



# UPCOMING WOMEN project

**Low skilled women' empowerment  
through global competence and  
mentorship**

**INTERACTIVE MICROLEARNING COURSES**

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# Welcome to the Module 2!

## **GLocal Implications**

Examine issues of local, global and cultural significance

Developed by IGEA



# What I will find in this module?

01

Learning outcomes

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An scenario-based  
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professionals



# 01 Learning outcomes



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

- ❑ Recognize glocal implications of global competence
- ❑ Analyse global, intercultural and local issues
- ❑ Be responsible for being a critical thinker and problem solver

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# 02

## A scenario based narrative

Banu's Story



Module 2

# Banu's Story



Banu is a 35-year-old woman born in Istanbul. Due to the special situation of her family, she had quit his education life early. Banu has a family to take care of. She should support her family especially financially. Therefore, Banu worked in various business sectors where she had not received her education. There are employees from different countries. Especially Syrian employees. Banu is a little disturbed by their way of speaking, manners and actions. She has prejudices against them. She is also disturbed by what she feels for them. It's been quite a while. It is announced that in the company where Banu works, there is in-service training on "global competence" and the field in which she works.

# Banu's Story



She insists on attending that training. He has been looking for various opportunities to improve himself for a long time. She starts training and she finds what she's looking for. "Global competence" training is about the issues that she is uncomfortable with. Thanks to this training, she improves herself, gains different perspectives, realizes that she needs to respect different cultures and gains critical thinking skills. One day she realizes something like this. In her course, she learns about industrialisation and economic growth in developing countries, and how these have been influenced by foreign investments. She learns that many girls of very young age work in poor conditions in factories for up to ten hours a day, instead of going to school.



# Banu's Story



Her trainer suggests that each trainee bring one piece of clothing to the course and examine the label to determine where it was made. The most clothes were made in Bangladesh, which startled her. She is curious as to how her garments were created. She examines the websites of a number of high-street brand stores to see whether they can provide information on their manufacturing standards and procedures. She learns that some clothing firms are more concerned about human rights in their factories than others, and that other clothing brands have a long history of horrible factory conditions. She reads a variety of journalistic pieces on the subject and watches a YouTube documentary. She begins to buy fair-trade clothes and becomes an advocate for ethically responsible production as a result of what she learns.

3/n



03

Did you know  
that....?



# GLocal Implications

This dimension refers to **globally competent people's practices** of effectively combining knowledge about the world and critical reasoning whenever they form their own opinion about a global issue.



# GLocal Implications

**Globally competent** individuals can examine **local, global and intercultural issues**, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.



# Examine issues of local, global and cultural significance.

People who acquire a mature level of development in this dimension use higher-order thinking skills, such as selecting and weighing appropriate evidence to reason about global developments.



# Examine issues of local, global and cultural significance.

Development in this dimension also requires media literacy, defined as the ability to access, analyse and critically evaluate media messages, as well as to create new media content (Buckingham, 2007; Kellner and Share, 2005). Globally competent people are effective users and creators of both traditional and digital media.



# Global and intercultural issues

**Global competence** is supported by knowledge of **global issues** that affect lives locally and around the globe as well as intercultural knowledge, that is, knowledge about the similarities, differences and relations between cultures. This knowledge helps people to challenge misinformation and stereotypes about other countries and people, and thus counters intolerance and oversimplified representations of the world.



# Global and intercultural issues

**Global issues** are those that affect all individuals, regardless of their **nation** or **social group**. They range from trade to poverty, human rights, geopolitics and the environment. Global issues reveal how different regions around the world are interconnected by shedding light on the diversity and commonality of their experiences (Boix Mansilla and Jackson, 2011).





# Global and intercultural issues

As global issues emerge when ecological and socio-economic interests cross borders, **intercultural issues** (situations) arise from the interaction of people with different cultural backgrounds.



# Understanding the world through disciplinary and Interdisciplinary study

The study of the universe as a whole necessitates both disciplinary and interdisciplinary perspectives. Literature, history, economics, mathematics, biology, and the arts are examples of disciplines or subjects that give powerful glasses through which to understand the world. While disciplinary knowledge is an important part of global competency, many challenges of local and global importance cannot be addressed by a single disciplinary.



