

# Embedded Materials on Global Learning

## An Erasmus+ Strategic Partnership Project

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## **1. Introduction**

This collection of teaching resource and related user guidelines are part of a teaching resource package that was developed alongside the Global Competence Framework 2019-2020. The Framework, consisting of seven modules, each divided into learning units and learning objectives, enables educators to deliver a course on global learning that develops students' awareness of global issues.

The materials were developed by an Erasmus+ Strategic Partnership project, "The Bigger Picture" and based on themes derived from the *Global Competence Framework for Adults*, also developed by the partnership (The other outputs can be downloaded from the project's website: <https://biggerpicture.moodlecloud.com>).

The themes are:

8. Economy and Globalisation
9. Environmental Protection, Climate Change and Conservation
10. Energy
11. Poverty, Hunger and Malnutrition
12. Global Communication
13. Human Rights and Social Justice
14. Democracy and Global Citizenship

## **2. Target Group**

The target group for the workshop is adults that want to learn about global and international development issue but have no opportunities to do either as part of their course (for adult learners) or those who would otherwise, would no other opportunities to do so.

## **3. How to Use the Materials**

Each resource can be used as a stand-alone teaching material and embedded into the delivery of a variety of courses across a range curriculum areas, thus enabling teachers and trainers to raise awareness of global issues with a wide range of students and trainees.

## ECONOMY AND GLOBALISATION

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<ul style="list-style-type: none"> <li>○ Economics</li> <li>○ Business Management</li> <li>○ International Development</li> </ul>
<b>Course/Level</b>	<p>Introductory courses in Economics or a range of Business Management course at a beginner level</p> <p>An intermediate course in English (e.g. CAE) to develop students' reading comprehension and speaking (discussion) skills</p>
<b>Target audience</b>	Adult students and adult teacher trainees
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The impact of migration on world economies</li> <li>○ Labour market and the effect of immigration</li> </ul>
<b>Global dimension module and unit</b>	<p>5. Economy and Globalisation</p> <p>5.2 Migration and Movement of People</p>
<b>Learning outcomes covered by this resource</b>	<p>Student will be able to explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy (for Economics and Business students)</p> <p>Students will be able to extract specific information from a reading sources containing specialist language and demonstrate an ability to discuss orally a given topic expressing and justifying personal opinions (English students)</p>
<b>Type and description of resource</b>	<p>A journal article: "The Labour Market Effects of Immigration"</p> <p>Authors: Dr Martin Ruhs, Dr Carlos Vargas-Silva</p> <p>Published: 14/12/2018</p> <p>Source: The Migration Observatory at the University of Oxford</p> <p><a href="https://migrationobservatory.ox.ac.uk/resources/briefings/the-labour-market-effects-of-immigration/">https://migrationobservatory.ox.ac.uk/resources/briefings/the-labour-market-effects-of-immigration/</a></p> <p>The article can be downloaded as pdf document and printed</p>

<p><b>Teaching and Learning approach</b></p> <ul style="list-style-type: none"> <li>• <b>Activities</b></li> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p>Flipped Learning approach</p> <p><b>PRE-CLASS ACTIVITY</b></p> <p>Learners will read the paper named “The Labour Market Effects of Immigration”.</p> <p>They will be asked to research relevant, current examples of countries where there has been a significant increase in the mobility of labour due to migration.</p> <p>They will also be asked to consider the effect this has had on their country of residence and/or origin.</p> <p><b>IN-CLASS ACTIVITY</b></p> <p>In pairs, learners will share their research with their partner and compare their findings by country and this will be displayed on a flipchart poster created by the pair. A carousel activity will ensue whereby the other students will walk around to read the posters and ask questions of the creators of the posters.</p> <p>This will be followed by a class discussion on the effect globalisation has had on the workforces in various countries and the effect this could have on the welfare systems of these countries.</p> <p><b>ASSESSMENT</b></p> <p>Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Group presentation in class</li> <li>• Observation of peer review / questioning</li> <li>• Learners’ ability to express informed opinions</li> </ul>
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## ENVIRONMENTAL PROTECTION, CLIMATE CHANGE AND CONSERVATION

