



WINDOW ON THE WORLD

Course in Global Education for Young People





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1. Introduction

This course on *Global Education for Young People* was produced as an output of an Erasmus + strategic partnership project, *Window on the World*. The aim of the project was to strengthen the capacity of organisations working with youth, by developing a strategic approach that empowers youth practitioners to teach young people about, and for young people to engage with global and international development issues and become global citizens. In other words, opening a ‘window on the world’ so young people can see the bigger picture. The course is based on the *Global Competence Framework for Young People*, also developed by the partnership as an output of the project.

The course specification documents in this publication are primarily for youth practitioners and educators that want to reflect global and international development issues in their work with young people, primarily in non- formal education, but those in formal education will also find them useful.

In addition to the course specification documents, the partnership developed session plans and resources to support the delivery of selected themes. The partnership also developed a *Course in Global Education for Youth Practitioners and Educators*, based on a *Global Competence Framework for Youth Practitioners and Educators*, also developed by the partnership.

The partnership consisted of 5 organisations from 5 countries:

Global Learning & Skills Partnership, (UK) 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.

GO EUROPE (Spain) Intercultural Association aims to promote an international spirit aligned with the common European cultural objectives through intercultural dialogue, exchange of knowledge and European awareness through the active participation of young people, organizations and companies, in projects involving mobility, education and growth

ASOCIATIA D.G.T (Romania) is a non-governmental organisation. Its mission focuses on national and international networking among young people, students, trainers and teachers of different nationalities, cultures and backgrounds.

ProIFALL (Sweden) is involved in project development and management with the aim of developing non-formal education methods

UDRUGA PERPETUUM (Croatia) main objective is promoting awareness of the development of civil society, promoting human rights and gender equality, democracy, and development of cultural, social and environmental awareness among young people and strengthening the impact of youth projects, by developing networks to improve the effectiveness of project results.



2. Why Global Education for Young People?

The world is facing unprecedented challenges as well as opportunities, most of which are reflected in the United Nations 17 Sustainable Development Goals. Young people as citizens experience the impact of those developments through work, friendships, social media; and cultural influences such as food, clothes and music. They voice concerns about issues such as fairness, conflict, poverty, the environment, climate change, refugees, poverty and gender inequality, and want to do something.

If young people as citizens and the future “movers” and “shakers” are to navigate an increasingly globalised, interdependent and interconnected world successfully, it is crucial they understand the forces that drive global developments and how they, as young citizens can contribute to a sustainable and more equitable world. In order to achieve this young people will need to work collaboratively and in partnership with people from different countries, cultures, faith and perspectives to address these challenges.

The question is, are there particular competences that young people need to equip them with the knowledge, skills, attitudes and values required to navigate an interdependent and interconnected world to help bring about a more just and sustainable world, and if so, what might those competences be and how can they be developed? Global competence is a response to these questions. It means having 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.

The main proposition is that global developments and phenomena are complex and addressing them successfully require cross-cultural engagement should balance clear communication with sensitivity to multiple and diverse perspectives other than one's own and that global competence should equip young people not just to understand but crucially to act. Global competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others.

If young people are to co-exist and interact with people from other faiths and countries, open and flexible attitudes, as well as the values that unite us around our common humanity, will be vital.



3.Aims of the Course

This is an introductory course that aims to help young people them develop a basic understanding and critical perspectives of global issues in the context of the Sustainable Development Goals, so they can contribute to a more just and sustainable world. The course will not only help young people develop global competences in terms of the knowledge, understanding, skills, attitude and behaviour, but to also act as global citizens. The purpose is help young people acquire the competences identified in the *Global Competence Framework for Young people* and encourage them to become global citizens.

4.Target Groups- who is the course for? .

The course for young people in the 16-24 age group, especially those not in formal education or training or do not have other opportunities to benefit from global learning. But, the issues are also relevant to younger or older groups of learners can be adapted to meet the needs of different target groups. aims to help them develop the competences identified in the competency framework of the project WOW for young people (IO2), so these competences that they should have in order to be enabled to navigate the increasingly globalised world and operate as global citizens effectively.

5.Duration

The course has been designed to be delivered in approximately 40-50 guided learning hours (excluding time on blended or flipped learning activities) spread over the 10 modules, which are of varying length.



6.Course Structure

The course consists of 10 modules, each covering a particular competence area. For each competence area, competence elements have been formulated and for each competence element a competence statement has been developed together with their associated learning outcomes, broken down into knowledge, skills, attitude and values. The modules and units are summarised in section 9 below.

