rights, Interdependence, Sustainable Development, Values and Perceptions, Social Justice and Conflict Resolution particularly in relation to competences

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<sup>4</sup> <http://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>

<sup>5</sup> UNESCO, *Education for Sustainable Development Goals: Learning Objectives*, Paris (2017)

<sup>6</sup> <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> (accessed 22/03/2028)

<sup>7</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)

around global citizenship.

The focus is on those issues that are particularly relevant to the learning needs of adults and the type of actions that they might be expected to, and able to take in contributing to a more sustainable, equitable and just world.

The framework includes 7 global and international development issues, each broken down into sub-themes called competence elements. For each competence element a competence statement has been formulated for which learning outcomes have been developed in terms of knowledge, skills, attitudes and values.

The global issues included in the competence are as follows:

1. The Economy and Globalisation
2. Global Communication
3. Poverty, Hunger and Malnutrition
4. Human Rights and Social Justice
5. Democracy and Global Citizenship
6. Energy
7. The Environment

### **3.2 Who is the Competence Framework for and how can it be used?**

The competence framework is intended to be a guide for adult educators and others wanting to promote and incorporate global education in their work with adults including adult learners. It describes the knowledge, skills, attitudes and values that citizens should have to navigate the globalised, digitally interconnected and interdependent world and to contribute to a sustainable world as global citizens.

Although the competence framework has been designed specifically for adults in both formal and non-formal education settings, those working in other education sectors including youth and teacher-training institutions would also find it useful.

The competence framework provides an introduction to global learning for adults including those new to the subject but will also help deepen and broaden the knowledge and understanding of those who already know something about the subject.

The global issues included in the framework are not exhaustive or definitive, so can be expanded and altered to meet the specific needs of particular target groups, and neither are the learning outcomes prescriptive. What it does, however, is provide a comprehensive set of competences that adults are expected to have and learning outcomes to be achieved to demonstrate competence.

The global competence framework is not a course, and the global issues and competence elements are not intended to be course modules or units. Educators can combine them differently in a course to meet the needs of specific groups of adults.

The competence statements in the framework, the competence statements are not meant to be assessed. They are descriptors of the competences that the learner is required to demonstrate. It is effectively a summary of the learning outcomes associated with the particular competence element. It is the learning outcomes (knowledge, skills and attitudes and values) that are assessed to determine whether the required competences have been achieved.

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.

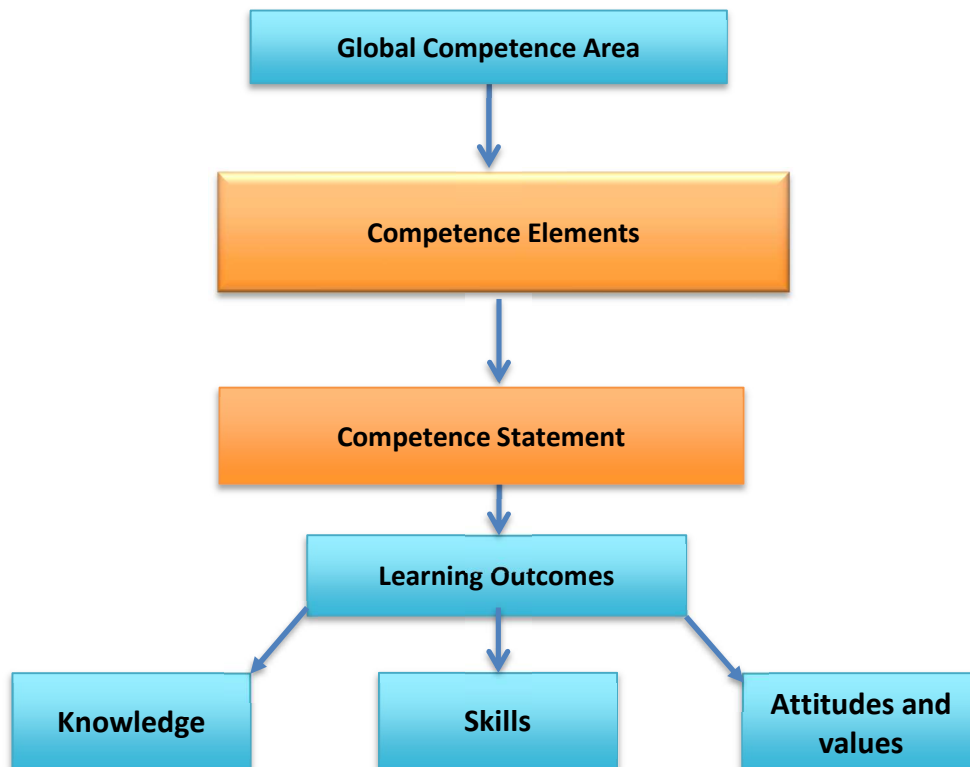
Ideally, implementing global education, a whole organisation approach is recommended to foster greater 'buy-in' across the organisation. Global education can be incorporated or embedded in other curriculum areas, so it is not delivered separately as perceived as an add on. However, embedding global education in non-formal education targeting adults presents a challenging context in which there may be few or no core curriculum areas or subjects in which global education can be embedded. It may have to be offered as standalone learning opportunities along key global themes as seminars, workshops and short courses.

