TEACHER ACADEMY SUSTAINABLE COMMUNICATION

Social Change through Sustainable Communication in Lifelong Learning in Schools and Society

www.eutasc.eu

www.facebook.com/tascprojecteu

www.instagram.com/tascprojecteu

www.x.com/tascprojecteu

Social Change through Sustainable Communication in Lifelong Learning in Schools and Society

ERASMUS-EDU-2022-PEX-TEACH-ACA ERASMUS-PJG 101104036

EUROPEAN JOINT TRAINING PROGRAMME SUSTAINABLE COMMUNICATION
20 ECTS
20-05-2025 to 13-03-2026

Foreword

We, the EU consortium of TASC, a teacher academy focused on sustainable communication, are proud to present our brochure on the EU joint training programme of 20 ECTS.

This EU joint training programme is the result of cooperation between the various partners of the project. In 2023, the TASC project was approved by the European Commission, allowing us to realise our dream.

We express our sincere gratitude to all the partners for their involvement, commitment, and contribution. Developing an EU joint training programme is a significant challenge.

As teachers are the cornerstones of society, we aim to equip them with skills in 'sustainable communication' in a transversal way. We are convinced that this EU joint training programme will be a catalyst in this 21st century, full of challenges.

This brochure presents, an explanation of 'sustainable communication', the context, the modules and grades, the impact, and the application process, along with the issuer contact information. We believe in social change through teachers; let's contribute with 'sustainable communication'.

Nele Mestdagh and Els Callens,
Coordinators on behalf of the TASC Consortium.
VIVES University of Applied Sciences, Belgium

Sustainable Communication

Sustainable communication is a vital transversal competence for teachers, impacting their work, life, and future of the planet. It is a future key competence in the European Education Area, promoting inclusion, diversity, accountability, and cooperation.

Sustainable communication in education promotes an ethical, inclusive, and open society that encourages dialogue, participation and actions towards a fairer and more sustainable future.

Teachers develop a deeper sense of EU identity and values through skill training in nonviolent, intercultural and restorative communication and action, thus contributing to lifelong learning cooperation.

TASC equips current and future teachers with the necessary skills to become reflective and agile teachers capable of preventing, reducing or eliminating violence, discrimination, polarisation, exclusion and bullying in schools and society and fostering social change.

Contextualisation

Sustainable communication in education refers to promoting responsible and ethical communication practices within the educational community, encompassing both how it is taught and practiced in institutions. Here are several ways sustainable communication can be applied in education

Promotion of Media and Digital Literacy: Sustainable communication in education involves teaching students to be critical and ethical users of media and digital technology. This includes educating them on information verification, recognizing biases, and promoting empathy online.

Dialogue and Student Participation: Encouraging active student participation in classroom communication and institutional decision making is essential. This can be achieved by facilitating open debates, collaborating on group projects, and creating spaces for students to express their options and concerns.

Promotion Sustainability: Sustainable communication is connected with several United Nations Sustainable Development Goals (SDGs). It supports SDG 3, focusing on well-being; SDG 4, emphasizing quality education, inclusion, and lifelong learning; and SDG 5, promoting gender equality. Additionally, it is also connected to SDG 10, reducing inequalities; SDG 16, fostering peace; and SDG 17, building partnerships to achieve these goals.

Transparency and Institutional Communication: Educational institutions can practice sustainable communication by being transparent and honest with students, parents, and the community.

This involves providing clear information about school policies, administrative and pedagogical decisions, and challenges facing the institution.

Collaboration and Community Building: Fostering collaboration among students, teachers, administrators, and the broader community to address educational challenges and promote well-being is another facet of sustainable communication.

Inclusion and Diversity: Promoting inclusive and respectful communication that recognizes and celebrates diversity in all its forms is crucial. This means creating an environment where all students feel valued and heard, regardless of their ethnic, cultural, linguistic, gender, or other backgrounds.

Curricular Specifications

In this section, we will address curriculum specifications primarily related to constructs, as well as the competences that we must consider achieving **sustainable quality communication**.

Constructs

Effective communication forms the foundation for fostering relationships and structuring societies. Within any group, distinctive communication patterns and codes emerge, understood by all its members. Resolving conflicts requires a communicative strategy, as it helps in understanding the essence of the conflict and facilitating fair, innovative, and notably non-violent resolutions. It is imperative for schools to cultivate students' awareness of conflicts and enhance their social and personal skills.