# Understanding the world through disciplinary and Interdisciplinary study

In order to arrive at an understanding of **interdisciplinarity**, the nature of disciplines themselves needs to be explored. It is said that interdisciplinary collaboration is required to investigate the '**real world**' problems that are the focus of intellectual pursuits. This is particularly true when it comes to responding to some of the most serious manifestations of unsustainable human-environment interactions, such as social injustice and wars, as well as ecosystem degradation and devastation (overfishing, loss of biodiversity, deforestation, climate change, fossil-fuel dependence, etc.).

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# Understanding the world through disciplinary and Interdisciplinary study

Topics such as environmental sustainability, population growth, economic development, global conflict and cooperation, health and human development, human rights, cultural identity, and diversity call for ***interdisciplinary*** approaches.

The foundation of global competency is a thorough understanding of the world. Individuals display global competence by being aware of and curious about how the world works, which is informed by disciplinary and interdisciplinary perspectives.

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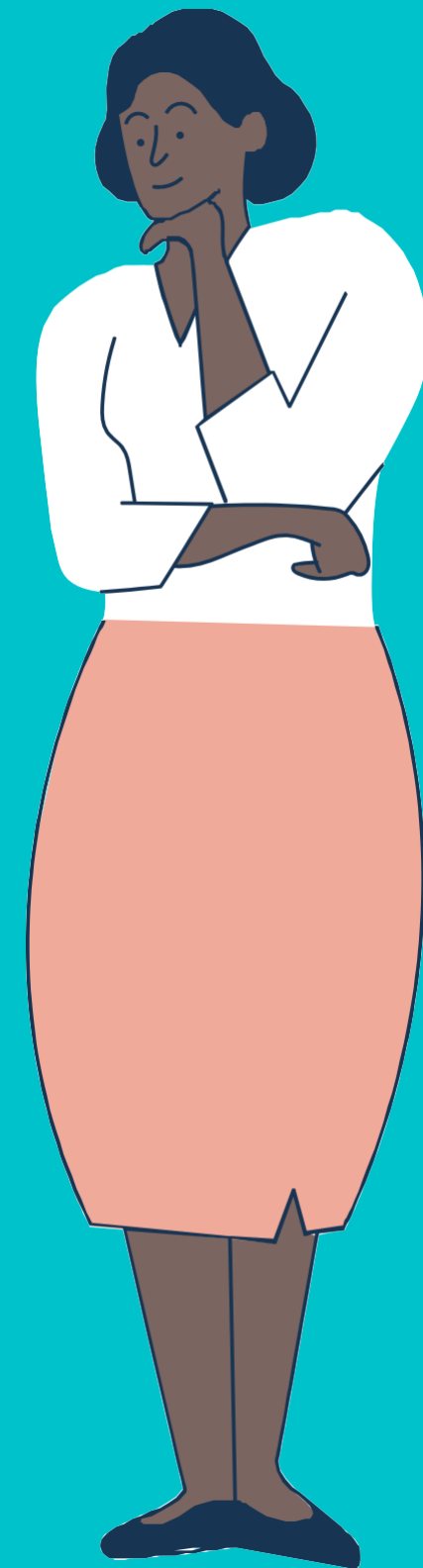
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# Understanding the world through disciplinary and Interdisciplinary study

**Disciplinary knowledge** and skill are necessary to interpret situations and create solutions. Strong topics are not framed as facts to be memorized (e.g., What are the top traditional foods in Mexico and Ethiopia?). Rather they introduce problems and complexities for learners to wrestle with (e.g., How do regional landscapes influence food traditions in Mexico and Ethiopia?). A strong topic is framed as to demand expertise in more than one subject, requiring that knowledge from multiple disciplines be synthesized to address the issue.



# 04 Reflecting questions & Tips



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What can be significant issues?

The world has several issues such as **lack of economic opportunity and unemployment (12.1%), lack of education (15.9%), religious conflicts (23.9%), poverty (29.2%), inequality (income, discrimination) (30.8%), wars (38.9%), climate change / destruction of nature (48.8%) and etc.**

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What is the effect of the global issue on the local issue?

**Global issues** are also **local issues**: they are global in their reach but local communities experience them in very diverse ways. For example, pollution in one place affects the ozone layer somewhere else; floods in agricultural areas not only ruin the local environment and economy, but also affect markets worldwide and drive waves of migration.



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What are thinking skills to examine an issue?

