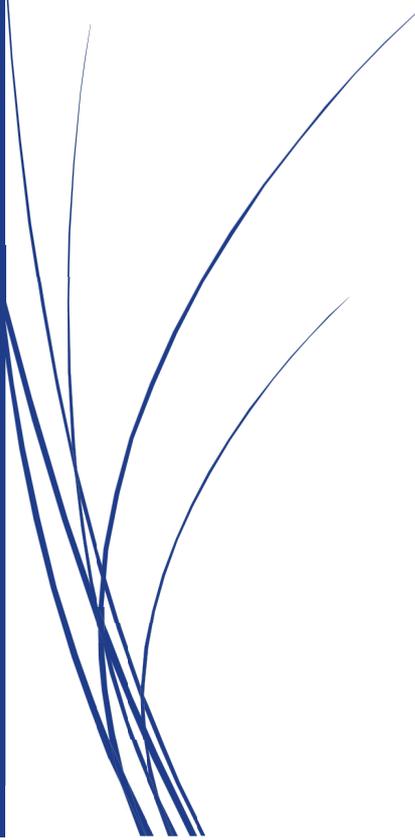


IO1-Myself&Europe Curriculum

Activity 2 - European ECVET – Competences Matrix

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Myself
& Europe



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1. Introduction

Sixty years after the Rome Treaty, more than ever, it is crucial to speak about “Unity in diversity” and revitalize a sense European belonging. Prevention of radicalization and violent extremism become also an important goal on EU priorities. This menace grows among poverty and social exclusion and targets young people from diverse backgrounds, with lack of prospects, easily influenced. It's important to stress that Europe needs to be prepared on all its fronts to face these new realities. Early school leaving results from social disadvantage and, at the same time, perpetuates the risk of social exclusion and, perhaps, radicalization. School, teachers, trainers and tutors "play a key role to help people who are at risk of early school leaving, including those who have dropped out already". Is urgent to continue to empower VET teachers, trainers and mentors with new methods, approaches and ICT competences.

Myself&Europe Project: Tools for promoting an active citizenship for disadvantaged youngsters with diverse backgrounds, is an ERASMUS+ project, implemented between November 2017 and December 2019 (26 months). This project aims to answer to “Social inclusion” horizontal priorities and “further strength key competences in VET” and "introducing systematics approaches to development of VET professionals” sectoral priorities. This project will develop an innovative Training Pack - Curriculum (EQF & ECVET), Manual and Toolboxes - that servers both trainers and trainees. The purpose is to "foster the development of social, civic and intercultural competences" and, at the same time, empower "media literacy and critical thinking through education and training", briefly, "promoting an active European citizenship for disadvantage youngsters with diverse backgrounds".

The main challenges and innovations thought this project are:

- a) combination of EU citizenship/ awareness and Social and Civic Competences European frameworks and re-engineer them into an updated and innovative Curriculum, in national contexts (relating to partners’ countries) and, at the same time, transversal to all European 27 countries (post-Brexit) (EU VET Tools - EQF & ECVET guaranteeing is potential to be transferred to other European countries);

b) selection of existing materials and design of specific ones addressing young people needs and motivations improving the quality of training, learning achievements and, in the end, preventing early school leaving;

c) selection and exchange of innovative pedagogical methods and materials from emerging approaches.

The project is conducted by a consortium of six partners from six European countries.

PARTNER	COUNTRY	ORGANISATION	
D1	BE	CIEP asbl	CIEP asbl
D2	PT	ISQ	INTITUTO DE SOLDADURA E QUALIDADE
D3	FR	CIJ	COOPERATIVE D'INICIATIVE JEUNES
D4	SP	STP CONSULTING,S.L	SOLUCIONES TECNO-PROFESIONALES CONSULTING
D5	LV	Zamgales nevalstisko organizaciju atbalsta centrs	ZAMGALES NEVALSTISKO ORGANIZACIJU ATBALSTA CENTRS
D6	IT	Eurocultura	EUROCULTURA

2. Approach to the Myself&Europe Learning Outcomes

Learning outcomes, as an important part of the curriculum, guide teachers and trainers on the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity. For the definition of the **Myself&Europe learning outcomes competences matrix** the consortium adopted the methodological indications provided in the following documents:

- Defining, writing and applying learning outcomes: a European handbook, developed by CEDEFOP, 2017.
- Methodological guidebook – concept of qualifications based on learning outcomes, developed by the Portuguese National Agency for Qualification and Vocational Education and Training (ANQEP), 2015.