More specifically, constructs such as intercultural communication, nonviolent communication, cooperation, problem-solving and problem solving related to communication (restorative communication), as well as reflection are linked to sustainable communication and serve as predictors of it. We must recognise the importance of sustainable communication as a vital skill within educational settings and the broader field of education.
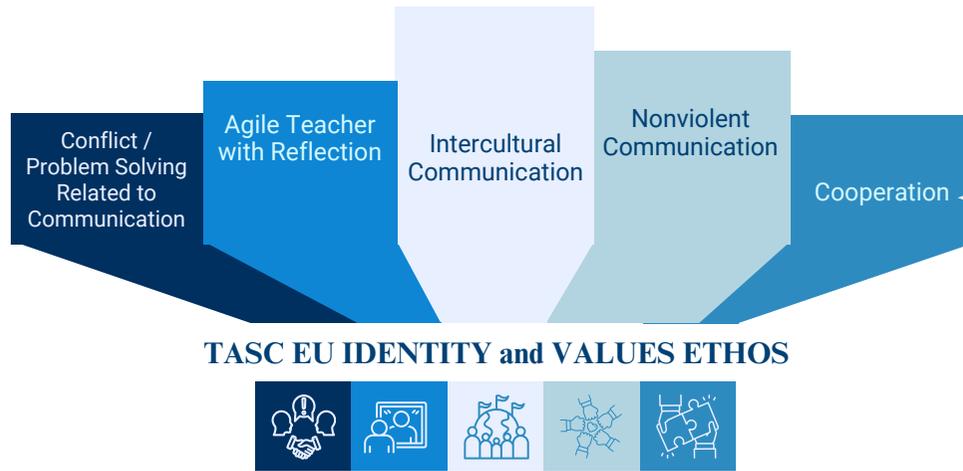

Conflict / Problem Solving Related to Communication — **Agile Teacher with Reflection** — **Intercultural Communication** — **Nonviolent Communication** — **Cooperation**

TASC EU IDENTITY and VALUES ETHOS

Figure 1. Five constructs of European Joint Programme TASC.

Selection of the Competences from the EFCDC

To develop sustainable communication within our teacher academy, we utilize a selection of 11 competences from the European Framework of Competences for Democratic Culture (EFCDC). These competences encompass a blend of values, attitudes, skills, knowledge, and critical understanding. At the core of sustainable communication is skill training, which seamlessly integrates with these competences.

VALUES
1. Valuing human dignity and human rights
2. Valuing cultural diversity

ATTITUDES
5. Respect
7. Responsibility

SKILLS
12. Skills of listening and observing
13. Empathy
15. Linguistic, communicative and plurilingual skills
16. Co-operation skills
17. Conflict-resolution skills