#### **4 The Structure of the Global Competence Framework for Adults**

The competence framework consists of 4 dimensions: Global Competence Area, Competence Elements, Competence Statement and Learning Outcomes. See diagram below



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



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

**Competence Elements** - these are the element 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 Knowledge, Skills, Attitudes and Values to demonstrate achievement of the competence.

## 4.2 Summary of Competence areas and Competene Elements

COMPETENCE AREA	COMPETENCES
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. Poverty, Hunger and Malnutrition	3.1 Worldwide distribution of population and wealth around the world
	3.2 The Sustainable development Goals 1, 2 & 3 : “No poverty”, “zero hunger”, “good health and well-being”
	3.3 International organisations and NGOs fighting poverty and malnutrition
4. Human Rights and Social Justice	4.1 Ensure “the ability to apply learning outcomes adequately” and to understand Human Rights background, key targets and challenges
	4.2 The effectiveness of actions (policies, strategies and initiatives) to ensure the importance of Human Rights for all
	4.3 Personal roles in Human Rights
	4.4 Personal roles to understand Global Conflicts background.
5. Democracy and Global Citizenship	5.1 Cultural Diversity
	5.2 Citizenship rights
	5.3 Civic participation
6. Energy	6.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy issues that are being addressed
	6.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable and clean energy for all.
	6.3 Personal role in energy conservation
7. The Environment	7.1 Pollution (land/water
	7.2 Sustainability (desertification, Food security, Agriculture)
	7.3 Climate change and conservation

## 5 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.

### 5.1 The Economy and Globalisation

<b>COMPETENCE AREA</b>	<b>1. ECONOMY AND GLOBALISATION</b>
<b>Competence Element</b>	<b>Sustainable Development</b>
<b>Competence Statement</b>	1.1 An understanding of 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>	<p>1.1.1 Demonstrate knowledge of the terminology related to sustainable development and sustainability in a presentation</p> <p>1.1.2 Consider the key aspects of the environmental impact of human developments on the environment in a written report</p> <p>1.1.3 Describe key environmental policies at global and national levels in peer and group discussions</p>
<b>Skills</b>	<p>1.1.4 Research and report on how current national and international policies and intervention impact on sustainable development with specific examples</p> <p>1.1.5 Discuss some possible future directions in thinking about sustainable development, including possible new approaches in this area</p>
<b>Attitude and Values</b>	1.1.6 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>
Competence Element	1.2 Global Trade and International Transactions
Competence Statement	1.2.1 Familiarity with the extent, causes and implications of a more fully integrated world economy and economic relationships between countries.
<b>Learning Outcomes</b>	
Knowledge	<p>1.2.2 Explain the meaning of Global Economy in line with current academic literature to a non-specialist audience</p> <p>1.2.3 Demonstrate an awareness of key developments in international politics illustrating how they contribute to the current level of economic globalisation</p> <p>1.2.4 Understand the impact of the key international economic institutions regularly reported by current media by describing their individual roles</p> <p>1.2.5 Understand the current definition of 'exchange rates' in economics terms by providing pertinent examples</p>
Skills	1.2.6 Express ideas about the nature of current economic systems in a debate with peers verbally in class and in writing in a simple format
Attitude and Values	1.2.7 Recognise that globalisation has positive and negative effects on the economy of own and other countries by debating 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 explain what migration is and why this is one of the most visible and significant aspects of globalisation
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>1.3.2 Describe the different types of migration (e.g. emigration, immigration, internal, external) by referring to examples across the world</p> <p>1.3.3 Describe the main causes of migration in different countries by referring to relevant, current examples</p> <p>1.3.4 Demonstrate understanding of the impact of migration on the local economies of more and less developed countries in a group debate</p> <p>1.3.5 Describe how globalization and migration have increased economic disparities between countries providing relevant examples within a group discussion</p>
<b>Skills</b>	1.3.6 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 simple format
<b>Attitude and Values</b>	1.3.7 Appreciate 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 Understanding of 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 Describe global economic inequality and global poverty in relation to the current global context in a group or peer discussion</p> <p>1.4.3 Provide a list of the main causes of economic inequality between nations within the current global context suitable for a debate amongst a group of peers</p> <p>1.4.4 Demonstrate an understanding of the economic and political relationships between the poor and the developed countries within the current global context through a clear presentation</p> <p>1.4.5 Identify the countries with the highest economic inequality describing key features to a group of peers</p>
<b>Skills</b>	1.4.6 Relate current theories on economic inequality to the global events that produce them verbally and in a simple written format
<b>Attitude and Values</b>	<p>1.4.7 Recognise that wealth inequality weakens societies by providing relevant examples in a group discussion</p> <p>1.4.8 Recognise that from a moral and ethical standpoint, inequality is an obvious issue of concern by citing current examples and personal concerns</p>

