DigiTrain

digital skills for adults and adult educators

Courses in Digital Skills
for Adult Educators

Futuretrend
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Courses in Digital Skills for Adult Educators

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Contents Page

Section 5

Annexes – Lesson Plans

Section 1:

Introduction

The Course in Digital Skills for Adult Educators was produced as one of the main results of the Erasmus plus strategic partnership project "DigiTrain - Enhancing transversal and Digital Skills to promote Innovative Blended Training Strategies in Adult Education", implemented from 2017-2019.

The overall aim of the DigiTrain project is to build capacity of training organisations to enable them to deliver high quality and relevant digital skills training by improving the digital competences of adult educators staff competence by formulating digital competency frameworks for adults and adult educators and used as the basis for developing appropriate digital training programmes, learning resources and tools.

Context and Scope of the Course in Digital Skills

The role of the educator is an evolving one, and no more so than that of the adult educator, as they are increasingly required to have different and a broader range of competences, especially in the digital age to meet the needs of adult learners in the 21 century. In addition, adult educators are increasingly taking responsibility for developing and improving their own competence, and increasingly utilising digital learning technologies.

This Course in digital skills has been produced on the basis of the Digital Competence Framework developed by the DigiTrain partnership and directed towards adult educators, especially those in adult education, formal and non-formal and vocational education. The DigiTrain Digital Competence Framework has been designed to be 'educator friendly' and it can be used by teacher training providers, institutions and trainers to develop courses for adult educators. For its development a number of other frameworks, training programme and tools have been reviewed by the partnership, with the main focus being at the European Framework for the Digital Competence of Educators (DigiCompEdu).

The aim of the Course

The course for adult educators is a 'Train the trainer' course, which aims to help adult educators improve their digital and pedagogical competences according to the digital competency framework for adult educators. It will do so by broadening their knowledge and skills in new technologies and digital tools for teaching purposes.

The course for adult educators is developed in two parts. The first part focuses on helping adult educators to develop and improve their digital competence by deepening their knowledge on the subject, so they are able to deliver trainings on digital skills to adults effectively. The second part focuses on developing their pedagogic competence, given that some may not be teacher-trained or have a background in education.

The course is developed to be delivered in blended form, combining traditional classroom-based face-to-face learning with the use of online digital tools, employing both formal and non-formal education methods and techniques.

Who is the course for?