The Global Competence Framework for Young People can be downloaded from the project's website at www.windowontheworld.org.

7.Training Methodology

The course has been designed to be delivered using mainly non-formal methods and techniques. The methods and techniques are evident from the session plan and teaching and learning activities developed by the project. The resources can be downloaded from the project website: www.windowontheworld.org

The course is intended to be delivered in blended form, combining traditional classroom, face-to-face training with digital learning activities, especially online learning. A number of non-formal techniques can be used in delivering the course including, mini lectures, presentations, videos, case studies, group work & discussions, brainstorming, role-play, practical demonstrations, best practices and working scenarios etc.

8.Assessment Strategies

Although the training is non-formal, with no summative examinations participants' performances will be assessed to validate achievement of the particular learning outcomes. The assessment will also be mainly non formal and utilise a wide range of techniques such as practical hands on tasks, reflection, learning logs, assignments, project work, group work, presentations and quizzes/tests, case studies, portfolios of evidence, open discussions, evaluation, surveys, questionnaires and game.

9. Summary of Modules

MODULE 1. Sustainable Development

Units:

- 1.1 Understand the imperative of sustainable development, the causes of unsustainable development and the need to transform education to meet the challenges of sustainable development.

MODULE 2. Globalisation and Global Diversity

Units:

- 2.1 The meaning of globalisation
- 2.2 The Impact of Globalisation
- 2.3 The role of multinationals and rise and consumerism
- 2.4 The nature and extent of global diversities
- 2.5 Cultural diversity
- 2.6 Faith and religion

MODULE 3. Education

Units:

- 3.1 The Sustainable Development Goal to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4)
- 3.2 The meaning of quality education and lifelong learning opportunities for all
- 3.3 Promoting policies and strategies to raise quality education and lifelong learning opportunities for all.

MODULE 4. Poverty

Units:

- 4.1 The SDG goal to end poverty (SDG1)
- 4.2 Poverty and Wealth - causes, distribution and impact on society
- 4.3 Working conditions related to poverty
- 4.4 Policies and strategies to alleviate poverty

MODULE 5. Hunger and Malnutrition

Units:

- 5.1 The SDG goal to end hunger (SDG2)
- 5.2 The meaning, causes of hunger and malnutrition, and their prevalence
- 5.3 The Impact and consequences of hunger and malnutrition
- 5.4 The effectiveness of strategies to combat global hunger, and malnutrition

MODULE 6. Health, Sanitation and Well-Being

Units:

- 6.1 The Sustainable Development Goal to ensure healthy lives and promote well-being for all at all ages (SDG3)
- 6.2 The meaning and principals of healthy lives and well-being for all at all ages
- 6.3 Policies and strategies to promote healthy lives, well-being and access to water and sanitation

MODULE 7. Human Rights, Inequality and Social Justice

Units:

- 7.1 The Sustainable Development Goal to ensure healthy lives and promote well-being for all at all ages (SDG3)
- 7.2 The meaning and principals of healthy lives and well-being for all at all ages
- 7.3 Policies and strategies to promote healthy lives, well-being and access to water and sanitation

MODULE 8. Democracy and Citizenship

Units:

- 8.1 The Sustainable Development Goal to:
 - Achieve gender equality and empower all women and girls (SD5);
 - Reduce inequality within and among countries (SD10);
 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (SD16).
- 8.2 Democratic Participation
- 8.3 The rise of populism

MODULE 9. The Environment and Climate Change

Units:

- 9.1 The meaning of climate change
- 9.2 The Impact of climate change on the environment
- 9.3 Human activities and climate change
- 9.4 Local and global effects of climate change and active participation
- 9.5 Recognition of the implications of present and future climate change for progress towards sustainable development

MODULE 10. Energy

Units:

- 10.1 The Sustainable Development Goal to ensure access to affordable, reliable, sustainable and clean energy for all (SDG 7).
- 10.2 The distribution and impact of different types of energy resources.

10. Appendices: Modules contents

Course	Global Education for Young People
Module 1	Sustainable Development
Overview of the Module	This module helps on the one hand, youth practitioners and educators improve their pedagogical competences with a particular emphasis on teaching and learning related to the topic of sustainable development and, on the other, to develop in young people an understanding of the range of social, economic and environmental issues facing the world today. The module also focuses on the professional development of youth practitioners and educator, teaching and learning and guidance and assessment skills as part of the teaching process, covering the meaning, goals and need for sustainable development to facilitate the learning process in young people
Units	Unit 1: Sustainable Development
Duration	4 guided learning hours.
Competences	1. Understand the imperative of sustainable development, the causes of unsustainable development and the need to transform education to meet the challenges of sustainable development.
Methodology	<p>This module is to be delivered in blended form, combining classroom-based learning with the use of online learning resources such as Open Educational Resources (videos, platforms).</p> <p>The teaching techniques will be mainly non-formal, given that the course does not lead to accreditation, so will utilise techniques such as reflection, learning circles, team work, debriefings and presentations.</p>
Assessment Strategies A. Strategies	The assessment will be non-formal methods such as reflection, assignments, debriefings, presentations, group discussions, observation and practical demonstrations. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.