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<ul style="list-style-type: none"> <li>○ Environment</li> <li>○ Economy and Globalisation</li> <li>○ Global Communication</li> </ul>
<b>Course/Level</b>	Basic courses in Economy and Globalisation or a range of Environment protection course at a beginner level
<b>Target audience</b>	Adult students and adult teacher trainees
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The protection of the environment during the globalisation time</li> <li>○ How to communicate the environment issue using social media</li> </ul>
<b>Global dimension module and unit</b>	9.3.1 Climate change and conservation 9.2.1 Sustainability
<b>Learning outcomes covered by this resource</b>	<p>Learners will be able to explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy (for Economics and Business students)</p> <p>This training of trainers workshop is designed for conservationists with limited experience engaging with issues on climate change and ecosystem services interactions with biodiversity locally, nationally and internationally.</p> <p>The workshop participants assess the climate change related issues relevant to their work in biodiversity, identify needs and then evaluate appropriate responses. Participants also develop an action plan to implement within 12 to 18 months after the training workshop.</p> <p>Applicants to this training workshop need to demonstrate prior experience with training local stakeholders and how skills gained will be utilised after the workshop.</p>
<b>Type and description of resource</b>	<p>A course online named “Climate Change workshop”</p> <p>Authors: Conservation Leadership Programme</p> <p>Published: 11/2019</p> <p>Source: Conservation Leadership Programme</p>

	<p><a href="http://www.conservationleadershipprogramme.org/training/local-training-courses/climate-change-workshop/">http://www.conservationleadershipprogramme.org/training/local-training-courses/climate-change-workshop/</a></p> <p>It is possible to be enrolled in the course and then download the material.</p>
<p><b>Teaching and Learning approach</b></p> <ul style="list-style-type: none"> <li>• <b>Activities</b></li> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p>Flipped Learning approach</p> <p><b>PRE-CLASS ACTIVITY</b></p> <p>Learners will be introduced the 3 R's: reduce waste, reuse resources, and recycle materials.</p> <p>Organise tree planting days at the venue and tell them why trees are important to the environment.</p> <p>Encourage learners to switch off all appliances and lights when not in use.</p> <p><b>IN-CLASS ACTIVITY</b></p> <p><b>Flipping</b> helps students of all abilities to excel, because all the direct instruction is recorded, learners with special needs can watch the videos as many times as they need to learn the material. Instead, learners can pause <b>their</b> teacher, rewind <b>their</b> teacher, and make sure they actually learn the important concepts.</p> <p><b>ASSESSMENT</b></p> <p>Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Group presentation in class about the subject</li> <li>• Observation of peer review / questioning</li> <li>• Learners' ability to express informed opinions</li> </ul>

## ENERGY

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<ul style="list-style-type: none"> <li>○ Personal Finance</li> <li>○ Financial Literacy</li> </ul>
<b>Course/Level</b>	Introductory courses in Personal Finance or Financial Literacy (Level 2 equivalent) to develop learners' understanding and skills in budgeting and money saving opportunities.
<b>Target audience</b>	Adults
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Personal behaviour, lifestyles and impact on energy use and conservation</li> <li>● Energy Efficiency (use and conservation within households)</li> <li>● Social, financial and environmental cost of energy use</li> </ul>
<b>Global dimension module and unit</b>	<p>Module 6: Energy</p> <p>Unit 6.3. personal role in energy use and conservation</p>
<b>Learning outcomes covered by this resource</b>	<ul style="list-style-type: none"> <li>● Learners will be able to identify personal behaviour (travel, consumption, production, leisure) and their impact on energy use and conservation.)</li> <li>● Learners will be able to carry out an audit to identify energy saving and conservation measures and the likely impact on household budgets.</li> <li>● Learners will be able to select energy deals/tariffs that provide savings on their current tariffs/deals.</li> </ul>
<b>Type and description of resource</b>	<p><b>Internet/web resources:</b></p> <p><a href="http://www.Energysavingtrust.org.uk">www.Energysavingtrust.org.uk</a></p> <p><a href="https://www.eesi.org/topics/energy-efficiency/description">https://www.eesi.org/topics/energy-efficiency/description</a></p>
<b>Teaching and Learning approach</b>	<p>Flipped and blended learning</p> <p><b>PRE-CLASS ACTIVITY</b></p> <p>Learners will be required to view a video on energy efficiency and conservation and asked to note the key point/issues/messages arising from the video.</p> <p><a href="https://www.youtube.com/watch?v=uOFCyAjH6ew">https://www.youtube.com/watch?v=uOFCyAjH6ew</a></p>



**IN-CLASS ACTIVITY**

- Learners will share their notes on the main points/issues/messages from the video as a whole group activity with the main points noted on flipchart or iwb. This will be followed by an introduction of the concept of energy efficiency and the benefits of more efficient use of energy.
- In groups of 2-3 depending on class size, learners will be asked to list the energy efficiency measures that can be implemented in the home and by households, and the likely impact on household budget using the resource via the links provided.
- Learners will be asked to compare energy tariffs and select the best tariff for a given household profile, explaining the basis for the selection.

