



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



WINDOW ON
THE WORLD

GLOBAL COMPETENCE FRAMEWORK FOR YOUNG PEOPLE

An Erasmus Plus Strategic Partnership Project
2017-2019

JUNE 2018



TABLE OF CONTENTS

SECTION 1: GLOBAL COMPETENCE IN CONTEXT	3
1.1 INTRODUCTION	3
1.2 THE MEANING OF GLOBAL COMPETENCE	4
1.3 BACKGROUND TO THE COMPETENCE FRAMEWORK	5
1.4 THE PARTNERSHIP	5
SECTION 2: THE GLOBAL COMPETENCE FRAMEWORK	6
2.1 OVERVIEW OF THE COMPETENCE FRAMEWORK.....	6
2.2 COMPETENCE OR COMPETENCY	7
2.3 WHO IS THE COMPETENCE FRAMEWORK FOR AND HOW CAN IT BE USED?	7
2.4 STRUCTURE OF THE GLOBAL COMPETENCE FRAMEWORK FOR YOUNG PEOPLE.....	9
2.5 GLOBAL ISSUES AND COMPETENCE ELEMENTS.....	10
SECTION 3 COMPETENCE ELEMENTS, COMPETENCE STATEMENTS AND LEARNING OUTCOMES	12
3.1 SUSTAINABLE DEVELOPMENT.....	12
3.2 GLOBALISATION AND GLOBAL DIVERSITY	13
3.3 EDUCATION.....	19
3.4 POVERTY	22
3.5 HUNGER AND MALNUTRITION.....	26
3.6 HEALTH, WELL-BEING AND SANITATION	30
3.7 HUMAN RIGHTS, INEQUALITY AND SOCIAL JUSTICE.....	33
3.3 DEMOCRACY AND CITIZENSHIP.....	36
3.9 THE ENVIRONMENT AND CLIMATE CHANGE.....	39
3.10 ENERGY.....	44

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.

Section 1: Global Competence in Context

1.1 Introduction

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

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

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

As the Director of UNESCO noted:

“A fundamental change is needed in the way we think about education’s role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together. “

Irina Bokova, Director-General of UNESCO

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

In light of these unprecedented and what appears to be intractable challenges and to take advantage of the opportunities that citizens people will require new capacities. They will need to operate effectively in intercultural situations and collaborate with people of different perspectives politically, socially, economically and culturally; and acknowledge that people see things through different, not

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

necessarily through superior or inferior lenses.

How to ensure young people as the adults of tomorrow develop the competences required to address these challenges in terms of knowledge, skills and attitudes to take on these challenges is something that educators have been considering for quite some time. They have been concerned with the following questions. Is there a distinctive competence that equips young people for the culturally diverse and digitally-connected communities in which they work and socialise? And if there is, how should it be developed? Can students learn to mobilise knowledge, cognitive and creative skills, and values and attitudes, in order to act creatively, collaboratively and ethically².

The concept of Global Competence is a response to these questions. It includes the developing knowledge and understanding global and international development issues, the ability to operate effectively intercultural issues and the ability to operative effectively in intercultural environment.

The cost of ignorance of other cultures is so high, including the dangers of conflicts and crimes, that it is vital to invest in activities necessary to clarify, teach, promote, enact and support global competence and global citizenship (UNESCO, 2013)³

The observation by UNESCO above is quote poignant in this context, reflecting the importance of intercultural learning as an element of global competence.

1.2 The meaning of Global Competence

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

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

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

² UNESCO, Global Competency for An Inclusive World

³ UNESCO (2013). Intercultural Competences: Conceptual and Operational Framework UNESCO, 2013

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

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

1.3 Background to the Competence Framework

This *Global Competence Framework for Young Peoples* was produced as one of the intellectual of an Erasmus plus strategic partnership project Window on the World (WOW) implemented from 2017-2019.

The aim of WOW 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 main objectives were to:

1. Improve the knowledge and understanding of at least 1000 young people of global and development issues, focusing on the Global Dimension and Sustainability Development Goals (SDGs)
2. Engage at least 500 young people in critical thinking, discussions and debate about global and development issues through the global "global cafes" and training courses
3. Improve the competences of at least 10 youth practitioners to deliver development education by training them in international development, and the pedagogy of development education
4. Develop a global competency framework for (a) young people and (b) youth practitioners
Improve intercultural awareness of young people and youth practitioners so they can

1.4 The Partnership

The partnership consisted of 5 organisations:

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.

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.

ProIFALL (Sweden) is involved in project development and management with the aim of developing non-formal education methods for young people and strengthening the impact of projects by developing networks to improve the effectiveness of project results.

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.

Section 2: The Global Competence Framework

2.1 Overview of the Competence Framework

This competence framework identifies the global required young people, to empower them to navigate an increasingly globalised and interconnected world and contribute to a more sustainable and just world as global citizens.

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

The framework identifies a number of sustainable development and global citizenship issues, not exhaustive by any means, then breaks them down into Competence Elements, and a competence statement is formulated for each Competence Element with their associated learning outcomes in terms of knowledge, skills, attitudes and values. The global competence framework draws heavily upon the 17 SDGs for identification of the issues an overall approach to education for sustainable development and global citizenship, and does not address

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

⁵ UNESCO, Education for Sustainable Development Goals: Learning Objectives, Paris (2017)

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

all, or only sustainable development issues. The framework also draws on the 8 concepts of the global dimension⁷: *Global Citizenship, Human Rights, Diversity, Human Rights, Interdependence, Sustainable Development, Values and Perceptions, Social Justice and Conflict Resolution* particularly in relation to competences around global citizenship.

The focus is on those issues that are particularly relevant to the learning needs and the type of actions that the target group of young people might be expected to, and able to take in respect of sustainable development and global citizenship.