KNOWLEDGE AND CRITICAL UNDERSTANDING
18. Knowledge and critical understanding of the self
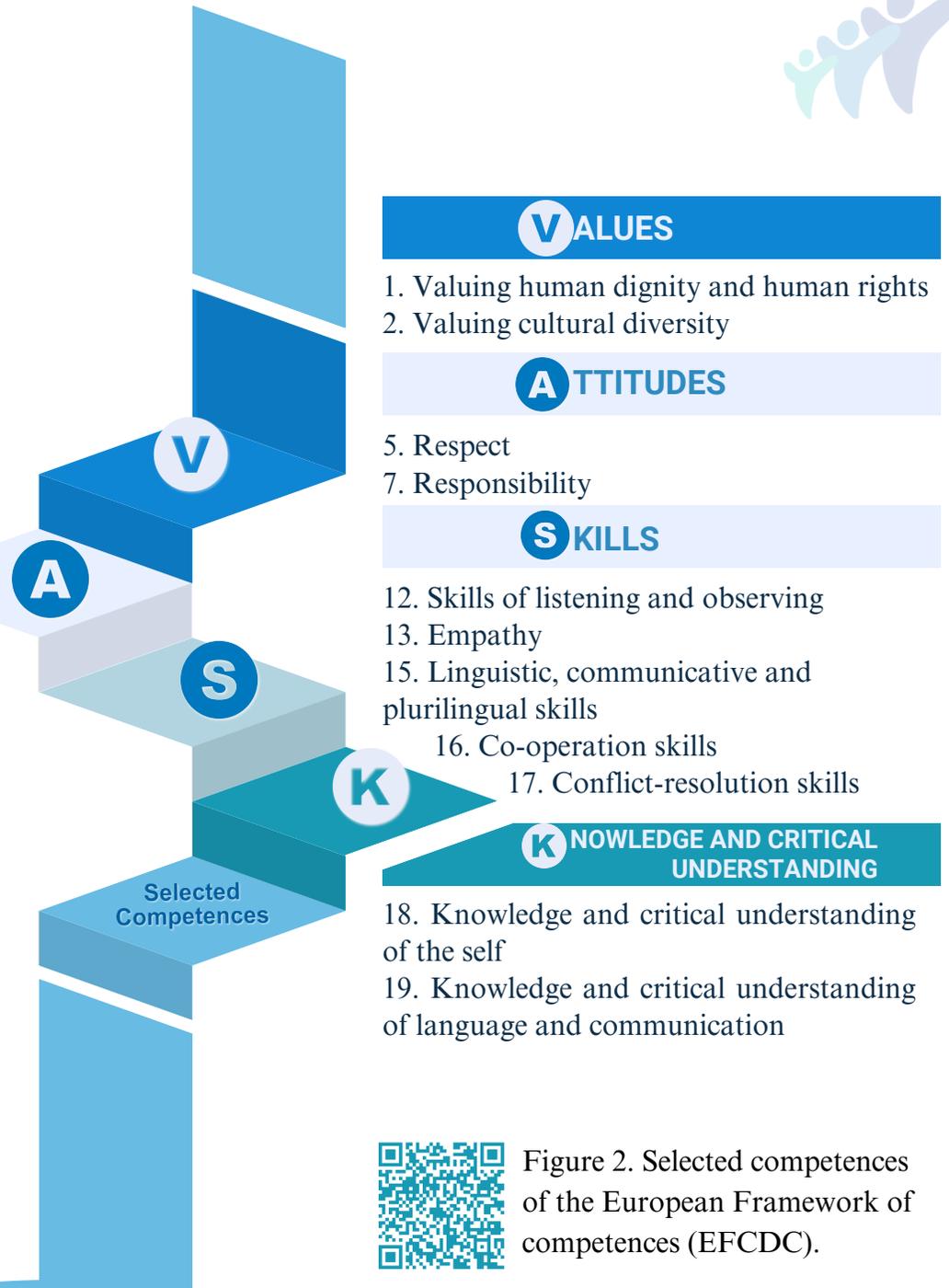19. Knowledge and critical understanding of language and communication

Figure 2. Selected competences of the European Framework of competences (EFCDC).

Selection of the DigComp Framework

Aligned with the European Framework of Digital Skills for citizens (DigComp Framework), our joint training programme for teachers in the Erasmus+ TASC project aims to ensure a holistic approach to skill development. Given the nature of our initiative, the Teacher Academy for Sustainable Communication, the domain of Communication and Collaboration is our primary focus regarding digital competences.

We have selected 10 competences that are most closely related to sustainable communication.

Information and data literacy
1.2. Information and data literacy

Communication and collaboration
2.1 Interacting through digital technologies
2.2 Sharing through digital technologies
2.3.Engaging in citizenship through digital technologies
2.4.Collaborating through digital technologies
2.5.Netiquette
2.6.Managing digital

Digital content creation
3.1.Developing digital content
3.3.Copyright and licenses