## 5.2 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 Learners will be able to describe the phenomenon of fake news and political propaganda and discuss its role and consequences in current societies.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	2.1.2. Summarize the main differences between fake news and propaganda and its impact on society. 2.1.3. Explain the context in which fake news are produced: beneficiaries, objectives, distribution channels, influence on public opinion and consequences.
<b>Skills</b>	2.1.4. Identify specific examples of fake news, minimum 2 examples, on internet. 2.1.5. Discuss about the coverage of a controversial topic in different local and national media, highlighting 2 aspects.
<b>Attitude and Values</b>	2.1.6. Commitment to an ethical and responsible dissemination of information, by commenting one case of fake news 2.1.7. Adopt a rational and critical approach to information, writing an alternative of the fake news case.

<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. Learners will be able to define the relationship between democracy, citizenship and public opinion within the framework of social media in an interconnected world.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	2.2.2. Identify the concept of democracy and its implications, minimum 3, for citizens and society. 2.2.3. Analyse the role of social media as a key tool in the formation of public opinion, based on a newspaper article in internet. 2.2.4. Describe the different visions and perspectives about participatory democracy tackled in political debates, based on one internet example.
<b>Skills</b>	2.2.5. Explain, through specific case studies, how public opinion can influence the public policies that affect society. 2.2.6. Provide examples, minimum 2, of social processes that imply a relationship between public opinion and social participation.
<b>Attitude and Values</b>	2.2.7. Encourage others to support citizen participation and promote democratic citizenship values, by posting on an online forum on the subject



<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. Familiarity with the key concepts of intercultural communication and its importance to establish links and common bases between different cultures, communities and people.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	2.3.2. Identify the concepts involved in intercultural dialogue through the notions of identity, alterity, solidarity and recognition. 2.3.3. Explain the main characteristics of different integration models (assimilation, multiculturalism and interculturalism).
<b>Skills</b>	2.3.4. Apply the principles of intercultural communication in different practical cases, minimum 2 cases. 2.3.5. Compare personal narratives and experiences, minimum 2, to address different perspectives and forms of expression.
<b>Attitude and Values</b>	2.3.6. Open attitude towards the diversity values of other cultures, by commenting a case. 2.3.7. Reject ethnocentric attitudes and maintain a relationship between native and foreign cultures, by participating on online forum.