2.2 Competence or Competency

The terms competency and competence are often used synonymously as meaning the same thing, and two concepts are clearly related, can mean different things depending on the context. Competence refers to the ability of someone to undertake a defined function well or effectively. Competency generally refers to a set of skills or characteristics i.e. the ability to perform a task to the required level and standard with competencies being the skills a person has that fulfill some requirement.

In short competence is the capability to undertake a defined function effectively and competency is the description of the knowledge, skills, experience and attributes necessary to carry out a defined function effectively. However, the dictionary definitions of both words are similar and in the context of this framework are sometimes used interchangeably. It is also the preferred term of the European Commission and UNESCO.

2.3 Who is the Competence Framework for and how can it be used?

The competence framework is intended to be a guide for youth practitioners, educators and anyone wanting to promote global citizenship among young people, adult educators, especially those operating in the non-formal education sector, seeking to introduce global learning in their work with young people. It describes the knowledge, skills, attitudes and values that citizens should have to enable them to contribute to sustainable development and become global citizens

Although the competence framework has been designed specifically for young people in non-formal education including NGOs in particular, but those working in other education sectors and formal education, teacher-training institutions would also find it useful.

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

The issues included in the framework are not exhaustive, so can be altered to meet

⁷ http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf

the specific needs of particular target groups, and neither are the learning outcomes prescriptive. They are meant to provide suggestions for teaching about or reflecting global and international development can be adapted to suit different situations.

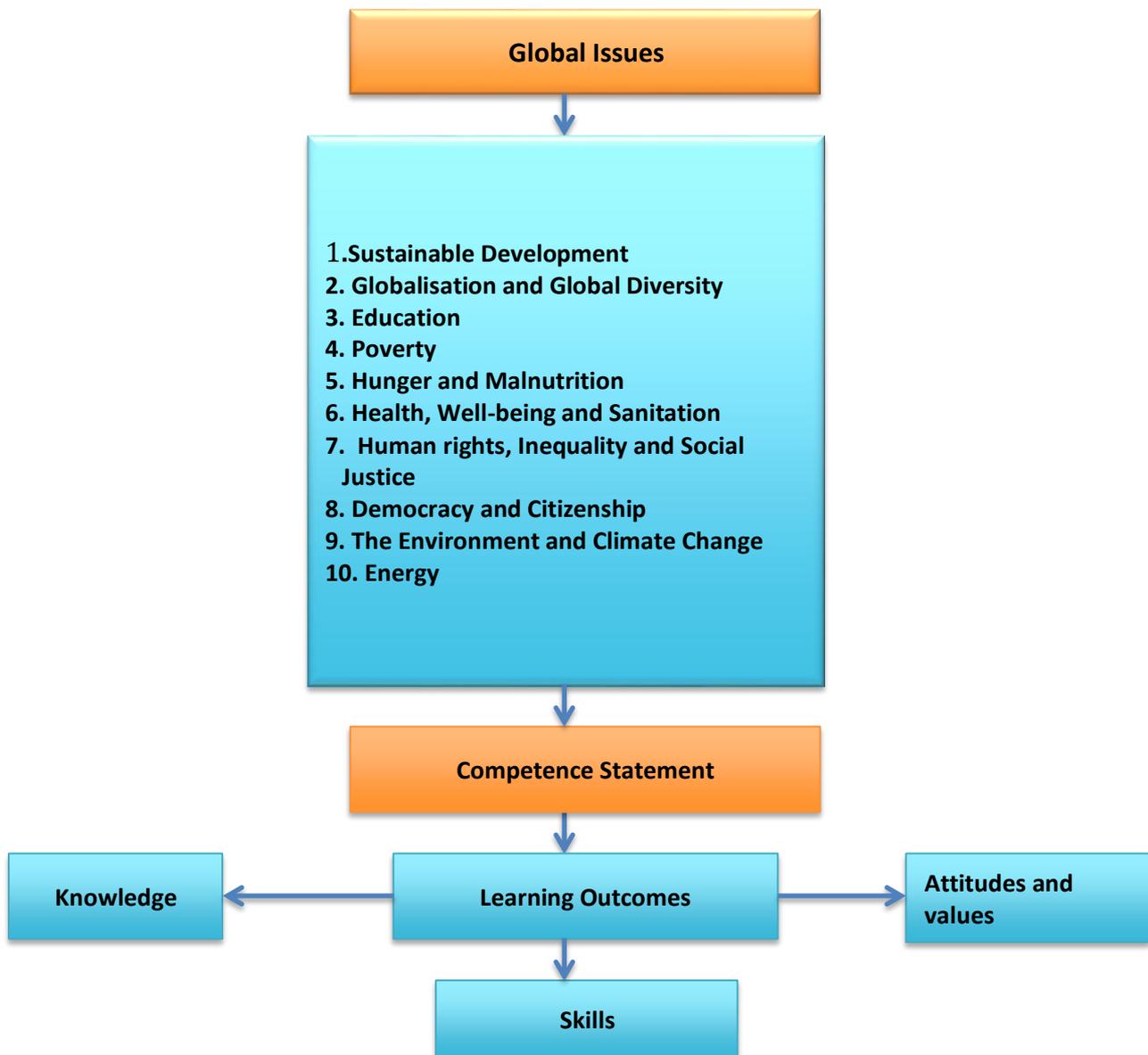
The competence framework is not a course, and the global issues and competence elements are not intended to be course modules, so educators can combine them differently in a course to meet the needs of the target groups in question.

The competence statements in the framework are not meant to be assessed, as they are descriptions of the competences that the learner is required to demonstrate. It is the learning outcomes (knowledge, skills and attitudes and values) that are to be assessed to determine whether the required competences have been achieved.

