



UPCOMING WOMEN project

Low skilled women' empowerment
through global competence and
mentorship

INTERACTIVE MICROLEARNING COURSES

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Welcome to the Module 1!

Introduction

Familiarize with Global competence
and recognize its importance

Developed by SSF



What I will find in this module?

0

Learning outcomes
An scenario-based
narrative

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Did you know that...?

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Reflecting questions & tips

4

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Learning inquiries

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Self-monitoring of competition

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Additional resources for
professionals





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Learning outcomes



What I will be able to
at the end of the
module?

- Reflect on the importance of global competence
- Identify skills to become globally competent
- Promote ways of socializing from a global and respectful perspective





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A scenario

based narrative

Viviana's story



Module 1

Viviana's story



Viviana is a Spanish unemployed women in her 40s who regularly attends the job counselling service of a social organisation to boost her employability. One day, at a conflict resolution workshop, the opportunity arose to talk about complex situations they had encountered at work due to cultural differences.

Viviana told that in her previous job as waitress, she met colleagues from different cultural backgrounds as people from Morocco and from Ecuador. She was not used to deal with people from different cultures, so it was a challenge for her to understand some of their colleagues' culture-based behaviours and attitudes which led to some friction with them.

Since she wanted to keep her job and knew that she had to work with her

Viviana's story



colleagues every day, she decided to confront her prejudices and openly ask her colleagues about their cultures.

Viviana learned to open her mind to new cultures and ways of seeing the world. She expressed that the experience had contributed to her personal and professional development and now she feel more confident to work in multicultural contexts and deal with people from different cultural backgrounds.

In addition, her willingness to get to know her colleagues helped her to establish lasting relationships, and she is still in contact with some of them. Thanks to these friendships, she has learned to see the world through different eyes and has learned a lot from her friends.

Viviana's story



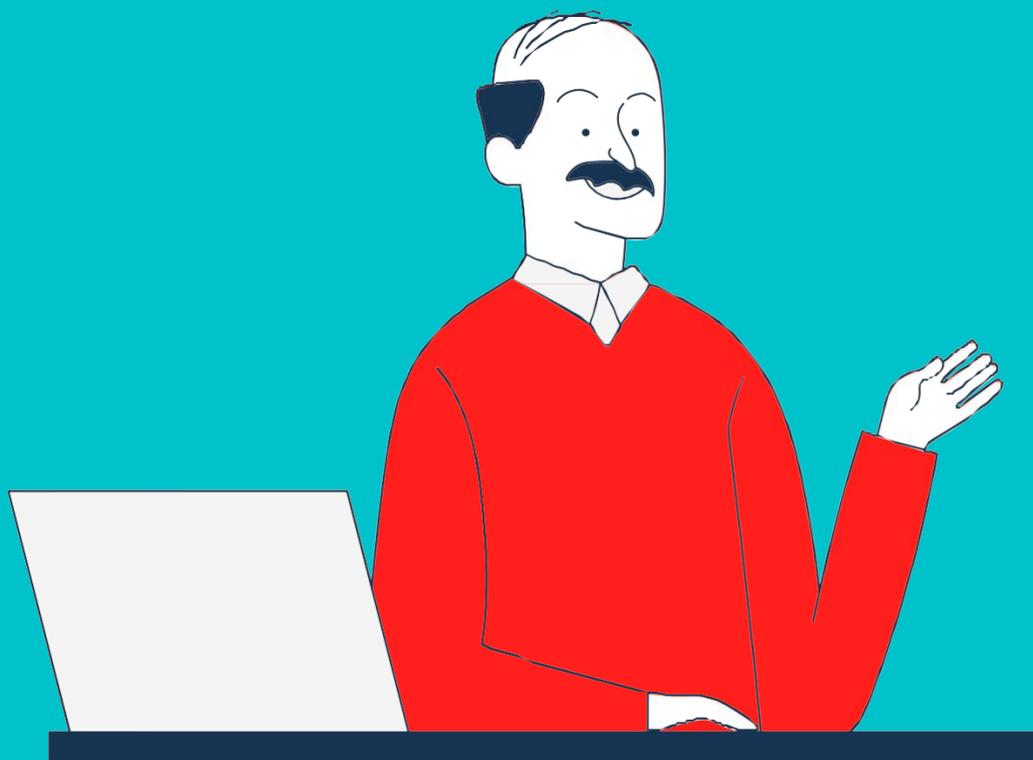
Viviana continues to develop global competences on a daily basis, not only face-to-face when working with other people, but also when interacting via the internet.