The **Myself&Europe Competences Matrix** was developed according to the European Qualifications Frameworks (EQF) descriptors, having in mind the national specificities and contexts already described in the report results of the analysis of the National Qualification Framework (NQF) done in the first phase of the project. The **European Qualifications Framework (EQF)**, implemented in 2008¹, is a common European reference system which is linking different countries National Qualifications Systems (NQF) and frameworks together. In practice, it works as a translation mechanism making qualifications more readable. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education vocational education and training as well as higher education. It is structured in 8 qualifications where each level is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

The 8 levels² cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training and are described in terms of level descriptors for the expected knowledge, skills and competences (responsibility and autonomy) for each level of qualification. The learning outcomes descriptors, for all level of qualification, are defined in terms of knowledge, skills, responsibility and autonomy, relevant to qualifications at that level in any system of qualifications are understood as showed in the following table:

¹ The recommendation of the European Parliament and Council of 22 May 2017 on the EQF for lifelong learning has repealed the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF for lifelong learning. Full document available at: <https://publications.europa.eu/en/publication-detail/-/publication/cee4d970-518f-11e7-a5ca-01aa75ed71a1/language-en>

Knowledge	Skills	Responsibility and autonomy
In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

Source: <https://ec.europa.eu/ploteus/content/descriptors-page³>

The Recommendation of the European Parliament and the Council on the establishment of the EQF (23 April 2008) explicitly stated out that the Member States shall use “(...) **an approach based on learning outcomes to define and describe qualifications**” and to promote the validation of informal and non-formal learning. The new recommendation from the European Parliament and the Council on EQF for lifelong learning (17 May 2017), reinforces that objective encouraging “the use of EQF by social partners, public employment services, education providers, quality assurance bodies and public authorities to support the comparison of qualifications and transparency of the learning outcomes.”

The **Myself&Europe Learning Outcomes Matrix** comprehends five **Training Units**, sub-divided in a coherent combination of **learning outcomes**, which can be **autonomously evaluated and validated**. The learning outcomes are broken down into knowledge, skills and responsibility and autonomy that are **mobilised in actions** through which the individual shows that she/he masters the competence acquired, according to certain **performance criteria** and **contextual conditions**. In practical terms, the aim is to respond to what the individual is able to do by showing and demonstrating such performance⁴. For a better understanding of the structure, below is a brief explanation of each section:

- **Actions** – Actions through which the individual demonstrates he/she masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent.
- **Performance criteria** – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (the quality level that the actions must have).
- **Knowledge** – The collection of facts, principles, theories and practices related to the field of studies or professional activity.

³ Last access 01.08.2018

⁴ Adapted from Methodological Guidebook - Design of qualifications based on learning outcomes, National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.) – Division for the Management of the National Catalogue of Qualifications (DGCNQ).

- **Skills** – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy** – The ability to develop tasks and solve problems of a higher or lower degree of complexity with different degrees of autonomy and responsibility.
- **External resources** – The set of available resources which aid in the foreseen actions.

3- Myself&Europe Competences Matrix

In the initial phase of the project, the consortium carried out a research phase aiming to identify and collect national sociocultural frameworks, synergies between other European projects and online resources.⁵ Afterwards, the consortium made a comparative analysis between the European Qualification Framework (EQF) and their National Qualification Frameworks (NQF), in order to indicate the complexity, range and the level of learning expected from trainees⁶. **Myself&Europe Competences Matrix was designed for the EQF level 4.**

EQF Level	Knowledge	Skills	Autonomy and Responsibility
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

The table below shows the correspondence between the EQF level and partners NQF. By making the correspondence between the NQF and the EQF, the achieved outcomes become more readable across Europe, allowing learners’ mobility inside or between countries and facilitating their lifelong learning process, and contributing for a better recognition of training outcomes.