In implementing global education, the curriculum, the approach is to have a whole organisation approach so there is 'buy-in' across the organisation, and global education is not delivered it as a stand-alone subject or 'add on'. Whilst this is easily done in formal education with core curriculum areas in which global education issues can be integrated or embedded, non- formal presents a challenging context in which there may be few or no core subjects subject in sustainable development can be embedded, but adult educators can still integrate the issues in whatever work they or doing or for the wider community organise seminars and workshops to achieve the learning outcomes.

2.4 Structure of the Global Competence Framework for Young People

The framework consists of 4 dimensions: Global Issue, Competence Element, Competence Statement and Learning Outcomes. See diagram below.



Global Issues - these are the global issues in which young people should have competence and 12 such have been included in the framework.

Competence Element – these are the element or components into which the global issues have been broken.

Competence statements - these statements describe the competences that the learner is expected to demonstrate in relation to each the Competence Element.

Learning Outcomes - these describe the specific learning outcomes for each sub-area in terms of Knowledge, Skills, Attitudes and Values to require, to demonstrate

achievement of the competence.

2.5 Global Issues and Competence Elements

1. Sustainable Development

1.1 The meaning of Sustainable Development

2. Globalisation and Global Diversity

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

3. Education

3.1 The Sustainable Development Goal to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4)

3.2 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.

4. Poverty

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

5. Hunger and Malnutrition

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

6. Health, Sanitation and Well-Being

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

7. Human Rights, Inequality and Social Justice

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

7.2 Global human rights violations, their effects, and access to justice .

7.3 Inequalities between and within countries

8. Democracy and Citizenship

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

9. The Environment and Climate Change

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

10. Energy

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.

Section 3 Competence Elements, Competence Statements and Learning Outcomes

3.1 Sustainable Development

Competence Area	1. Sustainable Development
Competence Element	1.1 The meaning of sustainable development
Competence Statement	1.1.1 Understand the imperative of sustainable development, the causes of unsustainable development and the need to transform education to meet the challenges of sustainable development.
Learning Outcomes	
Knowledge	<p>1.1.2 Explain the meaning of sustainable development, identifying unsustainable practices.</p> <p>1.1.3 Explain why there is a need for change from unsustainable to sustainable practices that advance the quality of life, equity, solidarity, and environmental sustainability.</p> <p>1.1.4 Explain the root causes of unsustainable development and why it is an evolving concept.</p> <p>1.1.5 Make the connections between sustainable futures and the way we live and work.</p> <p>1.1.6 Argue the case for changing from unsustainable to sustainable practices.</p> <p>1.1.7 Summarise the UN Sustainable Development Goals (SDGs).</p> <p>1.1.8 Explain the meaning of systems, relating it to sustainable development, giving a concrete example.</p>
Skills	1.1.9 Illustrate the ways in which natural, social and economic systems function and how they may be interrelated.
Attitudes and Values	<p>1.1.10 Recognise the importance of scientific evidence in supporting the case for sustainable development.</p> <p>1.1.11 Convey sense of urgency for change and inspire hope.</p>

3.2 Globalisation and Global Diversity

Competence Element	2.1 The meaning and features of globalisation
Competence statement	2.1.1 Demonstrate an understanding of the nature of globalisation, especially the interconnected and interdependent nature of the world.
Learning Outcomes	
Knowledge	<p>2.1.2 Define globalisation and identify its main characteristics globalisation.</p> <p>2.1.3 Identify the factors that contribute to interconnectedness and interdependence among countries and peoples of the world.</p> <p>2.1.4 Explain the meaning and significance of interconnectedness and interdependence as they pertain to globalisation and trade</p> <p>2.1.5 Identify the reasons why the pace of globalisation has increased in recent years.</p>
Skills	<p>2.1.6 Research a case study on interconnectedness and interdependence of countries and global businesses.</p> <p>2.1.7 Demonstrate the influence of interdependence and digital interconnectedness on everyday life.</p>
Attitude and Values	2.1. Recognise that globalisation is not new, but the pace has increased over recent years.

Global Issue	2. Globalisation and Global Diversity
Competence Element	2.2 The impact of globalisation
Competence Statement	2.2.1 Demonstrate an understanding of the impact of globalisation on communities and countries and the particular role of multinational companies.
Learning Outcomes	
Knowledge	2.2.2 Discuss the social, economic, political and cultural impact of globalisation, and identify potential conflict. 2.2.3 Explain the benefits of free trade and the likely consequences, if one country imposes trade barriers, especially tariffs on another, giving at least one example.
Skills	2.2.4. Research and report on public attitudes towards globalisation. 2.2.5 Compare the advantages and disadvantages of globalisation 2.2.6. Argue the case for and against globalisation, by listing pros and cons.
Attitude and Values	2.2.7 Support actions to ensure a fair and more equitable distribution of the benefits of globalisation. 2.2.8 Recognise that an individual's perception of globalisation depends to a large extent on where in the world they are from and their personal circumstances. 2.2.9 Recognise the power and influence of globalisation on societal values and of multinational companies in particular.

Global Issue	2. Globalisation and Global Diversity
Competence Element	2.3 The role of multinationals and the rise of consumerism
Competence Statement	2.3.1 The ability to analyse the influence of multinationals on local and global economies and the influence on consumerism.
Learning Outcomes	
Knowledge	2.3.2 Identify some of the most important multinationals and the number of countries they operate on (approx.).
	2.3.3 Identify the impact of multinationals on local economies including employment practices conditions of employment etc.
Skills	2.3.4 Research two case studies: one which a multinational company has had a positive and beneficial effect on the local economy and livelihoods and another in which a multinational company has engaged in unfair and bad employment practices such as child labour, dangerous working conditions, low pay and violation of human rights etc.
	2.3.5 Speculate on how the benefits of globalisation might be shared more equitably globally.
Behaviour, Attitudes and Values	2.3.7 Practice responsible and sustainable consumption by purchasing local production and fair-trade products have priority over other type of goods.

