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

WINDOW ON
THE WORLD

**GLOBAL COMPETENCE FRAMEWORK FOR YOUTH PRACTITIONERS AND EDUCATORS**

**JUNE 2018**

*DISCLAIMER:*

*This publication reflects the views of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.*

PRO FALL

D.G.T.
*Do Great Things
...and leave your mark*

GoEurope

GLaSP
*Promoting learning and skills for global citizenship*

**Global Competence Framework for Youth Practitioners and Educators**

**Global Competence Framework for Youth Practitioners and Educators**

**Global Competence Framework for Youth Practitioners and Educators**

# 1 INTRODUCTION

## 1.1 Background.

This document presents a Global *Competence Framework for Youth Practitioners and Educators* as one of two global competence frameworks developed as outputs of an Erasmus plus strategic partnership project, *Window on the World.* The other output is a *Global Competence Framework for Young People*.

The project aimed 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 them 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
5. Improve intercultural awareness of young people and youth practitioners so they can operate effectively in intercultural settings.

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.

## 1.2 Global Citizenship Education

Citizenship education can be defined as educating all citizens, from children to adults, to become clear-thinkers and enlightened citizens who participate in decisions concerning society.

Global citizenship refers to a sense of belonging to a broader community and common humanity[1]. It emphasises political, economic, social and cultural interdependency and Interconnectedness between the local, the national and the global. According to UNESCO Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education.

There are different definitions and interpretations of the notion of "global citizenship". A common understanding is that it means a sense of belonging to a broader community, beyond national boundaries, that emphasises our common humanity and draws on the interconnectedness between peoples and as well as between the local and the global (Glocal). It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.[2], based on the universal values of human rights, democracy, non-discrimination and diversity to bring about a better world and future for all.

The UN's Global Education Initiative [3] notes, "It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies."

Education for global citizenship provides a transformative learning framework that that facilitates the development of competences in terms of knowledge and understanding, skills, values and attitudes that they need both to participate fully in a globalised society and economy, and to secure a more just and sustainable world. The aim is to develop global citizens as people who identify themselves as being part of a wider world of an emerging world community and whose actions contribute to building this community's values and practices.

Education for Global Citizenship is inextricably linked to Sustainable development.

---

[1] UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century
[2] UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century.
[3] http://www.unesco.org/new/en/gefi/home/?/220.htm

Sustainable development is described by the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development as being underpinned by an ethic of solidarity, equality and mutual respect among people, countries, cultures and generations; it is development in harmony with nature, meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.[4]

A global citizen is an individual who is aware of the world and has a sense of their role in it; respects and values diversity, and is knowledgeable of and works against social injustices; has an understanding of the world, and participates in communities at all levels (from local to global); and lastly, takes responsibility for his/her actions and beliefs.

A global citizen is an individual who is aware of the world and has a sense of their role in it; respects and values diversity, and is knowledgeable of and works against social injustices; has an understanding of the world, and participates in communities at all levels (from local to global); and lastly, takes responsibility for his/her actions and beliefs.

## 2    DEFINITION OF TERMS

### 2.1    Competence and 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 often refers to the ability of someone to undertake a defined function well or effectively. Competency generally refers to a set of skills or characteristics to perform a task to the required level and standard with competencies being the set of 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 this framework are sometimes used interchangeably, but the use of 'competency' reflects the emphasis on knowledge, skills and behaviours in respect of global education. It is also the preferred term by institutions of the European Union and organisations such as UNESCO.

### 2.2    Global Competence

Many definitions of global competence have ben propose over the years. The definitions include concepts such as intercultural education, global citizenship education, twenty-first-century skills, and social and emotional learning.

---

[4] This definition of sustainable development is consistent with both the United Nations Declaration on the Right to Development, as set out in General Assembly resolution 41/128 of 4 December 1986, and the Rio Declaration on Environment and Development (United Nations Conference on Environment and Development, Rio de Janeiro, 3–14 June 1992).

The OECD defined global competence is the PISA framework as a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.[5]

Global competence is defined by the Center for Global Education at the Asia Society as the combination of four domains (investigate the world, recognize perspectives, communicate ideas, and take action[6].

Global competence is the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development

Other definitions include: Global competence refers to the knowledge, skills, and dispositions necessary to navigate and succeed in today's interconnected world. Globally competent individuals are life-long learners, have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, critical and comparative thinking skills, problem solving abilities, comfort with ambiguity and change, and understand globally significant issues.

Globally competent individuals possess and apply the following qualities, characteristics, and abilities to learning about and engaging with globally significant issues. Educators that aspire to help students become globally competent must both develop these attributes in themselves and find ways to foster them in students.


## 2.3   The Globally Competent Educator
In 2015, 193 countries committed to achieving the 17 SSDGs of the United Nations, a shared vision of humanity. The extent to which that vision becomes a reality will to a great extent depend on education and in particular on educators as they hold the key to ensuring that the SDGs are become a real social contract with citizens.

Goal 4, commits to quality education for all, is intentionally not limited to foundation knowledge and skills, such as literacy, mathematics and science, but emphasises learning to live together sustainably. This inspired the OECD Programme for International Student Assessment (PISA, the yardstick for assessing the global competence of young people for the first time in 2018.

PISA conceives of global competence as a multidimensional, lifelong learning goal. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. If young people are expected to be globally competent and become global citizens, it is

---

[5] OECD, Preparing our Youth for an Inclusive and Sustainable World, 2017
[6] Asia Society, Teaching for Global Competence in A Rapidly Changing World, 2018

crucial that educators, youth workers and others that will be helping young people develop these competencies are themselves globally competent. It means that they too have to develop the competencies sustainable development and global citizenship.

Educators would therefore have knowledge of sustainable development, global issues, citizenship and intercultural issues; analytical and critical skills, the ability to interact respectfully, appropriately and effectively; and attitudes and values of openness towards people from other cultures, global mindedness, valuing human dignity and diversity.

The globally competent educator possesses a set of essential knowledge, critical dispositions, and performances that help foster development of learners' global competence. A globally educator has knowledge of the world, critical global issues, their local impact, and the cultural backgrounds of learners; manifests intercultural sensitivity and acceptance of difference; incorporates this knowledge and sensitivity into their teaching and, develops the skills to foster these dispositions, knowledge, and performances in learners.[7]

Some of the skills needed for global youth work have been defined as the ability to 'keep informed about local and global issues, make connections between personal, local and global concerns or events, motivate young people to develop a critical understanding of the world around them, be self-critical in their personal lifestyle and attitudes, and challenge discriminatory language and behaviour in a way which encourages dialogue about issues of power.' (DEA, 2004[8]

In order to effectively promote global competence among young people the Asia Society suggests that youth workers must work to build global competence within themselves and have identified some key characteristics of a globally competent youth worker. The globally competent youth worker:
- Investigates the world
- Recognises perspectives
- Communicates ideas; and
- Takes action[9].


## 3. Overview of the Global Competence Framework

This competence framework identifies the global competences needed by youth practitioners and educators to empower them to help young people develop the global competencies described earlier and detailed in the *Global Competency Framework for*

---

[7] *Adapted from" © NAFSA: Association of International Educators, 2015*

[8] DEA (2004) Global Youth Work Training & Practice Manual,
Development Education Association
[9] https://asiasociety.org/files/afterschool-youthworker.pdf

**Global Competence Framework for Youth Practitioners and Educators**

*Young People[10]*

The competency framework for adult educators presented in this document consists of two broad types of competencies core subject knowledge and pedagogical competencies. The former aims to broaden and deepen adult educators' knowledge of global and citizenship education issues, and the latter, their professional skills in delivering high quality global education including citizenship education.