EQF LEVELS	Countries NQF					
	Belgium	Portugal	France	Spain	Latvia	Italy
	CFC	PT QNQ	CNCP	ESQF/MECU	LV NQF	IT NQF
4	4	4	IV	4	4	4

Table1. EQF and NQF Frameworks Correspondence

⁵ For further information please consult the document IO1 – Myself&Europe Curriculum – A1 – Framework definition (A1)

⁶ A brief presentation of the current situation on the NQF in each of the partners’ countries – Belgium, Portugal, France, Spain, Latvia and Italy- is available at IO1 – Myself&Europe Curriculum – A2 –Learning Outcomes definition



Myself&Europe Competences Matrix is organised in the following Units:

- Unit 1- European foundations and structure
- Unit 2 - Democracy and citizenship
- Unit 3 - Employment and social rights
- Unit 4 - Interculturalism / Multiculturalism
- Unit 5 - Challenges of the 21st century

Contact Hours and Workload

To complete the entire training, is foreseen 105 contact hours (in class, teaching hours), comprehending a workload of 130 hours (contact hours + homework + self-study hours). These can be individuals or in groups, according to the convenience of each provider. Each training Unit is independent and can be delivered by itself.

End users

The individuals who will benefit from this Competence Matrix are youngsters, in general, under 24 years old⁷. Besides being specially addressed to disadvantages youngsters with migrant backgrounds, that doesn't mean that adults, with the same social context, cannot benefit from this training.

Among the main objectives of the **Myself&Europe Curriculum** - where this Competences Matrix is included - are:

- Establish an inclusive and transnational Curriculum - EQF and ECVET – addressing sociocultural training for youngsters, related to partner's countries democratic institutions and their place / role inside the European union;
- Enhance high-quality knowledge, skills and Autonomy and Responsibility (competences) addressing Social and Civic Competences, namely, sense of European citizenship, importance

⁷ According to the European Commission, Early School Leavers are defined as persons aged 18 to 24. This is why this project is recommended for this age limit. A ESL fulfils the following two conditions: (1) the highest level of education or training attained is ISCED 0, 1, 2 or 3c short, (2) no education or training has been received in the four weeks preceding the EU consultation.



of the EU institutions and the democratic values of cooperation, social inclusion freedom through expression and respect for others;

- Empower youngsters by developing their critical thinking, creativity and media literacy;
- Prevent early school leaving (based on the idea that teachers, trainers and VET schools can play a vital role in dropout prevention) by using innovative and integrative methodologies, tools (namely ICT) and appealing Curricula.

UNIT 1. European foundations and structure				Workload 20 hours
OBJECTIVES To develop a sense of belonging to the European Union and European Integration, first of all, we must understand what European Union is and how it works. Under the completion of this Unit, trainees will learn about the origin and historical evolution of the European Union, his treaties and different institutions, reflecting about their roles and how they affect European citizens’ daily life. At the same time, learners will also develop their critical thinking, elaborating about different contemporary speeches around European Union and his institutions.				
LEARNING OUTCOMES				
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
1.1 To justify the creation of the European Union	1.1 Describing broadly the main political facts behind the origin of the European Union	Fundamental knowledge of: 1.1 the history of the European Union; 1.2 the different stages, treaties and institutions of the European Union; 1.3 the contemporary challenges that European Union faces nowadays	1.1 Summarise the history of European Union: main facts and main figures	1.1 Defend the role of the European Union
1.2 To refer the different stages of European integration	1.2 Identifying countries, dates and main facts behind each stage of the European integration		1.2 Outline relevant information about the founding fathers of the European Union	1.2 Compare the different phases of the European Union
1.3 To distinguish between the different treaties	1.3 Identifying each European treaty, main facts and consequences behind each one of them		1.3 List the different phases of the European enlargement	1.3 Make out the different European treaties and perceive their amendments
			1.4 List the different European treaties	1.4 Explain the roles of each European institution



1.4 To characterize the main institutions of the European Union	1.4 Relating to their roles inside and outside Europe	(Brexit, immigration, Euro, crisis etc.).	1.5 Identify the main objectives and amendments of each European treaty	1.5 Reflect on the value of the European Union existence
1.5 To notice the challenges that European Union deals today	1.5 Relating to their relevance to the European citizens daily life and how this affects their future		1.6 Distinct the main institutions of the European Union	1.6 Opinion on the new challenges inside European Union
			1.7 Recognise the roles of each European institution	
			1.8 Discover different contemporary speeches around European Union	

EXTERNAL RESOURCES

IT equipment: computers and internet.
Office materials.
Myself&Europe training manual and toolbox.

UNIT 2. Democracy and citizenship

Workload 20 hours

OBJECTIVES

Education plays an essential role in the promotion of the core values of European Union: Democracy, human rights and the rule of law, as well as in the prevention of human rights violations. Under the completion of this Unit, trainees will learn about what's behind the European democratic values, what does it mean to be a European citizen – rights and responsibilities – and develop political critical thinking.