Global Issue	2. Globalisation and Global Diversity
Competence Element	2.4 The nature and extent of global diversities
Competence Statement	2.4.1 Demonstrate awareness of the diverse nature of the world.
Learning Outcomes	
Knowledge	<p>2.4.2 Identify the natural order of global diversity in the world, especially in terms of flora, fauna, geography, climate and people, the pattern of distribution etc.</p> <p>2.4.3 Identify the ‘human initiated’ diversities in the world such as culture, political systems, religion, family structures, system of governance etc. and identify their historical backgrounds.</p>
Skills	<p>2.4.4 Classify and discuss the pattern of diversity of flora, fauna and climate on a map of the world,</p> <p>2.4.5. Draw conclusions from the emerging patterns and their implications for sustainable development.</p>
Attitudes and Values	<p>2.4.6 Acknowledge the diversified nature of the world,</p> <p>2.4.7. Respect difference by acknowledging that difference does not mean better or worse, which is a value judgement.</p>

Global Issue	2. Globalisation and Global Diversity
Competence Element	2.5 The meaning of culture and cultural diversity
Competence Statement	25.1 Demonstrate understanding of the meaning of culture, identifying its elements, and major world cultures.
Learning Outcomes	
Knowledge	<p>2.5.2 Explain the meaning of culture, describe own culture and sub-cultures,</p> <p>2.5.3 Describe how cultures can fuse can influence as well as “clash” with each other.</p> <p>2.5.4 Describe the world’s major cultures (including ancient cultures), faiths and religions, pointing out similarities and differences with own.</p>
Skills	2.5.5 Classify the dominant models and theories of culture to include The Iceberg Model, Hofstede’s Cultural Dimensions Theory and Bennett’s Model of Intercultural Sensitivity (DM).
Attitudes and Values	<p>2.5.6 Actively engage different groups across generations, cultures, faiths, generations, social class and disciplines.</p> <p>2.5.7 Interact with people from different cultural, religious, ethnic and social backgrounds.</p>

Global Issue	2. Globalisation and Global Diversity
Competence Element	2.6 Faith and religion
Competence Statement	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.
Learning Outcomes	
Knowledge	2.6.2 Identify the causes and consequences of past and current cultural and religious conflicts (national and globally), 2.6.3 List the major religious minorities that are being persecuted. 2.6.4 Discuss the reasons for ‘clash of cultures’ in the world and the reasons they are so intractable to resolve.
Skills	2.6.5 Design learning activities that are culturally sensitive and reflect diversity. 2.6.6 Reflect on own perception of diversity and identify the factors that contributed to the formation of own perception. 2.6.7 Facilitate informed debate and discussion about contentious and controversial issues such as culture, religion, migration, religious conflict, refugees etc.
Attitudes and Values	2.6.8 Openness towards people from other cultural backgrounds, an attitude of respect for cultural differences, and an attitude of global mindedness. 2.6.9 Acknowledge that people see the world and events through different prisms, based largely on culture.

3.3 Education

Global Issue	3. EDUCATION
Competence Element	3.1 The Sustainable Development Goal to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)
Competence Statement	3.1.1 Show Familiarity with the SDG to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4).
Learning Outcomes	
Knowledge	3.1.2 Identify the ESDG goals, describe SDG4, and list some of the targets and performance indicators
	3.1.3 Discuss some of the challenges in achieving SDG4.
	3.1.4 Compare progress towards the achievement of SDG4 in different countries.
Skills	3.1.5 Research and interpret performance data on progress towards SDG4
	3.1.6 Use data to monitor and report progress towards the SDG4 in different countries.
Attitudes and Values	3.1.7 Acknowledgement of the importance and need of ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all.
	3.1.8. Willingness to support the measures for the development of policies promoting education for all.

Global Issue	3. EDUCATION
	3.2 The meaning of quality education and lifelong learning opportunities for all
Competence Statement	3.2.1 Demonstrating an understanding of the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.
Learning Outcomes	
Knowledge	3.2.2. Explain the concepts of quality education and lifelong learning and differentiate between them.
	3.2.3 Discuss the causes of inequality in access to and attainment of education, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.
	3.2.4 Analyse the impact of inequality to access to and attainment of education and lack of quality education in relation with countries development indicators.
	3.2.5 Identify the basic skills and competencies needed in the 21st century.
Skills	3.2.6 Research, interpret and use data to compare and report on levels of quality education and lifelong learning in different countries.
	3.2.7 Raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches.
	3.2.8 Make connections between quality education and other EDS goals.
	3.2.9 Able to contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels.
Attitudes and Values	3.2.10 Commitment to take action to promote Education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.
	3.2.11 Commitment to promote no discrimination in education, and to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Global Issue	3. EDUCATION
Competence Element	3.3 Promotion of policies and strategies to raise quality education and lifelong learning opportunities for all.
Competence Statement	3.3.1 The ability to critically evaluate policies and strategies to promote quality education and lifelong learning opportunities for all at local/national and international levels.
Learning Outcomes	
Knowledge	3.3.2 Know and list the main different organisations and bodies (local, national and international) and involved in education and lifelong learning approaches/strategies.
	3.3.3 Outline the Education 2030 agenda, and innovative and successful case studies from across the globe.
	3.3.4 Research and Identify the reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatisation).
Skills	3.3.5 Evaluate different approaches and strategies to promote quality education and lifelong learning.
	3.3.6 Develop partnerships between schools, universities and other institutions offering education in different regions of the world.
	3.3.7 Propose solutions to address systemic problems related to quality education and lifelong learning opportunities.
	3.3.8 Participate in and influence decision-making related to management strategies of local, national and international organisations and bodies concerning quality education and lifelong learning.
	3.3.9 Plan and run a quality education awareness campaign.
Attitudes and Values	3.3.10 Willingness to mobilize, process, develop and share knowledge to foster effective quality education and lifelong learning opportunities.
	3.3.11 Commitment to organize ESD days at local, regional and national level.
	3.3.12 Commitment to increase the number of young people who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