The framework presented in this documents draws upon several other published works that include, *WWF Professional Development Framework of Teacher Competences for Learning for Sustainability*,[11] which itself was based on a number of other frameworks including, *Sustainable Development Learning Objectives* [12] , *Global Citizenship, and Education: Topics and Learning Objectives*[13], which stipulate the learning objectives in achieving the UN Sustainable Development Goals. The framework draws most heavily on the UNESCO publication, *Learning for the Future- Competences in Education for Sustainable Development*[14], aimed at educators in all sectors of education from primary to university level; the OECD, Preparing our Youth for an Inclusive and Sustainable World, 2017; *Teaching for Global Competence in A Rapidly Changing World, Asia Society, 2018*

The competency framework for youth practitioners broadly corresponds the framework for young people that educators are expected to deliver, but to a much deeper and broader level including pedagogical competencies.

The competence framework draws upon the UN Sustainable Development Goals and the 8 concepts of the global dimension[15](*Global Citizenship, Human Rights, Diversity, Human Rights, Interdependence, Sustainable Development, Values and Perceptions, Social Justice and Conflict Resolution)* as the context for identifying and formulating the global competencies for young people. The framework also draws upon the contributions of participatory groups of young people and educators.

The competence framework includes subject as well as pedagogical competencies, in recognition that some of those delivering global education, especially non-formal education in the NGO and community sectors may not be trained teachers. Each competence area is broken down into competence elements and a competence statement formulated for each competence element. For each competence statement learning outcomes are formulated in terms of knowledge, skills, attitudes and values.

---

[10] The Global Competency Framework for Young People is the other competency framework developed by the project.
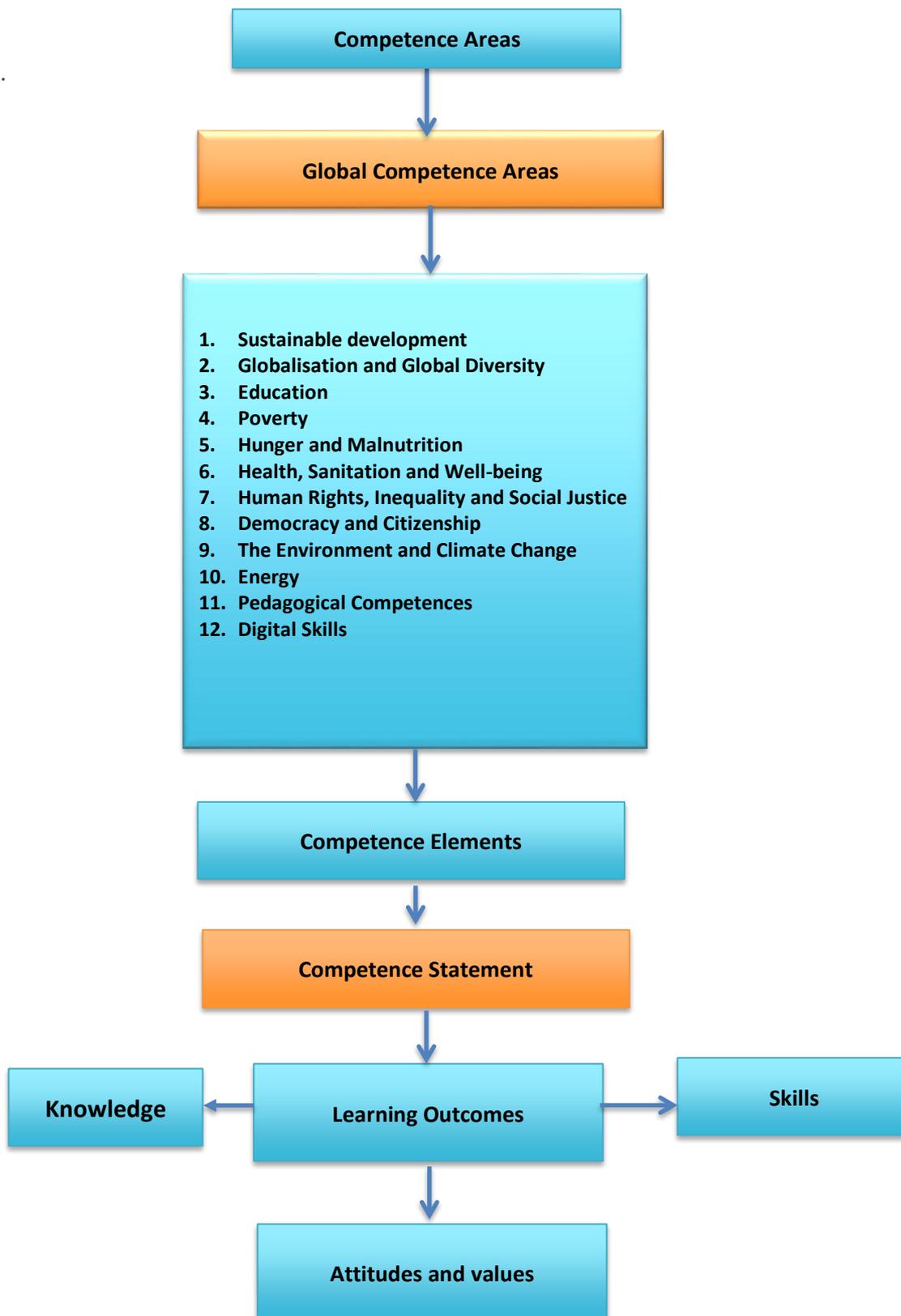[11] WWF, Learning for Sustainability, 2012
[12] UNESCO, Education for Sustainable Development Goals: Learning Objectives, Paris (2017

[13] http:// unesdoc.unesco.org/images/0023/002329/232993e.pdf (accessed 22/03/2028)

[14] United Nations Economic Commission for Europe, Learning for the Future, Competences in Education for Sustainable Development, 2011. Strategy for Education for Sustainable Development
[15] http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf

## 4. Structure of the Global Competency Framework for Youth Practitioners and Educators

```
┌─────────────────────────────────┐
│        Competence Areas         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      Global Competence Areas    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│                                 │
│   1.  Sustainable development   │
│   2.  Globalisation and Global Diversity │
│   3.  Education                 │
│   4.  Poverty                   │
│   5.  Hunger and Malnutrition   │
│   6.  Health, Sanitation and Well-being │
│   7.  Human Rights, Inequality and Social Justice │
│   8.  Democracy and Citizenship │
│   9.  The Environment and Climate Change │
│   10. Energy                    │
│   11. Pedagogical Competences   │
│   12. Digital Skills            │
│                                 │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       Competence Elements       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       Competence Statement      │
└─────────────────────────────────┘
                 │
                 ▼
┌──────────┐   ┌─────────────────┐   ┌──────────┐
│ Knowledge│◄──│ Learning Outcomes│──►│  Skills  │
└──────────┘   └─────────────────┘   └──────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       Attitudes and values      │
└─────────────────────────────────┘
```

The competence framework consists of 4 dimensions: Global Competence Area, Competence Element, Competence Statement and Learning Outcomes, which is which is broken into knowledge, skills, Attitudes and values.

*Global Competence Areas* - these are the main global issues covered by the framework in which youth practitioners and educators and educators are expected to demonstrate competence, and 12 such areas have been selected for inclusion in the framework,

*Competence Elements*– these are the element or components into which each global competence area has been broken.

*Competence statements* - these statements describe the competences that the youth practitioner and educator should have in relation to the competence elements, and collectively, the competences in respect of the competence area.