### 5.3 Poverty, Hunger and Malnutrition

<b>Global Competence Area</b>	<b>3. Poverty, Hunger and Malnutrition</b>
<b>Competence Element</b>	<b>3.1 The Worldwide distribution of poverty, hunger and malnutrition and their causes</b>
<b>Competence Statement</b>	3.1.1 Familiarity with the definitions of poverty, hunger and malnutrition, their distribution around the world, causes and effects.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>3.1.2 Memorize the distribution of population and poverty around the world using a role play and map reports suitable for discussion and exchanges</p> <p>3.1.3 Describe poverty, hunger and malnutrition using official definitions and relate them to their own country</p> <p>3.1.4 Illustrate the factors leading to poverty, hunger and malnutrition by giving concrete examples</p>
<b>Skills</b>	<p>3.1.5 Compare worldwide inequalities using official data and definitions suitable for peer presentation</p> <p>3.1.6 Illustrate the impact of malnutrition on health using the cycle of hunger and poverty</p>
<b>Attitude and Values</b>	3.1.7 Recognise the imperative of reducing poverty, hunger and malnutrition at national and International levels by identifying their global consequences.

<b>Global Competence Area</b>	<b>3. Poverty, Hunger and Malnutrition</b>
<b>Competence Element</b>	3.2 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, key targets and the issues being addressed.
<b>Competence Statement</b>	3.2.1 Familiarity with the sustainable goals to end poverty, hunger and ensure well-being for all.
<b>Learning Outcomes</b>	
	3.2.2 Discuss with peers, progress towards SDG 1 to end poverty, SDG 2 to end hunger and SDG 3 to ensure well-being for all, using published data.  3.2.3 Identify the main obstacles to achieving the SDGs in different regions in the world.
<b>Skills</b>	3.2.4 Critically examine 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>Attitude and Values</b>	3.2.5 Adopt live styles that promote personal well-being

<b>COMPETENCE AREA</b>	<b>3. Poverty, Hunger and Malnutrition</b>
<b>Competence Element</b>	3.3 The effectiveness of actions (policies, strategies and initiatives) to end poverty, hunger and malnutrition
<b>Competence Statement</b>	3.3.1 The ability to critically review actions (policies, strategies/initiatives) to end poverty, hunger and malnutrition
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>3.3.2 Describe the main actors involved in the fight against poverty, hunger and malnutrition referencing sources and group them in terms of public and private bodies, dependant or independent bodies from governmental authorities.</p> <p>3.3.3 Identify the main funds against poverty, hunger and malnutrition by bi-lateral and multi-lateral aids.</p>
<b>Skills</b>	3.3.4 Debate the actions to end poverty, hunger and malnutrition or the right to interfere on other countries by debating other learners.
<b>Attitude and Values</b>	3.3.5 Encourage others to support actions to fight poverty and malnutrition globally by contributing to aid organisations.

## 5.4 Human Rights and Social Justice

<b>Global Competence Area</b>	<b>4.Human Rights and Social Justice</b>
<b>Competence Element</b>	<b>4.1</b> Human Rights and Social Justice, its meanings, principles and key targets
<b>Competence Statement</b>	<b>4.1.1</b> The ability to discuss Human Rights among the most important competencies, its background, key targets, and acquire new social skills and knowledge in Human Rights Education.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<b>4.1.2</b> Identify different concepts relating to Human Rights referring to examples from own country.
	<b>4.1.3</b> Discuss the background of Huma Rights, using UN data sources, highlighting the key events and developments leading to its meaning and concepts by the United Nations.
	<b>4.1.4</b> Discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights
<b>Skills</b>	<b>4.1.5</b> 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. <b>4.1.6</b> Promote new social skills and knowledge of Human Rights
<b>Attitude and Values</b>	<b>4.1.7</b> 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>4.Human Rights and Social Justice</b>
<b>Competence Element</b>	<b>4.2 The promotion and protection of human rights</b>
<b>Competence Statement</b>	<b>4.2.1</b> The ability to engage in critical and informed discussions about the promotion and protection of human rights and addressing human rights violations.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<b>4.2.2</b> Outline actions to define Human Rights in Europe and ‘What are we talking about?’ towards a culture of Human Rights <b>4.2.3</b> Analyse actions being taken to promote Human Rights <b>4.2.4</b> Promote a local Forum to discuss some subjects of Human Rights encouraging the participation of people.
<b>Skills</b>	<b>4.2.5</b> Identify actions regarding Human Rights <b>4.2.6</b> Promote new social skills and knowledge in Human Rights <b>4.2.7</b> Present local ideas for small projects or activities in Human Rights
<b>Attitude and Values</b>	<b>4.2.8</b> Identify some measures to stimulate a change of attitudes and behaviours, through the education of Human Rights and Citizenship <b>4.2.9</b> Appreciate the social implications of unawareness about in Human Rights in society <b>4.2.10</b> Recognize the importance of the information acquired, that Social expectations regarding any given set of different roles.