This Course addresses mainly to staff, qualified or unqualified with some experience of teaching adults and knowledge of ICT/digital learning technology, and committed to using the competences they gain to promote digital skills learning to adults.
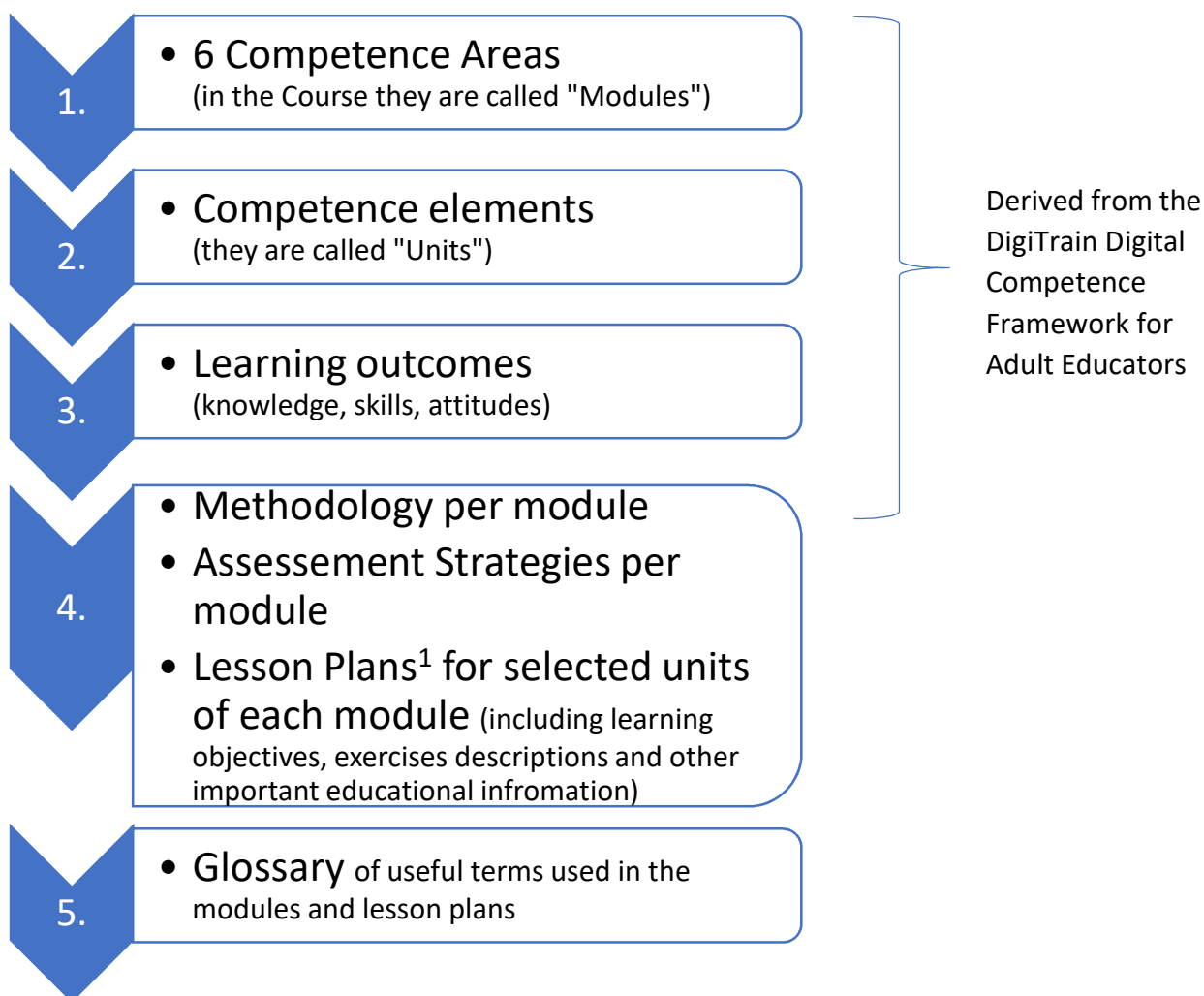
Section 2:

Course in Digital Skills for Adult Educators

The Course in Digital Skills for Adult Educators has been developed based on the DigiTrain Digital Competence Framework for Adult Educators. Therefore, in order to understand the structure of the Course, each educator should use it in accordance with the Framework.

The Digital Competence Framework for Adult Educators consists of six competence areas that each one of them is divided in several competence elements. These competence areas also constitute the respective modules of the Course in Digital Skills for Educators aiming at improving in a holistic way the knowledge, skills, values and attitudes of the educators on each topic.

The Digitrain partners have selected from each competence area one competence element for which they fully proposed and developed educational activities (in form of lesson plans) and learning materials (as resources) that can be used by the educators to develop their competences. The lesson plans are available as annexes to the Course. To understand better the structure, please review the diagram below and its descriptive explanation.

Course Structure

1.
- 6 Competence Areas
(in the Course they are called "Modules")

2.
- Competence elements
(they are called "Units")

3.
- Learning outcomes
(knowledge, skills, attitudes)

4.
- Methodology per module
- Assessement Strategies per module
- Lesson Plans[1] for selected units of each module (including learning objectives, exercises descriptions and other important educational infromation)

5.
- Glossary of useful terms used in the modules and lesson plans

Derived from the DigiTrain Digital Competence Framework for Adult Educators

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(1) Training materials for the lesson plans which are included in the course can be found in the "Teaching and Learning Resources for Blended Learning" section of the project.

As shown in the diagram above, the Course is divided in 6 Competence Areas that are called modules, and each module is divided in several units, which reflect the competence elements of the DigiTrain Digital Competence Framework for Adult Educators.

The Course, apart from the overview of each module, also provides:

- A short introduction to the module
- Approximate duration of the module and the unit developed
- Methodology
- Assessment strategies used for the specific unit developed

In addition, the lesson plans, which are included as annex to the course, include the following information:

- Learning outcomes covered
- Learning objectives covered
- Transversal skills enhanced
- Other educational information
- Description of activities proposed for covering the unit

Competence Summary

A short presentation of the modules of the Course can be found below. For more information, we highly advise you to look into detail the DigiTrain Digital Competence Framework for Adult Educators.