Course	Global Education for Young People
Module 2	Globalisation and Global Diversity
Overview of the Module	<p>This module is intended to provide young people with a basic understanding of the phenomenon of globalisation and the extent of global diversity in terms of people, culture, religion and natural diversities such geography, climate landscapes etc as well as he patterns to some of the diversities.</p> <p>At the end of the module young people should be able to examine the effects of globalisation critically, discuss the diversities in the world knowledgably and appreciate the nature, role and benefits of diversity in the world.</p>
Units	<p>Globalisation and Global Diversity</p> <p>2.1 The meaning of globalisation</p> <p>2.2 The Impact of Globalisation</p> <p>2.3 The role of multinationals and rise and consumerism</p> <p>2.4 The nature and extent of global diversities</p> <p>2.5 Cultural diversity</p> <p>2.6 Faith and religion</p>
Duration	4 guided learning hours.
Competences	<p>2.2.1 Demonstrate an understanding of the impact of globalisation on communities and countries and the particular role of multinational companies.</p> <p>2.3.1 The ability to analyse the influence of multinationals on local and global economies and the influence on consumerism.</p> <p>2.4.1 Demonstrate awareness of the diverse nature of the world.</p> <p>2.5.1 Demonstrate understanding of the meaning of culture, identifying its elements, and major world cultures.</p> <p>2.6.1 Demonstrate an understanding of the world’s main faiths and religions and the history of religious conflicts, their root causes and impact on wider society.</p>
Methodology	This module is to be delivered in non-formal methods to include open discussions, debates, short presentations, world café, games, learning circles and reflection.
Assessment Strategies	The assessment will be non-formal methods; Group Discussion, Personal Presentation, recording, poster creation and completion of a reflective learning log.

Course	Global Education for Young people
Module 3	Education
Overview of the Module	<p>The model aims are to facilitate the attainment of knowledge, skills and attitudes in the framework of non-formal education among young people;</p> <p>The second goal of the project is to create a new active generation of young people who are not passive and who will be able to participate in democratic life on local but also European level. The model wants empower the voice of young people, their inclusion in society and roles in Europe by using different tools of non-formal education.</p>
Units	<p>3.1 The Sustainable Development Goal to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)</p> <p>3.2 Inclusive quality education and lifelong learning.</p> <p>3.3 Policies and strategies to provide quality education and lifelong learning opportunities for all</p> <p>3.4 Education for Global Citizenship</p> <p>3.5 Citizenship education in non-formal and informal learning</p>
Duration	5-6 hours
Competences	<p>3.1. The Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)</p> <p>3.2. Formal, non-formal and informal education</p> <p>3.3. Active citizenship</p>
Methodology	<p>This module is to be delivered in non-formal methods; open discussions, small group work and individual tasks, online educational quizzes, group presentation, brainstorming</p>
Assessment Strategies	<p>The assessment will be non-formal methods; reflection, group discussion, observation and practical demonstration. The assessment will not involve examinations.</p>

Course	Global Education for Young People
Module 4	Poverty
Overview of the Module	<p>The goal of this training module is to give young people knowledge about issue of global poverty and the impact that poverty has on individuals but also on different societies.</p> <p>To this scope, the main aspects tackled by this module are the causes and the effects of poverty on global society and encouraging young people to make change and involvement in anti-poverty activities. The aim is to give young people basic knowledge about global poverty and through this training enable them to design strategies and measures to prevent global poverty. It should encourage young people to make changes.</p> <p>It is made to raise awareness of the dangers of global poverty.</p>
Units	<p>Units: 4.1 The Sustainable Development Goal to end Poverty (SDG1)</p> <p>Units: 4.2 Poverty and wealth - causes, distribution and impact on society</p> <p>Units: 4.3 Access to economic and natural resources, technology and services</p> <p>Units: 4.4 Work conditions related to poverty such as sweatshops, child labour and modern slavery</p> <p>Units: 4.5 Policies and strategies to alleviate poverty</p>
Duration	4-5 guided learning hours.
Competences	<ol style="list-style-type: none"> 1. Understanding the concept of The Sustainable Development Goal to end Poverty (SDG1) 2. Understanding the concept of poverty- causes, distribution and impact on society 3. Familiar with the term of economic and natural resources, technology and services for ending poverty 4. Understanding the concept of Work conditions related to poverty such as sweatshops, child labour and modern slavery 5. Familiar with Policies and strategies to alleviate poverty
Methodology	This module is to be delivered in non-formal methods; open discussions, small group work and individual tasks, online educational quizzes, group presentation.
Assessment Strategies	The assessment will be non-formal methods; reflection, group discussion, personal presentation, observation and practical demonstration. The assessment will not involve examinations.