<b>Global Competence Area</b>	<b>4.Human Rights and Social Justice</b>
<b>Competence Element</b>	<b>4.3</b> Personal roles in Human Rights
<b>Competence Statement</b>	<b>4.3.1</b> The ability to identify and integrate personal roles in Human Rights
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p><b>4.3.2</b> Identify the personal role of a citizen in promoting actions for Human Rights</p> <p><b>4.3.3</b> Analyse measures that can be taken to improve Human Rights in local communities.</p>
<b>Skills</b>	<p><b>4.3.4</b> identify behaviours impact on Human Rights</p> <p><b>4.3.5</b> Raise public awareness of the issues by organising local initiatives and actions for the general public.</p> <p><b>4.3.6</b> Present ideas or activities to develop active participation and exercise of citizenship.</p>
<b>Attitude and Values</b>	<p><b>4.3.7</b> Encourage others to support Human Rights initiatives involving different social actors.</p> <p><b>4.3.8</b> 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>4. Human Rights and Social Justice</b>
<b>Competence Element</b>	<b>4.4 The meaning, principles, importance of social justice and examples/instances of social injustice.</b>
<b>Competence Statement</b>	<b>4.4.1</b> The ability to recognize the definition of Social Justice, key targets and indicators it seeks to meet and acquire new social skills and knowledge in Social Justice.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<b>4.4.2</b> Recognize different concepts relating to Social Justice referring to examples from Europe.
	<b>4.4.3</b> Identify actions (initiatives) in Social Justice, highlighting the key events and concepts by the United Nations.
	<b>4.4.4</b> Select, list and classify actions (initiatives) with great impact through the media in Europe about Social Justice towards a culture of Human Rights
<b>Skills</b>	<b>4.4.5</b> Identify behaviours impact on Human Rights <b>4.4.6</b> Raise public awareness of the issues by organising local initiatives and actions for the general public. <b>4.4.7</b> Present ideas or activities to develop active participation and exercise of citizenship.
<b>Attitude and Values</b>	<b>4.4.8</b> Encourage others including friends and colleagues to support Global Conflicts towards Human Rights measures by participating in local/national initiatives and campaigns



## 5.5 Democracy and Global Citizenship

<b>Global Competence Area</b>	<b>6. Democracy and Global Citizenship</b>
<b>Competence Element</b>	<b>6.1 Cultural Diversity</b>
<b>Competence Statement</b>	6.1.1. Understand the meaning of culture and the impact of cultural diversity on society and global processes. Describe the larger principles of defining cultures and analysing its own cultural fabric.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>6.1.2. Define the general concepts related to culture and understand their connections (based on The Iceberg's cultural model)</p> <p>6.1.3. Explain the principles of larger religions and their links to cultural practices, traditions, identities, language, values and attitudes and also finds similarities and differences</p> <p>6.1.4. Analyse the reasons for global conflicts based on a case study while taking the cultural context into account</p> <p>6.1.5. Describe, based on a case / media, the impact of cultural differences in global processes: conflicts; migration; human rights and so on.</p>
<b>Skills</b>	<p>6.1.6. Provide examples of visible and invisible cultural differences</p> <p>6.1.7. Compare the cultural context through various case analyses (e.g., cultural conflict)</p> <p>6.1.8. Argue for and against the positive and negative impacts of cultural differences at different levels – family, school, workplace, society and so on</p>
<b>Attitudes and Values</b>	6.1.9. Value and respect the beliefs and norms of different cultures and is tolerant of and respectful to representatives of other cultures