LEARNING OUTCOMES

ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
2.1 To define the concept of Democracy	2.1 Describing broadly what characterizes a modern Democratic country, namely, a European Country	<p><u>Fundamental knowledge of:</u></p> <p>2.1 the principles on which the European Union is founded;</p> <p>2.2 democratic governance;</p> <p>2.3 decision-making procedures of the European Union;</p> <p>2.4 European citizenship;</p> <p><u>Basic knowledge of:</u></p> <p>2.5 Repatriation of seats in the European Parliament.</p>	2.1 Identify key democratic values	2.1 Compare one or few democratic systems in Europe
2.2 To describe the decision-making process of the European Union	2.2 Identifying the sources of the European democratic processes		2.2 Identify one or few European common values	2.2 Demonstrate the interdependence between rulers and governed in the context of democratic societies
2.3 To define the concept of European citizenship	2.3 Identifying the rights and responsibilities of a European citizen		2.3 Recognize a democratic state	2.3 Explain broadly the European democratic process
2.4 To define the meaning of “active European citizenship”	2.4 Identifying ways to actively participate on European decision processes		2.4 Distinguish the different sovereignty bodies in a democratic state	2.4 Present arguments about the importance of exercise an active citizenship, namely, a European one
2.5 To classify the different political groups in the European Parliament	2.5 Describing broadly the most expressive European politic movements, nowadays, and their origin		2.5 Contrast democratic states and non-democratic states	2.5 Reflect on the values of the different European political movements
			2.6 List the European institutions responsible for ensuring the democratic processes in Europe	2.6 Elaborate about the importance of having different political movements in the European Parliament and inside each European country
			2.7 Name different forms of citizenship	
			2.8 Identify one or few ways /resources for asserting European rights and responsibilities	
			2.9 Outline information about the most expressive European political movements, nowadays	

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EXTERNAL RESOURCES
 IT equipment: computers and internet.
 Office materials.
 Myself&Europe training manual and toolbox.

UNIT 3. Employment and social rights	Workload 15 hours
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OBJECTIVES
 With the European Pillar of Social Rights, the EU stands up for the rights of its citizens in a fast-changing world. Under the completion of this Unit, trainees will learn about the competences of the European Union in the field of economy, employment & social affairs, how to use the existing European tools in field of employment and mechanisms of social dialogue.

LEARNING OUTCOMES

ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
3.1 To describe how the European Union manages economic and social issues, including employment	3.1 Listing the bodies and organizations involved on managing economic and social issues – including employment – in the European Union	<u>Basic knowledge of:</u>	3.1 Distinguish different ways of intervention of the European Union in the fields of employment and social affairs	3.1 Present arguments about the pros and cons of the European Union intervention in the fields of employment and social affairs

	3.2 Listing the fields of intervention of the European Union related to employment and social affairs	3.1 European Economy and Social affairs; 3.2 European Pillar of social Rights;	3.2 Recognize the structures of social concertation throughout Europe 3.3 Explain broadly each category of the European Pillar of Social Rights	3.2 Reflect on the value of the European Pillar of Social Rights to make a deeper a faired economic and monetary union
3.2 To define the competences of the European Pillar of Social Rights	3.3 Identifying the three categories of the European Pillar of Social Rights 3.4 Listing the 20 principles of the European Pillar of Social Rights	3.3 European policies on free movement of workers; 3.4 European online resources related “to move and to work in Europe”.	3.4 Outline information on how European Citizens are entitled to work and reside on another European country 3.5 Explore the European network for job vacancies and practical advices to move and work across the European Union (EURES)	3.3 Elaborate critically about the issues and challenges related to employment and social issues across Europe 3.4 Judge about the pros and cons of the European policies on free movement of workers 3.5 Demonstrate autonomy on browsing the EURES network
3.3 To move and work in Europe	3.5 Describing the rights of workers moving within the European Union 3.6 Describing the restrictions applied to workers from the countries that joined the European Countries more recently 3.7 Using the EURES network			

EXTERNAL RESOURCES

IT equipment: computers and internet.

Office materials.
Myself&Europe training manual and toolbox.

UNIT 4. Interculturalism / Multiculturalism

Workload 25 hours

OBJECTIVES

“United in diversity”, the motto of the European Union. It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages. Under the completion of this Unit, learners will gain awareness of own and other's cultural identities by recognizing and valorising the most relevant features of a different culture and acquiring basic notions on how to communicate in a multicultural environment.