Finally, Viviana recognizes that she tries to transfer her learning and experience to her family and Spanish friends and she has joined volunteering activities in her neighborhood to facilitate the integration of migrant people.



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Did you know
that...?



Global competence

The OECD-PISA Global Competence framework and measure defines **global competence** as a person's capacity to analyse and deal with problems and situations of local, global and intercultural character, interacting with respect, dignity and responsibility.



Dimensions of the global competence

Global competence consists of 4 core dimensions:

1. The capacity to examine issues and situations of local, global and cultural significance.
2. The capacity to understand and appreciate different perspectives and world views.



Dimensions of the global competence

3. The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.

4. The capacity and disposition to take constructive action toward sustainable development and collective well-being.



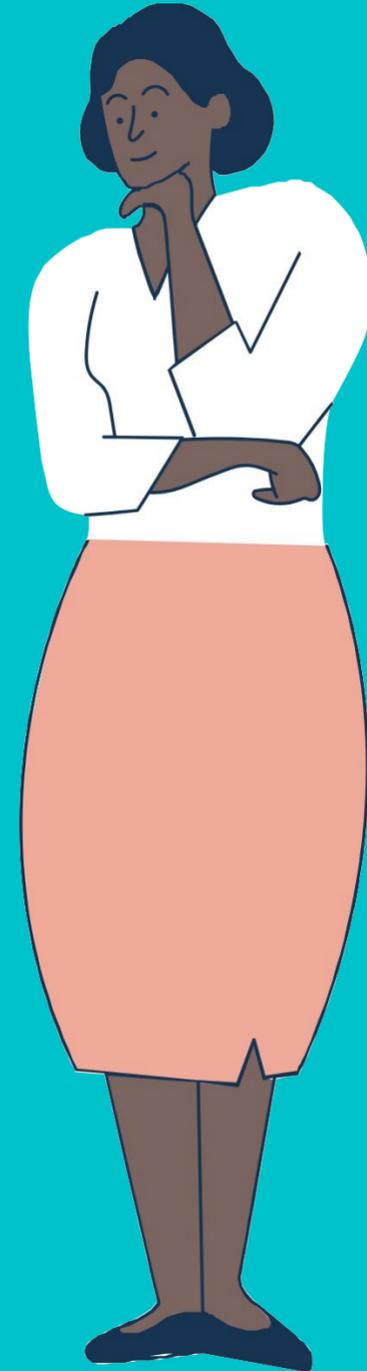
Intercultural competence

It is the **ability to function effectively across cultures**, to think and act appropriately, and to **communicate and work with people from different cultural backgrounds** – at home or abroad (UNESCO, 2013).

The **central** part of intercultural competence is **intercultural communication**.



0 Reflecting 4 questions & Tips



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Why it is important to have global competences?

On the one hand, the **lack** of this **competence contributes** to the **persistence of some current global problems** such as racial conflicts or marginalization. On the other hand, current **reality** presents **contexts** that are **multicultural** and where tolerance and respect are key factors to find **common solutions**, reduce violence, respect differences and improve coexistence.

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Why it is important to have global competences?

