



WINDOW ON THE WORLD

Course in Global Education for Youth Practitioners and Educators



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

Disclaimer: The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use, which may be made of the information contained therein.



Table of Contents

Introduction.....	3
Why Global Education for Youth Practitioners and Educators.....	4
Aims of the Course.....	5
Target Groups/Who the Training is for.....	5
Duration.....	5
Course Structure.....	6
Training Methodology.....	6
Assessment Strategies.....	6
Summary of Modules.....	7
Appendices: Module Contents.....	9

1. Introduction

This is an introductory course on *Global Education for Youth Practitioners and Educators*. It was developed 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 a *Global Competence Framework for Youth Practitioners and Educators*, which also developed as an output of the partnership to enable the achievement of the learning outcomes stipulated in the framework, using the **Sustainable Development Goals** as the context for identifying the themes and competence elements.

In addition to the course specification presented in this document, the partnership developed resources to support the delivery of selected competence elements and learning outcomes in the form of session plans, worksheets and teaching materials. These can be downloaded from the project website at www.windowontheworld.org

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 project results.



2. Why Global Education for Youth Practitioners and Educators

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 experience the impact of those challenges 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.

Addressing these issues require citizens to have new capacities, and it is crucial therefore, that citizens understand the forces that drive these challenges, the threats they pose, the opportunities and how, as citizens, they can contribute to a more sustainable world. 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 people around our common humanity will be vital. If the youth adults are to navigate an increasingly globalised, interdependent and interconnected world successfully, it is crucial they develop critical perspectives on those issues and develop the competences needed to navigate an increasingly globalised world successfully and as global citizens and contribute to a sustainable and more equitable world

Education has a crucial role to play in ensuring young people and all citizens for that matters develop the competences need to address these challenges and take advantage of the opportunities presented. If educators are to facilitate the development of young people's global competences, it is essential that they themselves are globally competent. In other words, 'developing globally competent young people requires globally competent educators.

However, many educators feel ill equipped and lack the confidence to teach about global issues (Bryan and Bracken 2011), but very importantly, they are interested in developing their skills. Therefore, improving the global competence of educators must be a part of any strategy to promote global education.

3. Aims of the Course

The purpose of the course is to empower youth practitioners and educators or trainers, with the competences needed to facilitate the development of young people's global competence. It focuses on participants developing the knowledge, skills and pedagogical competences stipulated in the *Global Competence Framework for Youth Practitioners and Educators*, which includes both subject and pedagogical competences.

4. Target Groups/Who the Training

The course for youth practitioners and educators and refers to any youth workers, teachers and anyone with an education role or aspiring to do so and wanting to improve their knowledge of global and international development issues or wishing to assume such a role, by reflecting global and international development issues in their work with young people. They do not have to be qualified youth workers, teachers or trainers.

This document presents the guidelines for Educators to develop and implement a training course for the **Target Group of Youth practitioners, trainers and other Educators**. The course specification documents provided here are aimed primarily at those that train educators to reflect global issues including global citizenship in their work with youth practitioners and educators in non- formal education, but those in formal education will also find them useful.

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 12 modules, which are of varying durations.

6. Course Structure

The course consists of 12 modules, each covering a particular competence area including two pedagogical modules on digital skills and pedagogical skills. 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 below. The global competence framework for youth practitioners containing the learning outcomes for each module can be downloaded from the project's website at www.windowontheworld.org

The modules and units are summarised in section 9 below.

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 The meaning of sustainable development
- 1.2 Global education and Sustainable development

MODULE 2. Globalisation and Global Diversity

Units:

- 2.1 The meaning of globalisation
- 2.2 The Impact of Globalisation
- 2.3 The nature and extent of global diversities
- 2.4 Cultural diversity
- 2.5 Culture, 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 and role of inclusive quality education and lifelong learning in sustainable development
- 3.3 Policies and strategies to provide quality education & lifelong learning opportunities for all
- 3.4 Education for Global Citizenship
- 3.5 Citizenship Education in non-formal learning

MODULE 4. Poverty

Units:

- 4.1 The Sustainable Development Goal to end Poverty (SDG1) and The Sustainable Development Goal to Eliminate Hunger (SDG2)
- 4.2 Poverty and Wealth - causes, distribution and impact on society
- 4.3 Access to economic and natural resources, technology and services
- 4.4 Work conditions related to poverty such as sweatshops, child labour and modern slavery
- 4.5 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 and causes of hunger and malnutrition, and their prevalence
- 5.3 The Impact and consequences of hunger and malnutrition
- 5.4 The Impact and 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) and ensure access to clean water for all (SDG 6)
- 6.2 The socio-political and economic dimensions of well-being and prevention strategies
- 6.3 Policies and strategies to promote healthy lives and well-being for all.