Module 1: Professional Engagement

Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

Module 2: Communication and collaboration

Educators are currently confronted with a wealth of digital (educational) resources they can use for teaching. One of the key competences any educator needs to develop is to come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching.

At the same time they need to be aware of how to responsibly use and manage digital content. They must respect copyright rules when using, modifying and sharing resources, and protect sensitive content and data, such as digital exams or students' grades.

Module 3: Teaching and learning

Digital technologies can enhance and improve teaching and learning strategies in many different ways. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of digital technologies in the different phases and settings of the learning process.

Module 4: Assessment strategies

Assessment can be a facilitator or bottleneck to innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Digitally-competent educators should be able to use digital technologies within assessment with those two objectives in mind.

Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behaviour. Analysing and interpreting this data and using it to help make decisions is becoming more and more important – complemented by the analysis of conventional evidence on learner behaviour.

At the same time, digital technologies can contribute to directly monitoring learner progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

Module 5: Guidance

One of the key strengths of digital technologies in education is their potential for supporting learner-centred pedagogic strategies and boosting the active involvement of learners in the learning process and their ownership of it. Thus, digital technologies can be used to facilitate learners' active engagement, e.g. when exploring a topic, experimenting with different options or solutions, understanding connections, coming up with creative solutions or creating an artefact and reflecting on it.

Digital technologies can furthermore contribute to supporting classroom differentiation and personalised education by offering learning activities adapted to each individual learner's level of competence, interests and learning needs. At the same time, however, care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies or digital skills) and to ensure accessibility for all learners, including those with special educational needs.

Module 6: Facilitating learners' digital competence

Digital competence is one of the transversal competences educators need to instil in learners. Whereas fostering other transversal competences is only part of educators' digital competence in as far as digital technologies are used to do so, the ability to facilitate learners' digital competence is an integral part of educators' digital competence.

Section 3:

Module's descriptions

Module 1:

Professional Engagement

The adult educator's digital competence is expressed in the ability to use digital technologies, not only in teaching and learning, but also for professional interactions with colleagues, with participants and other stakeholders, for their professional development and innovation.

This module is the first of 6 that describe the digital competence required by the adult educator. It describes what it means for the adult educator to be digitally competent. It focuses on the competences required by adult educators in using digital technologies for engagement as part of their continuing professional development. It also focuses on using digital technologies for organisational communication, professional collaboration, reflection in teaching, and continuous professional development (CPD).

Units included in this module	1.1 Organisational communication 1.2 Professional collaboration 1.3 Reflective practice 1.4 Digital Continuous Professional Development (CPD)
Approximate duration of the Module	12 guided learning hours
Duration of the unit	1.3 Reflective Practice – 4.5 guided learning hours
General aims of the module	The module aims to help adult educators improve their ability to utilise digital technologies to enhance teaching and learning, interactions with stakeholders in education and for their own professional development.
Methodology	This module is intended to be delivered in blended form, combining classroom-based learning with online learning, utilising Open Educational Resources (OER) and MOOCs in particular. The learning activities should be a balance between formal and non-formal methods and techniques with the balance in favour of non-formal methods to reflect the non-formal nature of the learning programme.

	It is important that participants are given the opportunity to gain the knowledge and develop the skills specified in the learning outcomes for each unit through a combination of class-based and practical learning including online. For example: • Physically using digital devises and learning technology platforms such as VLEs. • Producing a chart or mind map to list the key features, advantages and disadvantages of digital engagement, communication, digital reflection that can be compared with a peer group. • Watching video clips that demonstrate the use of digital technologies. • Bringing in guest speakers with expertise and experience of digital learning and communication technologies. • Visit to other institutions with expertise and experience in using digital technologies to enhance teaching and learning and for CPD.
Assessment	The course is non-formal, meaning that it will not lead to qualifications and participants will not have to take a formal examination. However, the extent to which they have achieved the learning outcomes will be assessed and recorded including the use of learning logs. The assessment will use both formal and informal methods and will include project work, presentations using digital technologies and tests involving participants using digital technologies.

Module 2

Digital Resources

Nowadays, digital tools are used every day by almost everyone. It also happens in education sector, because digital education tools are widespread when developing learning projects and activities. Therefore, it is necessary to include such means of learning in educators' toolkit. In other words, train educators how to look for and use learning digital tools, as well as highlighting the threats they can face.