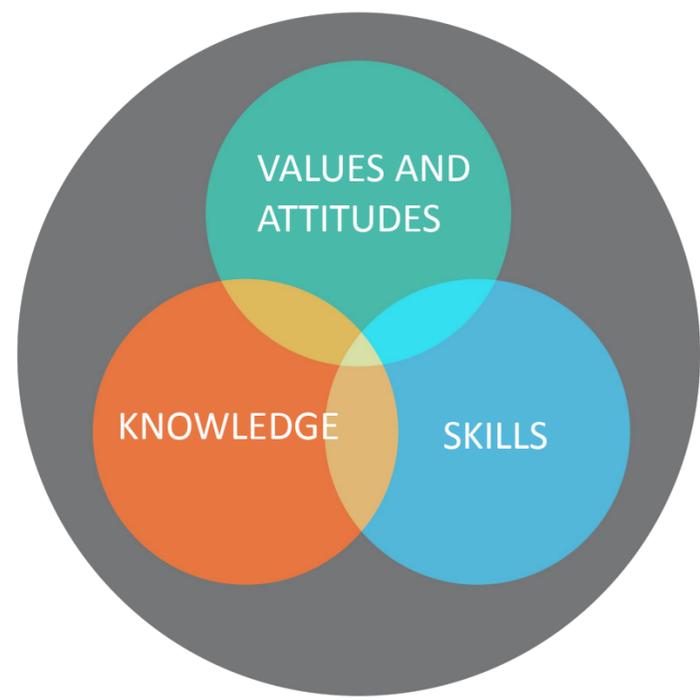
Moreover, being **connected** through the **internet** urges us to be able to apply these competences to this context as well.

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Are there other key concepts for understanding global competences?



Indeed, there are, the dimensions of the global competence are supported by 4 factors:

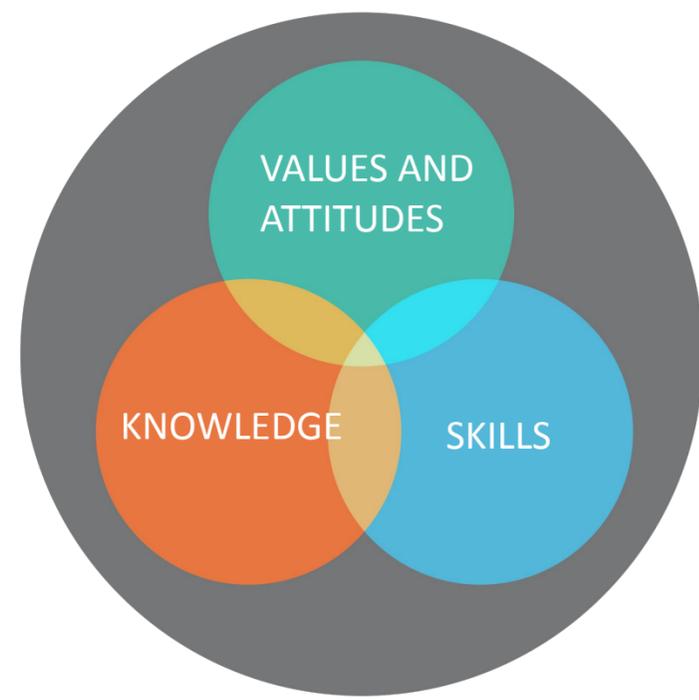
- ✓ **Knowledge** about the world and other cultures (i.e: global issues; intercultural issues; environmental sustainability...).
- ✓ **Skills** to understand the world and to take action (i.e: effective communication; conflict management and resolution; adaptability...).

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Are there other key concepts for understanding global competences?



- ✓ **Attitudes** of openness, respect for people from different cultural backgrounds and global mindedness (i.e.: question prevailing assumptions; empathy; openness; respect...).
- ✓ **Valuing** human dignity and diversity (i.e.: respecting fundamental rights, value cultural diversity...).

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I would like to increase my global competence , how can I get it?