3.4 Poverty

Global Issue	4. POVERTY
Competence Element	4.1 The sustainable goal to end poverty (SDG 1)
Competence Statement	4.1.1 Demonstrate familiarity with the sustainable development goal to end Poverty.
Learning Outcomes	
Knowledge	4.1.2 Describe SDG 1 and list some of its targets and performance indicators.
	4.1.3 Identify progress towards the achievement of SDG 1.
	4.1.2 Discuss some of the challenges in achieving SDG 1.
	4.1.4 Differentiate between the concepts of relative and extreme poverty.
	4.1.5 Identify the members of society that are most vulnerable to poverty.
Skills	4.1.6 Research performance data on progress towards the SDGs.
	4.1.7 Use data to monitor and report progress toward the SDGs.
Attitude and Values	4.1.8 Willingness to lead and/or support others in promoting sustainable development practices.

Global Issue	4. POVERTY
Competence Element	4.2 Poverty and Wealth - causes, distribution and impact on society
Competence Statement	4.2.1 An understanding of poverty and wealth, their distribution, factors that perpetuate them, their impact on society and the need to act.
Learning Outcomes	
Knowledge	4.2.2 Define poverty and explain why poverty is relative.
	4.2.3 Discuss the causes of poverty including push and pull factors.
	4.2.4 Define poverty and explain why poverty is relative.
	4.2.5 Identify which members of society are most vulnerable to poverty and the reasons.
	4.2.6 Explain how our minds are conditioned by social, cultural and historical contexts and how this affects the perception of poverty.
Skills	4.2.7 Research and use data to compare levels of poverty in different countries.
	4.2.8 Speculate on why there is extreme poverty in some countries including developed countries.
	4.2.9 Assess the likely impact of the distribution of wealth on society as a whole and on individuals.
	4.2.10 Critically reflect on own underlying cultural assumptions and practices in relation to wealth and poverty.
Attitudes and Values	4.2.11 Shows sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations.

Global Issue	4. POVERTY
Competence Element	4.3 Work conditions related to poverty such as sweatshops, child labour and modern slavery
Competence Statement	4.3.1 Knowledge about the conditions related to poverty such as sweatshops, child labour and modern slavery; and how own actions might perpetuate those conditions.
Learning Outcomes	
Knowledge	3.3.2 Identify countries and situations with little or no social protection.
	4.3.3 Identify personal experiences and biases with respect to poverty technological disasters, and the lack of social protection systems and measures.
Skills	3.3.4 Analyse, clarify and challenge own values and how they influence choices and lifestyle.
	3.3.5 Reflect critically on own role in maintaining global structures of inequality.
Attitudes and Values	3.3.6 Support policies that promote social and economic justice and poverty eradication.
	3.3.7 Willingness to change production and consumption practices in order to contribute to the fight against hunger and promotion of social justice.

Global Issue	4. POVERTY
Competence Element	4.4 Policies & strategies to alleviate poverty
Competence Statement	4.4.1 Ability to critically evaluate policies to address the problems and challenges of poverty and their effectiveness.
Learning Outcomes	
Knowledge	4.4.2 Identify national policies to address the issues resulting from poverty.
	4.4.3 Describe the role and function of organisations and bodies (local, national and international) involved in poverty alleviation.
	4.4.4 Discuss the challenges in providing public services for poor people, especially people in risk of poverty.
Skills	4.4.5 Assess the effectiveness of policies to address the challenges of poverty.
	4.4.6 Critically current approaches for combating global poverty.
	4.4.7 Propose solutions to address systemic problems related to poverty.
	4.4.8 Generate policy ideas to tackle some of the issues arising from the poverty that we are experiencing today.
Attitudes and Values	4.4.9 Include poverty reduction, social justice and anti-corruption considerations in consumption activities.
	4.4.10 Develop a critical approach to current policies and strategies to address the challenges of poverty.

3.5 Hunger and malnutrition

Global Issue	5. Hunger and Malnutrition
Competence Element	5.1 The Sustainable Goal to end hunger (SDG2)
Competence Statement	5.1.1 Demonstrate understanding of hunger and malnutrition and their distribution nationally and globally.
Learning Outcomes	
Knowledge	5.1.2 Describe SDG2 and list some of its key targets and performance indicators.
Skills	5.1.3 Research and use published data to compare hunger and malnutrition in different countries where they are prevalent.
Attitude and Values	5.1.5 Feel empathy, and solidarity for and with people suffering from hunger and malnutrition.

Global Issue	5. Hunger and Malnutrition
Competence Element	5.2 The meaning, causes of hunger and malnutrition, and their prevalence
Competence Statement	5.2.1 Understanding the concepts of hunger, malnutrition, and the main drivers that perpetuate them.
Learning Outcomes	
Knowledge	5.2.2 Explain the meaning of hunger and malnutrition and their main causes.
	5.2.4 Identify the prevalence and distribution of hunger and malnutrition locally, nationally and globally, currently as well as historically.
Skills	5.2.5 Research, interpret and use published data to compare the incidence of hunger and malnutrition in different countries.
	5.2.6 Research the reasons why hunger and malnutrition exist even in wealthy countries.
Attitude and Values	5.2.7 Actively participate in efforts to combat hunger at local, national and international levels.