This module will support educators to source, create and share digital resources.

Units included in this module	2.1 Selecting digital resources 2.2 Creating and modifying digital resources 2.3 Managing, protecting and sharing digital resources
Approximate duration of the module	18 guided learning hours
Duration of the unit	Unit 2.1 Selecting digital resources 6 hours and 45 minutes maximum (expected 6 hours and 30 minutes), based on face-to-face activities
General aims of the module	The main aim of this module is to teach adult educators to source, create and share digital resources so they can use them for pedagogical purposes.
Methodology	This module will use classroom-based learning to introduce relevant concepts regarding the source, creation and sharing of digital resources. It will also allow learners to select and apply several digital resources, so they will get some practical learning. Finally, they will exchange experiences and practices, so promoting peer-to-peer learning as well.
Assessment Strategies	Assessment will combine several strategies. On the one hand, assessment will be based on documents and materials produced by learners during face-to-face activities: presentations, reports and written answers. On the other hand, observation, oral answers and group discussions will also work as assessment methods. Finally, by end of the sessions, a quiz/questionnaire will be filled out by learners.

Module 3
Teaching and Learning

This module focuses on the competences required for designing, planning and implementing the use of digital technologies in the different stages of the learning process.

Digital technologies can enhance and improve teaching and learning strategies in many different ways. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of digital technologies in the different phases and settings of the learning process.

Units included in this module	Unit 3.1 - Teaching Unit 3.2 - Guidance Unit 3.3 - Collaborative Learning Unit 3.4 - Self-regulated Learning
Approximate duration of Module	10 guided learning hours
Duration of the unit developed	Unit 3.3 Collaborative Learning – 3 guided learning hours
General aims of the module	The module aims to help adult educators plan for, and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions; manage and orchestrate digital teaching interventions, experiment with and develop new formats and pedagogical methods in teaching.
Methodology	This module is intended to be delivered in blended form, combining classroom-based learning with online learning, utilising Open Educational Resources (OER) and MOOCs in particular. It is important that participants are given the opportunity to gain the knowledge and develop the skills specified in the learning outcomes in order to demonstrate the relevant competences through a combination of class-based and practical hands- on learning including online. For example: • Physically using digital devises and learning technology platforms such as VLEs.

	• Practical exercises designing, planning and implementing teaching and learning activities using digital media. • Watching video clips that demonstrate the use of digital technologies. • Bringing in guest speakers with expertise and experience of curriculum design, planning and implementation. • Visits to other institutions and/or observing staff with expertise and experience in using digital devices in learning.
Assessment Strategies	The entire course is non-formal, meaning that it will not lead to qualifications and participants will not have to take a formal examination. However, the extent to which they have achieved the learning outcomes will be recorded and assessed using a combination of formal and informal assessment methods and techniques, both formative and summative, but mainly summative. The assessment will include a combination of practical exercises involving the use of digital technologies to assess digital skills, multiple choice quiz to assess knowledge and attitudes, question and answer sessions, presentations and the use of a reflective log.

Module 4

Assessment

Assessment is an integral part of learning and teaching and digital technology has significant potential to improve the assessment process. If utilised appropriately it can help to reduce Educator workload and ensure a more efficient assessment process both in terms of the assessment time itself and the time required to provide results and feedback. Digital assessment platforms can also easily provide personalised feedback to learners, this feedback can then be utilised by educators to ensure that learners focus on areas in most need of improvement. The time saved can instead be used to enrich learning and teaching.

Units included in this module	4.1 Assessment strategies 4.2 Analysing evidence 4.3 Feedback and planning
Approximate duration of the module	Module will be split into 3 training course each running for approximately 6 to 8 hours split over a selected number of days and will include independent study including homework assignments and assessments.
Unit Duration	Unit 4.1 Assessment strategies 2 Session, each 4 hours in length Plus approx. 2 hours independent study including homework set assignments/assessments
General aims of the module	Using digital technologies for formative and summative assessment. Enhancing the diversity and suitability of assessment formats and approaches
Methodology	Presentations, Class practical activities, group discussions and assignments
Assessment Strategies	Educator and peer observations, interactive voting systems, Quiz, practical tasks and activity worksheets.