- ✓ Empathizing with people from other cultures
- ✓ Having the initiative to interact with people from diverse cultures
- ✓ Having an interest in lifelong learning
- ✓ Valuing diversity
- ✓ Being flexible

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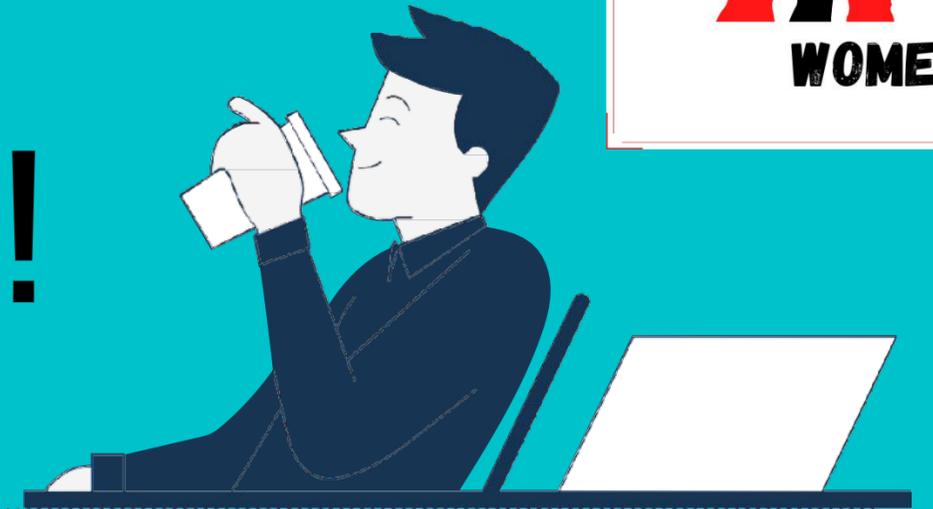
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I would like to increase my global competence , how can I get it?

- ✓ Reflecting on the world around us
- ✓ Eliminating prejudices
- ✓ Applying effective coping strategies
- ✓ Knowing my own limits
- ✓ Being open-minded

0 Visual contents

5 Watch these videos!



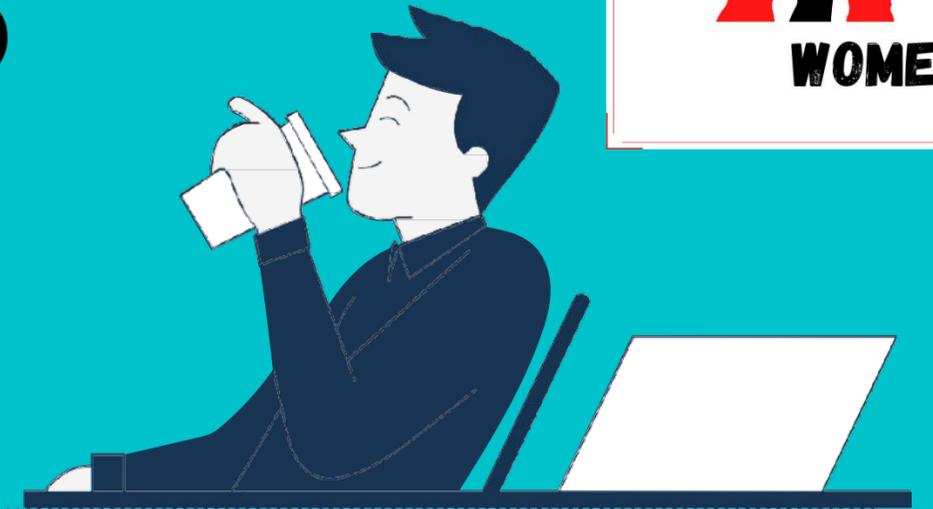
<https://www.youtube.com/watch?v=H4zmDetQ>
FSs

What Is Global Competence?

This is a short video from the Asia Society explaining what global competence is and how it works.

0 Visual contents

5 Watch these videos!



<https://www.youtube.com/watch?v=mC210Am1N0U>

Veronica Boix Mansilla is a Principal Investigator at Project Zero in Harvard Graduate School of Education. In this video she explains with detail and examples **what global competence is and its importance.**



0 6 Learning inquiries Ready for quizzing?

Quizz 1

Choose the correct one

Among the dimensions of global competence we find...

- a. **The capacity to examine issues and situations of local, global and cultural significance.**
- b. Knowledge about the world and other cultures.
- c. Skills to understand the world and to take action.



Quizz 2

Fill the gaps

Intecultural competence is the ability to function effectively across ***cultures***, to think and act appropriately, and to ***communicate*** and work with people from ***different*** cultural backgrounds.