*Learning Outcomes* - these describe the specific learning outcomes for each competence element in terms of Knowledge, Skills, Attitudes and Values to demonstrate achievement of the competence.

## 4.1    Who is the Competence Framework for?

The competence framework is intended to be a guide for educators, especially those working with young people in non-formal educational settings seeking to introduce global learning in their work with young people. It is neither exhaustive in terms of the issues covered nor prescriptive in stipulating how it is to be delivered. What it does is reflect the views of the partnership in terms of the subject knowledge and professional skills that educators delivering global education should have.

Although the competence framework has been designed specifically designed for youth practitioners and educators in the non-formal sector, those working in other education sectors and formal education, teacher-training institutions would also find it useful. The framework also assumes that many of the educators delivering global education to young people in the non-formal and community sectors may not be teacher-trained.

The competence framework provides an introduction to global and citizenship education issues, including the global dimension, which be useful for youth practitioners and educators new to global education and for those who already have some knowledge of the subject and wish to deepen and broaden their knowledge and understanding.

In implementing the global competence framework, a whole organisation approach is recommended so there is 'buy-in' across the organisation, and global education is not delivered as a stand-alone subject or 'add on', but an integral to learning and

development activities with young people. Whilst this is easily done in formal education with core curriculum areas in which global education can be incorporated or embedded, non- formal presents a challenging context in which there may be no curriculum, courses or subjects in which to embed global and citizenship education, but youth practitioners and educators can still identify opportunities to integrate the issues in whatever work they or doing with young people and within the wider community.

## 4.2    How to Use the Competence Framework

The competence framework is not a training course for youth workers and educators, even though it covers the full range of global competencies they should have but can be used to develop courses and learning programmes including CPD to meet the needs a wide range of youth practitioners and educators.

Courses and learning programmes based on the competence framework do not have to cover all the competences, so should include only competences relevant to the target group of educators. The aim should be to provide learning opportunities that facilitate the development of the required competences. The competence statements in the framework are not meant to be assessed as they are descriptions of the competences that the youth practitioner or educators is required to demonstrate. It is the learning outcomes (knowledge, skills, attitudes and values) that are to be assessed to determine whether the required competencies have been achieved.

## 4.3    Summary of the Global Competence Framework

The Competence Areas and Competence Elements are summarised below.

1.    **Sustainable Development**
    1.1 The meaning of sustainable development
    1.2 Global education and Sustainable development

2.    **Globalisation and Global Diversity**
    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    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 and role of inclusive quality education and lifelong learning in sustainable development

    3.3    Policies and strategies to provide quality education and lifelong learning opportunities for all

    3.4    Education for Global Citizenship

    3.5    Citizenship Education in non-formal and informal learning

4. **Poverty**

    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

5. **Hunger and Malnutrition**

    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 effectiveness of strategies to combat global hunger and malnutrition

    5.4   The impact and 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) 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   The effectiveness of strategies and measures  to promote healthy lives, well-being  and access to sanitation services for all for all

    6.4

7. **Human Rights, Inequality and Social justice**

    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

8. **Democracy, Citizenship and Human Rights**

    8. 1   The meaning of democracy, democratic societies and institutions

    8.2   Democratic Participation

    8.3   Global Citizenship

    8.4   Principles and values of human rights

9. **The Environment and Climate Change**

    9.1.   Climate change and human activities

    9.2   Impact of climate change

**10**      **Energy**

     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

**11**      **Pedagogical Competences**

     11.1   Professional development and engagement

     11.2 Teaching and learning

     11.3 Assessment

**12.**      **Digital skills**

     12.1 Digital communication

     12.2 Selecting and using digital resources

     12.3 Managing digital resources

## 5. Competence Areas, Competence Elements and Learning Outcomes

### 5.1    Sustainable Development

| Competence area | 1. Sustainable Development |
|---|---|
| Competence Element | **1.1 The meaning of sustainable development** |
| Competence Statement | 1.1.1 Understand the meaning and imperative of sustainable development including the contributory factors and the need to transform education to meet the challenges of sustainable development. |
| **Learning Outcomes** | |
| Knowledge | 1.1.2 Explain the meaning development and differentiate it from development.<br><br>1.1.3  Explain why there is a need for change from unsustainable to sustainable practices to advance the quality of life, equity, solidarity, and environmental sustainability.<br><br>1.1.4 Explain the root causes of unsustainable development and why it is an evolving concept.<br><br>1.1.5  Explain the main aims of the UN Sustainable Development Goals (SDGs). |
| Skills | 1.1. 6 Make the connections between the way we live and work and how it affects the achievement of a sustainable future. |
| Attitudes and Values | 1.1.7  Recognise the importance of scientific evidence in supporting the case for sustainable development.<br><br>1.1.8 Recognise and convey sense of urgency of the need for change |

| Competence area | 1. Sustainable Development |
|---|---|
| Competence Element | **1.2 Background to Sustainable Development** |
| Competence Statement | 1.2.1 Understand the background and context of sustainable development by outlining the initiatives and developments that preceded or led to the development of the sustainable development goals. |
| **Learning Outcomes** | |
| Knowledge | 1.2.1. Outline the global initiatives (especially UN) that preceded the sustainable development goals. Initiatives.<br><br>1.2.2 Summarise the main global and international development issues/ challenges of sustainable development. |
| Skills | 1.2.3 Locate on a map the regions of the world/countries where the key global issues of concern are most prevalent.<br><br>1.2.4 Envision a world of continued unsustainable development practices. |
| Attitudes and Values | 1.2.5 Recognise that tackling the challenges of sustainable development is a collective endeavour. |