LEARNING OUTCOMES

ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
4.1 To define the concept of interculturalism and multiculturalism	4.1 Identifying the main elements and the different dimensions of Culture	<u>Fundamental knowledge of:</u> 4.1 Culture and Culture identity; 4.2 Interculturalism and Multiculturalism;	4.1 Distinguish values in accordance to different cultural profiles	4.1 Manage the emotions associated to cultural diversity
4.2 To avoid stereotypes, prejudices and discrimination toward others with different cultural background	4.2 Respecting others people cultural background (beliefs, behaviours, etc.) 4.3 Reflecting on their own perceptions, values and norms, recognizing own prejudices		4.2 Recognize, describe and analyse the differences between one's own culture and the other cultures 4.3 Identify types of conflict in the ethnic or social dimensions 4.4 Identify strategies for the management of stereotypes, prejudices and discriminatory behaviours	4.2 Act with neutrality and objectivity in daily situations to live and work harmoniously with others with diverse backgrounds 4.3 Make a critical revision to refute and overcome stereotypes, prejudices and discriminatory behaviours

4.3 To demonstrate an intrinsic attention and interest in cross cultural adjustment	4.4 Recognizing own and others cultural Identity	4.3 stereotype, prejudice and discrimination concepts;	4.5 Outline different resources to gather information on different cultures	4.4 Facilitate cultural adaptation and integration of others with different cultural backgrounds
4.4 To communicate and perform with others with different cultural backgrounds	4.5 Describing essential concepts of intercultural communication 4.6 Adjusting the behaviour to a specific intercultural environment 4.7 Using different communication styles and strategies	<u>Basic knowledge of:</u> 4.4 exclusion and discrimination mechanisms; 4.5 principles and conditions of effective intercultural communication; 4.6 ethnic minorities, refugees and immigration in the European Union;	4.6 Put stress on cultural similarities not in cultural differences 4.7 Analyse the most common points of view in your cultural environment and / or the people you interact 4.8 Describe how identities are constructed and changed in a social, multicultural and global perspectives	4.5 Reflect on the value on cultural differences 4.6 Elaborate about unfamiliar cultures and behaviours, critically and in a constructive way 4.7 Present arguments, in a proper way, accepting other beliefs and points of view, even “off limits” of taboos
4.5 To discuss intercultural topics / issues	4.8 Valuing and taking advantage of intercultural diversity 4.9 Having a positive attitude towards people with different cultural backgrounds	4.7 political, economic and social facts behind the movement of people from one country / region to another.	4.9 Find ways to use cultural differences to improve communication and mutual understanding 4.10 Recognize emotional barriers and cultural taboos	4.8 Stress the need for collaboration, open and honest dialogue, active participation, understanding and respect for all cultures
4.6 To recognize different cultures in presence of discrimination, assimilation and integration	4.10 Describing the different legal statuses of immigrants, refugees and ethnic minorities in the European Union 4.11 Comparing our own social context with the context of the migrants,		4.11 Identify and de-construct stereotypes in intercultural settings 4.12 Create the conditions to overcome difficulties to express different emotions	4.9 Behave empathetic, understanding, trustworthy, respectful and with a non-judgmental attitude towards immigrants, refugees and ethnic minorities

	refugees or ethnic minorities		<p>Distinguish the statuses of immigrant, refugee and ethnic minority</p> <p>Recognize the political, economic and social facts behind the movement of people from one country / region to another</p> <p>Assume that immigrants, refugees and ethnic minorities experience an uncertain status in the receiving country</p>	
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EXTERNAL RESOURCES

IT equipment: computers and internet.
Office materials.
Myself&Europe training manual and toolbox.

UNIT 5. CHALLENGES OF THE 21ST CENTURY

Workload 25 hours

OBJECTIVES

The European Union faces important challenges nowadays, concerning both its internal functioning and its external actions. Having a critical and enlightened attitude is essential, nowadays. Under the completion of this Unit trainees will reflect on some of these challenges, namely, personal security, civic space and democratic values, by learning how to access, analyse and evaluate information provided by mass media, using ICT in a safe and constructive way; offering, at the same time, discussion points for the understanding of these current situations, contexts and possible consequences.