**Critical thinking** can be a good example for thinking skills to examine an issue. Critical thinking is the act of analyzing facts to understand a problem or topic thoroughly. The critical thinking process typically includes steps such as **collecting information and data, asking thoughtful questions and analyzing possible solutions.**



How can I think critically to examine an issue?

**When using critical thinking, you can take the following steps:**

1. Identify a problem or issue.
2. Create inferences on why the problem exists and how it can be solved.
3. Collect information or data on the issue through research.
4. Organize and sort data and findings.



How can I think critically to examine an issue?

5. Develop and execute solutions.

6. Analyze which solutions worked or didn't work.

7. Identify ways to improve the solution.

# 05 Visual contents

## Watch these videos!



<https://www.youtube.com/watch?v=W9CcdjEqUag&t=46s>

Skepticism: Why critical thinking makes you smarter? is a title which gives you a clue about the video. The most experienced and expert people talk and explain how to be critical thinker.

# 05 Visual contents

## Watch these videos!



<https://www.youtube.com/watch?v=5GRUad3kstU>

Critical Thinking and Problem Solving are indispensable part of global competence. It is important to create new concepts, build effective relationships and so on. It also explains the process of problem solving.



06

# Learning inquiries

Ready for quizzing?



# Quizz 1

## Choose the correct one

Which of the following behaviors do globally competent individuals never do?

- a. explore concerns at the local, national, and international levels
- b. take responsible action toward sustainability
- c. being disrespectful to others**



# Quizz 2

## Fill the gaps

\***Global issues** are those that affect all individuals, regardless of their \***nation** or \***social group**.





# Quizz 3

## Match the sentences

Match with:

**A. Interculturalism (2)**

**B. Interdiscilinarity (1)**

**C. GLocal Imlications (3)**

1.It is when two or more academic disciplines are combined into one activity. It incorporates knowledge from a variety of domains, including sociology, anthropology, psychology, and economics. It's about making something by thinking outside the box.

2. It is a method of dealing with cultural difference

3.This dimension describes how internationally competent people effectively combine world knowledge and critical reasoning while forming their own opinions about global issues.

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# Quizz 4

## Choose the correct one

People who have reached a mature degree of development in this dimension..

- A. Having higher-order thinking abilities**
- B. Reasoning global events**
- C. Be biased towards people
- D. Supporting racism



# Quizz 5

## True or false

**Intercultural understanding** helps people confront prejudices and misconceptions about other countries and people, so combating intolerance and oversimplified worldviews.

- A. True
- B. False



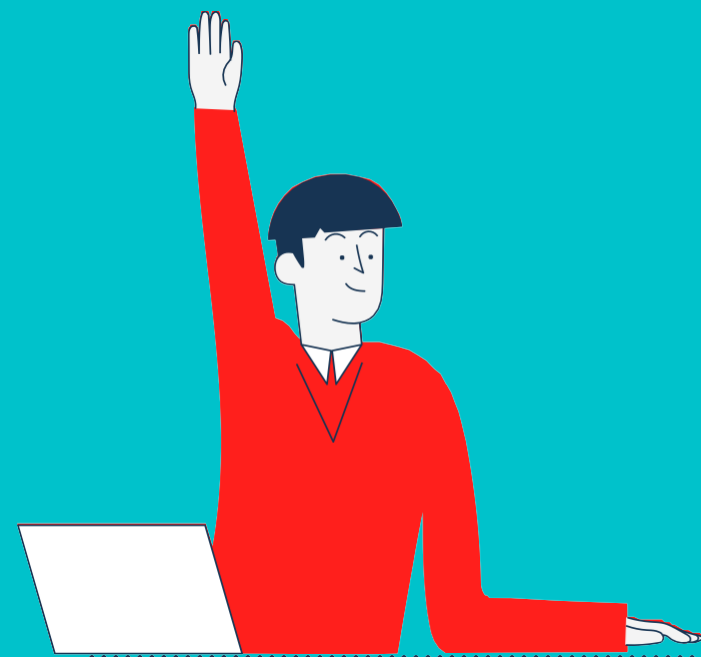


07

# Self-monitoring of competition



Module 2



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



By completing this module...

1. I can identify the GLocal implications of global competence
2. I can recognize global and intercultural issues
3. I can examine local, global and intercultural issues,
4. I can describe disciplinary and interdisciplinary studies
5. I can analyze facts to understand a problem or topic thoroughly.
6. I can create inferences on why the problem exists and how it can be solved.