## 5.2    Globalisation and Global Diversity

| Competence Area | 2. Globalisation and Global Diversity |
|---|---|
| Competence Element | **2.1 The meaning of globalisation** |
| Competence Statement | 2.1.1  Demonstrate an understanding of the nature of globalisation, its characteristics and the impact of interconnectedness and interdependence. |
| **Learning Outcomes** | |
| Knowledge | 2.1.2 Explain what globalisation means, identifying some its main features/ characteristics.<br><br>2.1.3 Discuss the meaning and significance of interconnectedness (including digital interconnectedness) and interdependence as they pertain to globalisation in general, and international trade and business in particular.<br><br>2.1.4.  Give some examples of interconnectedness and interdependence between people from different parts of the world. |
| Skills | 2.1.5 Identify the factors that have contributed to the rise in the pace of globalisation in recent years.<br><br>2.1.6  Illustrate the impact of interconnectedness and interdependence o nationally and globally. |
| Attitudes and Values | 2.1.7 Recognise that globalisation is not new, but the pace has increased and is likely to so for many years. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 2. Globalisation and Global Diversity |
|---|---|
| Competence Element | **2.2 The impact of globalisation** |
| Competence Statement | 2.2.1 Demonstrate an understanding of the different impact of globalisation on diverse 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 areas of potential conflict.<br><br>2.2.3 Explain the benefits of free trade and the likely consequences, if one country imposes trade barriers, especially tariffs on another, giving concrete examples. |
| Skills | 2.2.4. Research and report on public knowledge and attitudes towards globalisation.<br><br>2.2.5. Argue the case both for and against globalisation |
| Attitude and Values | 2.2.6 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.<br><br>2.2.7 Recognise the power and influence of globalisation on societal values and of multinational companies in particular. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 2. Globalisation and Global Diversity |
|---|---|
| Competence Element | 2.3  **The nature and extent of global diversities** |
| Competence Statement | 2.3.1 Demonstrate an understanding of the diverse nature of the world focusing on natural diversities and those that are 'social constructs' to include, social, cultural, political geography, climate, flora and fauna and drawing conclusions. |
| **Learning Outcomes** | |
| Knowledge | 2.3.2  Identify natural diversities and those that are social constructs (in the world such as culture, political systems, religion, family structures, system of governance etc. |
| Skills | 2.3.3  Classify the different types of global diversities into coherent categories.<br><br>2.3.3. Draw conclusions from the categories their implications for a more equitable and sustainable world. |
| Attitudes and Values | 2.3.4 Acknowledge and appreciate the diversified nature of the world<br>2.3.5. Respect difference by acknowledging that difference does not mean good or bad, better or worse, which are valued judgements. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 2. Globalisation and Global Diversity |
|---|---|
| Competence Element | **2.4 Cultural diversity** |
| Competence Statement | 2.4.1 Understand the meaning of culture and able to list the major cultures of the world, describing own culture including sub-cultures and the extent of cultural/ethnic diversity in own country. |
| **Learning Outcomes** | |
| Knowledge | 2.4.2 Explain the meaning of culture, describe own culture and sub-cultures, <br><br> 2.4.3 Describe how cultures can fuse, can influence as well as "clash" with each other. <br><br> 2.4.4 Describe the world's major cultures (including ancient cultures), faiths and religions, pointing out similarities and differences with own. <br> 2.4.5 Summarise 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). |
| Skills | 2.4.6 Participate in informed discussions and debate about faith, religion and culture. |
| Attitudes and Values | 2.4.7 Actively engage different groups across generations, cultures, faiths, generations, social class and disciplines. <br><br> 2.4. 8 Preparedness and willingness to interact with people from different cultures, religions and ethnic backgrounds. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 2. Globalisation and Global Diversities |
|---|---|
| Competence Element | **2.5 Faith and religion** |
| Competence Statement | 2.5.1 Demonstrate an understanding of faith & religion, the history of religious conflicts, their root causes and impact on wider society. |
| **Learning Outcomes** | |
| Knowledge | 2.5.2 Identify the causes and consequences of past and current religious conflicts (national and globally) <br><br> 2.5.3 Discuss the main faiths and religions of the world and some religious minorities being persecuted. <br><br> 2.5.4 Discuss the factors might lead to 'clash of cultures" and religious extremism in the world, and the reasons they are so intractable to resolve. |
| Skills | 2.4.5 Analyse the social, political and economic impact of the cultural/ethnic diversity in own country. <br><br> 2.5.6 Reflect on own perception of cultural diversity and identify the factors that contributed to the formation of own perception. <br><br> 2.5.6 Facilitate informed debate and discussion about contentious and controversial issues such as culture, religion, migration, religious conflict, prevention of extremism, refugees etc. |
| Attitudes and Values | 2.5.7 Openness towards people from other cultural backgrounds, an attitude of respect for cultural differences, and an attitude of global mindedness. <br><br> 2.5.8 Recognise that people see the world and events through different prisms, based largely on culture. |

## 5.3　Education

| Competence Area | 3. Education |
|---|---|
| Competence Element | **3.1　The Sustainable Development Goal to:**<br>**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)** |
| Competence Statement | 3.1.1 Demonstrate an understanding of the SDG to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. |
| **Learning Outcomes** | |
| Knowledge | 3.1.2 Explain what is meant by inclusive quality education for all.<br><br>3.1.3 Describe SDG4, and list some of its targets and performance indicators. |
| Skills | 3.1.4 Use published data to report progress towards SDG4 in different countries or regions of the world<br><br>3.1.5 Identify some of the challenges in achieving inclusive and equitable quality education for all. |
| Attitude and Values | 3.1.6 Regard education as a common public good and access to quality education as a human right and entitlement.<br><br>3.1.7 Recognise the intrinsic value of lifelong learning |

| Competence Area | **3 Education** 2 |
|---|---|
| Competence Element | **3.2 Inclusive quality education and lifelong learning.** |
| Competence Statement | 3.2.1 Demonstrate an understanding of the role of education and lifelong learning opportunities for all (formal, non-formal and informal learning). |
| **Learning Outcomes** | |
| Knowledge | 3.3.2. Explain the concepts of quality education, inclusive education and lifelong learning for all, differentiating between formal, informal and non-formal education. |
| | 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 Discuss the skills needed for the 21$^{st}$ century and suggest how we can ensure that citizens are equipped with the required skills. |
| Skills | 3.2.5 Use reliable published data on global access to compare global access to primary and secondary education in different countries or regions of the world. |
| | 3.2.6 Make connections between quality education and other SDGs, especially those relating to health, poverty, hunger, affordable and clean energy, and access to clean water. |
| Attitudes and Values | 3.2.7 Promote and deliver education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realisation of other rights. |
| | 3.2. 8 Ensure that education is non-discriminatory, eliminating gender disparities, ensuring equal access especially by the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. |

| Competence Area | 3. Education |
|---|---|
| Competence Element | **3.3 Policies and strategies to provide quality education and lifelong learning opportunities for all** |
| Competence Statement | 3.3.1 Critically evaluate policies and strategies to promote quality education and lifelong learning opportunities for all in a local, national and international contexts. |
| **Learning Outcomes** | |
| Knowledge | 3.3.2 Explain the role and function of local, national and international policies and strategies involved in promoting education and lifelong learning |
| | 3.3.3 Summarise the European Education 2030 agenda |
| | 3.3.4 Speculate as to why some regions and countries are failing in their attempt to provide quality education and lifelong learning opportunities for all. |
| Skills | 3.3.5 Critically evaluate different approaches and strategies to promote quality education and lifelong learning for all. |
| | 3.3.6 Develop partnerships between schools, colleges, universities, NGOs and other institutions offering education in different regions of the world. |
| | 3.3.7 Challenge current education policies implementation strategies in respect of global education |
| Attitude and Values | 3.3.8z Recognise the important role of education in helping to bring about a more equitable and just world and achieving the SDGs in particular. |

| Competence Area | 3. Education |
|---|---|
| Competence element | **3.4   Education for Global Citizenship** |
| Competence Statement | 3.4.1 The ability to explain the meaning and purpose of education for global citizenship, and what it means to be a global citizen. |
| **Learning Outcomes** | |
| Knowledge | 3.4.2  Describe the basics of systems thinking as it relates to education for   and global citizenship. |
| | 3.4.3 Explain the nature of intergenerational relationships as well as those between humans and nature. |
| | 3.4.4 Explain the aims of citizenship education and what it means to be a global citizen in today's world. |
| | 3.4.5 Explain the rationale for global citizenship education and what it means to be a global citizen in today's world of increasing interconnectedness and interdependence. |
| Skills | 3.4.6 Reflect on what are considered to be the most important areas of knowledge, skills, attitudes and values that young people in the 21st Century. |
| | 3.4.7 Clarify own view and thinking in relation to global education. |
| Attitudes and Values | 3.4.8 Recognise the potential contribution of global education to a more just, equitable and sustainable world. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 3. Education |
|---|---|
| Competence Element | **3.5 Citizenship education in non-formal and informal learning** |
| Competence Statement | 3.5.1 Know the history of citizenship education, its pedagogical approaches, and critically evaluating its implementation in education in general and youth work in particular. |
| **Learning Outcomes** | |
| Knowledge | 3.5.2 Outline the development of citizenship education (focus on own country) to include key milestones in its development and their impact.<br><br>3.5.3 Describe the methodologies of non-formal citizenship education (learner-centred, participatory, dialogue-oriented and experiential methodologies), and the extent to which they differ from formal methodologies.<br><br>3.5.4 Compare the advantages and disadvantages of the current approach of embedding citizenship education in core subjects as opposed to a standalone subject. |
| Skills | 3.5.5 Reflect on what are the most important competences in terms of knowledge, skills, attitudes and values that young people need to be become global citizens<br><br>3.5.6 Argue the case for and against the inclusion of citizenship education in youth work given that the policy and strategic focus is the formal education sector and compulsory education in particular.<br><br>3.5.7 Plan for the delivery of citizenship education to young people by incorporating it in work with young people |
| Attitudes and Values | 3.5.8 Support prevailing thinking and approaches and believing that individuals including educators can make a difference in bring about change. |