<b>Global Competence Area</b>	<b>6. Democracy and Global Citizenship</b>
Competence Element	<b>6.2. Citizenship rights</b>
Competence Statement	6.2.1. The ability to explain the meaning of citizenship rights and the responsibilities and connections of the global citizenship and sustainable development. Know and uses his/her civil rights, is able to participate in discussion about the civil society.
<b>Learning Outcomes</b>	
Knowledge	<p>6.2.2. Identify citizenship rights and responsibilities, and provide examples of how it contributes to sustainable development</p> <p>6.2.3. Describe what kind of knowledge, skills, competences and values characterise/are necessary to global citizenship</p> <p>6.2.4. Discuss how citizenship rights can be protected and exercised, provide activities to increase the awareness of active citizenship in the community (participation activity in community)</p> <p>6.2.5. Explain the advocacy as a possibility for participation activity and networking/cooperation in the community.</p>
Skills	<p>6.2.6. Assess their own digital citizenship skills and knowledge and provide ideas how to improve it.</p> <p>6.2.7. Discuss the possibilities/activities in which citizens can get involved in and contribute to the goals of global development (e.g. democracy, environment, migration, pollution, sustainable development etc.) on the community level, give examples. (Active participation in democratic life)</p> <p>6.2.8. Analyse their daily behaviour, knowledge, skills, values and attitudes, bring out the ones befitting global citizenship and supporting sustainable development.</p>
Attitudes and Values	<p>6.2.8. Value their role in different decision-making levels and know that they are part of a global community that makes the world better and a more caring place.</p> <p>6.2.9. Attempt to be aware of one's citizenship rights /responsibilities and use the respective possibilities by consciously contributing as an active citizen to sustainable</p>

	development on various levels in the community and in the society.
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<b>Global Competence Area</b>	<b>6. Democracy and Global Citizenship</b>
Competence Element	<b>6.3. Civic participation</b>
Competence Statement	6.3.1. Obtain knowledge of democracy, justice, equality and the rules and procedures that will maintain it.
<b>Learning Outcomes</b>	
Knowledge	<p>6.3.2. Explain the concept of democracy and gives some examples of democratic or undemocratic behaviour at local, national or European level</p> <p>6.3.3. Name his/her and the respective organization's participation possibilities in democratic processes</p> <p>6.3.4 Understand and give examples of the dangers in society when it starts deviating from democratic behaviour.</p>
Skills	<p>6.3.5. Find information about various topics on local, national and European level</p> <p>6.3.6 Compare the functioning of democratic / undemocratic countries based on individual example</p> <p>6.3.7. Analyse, based on himself/herself (or based on his/her organization), the opportunities for action to ensure his/her contribution for a better world (SDG 7 targets)</p> <p>6.3.8. Assess documents regulating civil society at local and national level (development plans, sectoral policies, etc.)</p>
Attitudes and Values	6.3.9. Understand the democratic / undemocratic nature of his/her local and national decision-making processes and wish to act in order to maintain a more open society

## 5.6 Energy

<b>Global Competence Area</b>	<b>6. Energy</b>
<b>Competence Element</b>	6.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy issues that are being addressed.
<b>Competence Statement</b>	6.1.1 Familiarity with the sustainable goal to ensure access to affordable, reliable, sustainable and modern energy for all” , its background, key targets and the energy issues being addressed.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>6.1.2 Identify different energy sources (hydro, wave, oil, natural gas, solar, geothermal) by defining and classifying them into renewable and non-renewable sources.</p> <p>6.1.3 Discuss progress towards the main SDG7 targets using published to critically</p> <p>6.1.4 Identify the main energy problems being addressed by SD7 relating them to households and business.</p>
<b>Skills</b>	6.1.4 Critically examine performance towards the SDG7 targets in own country and globally using published data, to help predict whether or not the overall goal and targets will be achieved.
<b>Attitudes and Values</b>	6.1.5 Support efforts towards local energy conservation by joining campaign and advocacy groups.
	6.1.6 Recognise the imperative of reducing reliance on unsustainable energy sources by reducing own carbon footprint.

<b>Global Competence Area</b>	<b>6. Energy</b>
<b>Competence Element</b>	6.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable and clean energy for all.
<b>Competence Statement</b>	6.2.1 The ability to critically review actions (policies, strategies/initiatives) to ensure affordable and sustainable energy for all.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	6.2.2 Identify actions being taken to ensure affordable, reliable and sustainable energy by grouping them in terms of national and global actions.
	6.2.3 Report on the effectiveness of actions to ensure affordable, reliable and sustainable energy using reliable data, by examining performance in own country/region and globally.
<b>Skills</b>	6.2.4 Speculate on what the right energy mix should be for own country and globally, using data from reliable sources that identify the current energy mix.
	6.2.5 Argue against the continued production and use of fossil fuel globally, focusing on the impact on the environment and health.
<b>Attitudes and Values</b>	6.2.6 Encourage others to take energy saving measures at home and in the workplace.

