Rural GCE

2020-1-BG01-KA204-079069

Training Methodology

Intellectual output O1

A2 - Definition and design of the training Back Pack

Table of Contents

Introduction

This document is the common European Rural GCE training methodology for relevant stakeholders in rural areas, including NGOs, activists, policy makers, institutions, educators, trainers.

To set up the basis for the development of the training programme and training material, partners conducted national research in each respective country, aiming to:

- Identify national specific needs, gaps and perceptions of GCE
- Involve relevant stakeholders and target groups from the very beginning of the project, in order to acquire first hand information about local needs and expectations
- Probe the public opinion on specific topics and ideas

The research was based on preliminary national desk research, and public surveys, with conclusions and results outlined during IO1.A1.

National desk researches aimed to identification the current state rural global citizenship education plays in each partner country, and in particular the needs that must be met in each country to sufficiently improve the state of global citizenship in rural areas. Following a process of validation to ensure the veracity of these needs with stakeholders, the "TO-BE" situation will be identified in a common, overall report, defining what exactly it is that should be focused on to go from the current status quo to the desired, optimal situation.

Overall, these reports and the surveys that followed them show a reasonably clear picture of the status quo, but also of the situation towards which the project should be aiming.

Target groups

The project foresees the involvement in activities of relevant target group representatives and other beneficiaries, during the project preparation and implementation phases. The target group of the project are primarily low-skilled adults from rural areas which can benefit from GCE training. Apart from the primary target group, the following direct target groups are envisaged:

- NGO activists in rural areas
- Rural CSOs members
- Rural municipalities (staff and politicians)
- Social educators
- Rural development agents
- Rural schools (teachers and staff)

Course languages

English, Bulgarian, Greek, Spanish

Suggested learning outcomes

- Improve the knowledge and the professional skills of educators in rural areas
- Encourage media literacy, including digital consumer competences in rural areas
- Understanding of basic concepts, such as
    - o Gender and social inequality
    - o Poverty
    - o Cultural identity and diversity
    - o Stereotypes and prejudices
    - o Human rights
    - o Media literacy
    - o Social and environmental responsibility
    - o Conflict management
    - o Activism

Learning methodology

The training course uses self-paced e-learning, with an option for trainer's assistance.

It has as objectives:

- to introduce the themes to the participants and
- to elaborate the main theoretical and practical aspects of the course.

The total duration of the training will be 6 weeks. The optimal duration of each training module should be 5 hours, with the option to be extended if the module is important or has more information. Each module will last one week, with 5-6 hours depending on the topic. The total duration of the course will be 30-35 hours.

Each module will end with a self-assessment questionnaire for evaluating what the participant has learned.

Each module will include indicatively the following:
- theory
- examples/good practices (if possible, at least one per module)
- practical recommendations
- hands-on activities
- additional resources (videos, articles, etc.)
- self-assessment

The self-assessment tools will be developed after the theoretical part is complete. They will be based on the training content, and will serve as an important measure for learners' knowledge acquisition, their interests and further personal development guidelines.

Materials will focus on accessible language, examples/good practices, but will be flexible enough to be useful for groups outside the project's focus.

The main motivational mechanism will be based on the ideas promoted by the Open Badges specification.

Mode of delivery

Type of activity (per week)	Time to be spent by a learner in hours (per week)
Individual study + self-assessment + assignments Study of additional resources	5-6
Total training course (6 weeks)	**Time to be spent by a learner in hours (total)**
e-learning	30-35

Prerequisites

Rural GCE training course addresses learners with wide background ranges, therefore the requirements for attending the course are knowingly set low:

- Required education: none
- Required knowledge: general understanding of social dynamics, citizenship and local activism practices
- Required experiences: none
- Required courses: none

Learning material

Based on the results from the reports and surveys in IO1.A1 the learning material should be composed taking into consideration the following:

- As a general rule, subjects covered by GCE tend to include diversity and identity, human rights, gender equality, environment and climate change, democracy and civic engagement. On the other hand, stakeholders tended to feel that issues like media and disinformation, critical and ethical thinking, human rights, poverty and inequality, community engagement and participation, and environment and climate change should be included in GCE but are not

- On the issue of skills and approaches that are most useful for teaching GCE, there was a considerable degree of consensus around case studies and practical examples, with creativity and interdisciplinary approaches also popular. This was underlined both by the desk research undertaken and the surveys distributed to stakeholders in all partner countries.