## 5.4   Poverty

| Competence Area | 4.  Poverty |
|---|---|
| Competence Element | **4.1   The Sustainable Development Goal to end Poverty (SDG1)** |
| Competence Statement | 4.1.1 Demonstrate understanding of the background and context to the sustainable goal to end poverty. |
| **Learning Outcomes** | |
| Knowledge | 4.1.2 Describe SDG1 and list some of its targets and performance indicators. |
| | 4.1.3 Differentiate between the concepts of relative and extreme poverty, giving examples. |
| | 4.1.4Identify some of the challenges in achieving SDG1. |
| | 4.1.5 Explain how poverty is manifested and identify the members of society that are most vulnerable to poverty. |
| Skills | 4.1.6 Use reliable published data to report on the incidence of poverty in different countries/regions of the world. |
| Attitudes and Values | 4.1.7 Sympathise with people experiencing poverty, especially those for whom it is beyond their control, especially children. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 4. Poverty |
|---|---|
| Competence Element | **4.2 Poverty and wealth - causes, distribution and impact on society** |
| Competence Statement | 4.2.1 Understand the root causes of poverty its distribution globally, the factors that perpetuate them, their impact on society, and the imperative to act. |
| **Learning Outcomes** | |
| Knowledge | 4.2.2 Discuss the root causes of poverty and the factors that serve to perpetuate it.<br><br>4.2.3 Discuss the extent of poverty in parts of the world where there is extreme poverty and identify which members of society are most vulnerable to poverty and the reasons.<br><br>4.2.4 Explain how our minds are conditioned by social, cultural and historical contexts and how this affects the perception of poverty. |
| Skills | 4.2.5 Research and use published data to compare to report on levels of poverty and progress towards SDG1 in different countries/regions of the world.<br><br>4.2.6 Research and report on the reasons why there is extreme poverty in some countries including developed countries including own country. |
| Attitude and Values | 4.2.7 Show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations. |

| Competence Area | 4. Poverty |
|---|---|
| Competence Element | **4.3 Access to economic and natural resources, technology and services** |
| Competence Statement | 4.3.1 Understand the importance of access and the consequences of lack of access to resources. |
| **Learning Outcomes** | |
| Knowledge | 4.3.2 Explain the principles of sustainable agriculture and the importance of having the resources to promote it. |
| | 4.3.3 Identify groups in society with lack of access to productive resources, technology and the consequences of lack of access. |
| | 4.3.4 Explore the reasons why unemployment and poverty disproportionately affect certain members of society. |
| | 4.3.5 Identify the conflicts resulting from lack of access to, and competition for available resources including technology, with concrete examples. |
| Skills | 4.3.6 Suggest ways in which access to productive resources (land, technology, capital etc.) can be improved. |
| Attitude and Values | 4.3.7 Show commitment to the principles of social justice and equity. |

| Competence Area | 4. Poverty |
|---|---|
| Competence Element | **4.4 Work conditions related to poverty such as sweatshops, child labour and modern slavery** |
| Competence Statement | 4.4.1 Understand of the conditions related to poverty such as sweatshops, child labour, human trafficking, modern slavery, and how own actions might perpetuate those conditions. |
| **Learning Outcomes** | |
| Knowledge | 4.4.2 Identify countries and situations in which work conditions relating to poverty are prevalent. |
| | 4.4.3 Identify personal experiences and biases with respect to poverty, lack of/obsolete technology, and the lack of social protection systems and measures. |
| Skills | 4.4.4 Analyse, clarify and challenge own values and how they influence choices and lifestyle. |
| | 4.4.5 Reflect critically on own role in maintaining global structures and systems of inequality. |
| Attitude and Values | 4.4.6 Support policies that promote social and economic justice and poverty eradication. |
| | 4.4.7 Appreciate the need to change production and consumption practices in order to contribute to the fight against hunger and promotion of social justice. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 4. Poverty |
|---|---|
| Competence Element | **4.5 Policies and strategies to alleviate poverty** |
| Competence Statement | 4.5.1 Critically assess approaches to poverty alleviation and link those to issues of social justice, equity and human rights at loca/ national and international levels. |
| **Learning Outcomes** | |
| Knowledge | 4.5.2 Describe the role and function of organisations and bodies (local, national and international) involved in poverty alleviation. |
| | 4.5.3 Describe the role of international and bilateral aid organisations in poverty alleviation. |
| | 4.5.4 Outline the prevailing theories/approaches to development and their contested nature. |
| Skills | 4.5.5 Assess the effectiveness of current efforts to combat poverty. |
| | 4.5.6 Propose solutions to address systemic problems related to poverty. |
| Attitude and Values | 4.5.7 Include poverty reduction and social justice considerations consumption |

## 5.5   Hunger and Malnutrition

| Competence Area | 5.   Hunger and Malnutrition |
|---|---|
| Competence Element | **5.1 The Sustainable Development Goal to end hunger (SDG2)** |
| Competence Statement | 5.1.1 Understand the context and background to the global goal to end hunger and malnutrition. |
| **Learning Outcomes** | |
| Knowledge | 5.1.2 Describe SDG2 and list some of its key targets and performance indicators. |
| Skills | 5.1.3 Use reliable data to report on progress towards the achievement of the sustainable development goal to end hunger (SDG2). |
| Attitude and Values | 5.1.4 Feel empathy, and solidarity for, and with people suffering from hunger and malnutrition. |

| Competence Area | 5. Hunger and Malnutrition |
|---|---|
| Competence Element | **5.2 The meaning and causes of hunger and malnutrition, and their prevalence** |
| Competence Statement | 5.2.1 Understand the concepts of hunger and malnutrition, main causes, distribution, and the factors that serve to perpetuate them. |
| **Learning Outcomes** | |
| Knowledge | 5.2.2 Explain the meaning of hunger and malnutrition. |
| | 5.2.3 Discuss the root causes of hunger and malnutrition |
| | 5.2.4 Identify the prevalence and distribution of hunger and malnutrition nationally and globally. |
| Skills | 5.2.5 Use reliable data to report on the incidence of hunger and malnutrition in different countries/regions of the world. |
| | 5.2.6 Research the reasons why hunger and malnutrition exist even in wealthy and developed countries. |
| Attitude and Values | 5.2.7 Actively participate in efforts to combat hunger at local, national and international levels. |

| Competence Area | 5. Hunger and Malnutrition |
|---|---|
| Competence Element | **5.3 The Impact and consequences of hunger and malnutrition** |
| Competence Statement | 5.3.1 Analyse the impact of hunger and malnutrition on individuals and wider society. |
| **Learning Outcomes** | |
| Knowledge | 5.3.2 Identify the groups in society that are particularly vulnerable to hunger and malnutrition, giving concrete examples. |
| | 5.3.3 Discuss the main physical and psychological effects of hunger and malnutrition on individuals and society as a whole. |
| Skills | 5.3.4 Reflect on own values and attitudes towards those suffering from hunger and malnutrition. |
| | 5.3.5 Examine the links between hunger, malnutrition and food waste, and speculate how these apparent contradictions might be reconciled. |
| Attitude and Values | 5.3.6 Feel empathy, and solidarity for and with people suffering from hunger and malnutrition.<br>5.3.7 Support activities to reduce hunger and malnutrition, locally, nationally and globally. |