Problem solving
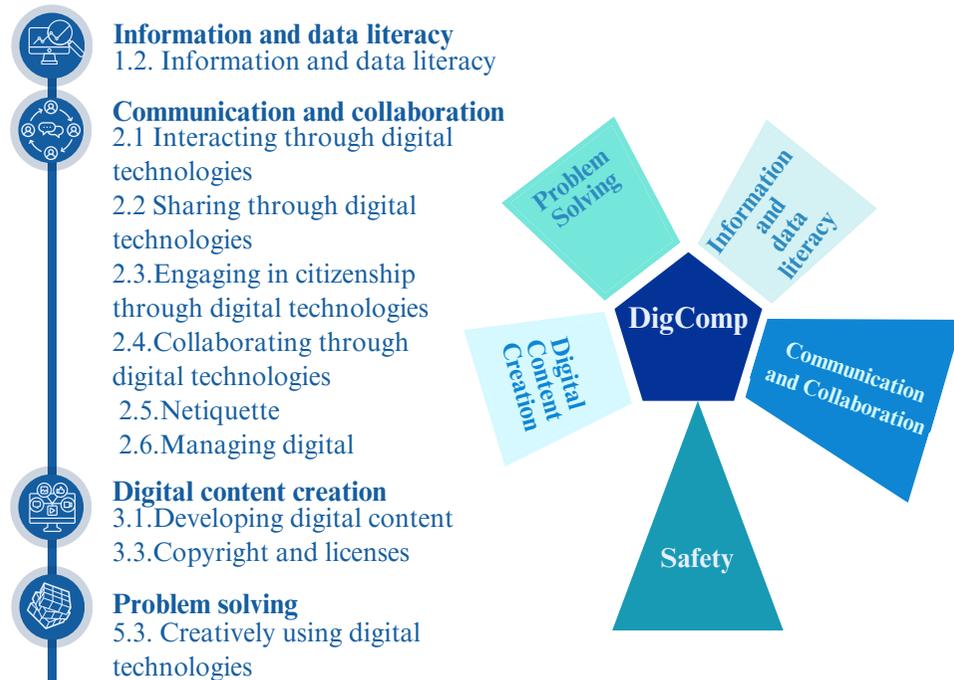5.3. Creatively using digital technologies

Figure 3. Digital competences connected to Sustainable Communication, European Framework of Digital Skills.

As educators in this training programme, emphasizing the importance of digital safety is crucial. Teachers, who are both learners and educators in this interconnected landscape, must master technical skills and develop a strong sense of responsibility regarding online safety. Whether in synchronous virtual meetings or asynchronous interactions, teachers should be equipped with strategies to protect personal information, manage online risks, and promote a culture of respect and inclusivity. By prioritizing safety, we aim to empower teachers to navigate the digital world confidently, ensuring a secure and enriching experience for all involved.

4 Tips On Digital Safety

1 Secure Passwords
- Never share your password with anyone.
- Use strong and unique passwords for different accounts.
- Change passwords periodically to enhance security.

2 Be Aware of Phishing
- Be sceptical of unexpected emails or messages asking for personal information.
- Avoid downloading attachments or clicking on links from unknown sources.
- Report any suspicious communications

3 Protect Personal Information
- Avoid publishing sensitive personal details online. Be cautious about the information shared on online platforms
- Consider the potential impact of online posts on personal and professional life.
- Check privacy settings regularly to control access to personal data.

4 Protect Against Cyberbullying
- Never engage in or tolerate cyberbullying.
- Report any instances of cyberbullying promptly.
- Foster a supportive and respectful online community.

Figure 4. Tips on digital safety.

Modules and Grades

Introduction

The training programme consists of 5 modules that comprehensively integrate the constructs of sustainable communication with 11 selected competences from the European Framework of Competences for Democratic Culture (EFCDC) and 10 competences from the European Framework of Digital Education (DigComp) competences. As a result, the programme is accredited with 20 ECTS credits.

These modules are strategically distributed throughout the programme's various stages to enhance teachers' professional growth in sustainable communication.

Trainees' workload of the five modules will progressively increase in depth as the programme advances. Each module's development will follow a sequenced approach tailored to the specific needs of sustainable communication initial grade (grade A), sustainable communication continuous grade (grade B), and sustainable communication professional grade (grade C) training. Teachers are expected to adhere to all three grades of ongoing professional development.

Modules

The modules constitute the backbone of our training programme and the accompanying teacher toolkit, which features 45 tools designed for independent use by educators. These tools guide the teacher to grow at their own level in sustainable communication.
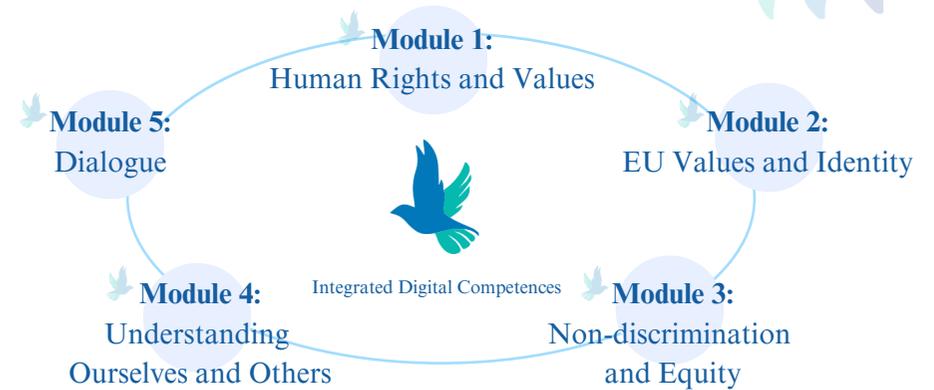

Figure 5. Five modules - TASC.