Quizz 3

Match the sentences

1. Respect fundamental rights
2. Conflict management
3. Empathy
4. Respect
5. Global issues
6. Adaptability

Match with:

- A. Knowledge
- B. Skills
- C. Values and attitudes

A - 5; B - 2, 6; C - 1, 3, 4



Quizz 4

Choose the correct one

Some of the skills that a person globally competent have are...

- a. Having an interest in lifelong learning
- b. Not valuing diversity
- c. Knowing your own limits
- d. Being close-minded
- e. **a and c are correct**



Quizz 5

True or false

Only young people can learn and develop global competence.

- A. True
- B. False**



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Self-monitoring of competition



Module 1



How I agree the following statements?
(1 strongly disagree – 5 strongly agree)



By completing this module...

1. I can describe the concept of global competence
2. I can explain the need for global competence
3. I can identify the dimensions of global competence
4. I can enumerate different skills to become more globally competent
5. I recognize the importance of the intercultural communication to communicate effectively with people with different cultural backgrounds.
6. I feel more confident to promote global competence on others

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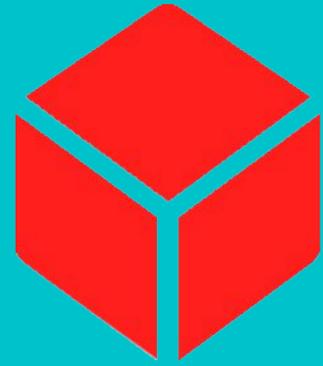
Good job!

Keep improving your global competence!

Go to the next module!

Module 1

Find more if you are a professional >>



Additional resources for professionals

Training on global competence



Problem-based learning (PBL) as a methodology for global competence development



Problem based-learning



Problem based-learning (PBL) is a **methodology** that promotes the development of global competence. It aims to get learners to solve real-life situations using their own strategies, prior knowledge, research and reflection. It has many similar aspects to the task-based approach and cooperative learning. The fundamental difference is that the task is the solution of a real-life problem. The PBL is basically structured in the following phases:

- 1. Planning** by the trainer of the objectives, time or procedure.
- 2. Presentation and definition of the problem.** The problem is presented and the students, in groups, discuss to identify the conflict.

Problem based-learning



3. Hypothesis formulation. Once the problem has been structured, the students must present it, relate ideas and put forward possible answers, giving their opinion in an orderly manner. At this point, the trainer should question the proposals so that the students can discard the failed hypotheses.