| Competence Area | 5.  Hunger and Malnutrition |
|---|---|
| Competence Element | 5.4 **The impact and effectiveness of strategies to combat global hunger, and malnutrition** |
| Competence Statement | 5.4.1 The ability to critically assess the effectiveness of policies and strategies to combat global hunger. |
| **Learning Outcomes** | |
| Knowledge | 5.4.2 Outline current strategies (national and global) for combating global hunger and malnutrition |
| | 5.4.3 Discuss the challenges in eliminating hunger and malnutrition worldwide. |
| Skills | 5.4.4 Identify opportunities for young people to collaborate with others to combat hunger and malnutrition. |
| | 5.4.5 Challenge the effectiveness of current strategies and actions to combat hunger and malnutrition, nationally and worldwide. |
| Attitude and Values | 5.4.6 Support actions to influence decision-making related to public policies concerning the fight against hunger, malnutrition and poor diet. |
| | 5.4.7 Encourage learners to show empathy and solidarity for people suffering from hunger and malnutrition. |

## 5.6    Health, Well-being and Sanitation

| Competence Area | 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 for all (SDG 6)** |
| Competence Statement | 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) |
| **Learning Outcomes** | |
| Knowledge | 6.1.2 Describe SDG3 and SDG6 and identify some of their targets and performance indicators. |
| | 6.1.3 Explain the main health, sanitation and well-being issues worldwide, and identify places where they are most prevalent. |
| | 6.1.4 Describe the impact of poor health and sanitation on communities, societies and identify the groups in society and countries with major health, well-being and sanitation issues, including own. |
| Skills | 6.1.5 Use reliable published data to report on progress towards SDG3 in different countries including own. |
| | 6.1.6 Critically, reflect on the health, well-being and sanitation issues worldwide, including own country. |
| | 6.1.7 Question the socio-economic differences in access to safe drinking water and sanitation facilities. |
| Attitude and Values | 6.1.8 Recognise that that the well-being individuals is key to sustainable development. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 6. Health, Well Being and Sanitation |
|---|---|
| Competence Element | **6.2 The socio-political and economic dimensions of well-being and prevention strategies** |
| Competence Statement | 6.2.1 Demonstrate an understanding of the socio-economic and political dimensions and prevention strategies to foster good health and wellbeing. |
| **Learning Outcomes** | |
| Knowledge | 6.2.2 Identify facts and figures relating to the most severe communicable and non-communicable diseases, health problems of vulnerable groups and in the most vulnerable regions. |
| | 6.2.3 Explain the direct strategies to promote health and well-being, e.g. vaccines, healthy food, physical activity, mental health, medical consultation, education, sexual and reproductive health education including education about pregnancy, abstinence and safer sex. |
| | 6.2.4 Explain the indirect strategies (public health) to promote health and well-being: e.g. political programmes for health insurances, affordable prices of medicine, health services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction. |
| | 6.2.5 Analyse the impact of unequal access to health, hygiene and sanitation on individuals, families and communities. |
| Skills | 6.2.6 Use published data, compare and report levels of healthy lives and well-being in different countries. |
| | 6.2.7 Critically evaluate the approaches to promote healthy lives and well-being nationally and internationally. |
| Attitude and Values | 6.2.8 Encourage learners and others to perceive and provide support when others need help and to seek help for themselves and others. |

| Competence Area | 6. Health, Well Being and Sanitation |
|---|---|
| Competence Element | **6.3** The effectiveness of strategies and measures to promote healthy lives, well-being and access to sanitation services for all for all |
| Competence Statement | 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 |
| **Learning Outcomes** | |
| Knowledge | 6.3.2 List the main organisations and bodies (local, national and international) involved in ensuring healthy lives and promote well-being approaches/strategies for all at all ages.<br><br>6.3.3 Explain the strategies to promote good health and well-being at local, national and international levels. |
| Skills | 6.3.4 Reflect on policies and strategies to promote healthy lives and well-being nationally and globally.<br><br>6.3.5 Propose solutions to address problems related to health and well-being. |
| Attitude and Values | 6.3.6 Show willingness to mobilise, develop and share knowledge to improve general health and well-being. |

### 5.7.  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 |
| Competence Statement | 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. |
| Learning Outcomes | |
| Knowledge | 7.1.2  Explain the purpose of fundamental rights and identify key legislation and conventions conferring human fundamental rights.<br><br>7.1.3 Provide an historical account of the rise of the human rights legislation, conventions and charters globally and in Europe.<br><br>7.1.4  Discuss the freedoms and protections enshrined in the UN Charter of Fundamental Rights and The European Convention of Rights or national legislation relating to  for example: the right of the child, and the right to family life, freedom of expression, freedom of assembly etc. |
| Skills | 7.1.5  Reflect on own attitudes and behaviour in relation to fundamental rights and civil rights. |
| Attitude and Values | 7.1.6  Acknowledge the moral imperative of human rights and an individual's right to exercise those rights accorded under international and national conventions and legislation . |

**Global Competence Framework for Youth Practitioners and Educators**

| | |
|---|---|
| Global Issue | **7.** Human Rights, Inequality and Social Justice |
| Competence Element | 7.2    Global human rights violations, their effects,  and access to  justice |
| Competence Statement | 7.2.1The ability to critically discuss human rights, human rights violations  and social justice globally and in own country, based on evidence. |
| Learning Outcomes | |
| Knowledge | 7.2.2 Explain the meaning of key vocabulary used in the area of human rights and social justice  'ethnic cleansing',  genocide,  crimes against humanity, war crimes and stateless person.

 7.2.3 Report on an instance of human rights violations globally or nationally as a case study, based on reliable evidence, covering amongst other things, the background/reasons, the type of violations, the victims  and perpetrators, international responses and resolution drawing your own conclusions.

7.2.4 Outline the international mechanisms for responding/addressing human rights issues such  crimes against humanity, genocide, war crimes etc. |
| Skills | 7.2.5  Analyse the consequences of human rights violations and its wider socially, economically, politically and militarily at local, regional and international levels, citing examples. |
| Attitude and Values | 7.2.6 Respect the human rights of other members of society in society |

**Global Competence Framework for Youth Practitioners and Educators**

| | |
|---|---|
| Global Issue | **7.** Human Rights, Inequality and Social Justice |
| Competence Element | 7.3 Inequality within and between countries . |
| Competence Statement | 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. |
| Learning Outcomes | |
| Knowledge | 7.3.2 Explain how inequality within and between countries is measured is measured what is meant by inequality in different contexts such the context of education, employment and jobs, ethnicity and race with examples.<br><br>7.3.3 Identify some of the main sources of inequalities in the world in terms of wealth, income, education, jobs and employment in terms of effects of inequalities in society and the groups in society likely to suffer from inequalities. |
| Skills | 7.3.4 Critique the measures being taken by your national government to reduce inequalities at home, and their effectiveness.<br><br>7.3.5 Use data from reliable sources and measures to compare inequality within and between countries from different parts/regions of the world in terms of  e.g. access to quality education, health care, housing, justice, food, clean water and power/energy. |
| Attitude and Values | 7.3.6 Acknowledge the need to reduce global inequalities. |