Module 5

Empowering Learners

People with disabilities, members of minority groups and more in general diverse people suffer from or are at risk of exclusion during the learning process. For this reason, assistive technology includes products and related services that improve the functioning and the inclusion of those people, enhancing their quality of life.

Assistive technology may have a significant effect in helping learners progressing towards the goals. The learning sessions foreseen for this module are addressed at recognising the difficulties and need of learner in needs and answering embedding in the learning path the right assistive technology and methods. More specifically, sessions are focused on:

- ✓ Recognition/assessment of learners' needs;
- ✓ Tackling needs with low-tech and mid-tech assistive technologies;
- ✓ Setting inclusive learning material applying simple tricks;
- ✓ Setting inclusive assessment tools for learners in need.

Units included in this module	5.1 Accessibility and inclusion 5.2 Differentiation and personalisation 5.3 Actively engaging learners
Approximate duration of the module	8 guided learning hours (face-to-face)
Duration of the unit	Unit 5.1 Accessibility and inclusion 2 hours maximum based on face-to-face activities for each unit and 2 hours estimated time for assignments (approximately)
General aims of the module	The aim of this module is empowering adult educators in order to be able to ensure accessibility to learning resources and activities learners/learners in need. Recognising and considering learners' expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.
Methodology	"Accessibility and inclusion" module is mainly classroom-based learning accompanied with non-formal techniques to ease and improve the learning experience of the adult learners. Sessions are structured to introduce relevant concepts regarding inclusion of learners in need facing eventual barriers during the education

	process as well as setting the right assessment strategy to measure the improvement of the learners, both using specific digital tools. Sessions will include assessment framework and methods to identify specific needs to be addressed.
Assessment Strategies	Adult educators will be assessed according to a varied set of indicators, which are going to be gathered through: - Assignments/homework; - The general use of the VLE; - The participation and interaction during the sessions; - Quiz after each Session (available on VLE); - Tutor observation also connected to the application of the Transversal Competence Competences Analysis Model

Module 6

Facilitating Learners' Digital Competence

Digital competence is one of the transversal competences educators need to instil in learners.

Whereas fostering other transversal competences is only part of educators' digital competence in as far as digital technologies are used to do so, the ability to facilitate learners' digital competence is an integral part of educators' digital competence.

Units included in this module	6.1 Information and media literacy 6.2 Digital communication and collaboration 6.3 Digital content creation 6.4 Responsible use 6.5 Digital problem solving
Approximate duration of the module	Module will be split into 5 training courses each running for approximately 4 to 8 hours split over a selected number of days and will include independent study including homework assignments and assessments.
Unit Duration	Unit 6.2 Digital communication and collaboration 4 Session, each 2 hours in length Plus approx. 2 hours independent study including homework set assignments/assessments Unit 6.4 Responsible use 3-4 hours in length Plus approx. 1 hour independent study including homework set assignments/assessments
General aims of the module	Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.
Methodology	Presentations, Class practical activities, group discussions and assignments
Assessment Strategies	Educator and peer observations, class activity worksheets, Summative assessment quiz.

Section 4:

Glossary

Collaborative learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.

Collaborative Tools

Collaborative Tools refer to web-based tools that enable teachers and students to perform a wide range of tasks, such as interactive discussions, online collaboration activities, sharing and accessing electronic learning resources and many others.

Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

DigCompEdu

The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts.

DigCompEdu details 22 competences organised in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training[1].

Digital

Involving or relating to the use of computer technology.

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[1] DigCompEdu official website: https://ec.europa.eu/jrc/en/digcompedu

Digital learning

Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas[2].

Digital learning resources

Materials included in the context of a course that support the learner's achievement of the described learning goals[3]

eWaste

Computers, phones, and other electronic products and devices that are thrown away because they are old, broken, etc.

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to assess learning during a lesson, unit, or course. It helps identify areas that a learner is struggling to understand and the skills they are having difficulty acquiring.

Guided Learning Hours

Guided Learning Hours – (GLH) - refer to the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of trainer supervisor, tutor or other appropriate provider of education or training. It does not include the time spent on self-directed learning.

Internet addiction disorder

A mental condition characterized by excessive use of the internet, usually to the detriment of the user. Addiction is generally understood to be a mental disorder involving compulsive behaviour. When someone is constantly online, they may be described as addicted to it.