MODULE 7. Human Rights, Inequality and Social Justice

Units:

- 7.1 The meaning and principles of fundamental human rights and key sources of fundamental rights e.g. UN Charter and European Convention on Human Rights and national legislation
- 7.2 Global human rights violations, their effects, and access to justice .
- 7.3 Inequalities between and within countries

MODULE 8. Democracy, Citizenship and Human Rights

Units:

- 8.1 The meaning of democracy, democratic societies and institutions
- 8.2 Democratic Participation
- 8.3 The rise of populism

MODULE 9. The Environment and Climate Change

Units:

- 9.1 Climate change and human activities
- 9.2 Impact of climate change

MODULE 10. Energy

Units:

- 10.1 The Sustainable Development Goal to ensure access to affordable, reliable, sustainable and clean energy for all (SDG7)
- 10.2 Different Energy types - distribution and impact of different types of energy resources

MODULE 11. Pedagogical Competences

Units:

- 11.1 Professional development and engagement
- 11.2 Teaching and learning
- 11.3 Assessment

MODULE 12. Digital skills

Units:

- 12.1 Digital communication
- 12.2 Selecting and using digital resources
- 12.3 Managing digital resource

10. Appendices: Module Contents

Course	Global Education for Youth Practitioners and Educators
Module 1	Sustainable Development
Overview of the Module	This module helps on the one hand, youth practitioners and educators to 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	<ol style="list-style-type: none"> 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	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 Youth Practitioner and Educators
Module 2	Globalisation and Global Diversity
Overview of the Module	<p>This module will support youth work practitioners and educators to improve their pedagogical competences with a particular emphasis on teaching and learning related to the topic of globalization which is typically understood as an economic, political and cultural process that is reshaping the role of many nation-states in relation to global markets, agreements, and traditions. It will further develop both trainers and young people’s understanding of global diversity a crucial concept in today’s cross-cultural and multi-national world.</p> <p>This module will also expand the knowledge and 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 to Globalisation and Global Diversity facilitate the learning process in young people</p>
Units	Unit 2: Globalisation and Global Diversity
Duration	4-5 guided learning hours.
Competences	<i>2. Understand the concept of global diversity and globalisation and the relevant pros and cons of each.</i>
Methodology	This module is to be delivered in non-formal methods; open discussions, small group work and individual tasks.
Assessment Strategies	The assessment will be non-formal methods; Group Discussion, Personal Presentation, recording, poster creation.

Course	Global Education for Youth Practitioner and Educators
Module 3	Education
Overview of the Module	<p>This module is made from premise that educational processes in formal and non-formal settings should open the path to a better understanding of an increasingly globalized world. It also raises important issues about the professional responsibilities of educators and youth workers and the role of schools and different organizations and institutions in raising global awareness and knowledge on global issues across the world through non-formal projects and activities.</p> <p>The aim is to train, equip with competences and empower youth workers and young leaders to work on citizenship education, especially in the context of active citizenship through 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	4 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 and non-formal education</p>
Methodology	This module is to be delivered in non-formal methods; open discussions, small group work and individual tasks, online educational quizzes, group presentation, brainstorming, role play.
Assessment Strategies Assessment Strategies	The assessment will be non-formal methods; reflection, group discussion, observation and practical demonstration. The assessment will not involve examinations.