**ASSESSMENT**

In small groups or pairs, learners will present energy efficiency as a mind map to at least 3 levels.

## POVERTY, HUNGER AND MALNUTRITION

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<ul style="list-style-type: none"> <li>○ International Development</li> <li>○ Economics</li> <li>○ English</li> </ul>
<b>Course/Level</b>	<p>Introductory course in International development</p> <p>Intermediate course in English to develop students' comprehension and capacity to express themselves.</p>
<b>Target audience</b>	Adult students and adult teacher trainees
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The inequality of world wealth distribution</li> <li>○ The current situation of poverty around the world</li> <li>○ Relations between poverty, hunger and malnutrition</li> <li>○ Food insecurity scales</li> </ul>
<b>Global dimension module and unit</b>	<p>4. Poverty, hunger and malnutrition</p> <p>4.1 the Worldwide distribution of poverty, hunger and malnutrition and their causes</p>
<b>Learning outcomes covered by this resource</b>	<p>Student will be able to memorize the worldwide distribution of population and wealth.</p> <p>Students will be able to debate statements about poverty and hunger</p> <p>Students will understand the concept of global food security and nutrition</p> <p>Students will be able to find reliable information on poverty, hunger and malnutrition</p>
<b>Type and description of resources</b>	<p>A website: The FAO one-line data Source: <a href="http://www.fao.org/faostat/en/#home">www.fao.org/faostat/en/#home</a></p> <p>A website article: "Myths on hunger debunked" Authors: Materne Maetz Published: September 2012 Source: <a href="http://www.hungerexplained.org">www.hungerexplained.org</a></p> <p>The article can be downloaded as pdf document and printed</p>
<b>Teaching and Learning approach</b>	<p><b>IN-CLASS ACTIVITY</b></p> <p>First, all learners will have to distribute themselves on the room according to the population on the continents.</p>

<ul style="list-style-type: none"> <li>• <b>Activities</b></li> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p>After, they will have to distribute chairs according to world wealth distribution</p> <p>This will be followed by a class discussion on the way this role play may have changed their perception of world inequalities and about the advantages and limits of this role play</p> <p>Timing: 1h30</p> <p><b>ASSESSMENT</b> Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Learners' knowledge of world population and wealth distribution</li> <li>• Learners' ability to express informed opinions</li> </ul> <p><b>IN-CLASS ACTIVITY</b> Learners will have to agree or disagree statements related to hunger. Then, they will have to explain the reasons of their opinions; Facilitator will give reliable information on the topic</p> <p><b>ASSESSMENT</b> Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Learners' knowledge and understanding of hunger world situation</li> <li>• Learners' ability to express their opinions and to debate</li> </ul> <p>Timing: 45 min</p>
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## GLOBAL COMMUNICATION

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<ul style="list-style-type: none"> <li>○ Communication, Sociology, Education.</li> <li>○ Law, Philosophy</li> <li>○ English</li> </ul>
<b>Course/Level</b>	<p>Introductory course in Global Communication</p> <p>Intermediate course in English to develop students' comprehension and capacity to express themselves.</p>
<b>Target audience</b>	Adult students and adult teacher trainees
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The risks of global communication</li> <li>○ Social Network, Journalism and the right to information</li> <li>○ The quality of accurate information against fake news</li> <li>○ Media Literacy and good citizen on digital communication</li> </ul>
<b>Global dimension module and unit</b>	<p>4. Global Communication</p> <p>4.1 Competences of digital users and social accountability on communication</p>
<b>Learning outcomes covered by this resource</b>	<p>Student will be able to recognize the mains features of good communication: verification, public interest, respect of privacy</p> <p>Students will be able to debate about critical attitude towards Mass Media and Social Network</p> <p>Students will understand the concept of global communication and how to participate in public discussion and to improve good practices on social network for increasing their connection with other people.</p>
<b>Type and description of resources</b>	<p>A website: The FAO one-line data Source: <a href="http://www.fao.org/faostat/en/#home">www.fao.org/faostat/en/#home</a></p> <p>A website article: "Myths on hunger debunked" Authors: Materne Maetz Published: September 2012 Source: <a href="http://www.hungerexplained.org">www.hungerexplained.org</a></p> <p>The article can be downloaded as pdf document and printed</p>
<b>Teaching and Learning approach</b>	<p><b>IN-CLASS ACTIVITY</b></p> <p>First, all learners will have to distribute themselves across the room according to the population on the continents.</p>