### 5.8    Democracy and Citizenship

| Competence Area | 8   Democracy and Citizenship |
| --- | --- |
| Competence Element | **8.1 The meaning of democracy, democratic societies and institutions** |
| Competence Statement | 8.1.1 Understand the concept of democracy, the features of democratic societies and how they operate. |
| **Learning Outcomes** | |
| Knowledge | 8.1.2 Explain what a democracy is |
| | 8.1.3 Discuss the main features of democratic society |
| | 8.1.4 Identify types of nondemocratic societies (socialist, communist, dictatorship, theocratic, authoritarian etc.) and their distinguishing features. |
| Skills | 8.1.5 Discuss the advantages and disadvantages of democratic and non-democratic societies. |
| Attitudes and Values | 8.1.6 Predisposed to consider others' opinions and statements including those opposed to own worldview. |
| | 8.1.7 Be critical towards the functioning of own country's political system (democratic or non-democratic). |

| Competence Area | 8. Democracy and Citizenship |
|---|---|
| Competence Element | **8.2 Democratic Participation** |
| Competence Statement | 8.2.1 Understand the processes and mechanisms of democratic participation. |
| **Learning Outcomes** | |
| Knowledge | 8.2.2 Explain the meaning of democratic participation, giving concrete examples |
| | 8.2.3 List the main ways of participation in the democratic process, and identify their advantages and disadvantages |
| | 8.2.4 Explain what is meant by democratic deficit, giving at least one example. |
| Skills | 8.2.5 Suggest ways was of increasing young people's participation in the democratic process including own organisations and/or group. |
| Behaviour, Attitudes and Values | 8.2.6 Respectful of participation rules and procedures in democratic systems. |
| | 8.2.7 Value and engage with the democratic process. |

| Global Issue | 8.   Democracy, Citizenship and Human Rights |
|---|---|
| **Competence Element** | **8.3   Global Citizenship** |
| **Competence Statement** | 8.3.1 Understand the concepts of global citizenship, citizenship and what it means to be a global citizen and how global citizenship can contribute to a better world. |
| **Learning Outcomes** | |
| **Knowledge** | 8.3.2 Explain what it means to be a global citizen, and identify the rights conferred by own national and EU citizenship.<br><br>8.3.3 Discuss how global citizenship might contribute to a more equitable, just and sustainable world. |
| **Skills** | 8.3.4 Research and identify the knowledge and skills that young people need for global citizenship<br><br>8.3.5 Identify ways in which young people can get involved with global citizenship locally, nationally and globally.<br><br>8.3.6  Reflect on own lifestyle, habits, attitude, values and behaviour and the extent to which they reflect global citizenship. |
| **Attitudes and Values** | 8.3.7 Recognise that we all have responsibilities as citizens and can contribute to making the world a better place |

| Competence Area | 8. Democracy, Human Rights and Citizenship |
|---|---|
| Competence Element | **8.4 The principles and values of human rights** |
| Competence Statement | 8.4.1 Understand human rights by recalling the core value of UN Declaration of Human Rights, other fundamental rights and identify human rights violations. |
| **Learning Outcomes** | |
| Knowledge | 8.4.2 Explain the core values of the UN Declaration of Human Rights and list of the fundamental rights conferred on citizens by the Declaration. |
| | 8.4.3 Discuss the roles of the main organisations/institutions involved in upholding /protecting human rights globally and their particular roles. |
| Skills | 8.4.4 Reflect on the effectiveness of global action to address human rights violations. |
| Attitudes and Values | 8.4.5 Show respect for oneself and others, valuing human dignity, cultural diversity, democracy, justice, fairness, equality and the rule of law. |

### 5.9   The Environment and Climate Change

| Competence Area | 9. The Environment and Climate Change |
|---|---|
| Competence Element | **9.1. Climate change and human activities** |
| Competence Statement | 9.1.1 Understand the meaning of climate change and how human activities in general, and own activities, can contribute to climate change. |
| **Learning Outcomes** | |
| Knowledge | 9.1.2. Explain the meaning of climate change and identify its different manifestations.<br><br>9.1.3 Summarise the scientific consensus on climate change and the evidence supporting its existence.<br><br>9.1.4 Discuss the human activities can contribute to climate change.<br><br>9.1.5 Describe the role of the greenhouse effect in regulating the earth's temperature, and identify energy, agriculture and industry-related greenhouse gas emissions, and the major natural and human-made greenhouse gases. |
| Skills | 9.1.6 Assess the impact of decisions and actions of  (individual, local and national) on other people and other regions of the world. |
| Attitude and Values | 9.1.7 Always consider the effects of own action/activities on climate change.<br><br>9.1.8 Willingness to consider changing actions/activities that contribute to climate change. |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 9. The Environment and Climate Change |
|---|---|
| Competence Element | **9.2 Impact of climate change** |
| Competence Statement | 9.2.1 Recognise the effects of the climate change on agriculture, forest management, industry, business, and daily life of people, and the imperative of active participation |
| **Learning Outcomes** | |
| Knowledge | 9.2.2 Explain ecological, social, cultural and economic impacts of the climate change in different contexts (local, national and global) in relation to industry, agriculture, tourism, environmental and |
| | 9.2.3 Describe the consequences of global warming, and rising sea level for countries (e.g. small island states). |
| | 9.2.4  List the national and international organisations and bodies involved in developing strategies to mitigate the climate change and describe their roles. |
| Skills | 9.2.5  Critically analyse local, national and global policies and strategies to combat the effects of climate change. |
| | 9.2.6 Envision future scenarios if climate change is not reversed or its effects mitigated. |
| | 9.2.7 Reflect on own activities and how they might affect climate change. |
| Attitude and Values | 9.2.8  Show respect for nature, and sustainable living and acknowledge own responsibility for protecting the environment. |
| | 9.2.9 Involve in and motivate others to engage in discussions related to implications of climate change for progress towards sustainable development. |

### 5.10  Energy

| Competence Area | 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 need to ensure access to affordable, reliable, sustainable and clean energy for all. |
| **Learning Outcomes** | |
| Knowledge | 10.1.2 Describe SDG7 and list some of the key targets and performance indicators. |
| | 10.1.3 Explain the concepts of affordable, reliable, clean and green energy, giving examples. |
| | 10.1.4 Identify the challenges in ensuring that everyone has access to affordable, reliable, sustainable and clean energy. |
| Skills | 10.1.5 Use published data to report on progress towards ensuring everyone has access to affordable, reliable, sustainable and clean energy. |
| Attitudes and Values | 10.1.6 Recognise the pivotal role of energy and the imperative of renewable energy |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 10. Energy |
|---|---|
| Competence Element | **10.2 Different Energy types - distribution and impact of different types of energy resources** |
| Competence Statement | 10.2.1 Understand different energy resources – renewable and non-renewable, their share in the energy mix and respective advantages and disadvantages. |
| **Learning Outcomes** | |
| Knowledge | 10.2.2 Explain the concepts of different energy resources – renewable and non-renewable – and their respective advantages and disadvantages. |
| | 10.2.3 Discuss the environmental impact of different types of energy production nuclear, fossil, wind, wave etc.) |
| Skills | 10.2.4 Use reliable published data to compare different energy types, especially renewable energies like solar, wind, water, geothermal, tidal, and energy production, supply, demand and usage of different countries. |
| | 10.2.5 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 | 10.2.6 Recognise the need to promote and adopt energy conservation measures. |

| Competence Area | 10. Energy |
| --- | --- |
| Competence Element | **10.3  Energy efficiency and sufficiency** |
| Competence Statement | 10.3.1 Demonstrate understanding of the concepts of energy efficiency, sufficiency and critically evaluate policies to achieve efficiency and sufficiency. |
| **Learning Outcomes** | |
| Knowledge | 10.3.2 Define the concepts of energy efficiency and energy sufficiency. |
| | 10.3.3 Discuss the economic and social dimensions of energy and linkages to power constellations, e.g. in mega energy projects like large scale solar farms or dam projects – potential conflict of interests and rights, especially of indigenous peoples. |
| | 10.3.4 Explain how renewable energy technologies can help to drive sustainable development and understand the need for new and innovative technologies. |
| Skills | |
| | 10.3.5 Analyse the impact and long-term effects of big energy projects (e.g. constructing an off-shore wind park) and energy related policies on different stakeholder groups and ecosystems. |
| | 10.3.6 Reflect on, evaluate own energy usage and take action to increase energy efficiency and sufficiency in the personal sphere and the share of renewable energy in the local energy mix. |
| Attitude and Values | 10.3.7 Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community wellbeing. |