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[2] Victoria State Government (2018). Education and Training: Digital learning. Retrieved from: https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/default.aspx

[3] University of Auckland (2018), Developing course content. Introduction. Learning objective: To define digital learning resources. Retrieved from: https://flexiblelearning.auckland.ac.nz/learning_technologies_online/6/1/html/course_files/1_1.html

Mind Map

A mind map is a way to brainstorm thoughts without. It allows ideas to be structured visually to help with analysis and recall. It is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a graphical layout that helps to build an intuitive framework around a central concept.

Ofsted

Ofsted is the Office for Standards in Education, Children's Services and Skills based in UK. It inspects and regulate services that care for children and young people, and services providing education and skills for learners of all ages[4].

Open Educational Resources (OERs)

A) Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation[5].

B) Technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes. It may include: full courses, course modules, syllabuses, lectures, homework assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, and many more resources contained in digital media collections from around the world[6].

Personal Data

Personal data is any information that relates to an identified or identifiable living individual. Different pieces of information, which collected together can lead to the identification of a particular person, also constitute personal data.

Privacy settings

The part of a social networking website, internet browser, piece of software, etc. that allows you to control who sees information about you.

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[4] https://www.gov.uk/government/organisations/ofsted/about
[5] UNESCO (2018), What are Open Educational Resources (OERs)? Retrieved from:
http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/
[6] CEDEFOP (2016). Validation and open educational resources (OER). Thematic report for the 2016 update of the European inventory on validation. Retrieved from:
http://www.cedefop.europa.eu/files/4149_en.pdf

SEN (Special Educational Need)

SEN refers to children and adults who have learning problems, disabilities and/or are facing any other sort of exclusion that make it harder for them to learn than most of other individuals. Many of those will have special needs of some kind at some time during their education. To tackle this need help will usually be provided in their ordinary school/educational path/career, sometimes with the help of specialists.

SETT (Students Environment Tasks Tool)

The SETT Framework is a four part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness.

SETT is an acronym for Student, Environments, Tasks, and Tools. Although the letters form a memorable word, they are not intended to imply an order, other than that the student, environments, and tasks should be fully explored before tools are considered or selected.

Social exclusion

It is the act of making certain groups of people within a society feel isolated and unimportant.

Summative Assessment

Summative assessment is used to evaluate student learning, progress and achievement at the end of a specific instructional/learning period—usually at the end of a project, unit, course, semester, programme, or school year usually comparing it against some standard or benchmark.

Universal Design Learning

UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences.

Acknowledgements

The development of this Course in Digital Skills for Adult Educators was a result of the common effort of the DigiTrain partnership and the experts of the project partners. The editing of the Course in Digital Skills for Adult Educators was made by Eurosuccess Consulting.

The partnership consisted of 6 organisations from 5 countries:

Futuretrend (UK) provides training in IT; Design, Financial and Business Skills and focuses on helping clients advance their skills for either business or personal success. Training includes popular courses such as Photoshop, WordPress, Software Testing, Business Analysis, Stocks, and Shares & Investments Training.

Futuro Digitale Association (Italy) is a non-profit organisation. It caters for local community needs such as unemployment and/or basic skills, targeting disadvantaged and marginalised groups such as migrants and members of minority groups. It works to promote empowerment through development connected to e-learning, traineeship and personalised patterns of working. It is also a job agency validated by the Ministry of Labour, and helps target groups to write and boost their CVs and orienteer their careers through non-formal learning tools.

Eurosuccess Consulting (Cyprus) is a Consulting & Training organisation in the field of project management; training & consulting services; and advice and guidance. The organisation provides a comprehensive package of services addressing the needs of various target groups and organisations with regards to their lifelong learning opportunities, in Cyprus and abroad.

Action Synergy S.A. (Greece) is an education, training and knowledge-based applications organization involved in the development of education technologies, training methodologies and the development of e-learning training courses. It has a particular focus on the promotion of adult education and the acquisition of transversal skills for young people and adults. Key areas of expertise include: the development of learning methodologies, educational technologies courses and modules making use of innovative methodologies.

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, organisations and companies, in projects involving mobility, education and growth.

Global Learning & Skills Partnership (GLaSP) (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. The organisation delivers training and workshops in employability skills, job search skills, personal finance, functional life skills, Digital Skills & ICT, the global dimension, intercultural learning & communication, health awareness and entrepreneurship.

Section 5:

Annexes – Lesson Plans