<ul style="list-style-type: none"> <li>• <b>Activities</b></li> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p>Then they will have to distribute chairs according to world wealth distribution</p> <p>This will be followed by a class discussion on the way this role play may have changed their perception of global communication and the advantages and limits of being a responsible user of digital communication.</p> <p>Timing: 1h30</p> <p><b>ASSESSMENT</b> Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Learners’ knowledge of wrong and good practices on social media</li> <li>• Learners’ ability to be aware of fake news and media accountability</li> </ul> <p><b>IN-CLASS ACTIVITY</b> Learners will have to agree or disagree statements related to good or bad practices on digital communication. Then, they will have to explain the reasons for their opinions; Facilitator will give reliable information on the topic</p> <p><b>ASSESSMENT</b> Tutor observation of:</p> <ul style="list-style-type: none"> <li>• Learners’ knowledge and understanding of global communication, hate speech, and the limits of freedom of speech.</li> <li>• Learners’ ability to express their opinions and to debate</li> </ul> <p>Timing: 45 min</p>
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## HUMAN RIGHTS AND SOCIAL JUSTICE

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	<i>At AidLearn we provide Gender Equality and Equal Opportunity courses. We will embed the materials in these courses. All courses related to multiculturalism, communication / inter relations, prevent prejudice, promote healthy habits, diversity management, stress management, volunteering practices, can embed this material.</i>
<b>Course/Level</b>	<i>AidLearn provides Gender Equality as specialization to training of trainers, course 72hours long. It includes a module of Conceptual Framework, 6h long, which addresses 1. Equality, diversity and citizenship; 5. Co-education for a democratic citizenship. The same module Conceptual Framework, lasting 4h, is for specialization in gender equality for strategic publics. Both courses are level 5 (after finishing high school).</i>
<b>Target audience</b>	<i>First course: VET trainers, adult educators, teachers Second course: business people, VET managers, Human Resources managers, managers in public services</i>
<b>Topics</b>	<i>The topics in which we will embed the material are:</i> <ul style="list-style-type: none"> <li>• <i>Equality, diversity and citizenship;</i></li> <li>• <i>Co-education for a democratic citizenship</i></li> </ul>
<b>Global dimension module and unit</b>	<i>Human Rights and Social Justice</i>
<b>Learning outcomes covered by this resource</b>	<i>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 Encourage others to support Human Rights measures by selecting minimum 2 local/national initiatives and campaigns, promoting democratic citizenship</i>
<b>Type and description of resource</b>	<i>There is a short film, around 9min30sec, The Story of Human Rights, to present the definition, the list, and the story of human rights. Can be accessed in YouTube <a href="https://www.youtube.com/watch?v=6XXGF_V8_7M&amp;t=10s">https://www.youtube.com/watch?v=6XXGF_V8_7M&amp;t=10s</a> (subtitles generated in different languages) or in United for Human Rights website in <a href="https://www.humanrights.com/what-are-human-rights/">https://www.humanrights.com/what-are-human-rights/</a> translated into 16 languages.</i>

	<p><i>Booklet in pdf of the Story of Human Rights, accessible at <a href="http://f.edgesuite.net/data/virtualacademy/files/resources/hr/booklet/the-story-of-human-rights-en.pdf">http://f.edgesuite.net/data/virtualacademy/files/resources/hr/booklet/the-story-of-human-rights-en.pdf</a></i></p> <p><i>Another short film, 3 min long, All That We Share, which shows that we have a lot a common with each other, even if on the outside we are very different, available at YouTube <a href="https://www.youtube.com/watch?reload=9&amp;v=jD8tjhVO1Tc">https://www.youtube.com/watch?reload=9&amp;v=jD8tjhVO1Tc</a></i></p> <p><i>Another short film, 3min 30 sec long, regarding Democracy, can be assessed in YouTube at <a href="https://www.youtube.com/watch?v=OuY-DVsU4BY">https://www.youtube.com/watch?v=OuY-DVsU4BY</a></i></p> <p><i>In YouTube you can find a short film Education for Democracy and Human Rights in 10 steps, prepared by the Council of Europe, <a href="https://www.youtube.com/watch?v=3i8HaFA5EYq">https://www.youtube.com/watch?v=3i8HaFA5EYq</a></i></p>
<p><b>Teaching and Learning approach</b></p> <ul style="list-style-type: none"> <li>• <b>Activities</b></li> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p><u>For the session content 1. Equality, diversity and citizenship (30 min)</u></p> <p>Start with the film ‘All That We Share’, and then have a group discussion regarding equality and diversity: Are we equal? Being diverse means we should be treated differently or the same? Diverse could mean that some are superior and others are inferiors? Or should everyone have the same rights and duties?</p> <p>Establishing common rules to apply to everyone is not so easy, and this leads to introducing the thematic of Human Rights – this is a good process to see how the human kind tries to ensure that each person is valuable.</p> <p>Watch the film, and after send all learners the brochure, of ‘The Story of Human Rights’. After, discuss / present where the Human Rights are codified at regional, national and international levels, what are the key features. Question to the group: How can people use and defend HR, if they never learned about it?</p> <p>Make Kahoot quiz, to assess the learning</p> <p><u>For the session content 5. Co-education for a democratic citizenship (30min)</u></p> <p>Present and view the film ‘Democracy’. Discussion with group: what is democracy nowadays? Are people in general involved in this process? Why?</p> <p>Present and view the film ‘Democracy and Human Rights in 10 steps’. Discussion with group: what can we do to educate others for democratic citizenship? Give / look for practical examples, that can do locally and in short term.</p> <p>Make Kahoot quiz, to assess the learning</p>