Global Issue	5. Hunger and Malnutrition
Competence Element	5.3 The Impact and consequences of hunger and malnutrition.
Competence Statement	5.3.1 Analysing the impact of hunger on individuals and wider society.
Learning Outcomes	
Knowledge	5.3.2 List the groups in society that are particularly vulnerable to hunger and malnutrition.
	5.3.3 Explain the main physical and psychological effects of hunger and malnutrition on human life.
Skills	5.3.4 Reflect on own values and attitudes in relation to global hunger and malnutrition.
	5.3.5 Comment on the links between food waste, hunger and malnutrition.
	5.3.6 Speculate on how the links between food-waste, malnutrition and hunger can be reconciled.
Attitude and Values	5.3.6 Feel empathy, and solidarity for and with people suffering from hunger and malnutrition. 5.3.7 Support activities to reduce hunger and malnutrition.

Global Issue	5. Hunger and Malnutrition
Competence Element	5.4 The effectiveness of strategies to combat global hunger, and malnutrition
Competence Statement	5.4.1 Critically assess the effectiveness of approaches to combating global hunger and malnutrition and speculate on solutions.
Learning Outcomes	
Knowledge	5.4.2 Outline current approaches (national and international) for hunger and malnutrition.
	5.4.3 Identify the factors that perpetuate hunger and malnutrition worldwide.
	5.4.4 Discuss some of the challenges in eliminating hunger and malnutrition worldwide.
Skills	5.4.5 Identify opportunities for adult learners to collaborate with others to combat hunger and malnutrition.
	5.4.6 Propose strategies for combating global hunger and malnutrition.
	5.4.7 Challenge current strategies and approaches to combating hunger and malnutrition worldwide.
Attitude and Values	5.4.8 Support actions to influence decision-making related to public policies concerning the fight against hunger, malnutrition and poor diet.
	5.4.9 Encourage learners to show empathy and solidarity for people suffering from hunger and malnutrition.

3.6 Health, Well-being and Sanitation

Global Issue	6. Health, Well Being and Sanitation
Competence Element	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 and sanitation for all (SDG 6)
Competence Statement	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.
Learning Outcomes	
Knowledge	6.1.2 Describe SDG3 and SDG6 and list some their targets.
	6.1.3 Differentiate between being health and well-being.
	6.1.4 Describe the main global health and sanitation issues and the countries or regions in which they are prevalent.
	6.1.5 Describe the impact of poor health and sanitation on communities and individuals.
	6.1.6 Identify the groups in society and countries with major health, well-being and sanitation issues, including own.
Skills	6.1.7 Locate countries with high levels of communicable and non-communicable diseases on a map.
	6.1.8 Reflect on the state of health and sanitation worldwide, including own country.
	6.1.9 Reflect on why so many in the people in the world lack access to safe drinking water and sanitation facilities.
Attitude and Values	6.1.10 Express support and sympathy for those who have little or no access to proper health and sanitation facilities.

Global issue	6. HEALTH EDUCATION AND WELL BEING
Competence Element	6.2 The meaning and principals of healthy lives and well-being for all at all ages
Competence Statement	6.2.1 Demonstrating an understanding of healthy lives and well-being for all at all ages
Learning Outcomes	
Knowledge	6.2.2 Explain the concepts health, hygiene and well-being and can critically reflect on them.
	6.2.3 Knows facts and figures about the most severe communicable and non-communicable diseases, health problems of vulnerable groups and in the most vulnerable regions.
	6.2.4 Discuss the socio-political-economic dimensions of health and wellbeing and the effects of advertising and about strategies to promote health and well-being.
	6.2.5 Discuss the impact of inequality of access to health, hygiene and well-being.
	6.2.6 Identify some strategies to promote health and well-being, globally e.g. vaccines, healthy food, physical activity, mental health, reproductive health etc.).
Skills	6.2.7 Research, interpret and use data, compare and report levels of healthy lives and well-being in different countries.
	6.2.8 Raise awareness of the importance of healthy lives and well-being for all at all ages.
	6.2.9 Make connections between healthy lives and well-being and other EDS goals.
	6.2.10 Contribute to facilitating and implementing health, hygiene and well-being.
Attitudes and Values	6.2.11 Commitment to take action to promote healthy lives and well-being for all at all ages.
	6.2.12 Commitment to include health promoting behaviours in their daily routines.

Global Issue	6. Health, Well Being and Sanitation
Competence Element	6.3 Policies and strategies to promote healthy lives, well-being and access to water and sanitation.
Competence Statement	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.
Learning Outcomes	
Knowledge	<p>6.3.2 List the main organisations involved in health promotion worldwide and their roles.</p> <p>6.3.3 Outline national and worldwide strategies to promote good health and access to water and sanitation in respect of healthy eating, physical activity, mental health, access to clean water, sexual reproductive health etc.</p>
Skills	<p>6.3.4 Assess the effectiveness of strategies and approaches to promote healthy lives and well-being and access to water and sanitation globally.</p> <p>6.3.5 Use published to compare progress towards SDG3 and SDG6 in different countries including own.</p> <p>6.3.6 Analyse the impact of unequal access to health, hygiene and sanitation on individuals, families and communities</p> <p>6.3.7. Discuss the main challenges in achieving SDG3 and SD6.</p> <p>6.3.8 Suggest ways in which the problems of health and well being can be addressed more effectively.</p>
Attitudes and Values	6.3.9 Actively support efforts to improve health and access to health services globally.