LEARNING OUTCOMES

ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
5.1 To define the concepts of human rights and fundamental freedoms	5.1 Listing the rights and freedoms described on the Universal Declaration of Human Rights (UDHR)	<u>Factual knowledge of:</u> 5.1 human rights and fundamental freedoms	5.1 Recognize human rights and freedoms in daily basis situations and / or role models 5.2 Recognize individual and collective liberties and freedom of speech 5.3 Relate human rights issues and changing environments 5.4 Identify concrete situations when human rights are endangered	5.1 Reflect on the value of human rights and fundamental freedoms has the basis of a Democratic and more fair society for every citizens 5.2 Handle criticism and cultural differences 5.3 Opinion, critically and constructively, on real facts where the human rights are violated 5.4 Propose solutions in cases when human rights are violated
5.2 To describe how the European Union decides on foreign and security policies	5.2 Summarizing European Union's aims and main standpoints on the current foreign and security policies 5.3 Summarizing the role and tasks of European External action service	<u>Basic knowledge of:</u> 5.2 Foreign and security policy in EU	5.5 Outline information about the meaning of the European Union foreign policy 5.6 Select and use simple terminology	5.5 Elaborate about the European Union and its actions in co-operation with its southern and eastern neighbours
5.3 To name priority countries for the nation where he/she currently lives	5.4 Summarizing European Union's aims and main standpoints on		5.7 Contextualize the European Union foreign policy	

	<p>the current neighbourhood policy</p> <p>5.5 Listing, at least, five European neighbourhood countries from a list of 16</p>		<p>5.8 Outline information on how the European Union acts in terms of neighborhood policy</p>	
<p>5.4 To access, analyse and evaluate information provided by mass media</p>	<p>5.6 Identifying credible sources of information</p> <p>5.7 Contrasting credible information and a non-credible information</p> <p>5.8 Sharing appropriate and relevant information with peers, without duplicating fake information</p> <p>5.9 Searching information individually and using different mass media</p>	<p><u>Factual Knowledge of:</u></p> <p>5.3 media literacy</p> <p>5.4 concepts and Communication Theories</p> <p>5.5 journalistic genres (news, report, opinion article, etc.)</p>	<p>5.9 Distinguish the concepts of Information and Communication</p> <p>5.10 Define and identify “mass media”</p> <p>5.11 Relate New Technologies and Information</p> <p>5.11 Define Public Opinion</p> <p>5.12 Define Audience</p> <p>5.13 Recognize the implications of written and visual information</p> <p>5.14 Identify the potential effects and consequences, on the public opinion, of a determined information (for example, pictures, social media posts, news, etc.)</p> <p>5.15 Compare the same information provided by different mass media</p>	<p>5.6 Demonstrate critical thinking and communicative abilities when dealing with information</p> <p>5.7 Value the role of the mass media in shaping public opinion</p> <p>5.8 Show autonomy on selecting credible sources of information</p> <p>5.9 Show self-confidence, creativity and independence in compiling credible information</p>

<p>5.5 To use social media and ICT in a safe way</p> <p>5.6 To respect owns privacy and the privacy of others</p>	<p>5.10 Distinguishing a safe from a non-safe online behaviour</p> <p>5.11 Illustrating alternative ways of using ICT, for example, for educational purposes Distinguishing public and private information</p> <p>5.12 Selecting information that should or should not be shared online</p> <p>5.13 Coping strategies in case of cyber bulling</p>	<p>Factual Knowledge of:</p> <p>5.6 Cyber security principles</p> <p>5.7 Cyber Bullying</p> <p>5.8 General online legal issues</p>	<p>5.16 Name main issues in regards of the cyber security</p> <p>5.17 Use ICT tools in a safe and constructive way</p> <p>5.18 Apply computer Security Skills</p> <p>5.19 Create safe passwords in digital environments</p> <p>5.20 Create safe and unharmlful social profiles</p> <p>5.21 Minimize the consequences of personal stolen information</p> <p>5.22 Recognizes different forms of Cyber Bullying</p>	<p>5.10 Demonstrate safe and responsible attitudes toward digital environments (web and social networks)</p> <p>5.11 Imagine ICT and social media as supportive tools for himself and his/her peers</p> <p>5.12 Show they can perform “safe actions” towards social media (approving friendships, sharing private information, etc.)</p> <p>5.13 Handle with a Cyber Bulling situation (of himself or others)</p>
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EXTERNAL RESOURCES

IT equipment: computers and internet.
Office materials.
Myself&Europe training manual and toolbox.



4 - References

2017

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2015

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