## DEMOCRACY AND GLOBAL CITIZENSHIP

### Embedded Curriculum Materials

<b>Curriculum Area/s</b>	Digital competence Pedagogical/Learning competence
<b>Course/Level</b>	Formal and non-formal courses
<b>Target audience</b>	<ul style="list-style-type: none"> <li>○ Adults</li> <li>○ adult educators</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Digital competence self-assessment</li> <li>○ Meaning of digital competence and its importance to citizens in different levels of society and in the global education</li> </ul>
<b>Global dimension module and unit</b>	<ul style="list-style-type: none"> <li>○ Citizenship rights</li> <li>○ Digital Competence</li> <li>○ Pedagogical Competence</li> </ul>
<b>Learning outcomes covered by this resource</b>	<ul style="list-style-type: none"> <li>○ Learner will be able to assess his/her own digital competence</li> <li>○ Learner will be able to explain the meaning of digital competence and its relevance to citizens in society and on global scale.</li> </ul> <p><i>(Learning outcomes linked of the Global Competence Framework outcomes 6.2.4, 9.3.1., 10.1.1., 10.2.1., 10.3.1.)</i></p>
<b>Type and description of resource</b>	<p><b>DigComp 2.1 - The Digital Competence Framework for Citizens</b> The Digital Competence Framework for Citizens With eight proficiency levels and examples of use. EU, 2017. <a href="https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf">https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf</a></p> <p><b>Digital competences – self-assessment grid</b> <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> The sources can be downloaded as a pdf Document and printed.</p>
<b>Teaching and Learning approach</b>	<p><b>PER-CLASS ACTIVITY</b> <b>Learners will analyse their own digital competence in 5 areas (mind map)</b></p> <ul style="list-style-type: none"> <li>• <b>Activities</b> Competence area 1: information and data literacy</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Timing</b></li> <li>• <b>Assessment</b></li> </ul>	<p>Competence area 2: communication and collaboration  Competence area 3: digital content creation  Competence area 4: safety  Competence area 5: problem solving</p> <p><b>IN- CLASS ACTIVITY</b></p> <ol style="list-style-type: none"> <li>1. Learners will share results of their homework with their partner and compare their findings.</li> <li>2. Group discussion <ul style="list-style-type: none"> <li>- Which digital competences are relevant in your line of work?</li> <li>- Which digital competences you need in your personal life?</li> <li>- Which digital competences you need in a society as a citizen?</li> <li>- Why is digital competence important on a global scale?</li> </ul> </li> </ol> <p>Results and findings of group discussions.</p> <ol style="list-style-type: none"> <li>3. <b>Individual work</b> <ul style="list-style-type: none"> <li>- Analyse your digital competence by Digital Competences- Self assessment (all learner will have an assessment worksheet)</li> <li>- Compare the results with the previous analyse</li> <li>- Highlight differences and competencies that should be improved</li> </ul> </li> <li>4. <b>Independent work/Homework</b> <ul style="list-style-type: none"> <li>- Learners will make their own digital competence development plan (use DigComp.2.1.)</li> </ul> </li> </ol> <p><b>ASSESSMENT</b></p> <p><b>Tutor observation</b></p> <ul style="list-style-type: none"> <li>○ Self-assessment of individual digital competence</li> <li>○ Group presentation in class</li> <li>○ Development plan of the learner’s digital competence</li> </ul>
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