Course	Global Education for Youth Practitioner and Educators
Module 4	Poverty
Overview of the Module	<p>This module helps youth practitioners and educators improve their pedagogical competences with a particular emphasis on teaching and learning related to the topic poverty.</p> <p>This module will expand the knowledge and professional development of youth practitioners and educator, and their assessment skills as part of the teaching process, specifically aimed at achieving the goals of sustainable development SDG1 and SDG2.</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 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 Youth Practitioners and Educators
Module 5	Hunger and Malnutrition
Overview of the Module	This module aims to help the youth practitioner and educator develop a critical understanding of the state of hunger and malnutrition, globally and locally, their causes and distribution, and to critically evaluate the effectiveness of initiatives to combat them. 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>5.1 The SDG goal to end hunger (SDG2)</p> <p>5. The meaning and causes of hunger and malnutrition, and their prevalence</p> <p>5 The Impact and effectiveness of strategies to combat global hunger and malnutrition</p> <p>5.4 The impact and effectiveness of strategies to combat global hunger, and malnutrition</p>
Duration	4 guided learning hours
Competences	<p>6.1.1 Demonstrate an understanding of the SDGs to ensure healthy lives and promote well-being for all at all ages, and access to clean water for all (SDG 6)</p> <p>6.2.1 Demonstrate an understanding of the socio-economic and political dimensions and prevention strategies to foster good health and wellbeing</p> <p>6.3.1 Critically evaluate the effectiveness of policies and strategies to promote and ensure healthy lives and well-being for all at local/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 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 Youth Practitioners and Educators
Module 6	Health, Sanitation and Well-being
Overview of the Module	<p>This module aims to help the practitioner develop a critical understanding of the state of health, well-being and sanitation including access to clean water globally and the challenges in ensuring access to health and sanitation services.</p> <p>The focus will be on issues such as infant mortality, 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 as well as the factors that help perpetuate, if not exacerbate the situation.</p>
Units	<p>6.1 The Sustainable Development Goal to ensure healthy lives and promote well-being for all at all ages (SDG3) and ensure access to clean water for all (SDG 6)</p> <p>6.2 The socio-political and economic dimensions of health, well-being and prevention strategies</p> <p>6.3 The effectiveness of strategies and measure to promote healthy lives, well-being and access to sanitation services for all for all</p>
Duration	4 guided learning hours
Competences	<p>6.1.1 Demonstrate an understanding of the SDGs to ensure healthy lives and promote well-being for all at all ages, and ensure access to clean water for all (SDG 6)</p> <p>6.2.1 Demonstrate an understanding of the socio-economic and political dimensions and prevention strategies to foster good health and wellbeing.</p> <p>6.3.1 Critically evaluate policies and strategies to promote and ensure healthy lives, well-being and access to sanitation services for all at local/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 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 Youth Practitioners and Educators
Module 7	Human Rights, Inequality and Social Justice
Overview of the Module	<p>This module aims to equip the youth practitioners with the depth and breadth of knowledge, understanding, and skills in respect of human rights, inequality and social justice so they are able to facilitate young people’s critical examination of those issues. The module focuses on the development of human rights, human rights violations and inequality, national and global.</p> <p>At the end of the module the youth practitioner and educator should be able to discuss the development of human rights critically assess the impact of human rights violations and the international responses and global inequalities.</p>
Units	<p>7.1 The meaning and principles of fundamental human rights and key sources of fundamental rights e.g. UN Charter and European Convention on Human Rights and national legislation</p> <p>7.2 Human rights violations, their effects, and access to justice</p> <p>7.3 Inequalities between and within countries</p>
Duration	5 guided learning hours.
Competences	<p>7.1.1 Demonstrate a good understanding of the background to human rights and the human rights movement, the moral imperative of fundamental rights and the importance of being able to exercise those rights and enjoy the protections afforded by them.</p> <p>7.2.1 The ability to critically discuss human rights, human rights violations and social justice globally and in own country, based on evidence</p> <p>7.3.1 The ability to critically examine the extent of inequalities both between and reduce countries and the effectiveness of measures to reduce inequality.</p>
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	<p>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.</p>

Course	Global Education for Youth Practitioners and Educators
Module 8	Democracy, Citizenship and Human Rights
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	8.1.1 Demonstrate a good understanding of the concept of democracy and the characteristics of democratic societies. 8.2.1 Understanding the processes and mechanisms for democratic participation 8.3.1 Understand the meaning of populism, the extent of populism globally and the factors that contribute to its rise.
Methodology	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). 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.
Assessment Strategies 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 Youth Practitioner and Educators
Module 9	The Environment and Climate Change
Overview of the Module	This aim of this training module is t to broaden the knowledge of youth practitioners regarding 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 Youth Practitioner and Educators
Module 10	Energy
Overview of the Module	This aim of this training module is to broaden the knowledge of youth practitioners regarding 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: <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 Youth Practitioners and Educators
Module 11	Pedagogical Skills
Overview of Module	This module helps youth practitioners and educators improve their pedagogical competences with a particular emphasis on teaching and learning. The module focuses on the professional development of the educator, teaching and learning and guidance and assessment skills as part of teaching and learning.
Units	Unit 1: Professional development and engagement Unit 2: Teaching and learning Unit 3: Assessment
Duration	6 hours
Competences	<ol style="list-style-type: none"> 1 Engaging in collaboration, networking, sharing and exchanging information, and professional practices with other educators for continuous professional development 2 Planning and implementing teaching and learning strategies appropriate for the target groups, learning objectives and context Selecting different forms of assessment to test learning, including summative assessment, formative assessment and self-assessment strategies.
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.</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, simulation, presentations, learning circles (sharing personal experiences), and reflection should will feature quite prominently.</p>
Assessment Strategies A. Strategies	The assessment will be non-formal methods such as reflection, assignments, 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 Youth Practitioners and Educators
Module 12	Digital Skills
Overview of Module	<p>This provides a framework to enable youth practitioners and educators to develop the knowledge and skills required to use and incorporate digital technologies in their teaching and work with young people. The module focuses on the teaching process and covers digital communication, selecting and using digital resources to facilitate learning and using digital technologies in assessment.</p> <p>At the end of the module learners will be able to use learning technologies in their learning activities with young people.</p>
Units	<p>Unit 1: Digital communication</p> <p>Unit 2: Selecting and using digital resources</p> <p>Unit 3: Managing digital resources</p>
Duration	6 hours
Competences	<ol style="list-style-type: none"> 1 Using digital technologies to enhance organisational communication with learners, parents and other stakeholders outside the organisation. 2 The ability to select and use appropriate digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches. <p>Organising digital content and making it available to learners and educators and respecting and applying privacy, licensing and copyright rules. .</p>
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.</p> <p>The teaching techniques will combine formal with non-formal, such as reflection, café style, learning circles and presentations.</p>
Assessment Strategies A. Strategies	<p>The assessment will be non-formal methods such as reflection, assignments, presentations, group discussions, observation and practical demonstrations. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.</p>



www.windowontheworld.org