### 5.11    Professional Development

| Competence Element | **11.1    Professional development** |
|---|---|
| **Competence Statement** | 11.1.1   Engaging in collaboration, networking sharing and exchanging information, and professional practices with other educators for continuing professional development. |
| **Learning Outcomes** | |
| **Knowledge** | 11.1.2    Identify professional and support networks within own organisation and beyond (locally, regionally, nationally and globally). |
| | 11.1. 3     Identify CPD and training opportunities to bridge competence and skills gaps. |
| **Skills** | 11.1.4   Use professional networks as a source of own professional development and to reflect on new pedagogical practices and methods. |
| | 11.1.5    Reflect on professional practices making the connection between theory and practice and identifying areas for improvement. |
| | 11.1.6     Work collaboratively with colleagues to facilitate interdisciplinary learning in respect of ESDGC |
| **Attitudes and Values** | 11.1.7     Appreciate and recognise the value of professional networking and collaboration. |

**Global Competence Framework for Youth Practitioners and Educators**

| \Module | 11 | Pedagogical Competences |
|---|---|---|
| **Competence Element** | **11.2** | **Teaching and Learning** |
| **Competence Statement** | 11.2.1 | Planning and implementing teaching and learning strategies appropriate for the target groups, learning objectives and learning context. |
| **Learning Outcomes** | | |
| **Knowledge** | 11.2.2 | Discuss basic theories of learning and how adults in particular learn |
| | 11.2.3 | Identify different teaching and learning strategies suitable for teaching adults. |
| **Skills** | 11.2.4 | Use a range of teaching and learning techniques including those of non-formal learning in teaching adults |
| | 11.2.5 | Design activities requiring collaborative working, presentation of results and/or exchanging knowledge |
| | 11.2.6 | Organise learning activities that require learners to plan their learning, collect evidence and record progress |
| | 11.2.7 | Provide a balance between independent learning and collaborative learning opportunities for learners, including blended learning. |
| | 11.2.8 | Devise learning activities that encourage systems thinking, creative thinking, critical thinking and learning for global citizenship. |
| **Attitudes and Values** | 11.2.9 | Value and promote learning outside the classroom (non-formal, informal and digital sources |

**Global Competence Framework for Youth Practitioners and Educators**

| Competence Area | 11 | Pedagogical Skills |
|---|---|---|
| Competence Element | 11.3 | Assessment |
| Competence Statement | 11.3.1 The ability to select and use different forms of assessment to test learning, including summative assessment, formative assessment and self-assessment strategies and provide guidance to learners. | |

| Learning Outcomes | | |
|---|---|---|
| **Knowledge** | 11.3.2 | Differentiate between assessment strategies including formative, summative and diagnostic assessments, self-assessments and the circumstances in which they might be used. |
| | 11.3.3 | Describe different methods/techniques for providing feedback to adult learners and for planning purposes |
| **Skills** | 11.3.4 | Monitor students' progress and intervene when needed, to provide guidance and support. |
| | 11.3.5 | Implement learning strategies that enable learners to monitor, reflect and assess their progress, including self-assessment. |
| | 11.3.6 | Monitor learners' performance and provide timely, constructive and supportive feedback to learners so they are clear about their performance and what they need to do to improve. |
| | 11.3.7 | Support learners to address their diverse learning needs, and facilitate progress at different levels and speeds by stretching more able learners |
| **Attitudes and Values** | 11.3.8 | Appreciate assessment results as a basis for decision-making and action. |
| | 11.3.9 | Recognise that each learner is on their own learning journey and progress at different speeds. |

### 5.12    Digital Skills

| Module | 12 | Digital Skills |
|---|---|---|
| Unit | 12.1 | **Digital communication** |
| Competence Statement | 12.1.1 | Using digital technologies to enhance organisational communication with learners, parents and other stakeholders outside the organisation. |
| **Learning Outcomes** | | |
| Knowledge | 12.1.2 | Identify suitable digital communication channels and tools, depending on the communication, purpose and context. |
| Skills | 12.1.3 | Use digital technologies to communicate with colleagues, learners and third parties. |
| | 12.1.4 | Use digital technologies to share, exchange knowledge, experience and best practice in pedagogical practices with colleagues and peers. |
| | 12.1.5 | Use digital technologies to collaborate with other educators and in developing and sharing educational resources. |
| Attitude | 12.1.6 | Appreciate the role and importance of digital communication in learning, everyday life and in economic, social and political life. |
| | 12.1.7 | Appreciate and recognise the value of professional networking and collaboration. |

**Global Competence Framework for Youth Practitioners and Educators**

| Module | 12 | Digital Skills |
|---|---|---|
| **Unit** | **12.2** | **Selecting and using digital resources** |
| **Competence Statement** | 12.2.1 | The ability to select and use appropriate digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches. |
| **Learning Outcomes** | | |
| **Knowledge** | 12.2.2 | Select, modify and combine existing resources to create learning activities that are tailored to a specific learning objective and learner group. |
| | 12.2.3 | Discuss possible restrictions in the use of digital resources (e.g. copyright, file types, accessibility). |
| **Skills** | 12.2.4 | Use different digital devices and resources in learning to improve the effectiveness of teaching and learning (e.g. Interactive White Board, mobile devices). |
| | 12.2.5 | Design and create collaborative activities in a digital environment (e.g. blogs, Wikis, virtual learning environments) for group projects, presenting results and/or exchanging knowledge. |
| | 12.2.6 | Use digital technologies to allow learners to plan their learning and collect evidence and record progress. |
| | 12.2.7 | Use digital technologies for assessment, thereby enhancing the suitability of use of digital technologies to enable learners to share insight and receive peer-feedback. |
| **Attitude** | 12.2.8 | Willingness to experiment with and develop new formats and methods of embedding digital technology in teaching and learning. |

**Global Competence Framework for Youth Practitioners and Educators**

| Module | 12 | **Digital Skills** |
|---|---|---|
| **Unit** | 12.3 | **Managing digital resources** |
| **Competence Statement** | 12.3.1 | Organising digital content and making it available to learners and educators and respecting and applying privacy, licensing and copyright rules. |
| **Learning Outcomes** | | |
| **Knowledge** | 12.3.2 | Describe the management of open educational resources and identify different ways to share them. |
| | 12.3.3 | Identify the different licences attributed to digital resources and implications of re-use. |
| | 12.3.4 | Distinguish privacy and copyright rules for protecting digital content. |
| **Skills** | 12.3.5 | Demonstrate organisation of digital content and make it available to adult learners and other educators via various means (links, attachments, uploads, file share, blogs etc). |
| | 12.3.6 | Apply appropriate referencing to sources when sharing or publishing resources subject to copyright. |
| | 12.3.7 | Apply measures to protect sensitive digital data and resources. |
| **Attitude** | 12.3.8 | Awareness and respectful of privacy and copyright rules of digital contents. |