Course	Global Education for Young People
Module 5	Hunger and Malnutrition
	<p>This module introduces young people to the sustainable development goal to end hunger (SDG2) and the concepts of hunger and malnutrition; their causes, prevalence, consequences, social, economic and economic impact, especially on education, health, well-being, employment; and the factors that serve to perpetuate those conditions. The module will enable young people critically examine current efforts to end global poverty and their effectiveness and to propose solutions.</p>
Units	<p>5.1 The SDG goal to end hunger</p> <p>5.2 The concepts of hunger and malnutrition</p> <p>5.3 The main drivers and root causes of hunger and malnutrition at all levels</p> <p>5.4 The links between climate change, food security and the depletion of soil quality</p> <p>5.5 Groups particularly vulnerable to hunger and malnutrition; the consequences of hunger and malnutrition on well-being in relation to food abundance, food waste and obesity</p>
Duration	5 hours.
Competences	<p>5.1. 1 Demonstrate understanding of hunger and malnutrition and their distribution nationally and globally</p> <p>5.2.1 Understanding the concepts of hunger, malnutrition, and the main drivers that perpetuate them</p> <p>5.3.1 Analysing the impact of hunger on individuals and wider society.</p> <p>5.4.1 Critically assess the effectiveness of approaches to combating global hunger and malnutrition and speculate on solutions</p>
Methodology	<p>This module is to be delivered using formal and non-formal techniques, but mainly non-formal, including global café, circles, presentations and group activity.</p>
Assessment Strategies	<p>The assessment will be non-formal methods; through reflection a reflective learning log, presentations and quizzes.</p>

Course	Global Education for Young People
Module 6	Health, Sanitation and Well-being
Overview of the Module	This module aims to provide young people with a broad overview of the main health and sanitation challenges and issues globally and locally. The focus will be on issues relating, access to water and sanitation facilities, communicable and non-communicable diseases, their prevalence and distribution and what is being done globally to improve health and well-being of citizens.
Units	<p>6.1 The Sustainable Development Goal to ensure healthy lives and promote well-being for all at all ages (SDG3)</p> <p>6.2 The meaning and principles of healthy lives and well-being for all at all ages</p> <p>6.3 Policies and strategies to promote healthy lives, well-being and access to water and sanitation services.</p>
Duration	4 guided learning hours.
Competences	<p>6.1.1 Understand the nature and context of SDG 3 and SDG6 by describing them, recalling some of their targets and providing an overview of the state of health and sanitation nationally and globally.</p> <p>6.2.1 Demonstrate an understanding of the meaning of implications healthy lives and well-being for all at all ages.</p> <p>6.3.1 The ability to critically examine the results of measures to promote and ensure healthy lives and well-being for all at national and international levels.</p>
Methodology	The delivery of this unit will utilise non formal methods on the whole to include board games, presentations, blended learning using educational learning platforms, creative drama and role play.
Assessment Strategies	The assessment will be non-formal methods such as reflection, debriefings, presentations, group discussions, observation and practical demonstrations. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.

Course	Global Education for Young People
Module 7	Human Rights, Inequality and Social Justice
Overview of the Module	<p>This module aims to provide young people with an overview of the main global issues and challenges in respect of human rights, inequality and social justice.</p> <p>It focuses on the meaning and background to fundamental rights, human rights violations, access to social justice and inequalities between and within countries.</p>
Units	<p>7.1 The meaning and principles of fundamental human rights and key sources of rights e.g. UN Charter and European Convention on Human Rights national legislation.</p> <p>7.2 Global human rights violations, their effects, and access to justice .</p> <p>7.3 Inequalities between and within countries .</p>
Duration	4.5 guided learning hours.
Competences	<p>7.1.1 Understand the historical background and significance of fundamental rights and the importance of being able to exercise those rights.</p> <p>7.2.1 The ability to critically discuss human rights, human rights violations globally and in own country, linking it to access to justice.</p> <p>7.3.1 Demonstrate an understanding of the concept of equality and the extent of inequalities in society.</p>
Methodology	The delivery of this unit will utilise non formal methods on the whole to include board games, presentations, blended learning using educational learning platforms, creative drama and role play.
Assessment Strategies	The assessment will be non-formal methods such as reflection, debriefings, presentations, group discussions, observation and practical demonstrations. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.