3.7. Human rights, Inequality and Social Justice

Global Issue	7. Human Rights, Inequality and Social Justice
Competence Element	7.1 The meaning and principles of fundamental human rights and key sources of rights e.g. UN Charter of Fundamental Rights and European Convention on Human Rights and national legislation.
Competence Statement	7.1.1 Understand the background and significance of fundamental rights and the importance of being able to exercise those rights.
Learning Outcomes	
Knowledge	<p>7.1.2 Explain what the UN Charter of Fundamental Rights and The European Convention of Rights are</p> <p>7.1.3 Outline the global events leading to the adoption of the UN Charter on Human Rights</p> <p>7.1.4 Recall articles from either the UN Charter of Fundamental Rights and The European Convention of Rights relating to the right of the child and the right to family life.</p>
Skills	7.1.5 Reflect on own attitudes and behaviour in relation to human rights.
Attitude and Values	<p>7.1.6 Respect the human rights of others.</p> <p>7.1.7 Refrain from any thoughts or feelings that some people are more deserving or entitled to certain human rights than others.</p>

Global Issue	7. Inequality, Human Rights and Social Justice
Competence Element	7.2 Global human rights violations, their effects, and access to justice
Competence Statement	7.2.1 The ability to critically discuss human rights, human rights violations globally and in own the human examine instances of human rights violations globally including own country.
Learning Outcomes	
Knowledge	7.2.2 Define 'ethnic cleansing', genocide and crimes against humanity, giving some examples. 7.2.3 Identify instances of human rights violations globally and the reasons for them (social, economic political, ethnic)
Skills	7.2.4 Critique national and international responses to human rights violations, giving examples. 7.2.5 Make the link between inequality and aces to justice 7.2.6 Analyse the effects of human rights violations on victims, their families, country and region.
Attitude and Values	7.2.7 Sympathise with and support those who seek to exercise their rights.

Global Issue	7. Inequality, Human Rights and Social Justice
Competence Element	7.3 Inequality within and between countries .
Competence Statement	7.3.1 Demonstrate an understanding of the concept of equality and the extent of inequalities in society.
Learning Outcomes	
Knowledge	7.3.2 Explain what is meant by inequality in different contexts such the context of education, employment and jobs, ethnicity and race with examples. 7.3.3 Identify some of the effects of inequalities in society and the groups likely to suffer from inequalities.
Skills	7.3.4 Compare the level of inequalities within your own country and between two countries of your choice in terms of access to good quality education, health care, housing and access to justice. 7.3.5 Critique the measures being taken by your national government to reduce inequalities at home, and their effectiveness.
Attitude and Values	7.3.7 Acknowledge the need to reduce global inequalities.

3.3 Democracy and Citizenship

Global Issue	8 DEMOCRACY AND CITIZENSHIP
Competence Element	8.1 The meaning of democracy, democratic societies and institutions
Competence Statement	8.1.1 Understanding the concept of democracy and the characteristics of democratic societies.
Learning Outcomes	
Knowledge	8.1.2 Explain the meaning of democracy.
	8.1.3 Summarise the main characteristics of a democratic society
	8.1.4 Identify other type of non-democratic societies (socialist, communist, dictatorship, theocratic, authoritarian etc.) and their distinguishing features.
Skills	8.1.5 Research and compare the features of democratic societies with those of non-democratic societies identifying any benefits/advantages that one type has over the other.
Attitudes and Values	8.1.5 Being predisposed to consider others' opinions and statements although they are opposed to the own worldview.
	8.1.6 Being critical towards the functioning of own country's political system (democratic or non-democratic).

Global Issue	8. DEMOCRACY AND CITIZENSHIP
Competence Element	8.2 Democratic Participation
Competence Statement	8.2.1 Understanding the processes and mechanisms for democratic participation.
Learning Outcomes	
Knowledge	8.2.2 Define democratic participation.
	8.2.3 List the main ways of participation in the democratic process and balance their advantages and disadvantages.
Skills	8.2.4 Suggest ways was of increasing young people’s participation in the democratic process including own organisations and/or group.
Attitudes and Values	8.2.5 Respect the rules and procedures relating to participation in democratic systems.

Global Issue	8. DEMOCRACY AND CITIZENSHIP
Competence Element	8.3 The rise of populism
Competence Statement	8.3.1 Understand the meaning of populism, the extent of populism globally and the factors that contribute to its rise.
Learning Outcomes	
Knowledge	8.3.2 Explain the meaning of political populism.
	8.3.2 Outline the origin of populism.
	8.3.3 Identify factors that contribute to the rise of the 'far right'.
Skills	8.3.4 Relate causes of populism from previous regimes in History to current situation.
Attitudes and Values	8.3.5 Demonstrate a broad view where populism is tackled in a wide way.

3.9 The Environment and Climate Change

Global Issue	9. The Environment and Climate Change
Competence Element	9.1. The Meaning of Climate Change
Competence Statement	9.1.1 Show understanding of climate change by describing it, identifying the scientific evidence and its manifestations.
Learning Outcomes	
Knowledge	<p>9.1.2 Explain the meaning of climate change and how its symptoms/manifestations.</p> <p>9.1.4 List the scientific evidence in support of the existence of climate change.</p> <p>9.1.5 Describe how human activities that that can contribute to climate change.</p>
Skills	<p>9.1.6 Gather visual evidence of the effects of different effects of climate change.</p> <p>9.1.7 Reflect on own activities and how they can impact on climate change.</p>
Attitude and Values	<p>9.1.8 Cognisance of the effects of how own action can contribute to climate change.</p> <p>9.1.9 Encourage others including family, friends to adopt sustainable practices.</p>

Global Issue	9. The Environment and Climate Change
Competence Element	9.2 The Impact of climate change on the environment
Competence Statement	9.2.1 Recognising the effects of the climate change by analysing its effects on agriculture, forest management, industry, business, and daily life of people, and the imperative of active participation.
Learning Outcomes	
Knowledge	9.2.2 Describe global warming is and the consequences of rising sea-level for countries (e.g. small island states).
	9.2.3 Identify the main national and international organisations and bodies involved in developing strategies to mitigate the climate change and their roles.
	9.2.4 Discuss the impacts of climate change on agriculture, industry tourism, and forest management.
Skills	9.2.6 Critically discuss national and global policies and strategies to combat the effects of climate change.
	9.2.7 Envision future global scenarios if climate change is not reversed or its effects mitigated.
Attitude and Values	9.2.9 Apply the values, principles and practices of sustainable development in own life.
	9.2.10 Respect nature and acknowledge own responsibility for protecting the environment.
	9.2.11 Engage in and encourage climate friendly and sustainable activities in own personal and professional life.