Thematic modules (to be finalized)

1. Inequality and poverty - causes, actors, interests and responsibilities
2. Cultural diversity, identities, stereotypes and dismantling prejudice. Human rights
3. Media literacy and internet safety
4. Sustainability and consumption. The limits of the planet
5. Conflict management, mediation and negotiations
6. Community actions - methods of participation, influencing decision making, activism

Piloting activities

Piloting activities: In the last 2 months of the project, the partners will organise several hands-on training exercises in the form of remote training sessions and if possible, also through physical training. The remote or physical training will be administered initially by the trainers/instructors who will be appointed by the partners and participate in the internal testing cycle ("Dry runs").

A credible validation will require until the end the involvement of minimum 40 trainees per country resulting in 200 trainees in total. Follow up activities require obtaining validation feedback from at least 1/3 of them, most likely through responses to an online assessment questionnaire (around 65 questionnaires).

Certification/recognition of learning achievements

Learners will be awarded with a certificate and/or open badge automatically issued by the e-learning platform at the end of the course based on the score of self-assessment tests and accomplishment of activities (going through the learning materials, submission of assignments, etc.).

Suggested course guidelines

General recommendations

Referencing

To ensure consistency across all modules, please use the APA Format Citation style (APA 7th edition) of in-text citation throughout the module (if you introduce new references) but use hidden text.

Copyright

Make sure you make it clear and only share materials that are open.

A Creative Common license is suggested for course contents, specifically the BY-NC-SA licensing (Attribution-NonCommercial-ShareAlike - this license lets others remix, adapt, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms)

Images

- Make sure you have the right to use any images you include, and they are correctly referenced.

- If the images contain some vital information, then you need to provide an editable version for translation.

- If you include figures, tables or annexes in the training module, then use numbers in their legend and add a list of them at the begging of the module (contents table).

Learning

Structure the training material to engage our learners as much as possible. The lesson should be constructed as a series of activities a learner has to work through, all of which map to the learning outcomes for the lesson as a whole.

Furthermore:

1. Use high quality resources from reputable sources

2. Use quotations, graphics, case studies and figures to illustrate material. They provide the student with an opportunity to create a personal understanding of the topic.

3. Use learning activities that generate relationships between what the learner sees, hears, or reads and their retention of this material (e.g. learning tasks, demonstrations, metaphors, analogies, examples, open-ended questions, interpretations and inferences).

4. Use key points to highlight the main learning points in each module. These key points summarise the module at various stages. They are not a comprehensive summary or conclusion to the entire module, but a brief reminder to students of the main points covered.

5. Highlight in bold all the **important definitions and terminology**. We may consider the creation of a dictionary of key terms at the beginning or at the end of the module with bookmarks.

6. Hyperlinks/URLs: Addresses to relevant and established web-sites should be provided for further research and reading. Hyperlinks to videos (YouTube, TedTalks), podcasts, newspaper articles, government agency resources. Note that this content is most commonly in English so it should come as additional inspiration material, but not main teaching resource. Choose short videos with simple language that have already some subtitles (even only in English) and the option for automatic translation. Also note that external links and videos can be removed even before the end of the project. Therefore, don't forget to mention that additional resources are complementing to the content and at the time of content creation they were working correctly.

Style guidelines

Please apply the following specifications:

1. Address the reader as 'you', or the equivalent polite form in each specific language
2. Refer to the reader as 'the learner'
3. Aim for an average of no more than 20 words per sentence
4. Avoid the use of jargon words. As a general rule of thumb, material should be written in a lighter style than those found textbooks.
5. Avoid long, dense paragraphs of text.
6. Use headings and sub-headings as appropriate to avoid lengthy paragraphs.
7. Assume that the learner has no knowledge or minimal knowledge of the topic. Where academic language or new terminology is introduced, use footnotes or similar features to explain terms.
8. Follow the template for headings and body text, provided by Emphasys

Learning outcomes

After the completion of the course the learners are expected to have the following knowledge, skills and competences available.

- **Knowledge**
Factual and theoretical knowledge in broad contexts regarding global citizenship, and developing values of fairness and social justice, enhance the critical skills for civic literacy, etc.

- **Skills**

Providing rural population with the necessary skills to use media, developing their critical thinking by new ways of promoting sustainable rural development in accordance with the sustainable development goals and general enhancing their self-development.

- **Competence**

Media literacy, including digital consumer competences in rural areas as a sustainable learning tool.