Course	Global Education for Young People
Module 8	Democracy and Citizenship
Overview of the Module	This module provides a framework to enable youth practitioners and educators to develop the required competences for Democracy and Citizenship in young people. At the end of the module, young people (the learners) will be able to use the learning outcomes by understanding the meaning and importance of democracy, democratic participation and citizenship.
Units	Unit 1: The meaning of democracy, democratic societies and institutions Unit 2: Democratic Participation Unit 3: The rise of populism
Duration	6-7 guided learning hours.
Competences	<ol style="list-style-type: none"> 1. Understanding the concept of democracy and the characteristics of democratic societies. 2. Understanding the processes and mechanisms for democratic participation 3. Understand the meaning of populism, the extent of populism globally and the factors that contribute to its rise.
Methodology	<p>This module is to be delivered in blended form, combining classroom-based learning with the use of online learning resources such as Open Educational Resources (presentations, videos, platforms).</p> <p>The teaching techniques will be predominantly non formal, given that the course does not lead to accreditation, so techniques such as group work, team work, simulation, presentations, learning circles (sharing personal experiences), debriefings and reflection should will feature quite prominently.</p>
Assessment Strategies	The assessment will be non-formal methods such as reflection, assignments, presentations, group discussions, observations, debriefings and practical demonstrations. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.



Course	Global Education for Young People
Module 9	The Environment and Climate Change
Overview of the Module	This aim of this training module is to broaden the knowledge of young people with respect to the impact of climate change on the environment and to raise awareness on the dangers of global warming. To this scope, the main aspects tackled by this module are the causes and the effects of climate change on the global society and the existent global strategies which address the challenges posed by this phenomenon.
Units	Unit 1: Policies & strategies to address the challenges posed by the climate change Unit 2: Causes and effects of the environment and climate changes, on global society Unit 3: The nature and meaning of environment and climate change
Duration	6 h 10 min
Competences	<ol style="list-style-type: none"> 1. Ability to critically evaluate policy to solve problems, challenges of the environment and climate change and their effectiveness. 2. Understanding the impact of the environment and climate changes, describing its causes and consequence 3. Understanding the impact of the environment and climate changes, describing its causes and consequence
Methodology	<p>This module will make extensive use of non-formal educational techniques, such as open group discussions, debates, group work, presentations, reflections sessions, educative games etc.</p> <p>The types of resources used to deliver this module are:</p> <ul style="list-style-type: none"> - online resources (websites) - multimedia resources (videos, images) - traditional resources (presentations).
Assessment Strategies	The assessment will be carried out throughout the delivery of the module, in a non-formal way, using open discussions, reflection and observations. The participants' activity, attitudes and achievements being assessed and recorded.

Course	Global Education for Young People
Module 10	Energy
Overview of the Module	This aim of this training module is to broaden the knowledge of young people with respect to the importance, impact and usage of renewable energy sources. To this scope, the main aspects tackled by this module are the 7 th SDG on affordable and clean energy, the distribution and impact of different types of energy resources and their sufficiency and efficiency at global level.
Units	Unit 1: Policies & strategies to address the challenges posed by the climate change Unit 2: Causes and effects of the environment and climate changes, on global society Unit 3: The nature and meaning of environment and climate change
Duration	8 guided learning hours.
Competences	10.1. Show familiarity with the SDG to ensure access to affordable, reliable, sustainable and clean energy for all 10.2. An understanding of different energy resources – renewable and non-renewable, their share in the energy mix and respective advantages and disadvantages. 10.3. An understanding of the concepts of energy efficiency, sufficiency, security and critically evaluating policies to them.
Methodology	This module will make extensive use of non-formal educational techniques, such as open group discussions, debates, group work, presentations, reflections sessions, educative games etc. The types of resources used to deliver this module are: - online resources (websites) - multimedia resources (videos, images) - traditional resources (presentations).
Assessment Strategies	The assessment will be carried out throughout the delivery of the module, in a non-formal way, using open discussions, reflection and observations. The participants' activity, attitudes and achievements being assessed and recorded.



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