Global issue	9. Climate Change and the environment
Competence Element	9.3. Human activities and climate change
Competence Statement	9.3.1 Awareness of the human activities in general, and his/her personal activities that contribute to climate change.
Learning Outcomes	
Knowledge	9.3.2 Summarise the human activities – on a global, national, local and individual level that contribute to climate change.
Skills	9.3.3 Assess the impact of decisions and actions (individual, local and national) on other people and other regions of the world.
	9.3.4 Evaluate the effect of own activities (private and job related) on climate change.
Attitudes and Values	9.3.5 Appreciates that individual behaviour must be balanced by our responsibilities as members of a wider society.
	9.3.6 Changes his/her production and consumption practices in order to contribute to mitigation of the climate change.
	9.3.7 Makes responsible choices on buying and using products in everyday life considering their impact on the climate change.
	9.3.8 Applies water management, and energy consumption strategies in daily life to reduce human demands for water and energy.

Global Issue	9. The Environment and Climate Change
Competence Element	9.4 Local and global effects of climate change and active participation.
Competence Element	9.4.1 Recognising local examples of the impact of climate change on agriculture, forest management, industry, business, and daily life of people, and the imperative of active participation.
Learning Outcomes	
Knowledge	9.4.2 Explain ecological, social, cultural and economic impacts of the climate change in different contexts (local, national and global).
	9.4.3 Explain sea-level rise and its consequences for countries (e.g. small island states).
	9.4.4 Argue about ethical aspects of climate change.
	9.4.5 Discuss the local examples of the climate change on industry, agriculture, tourism, and forest management.
	9.4.6 List the main national and international organisations and bodies (local, national and international) involved in developing strategies to mitigate the climate change.
Skills	9.4.7 Critically analyse local, national and global policies and strategies to combat climate change.
	9.4.8 Evaluate the risks of climate change on industry, economy, agriculture and people's daily life.
	9.4.9 Speculate on future scenarios related to climate change.
	9.4.10 Collaborate and communicate with others including public institutions about strategies to deal with climate change.
Attitudes and Values	9.4.11 Active participation in developing strategies in various contexts at individual, local, national and global levels.
	9.4.12 Engage in and encourage climate friendly and sustainable activities in own personal and professional life.

Global issue	9. The Environment and Climate Change
Competence Element	9.5 Recognition of the implications of present and future climate change for progress towards sustainable development.
Competence Statement	9.5.1 Awareness of the implications of (present and future) climate change for sustainable development.
Learning Outcomes	
Knowledge	9.5.2 Discuss the potential effect of climate change strategies on progress towards sustainable development.
	9.5.3 Distinguish prevention, mitigation and adaptation strategies for progress towards sustainable development.
	9.5.4 Identify accessible, quality, efficient and sustainable services.
	9.5.5 Compare different strategies to combat climate change.
Skills	9.5.6 Collaborate with others to develop and implement strategies for sustainable development.
	9.5.7 Express future scenarios related to climate change.
	9.5.8 Participate in activities to raise awareness on climate change, hazards and possible strategies to reduce negative impacts.
Attitude and Values	9.5.9 Show sensitivity to future climate projections using different scenarios.
	9.5.10 Respect for nature, and sustainable living and acknowledge own responsibility for protecting the environment.
	9.5.11 Apply the concept, values, principles and practices of sustainable development in own life.
	9.5.12 Engage in, and courage others to engage in discussions related to implications of climate change for progress towards sustainable development.

3.10 Energy

Global Issue	10. Energy
Competence Element	10.1 The Sustainable Development Goal to ensure access to affordable, reliable, sustainable and clean energy for all (SDG7).
Competence Statement	10.1.1 Understand the nature of the sustainable development goal to ensure access to affordable, reliable, sustainable and clean energy for all, by describing it and identify some of its targets.
Learning Outcomes	
Knowledge	10.1.2 Describe SDG7 and list some of its targets.
	10.1.3 Explain the concepts of affordable, reliable, clean and green energy, giving examples.
Skills	10.1.4 Use published data to report on progress towards the production of renewable and clean energy, nationally and globally.
	10.1.6 Argue the case for and against the continued use of fossil fuel.
Attitudes and Values	10.1.7 Recognise the imperative for renewable energy as fossil fuel will run out one day.
	10.1.8 Support measures to ensure access to affordable, reliable, sustainable and clean energy for all.

Global Issue	10. Energy
Competence Element	10.2 The distribution and impact of different types of energy resources
Competence Statement	10.2.1 Show understanding of different energy resources by identifying and analysing the mix of renewable and non-renewable energy.
Learning Outcomes	
	10.2.2 Define and give examples of renewable and non-renewable.
	10.2.3 List some advantages and disadvantages of renewable and non-renewable energy sources giving examples.
	10.2.3 Describe how the production of different energy types (like solar, wind, water, geothermal etc.) impact on the environment.
Skills	10.2.4 Use published data to compare different energy types, such as like solar, wind, water, geothermal, tidal, and energy production, nationally and globally.
	10.2.7 Identify what energy is primarily used for in different regions of the world.
	10.2.8 Argue both for and against the use common energy types such as: nuclear energy, fossil fuel, solar energy, wind hydropower and tidal energy.
Attitudes and Values	10.2.9 Recognise the need to promote and adopt energy conservation measures.
	10.2.10 Take energy conservation measures in own life.