<b>Global Competence Area</b>	<b>6.Energy</b>
<b>Competence Element</b>	6.3 Personal role in energy conservation
<b>Competence Statement</b>	6.3.1 The ability to analyse the impact of personal behaviour on energy use and conservation and willingness to take appropriate action.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	6.3.2 Identify personal behaviour (travel, consumption, production, waste disposal, etc.) their impact on energy conservation and measures that can be taken in the household to improve energy conservation in the areas identified.
	6.3.3 Identify personal behaviour/lifestyles that contribute to toxic gas emissions, suggesting practical ways in which these could be reduced.
<b>Skills</b>	6.3.4 Conduct an audit of household habits/practices to identify opportunities for recycling, reusing and reducing the use of resources within the household and at work.
<b>Attitudes and Values</b>	6.3.5 Support energy conservation measures as a concerned citizen, by joining community initiatives and campaigns to improve energy conservation.
	6.3.6 Show a commitment to energy conservation by practicing energy conservation measures in the household and at work.

## 5.7 The Environment

<b>Global Competence Area</b>	<b>7. The Environment</b>
<b>Competence Element</b>	7.1 Pollution (land/water)
<b>Competence Statement</b>	7.1.1 Learners will activate their knowledge about air pollution and research air quality and the role of plants, and then they will learn photosynthesis to understand role of plants in controlling particle pollution.
<b>Learning Outcomes</b>	
<b>Knowledge</b>	<p>7.1.2 Investigate decomposers and the role of decomposers in maintaining the flow of nutrients in an environment. Learners will also learn how plants and natural decomposers to help clean up waste</p> <p>7.1.3 Develop their understanding of the effects of invisible air pollutants with easy experiments and by exploring roles related to air pollution.</p> <p>7.1.4 Learn about how to minimize land pollution (recycling and reuse, avoid of chemicals in farming, reduce waste and buy organic products)</p>
<b>Skills</b>	<p>7.1.5 Discover the concepts of air pollution and technologies that have been developed to reduce it.</p> <p>7.1.6 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>7.1.7 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>7.1.8 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>7.1.9 Discover the factors that affect water quality and the conditions that allow for different animals and plants to survive.</p> <p>7.1.10 Illustrate the effects of water quality on various water-related</p>



	activities and describe water as an environmental, economic and social resource.
<b>Attitudes and Values</b>	7.1.11 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>7. The Environment</b>
<b>Competence Element</b>	7.2 Sustainability (desertification, Food security, Agriculture)
<b>Competence Statement</b>	7.2.1 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>7.2.2 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>7.2.3 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>7.2.4 Understand that humans need to practice some degree of environmental sustainability and allow for long-term environmental quality.</p> <p>7.2.5 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>7.2.6 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>7.2.7 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>7.2.8 Explain how to use carpooling, renewable energy sources, such</p>

	<p>as solar or wind power, developing alternative fuel sources, such as biofuels, for our transportation needs and using environmentally friendly cleaning products.</p> <p>4.2.9 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>7.2.10 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>7.2.11 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>7 The Environment</b>
Competence Element	7.3 Climate change and conservation
Competence Statement	7.3.1 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>	
Knowledge	<p>7.3.2 Know that Climate is regional or global and long-term; weather is local and short-term.</p> <p>7.3.3 Know and discriminate that two other terms that are often incorrectly used interchangeably are “global warming” and “climate change.”</p> <p>7.3.4 Use the sea-level rise data to create models and compare short-term trends to long-term trends.</p> <p>7.3.5 Know how to determine whether sea-level rise is occurring based on the data.</p>
Skills	<p>7.3.6 Compare the trendline with their original determination of whether global temperature is rising, falling or remaining steady.</p> <p>7.3.7 Discuss in groups about the importance of choosing a relevant scale for any data set they analyse.</p> <p>7.3.8 Choose a scale range far outside the reasonable possibility for the data set will flatten any graph.</p>
Attitudes and Values	<p>7.3.9 Behave in order to reduce your impact on global temperature rise.</p> <p>7.3.10 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>