4. Formulation of the task objectives. The trainer presents the objectives of the task.

5. Research phase. Students search for information and elaborate the task.

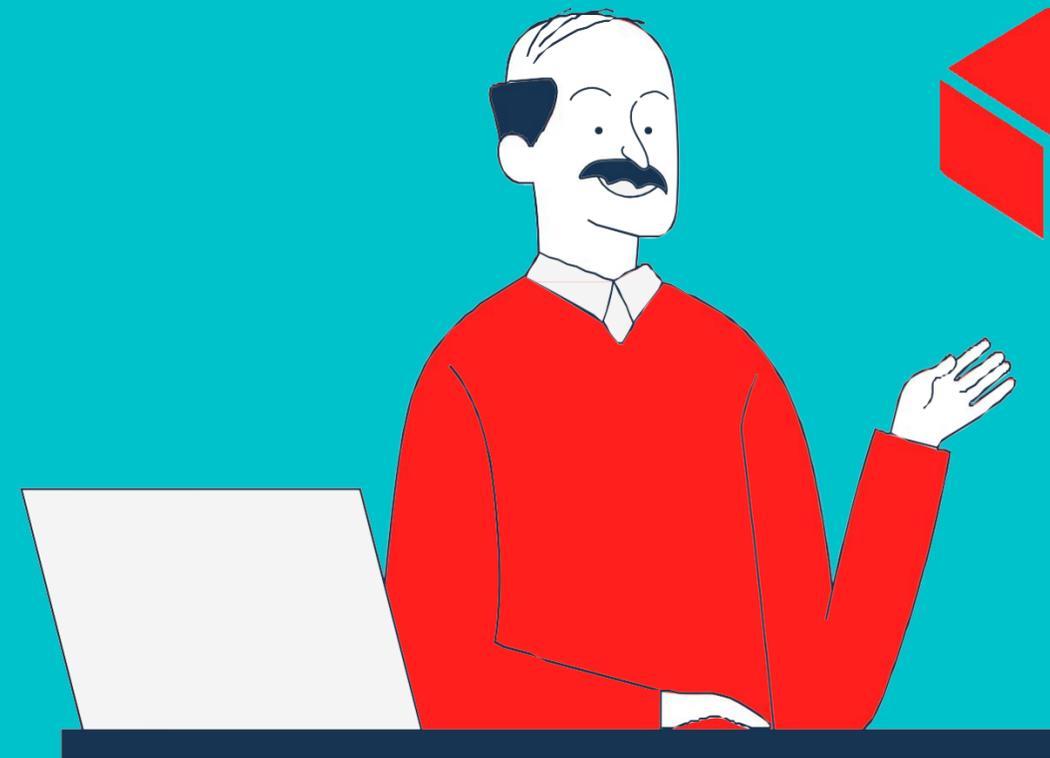
6. Presentation of the task. Students share their work. Each group listens to the presentation of the other team and points out the aspects they have in common and those which are different and which they consider interesting, and then discuss them.

Problem based-learning



7. Evaluation and self-evaluation. Correction of errors. We correct as a group those errors that we have noted and observed in the previous phases and which we consider need group reflection or some kind of explanation. Students self-evaluate their own work and that of others.

For **example**, a problem-based learning project could involve women trainees pitching ideas and creating their own business plans to solve a societal detected need.



Get inspired!

Module 1

Intercultural Coexistence Service in neighbourhoods of Madrid



The Intercultural Coexistence Service in neighbourhoods is a Social and Community project funded by the Madrid City Council's Department of Families, Equality and Social Welfare from 2018.

The project is being developed in 12 neighbourhoods in 8 districts in the south-eastern arc of the city of Madrid. These are areas with a high cultural diversity that also present other factors of social factors of social vulnerability.

The project's objective is to promote community processes aimed at favouring citizen coexistence, among people and groups of different origins, ethnicities, genders and ages, different origins, ethnicities, genders and ages.

Intercultural Coexistence Service in neighbourhoods of Madrid



Community projects in areas with a high level of cultural diversity work on the basis of from the construction of a common "we", as a neighbourhood, with shared dreams and problems that unite us in the search for solutions.

In order to walk this path together, it is necessary to break down the barriers of prejudice and put on the community agenda those issues that until now have been uncomfortable and complex and therefore have not been addressed.

For this reason, the Coexistence Service facilitates the anti-rumour strategy Dismantling Racist Topics. Through community meetings, intercultural dialogue is promoted in safe intercultural dialogue is promoted in safe environments, where people from the neighbourhood can meet and empathize with each other,

Intercultural Coexistence Service in neighbourhoods of Madrid



neighbourhood, professional resources and the administration, with whom we would not interact on a daily basis.

The strategy works through questions to which participants answer them in workshops, meetings and groups. For instance, participants analyse and question the rumours that reach us, but mainly we ask ourselves: how does racism affect me, how does it affect you and how racism affects us as a community?

The project is being a very positive impact in all neighbourhoods, through the development of different initiatives that have promoted coexistence and boosted the global competence among the neighbours.

Intercultural Coexistence Service in neighbourhoods of Madrid



Source: <https://serviciodeconvivencia.larueca.org/>



To learn more...



- Global competence. Asia Society. Centre for Social education.
<https://asiasociety.org/education/global-competence-0>.
Retrieved on 12 January 2022.
- PISA 2018 Global Competence. OECD.
<https://www.oecd.org/pisa/innovation/global-competence/>.
Retrieved on 12 January 2022.

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Good job!

**Keep improving your global
competence!**

Go back to the
module!