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# UPCOMING WOMEN project

**Low skilled women' empowerment through global  
competence and mentorship**

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# Good job!

## Keep improving your global competence!

Go to the next module!

Module 2

Find more if you are a professional >>





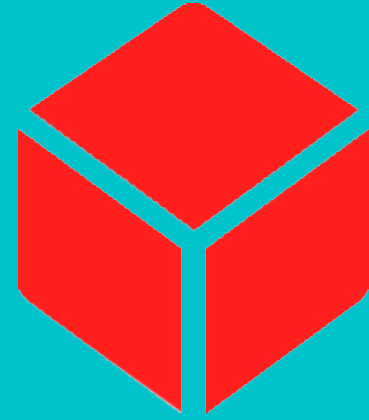


# Good job!

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# Additional resources for professionals

# Training on global competence



Thinking-based learning (TBL) as a methodology for global competence development



# Thinking-based learning



Learn to think. That's what thinking-based learning strives to help people achieve. The goal of **thinking-based learning** is for people to develop mental skills that help them think in a more orderly, methodical, and careful way and to be able to reflect on their own thoughts. Thinking-based Learning (TBL) is a **methodological approach** to teach reasoning. To do this, learners need to learn and develop certain skills and mental habits. The development of effective thinking is a fundamental goal for learners in a thinking-based learning strategy. To put it another way, the purpose is to develop a mindset that can **make judgments, argue, analyze, be creative, and be critical**. TBL (thinking-based-learning) is an approach for promoting global competency.

# Thinking-based learning



In adults, developing effective thinking, as we mentioned above, involves applying mental skills that help them develop better in different areas of life, both daily and professionally. In this regard, we could say that effective thinking consists of:

- **Firstly, thinking skills.** Reflective and appropriate procedures for each particular situation.
- **Also, habits of the mind.** This means that the use of the skills we mentioned above should become a normal practice in people. Here are certain habits that contribute to effective thinking:

# Thinking-based learning

- Listening with attention, understanding, and empathy.
- Asking questions and raising issues, seeking precision and accuracy, and communicating clearly and precisely.
- Thinking independently and maintaining an open posture to continuous learning.
- Applying knowledge acquired in the past to new situations.

**Likewise, metacognition (thinking about thinking).** Once the habit of thinking has been incorporated using the thinking skills we mentioned, metacognition refers to reflecting on the thinking skills you use in situations.

In short, **a person who thinks is able to analyze a situation rigorously and efficiently**, evaluating what to do. In addition, they also evaluate the tools, skills, and mental habits available to them in order to make the best possible decision.





Get inspired!

# “More and Better Jobs for Women: Empowering Women with Decent Work in Turkey” Project



## **Objectives of the project:**

- Developing nationally inclusive and integrative policies to increase and support women's employment;
- Contributing to women's access to decent work through active labor market policies;
- To support the strengthening of women's employment in Turkey by raising awareness about gender equality and working conditions.

## **Until now:**

- The knowledge and awareness of members of the Provincial Employment and Vocational Education Board (İİMEK) has been increased through training activities on women's employment and gender equality in pilot provinces.



# “More and Better Jobs for Women: Empowering Women with Decent Work in Turkey” Project



Labor markets in Ankara, Bursa, Istanbul and Konya were analyzed from a gender perspective; The current situation of the workforce and the gender preferences of employers in the jobs with the highest vacant positions were determined. Based on the findings, policy recommendations have been developed to eliminate the reasons that may hinder the growth of women's employment at the provincial level. In order to contribute to the empowerment of women, approximately 820 unemployed women who attended vocational training and other courses organized by the project partner municipalities in the pilot provinces were given training on women's human rights, including their rights in working life.

# “More and Better Jobs for Women: Empowering Women with Decent Work in Turkey” Project



The project also has contributed to raising awareness in all segments of society about women's employment and decent work for women through informative broadcasts, public service announcements, infographic videos, posters, short documentary film competition, short videos.

As part of the awareness-raising activities, trainings on women's employment and gender equality in the workplace were provided to approximately 2,000 women and men in sectors ranging from energy to textiles, from defense to health services, through the “I Support Equality” seminars.



# To learn more...



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- PISA 2018 Global Competence. OECD. <https://www.oecd.org/pisa/innovation/global-competence/>. Retrieved on 1 May 2022.
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# Good job!

## Keep improving your global competence!

Go back to the module!