These modules are designed to provide essential skills and knowledge across various thematic areas, emphasising sustainable communication practices. We need to consider the following Key Concepts:

Module	Concept	Key Concepts
Module 1	Human Rights and Values	Universal and Key Values Advocacy and Implementation of Human Rights Human Rights in the Digital Era
Module 2	EU Values and Identity	Identity EU Values European Teacher Identity and Values
Module 3	Non-discrimination and Equity	The Respect of Diversity The Non-discrimination Path Achieving Consensus in a Diverse Group
Module 4	Understanding Ourselves and Others	Understanding Oneself Understanding Others Understanding Connecting with Others
Module 5	Dialogue	Empathic Dialogue Skills Problem Solving and Conflict Resolution Skills Cooperation Skills

Figure 6. Five modules and key concepts - TASC.

Grades

The EU joint training programme is structured into three grades: sustainable communication initial grade (grade A), sustainable communication continuous grade (grade B) and sustainable communication professional grade (grade C). These 3 parts have in total 20 ECTS credits, with grade A accounting for 6 ECTS, grade B for 6 ECTS, and grade C for 8 ECTS.

Each grade offers a physical (face-to-face), blended, and virtual learning path. The physical meetings are conducted at three of our TASC partner institutions.

SUSTAINABLE COMMUNICATION PROFESSIONAL GRADE (Grade C)
ECTS 8:
2 ECTS virtual
4 ECTS blended
2 ECTS physical **in İzmir (Turkey)**

SUSTAINABLE COMMUNICATION CONTINUOUS GRADE (Grade B)
ECTS 6:
2 ECTS virtual
2 ECTS blended
2 ECTS physical **in Lisbon (Portugal)**

SUSTAINABLE COMMUNICATION INICIAL GRADE (Grade A)
ECTS 6:
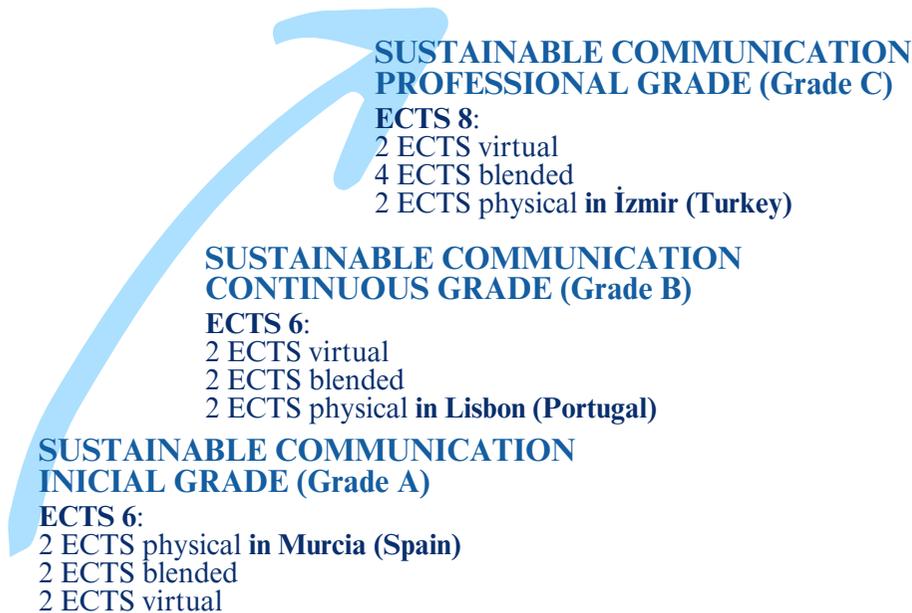2 ECTS physical **in Murcia (Spain)**
2 ECTS blended
2 ECTS virtual

Figure 7. Overview grades, ECTS and learning paths – TASC.

Each of the three grades incorporates components from the five modules: Human Rights and Values (1), EU Values and Identity (2), Non-Discrimination and Equity (3), Understanding Ourselves and Others (4), and Dialogue (5). Each module is designed to integrate digital competences tailored to the requirements of the physical, blended, or virtual learning path.

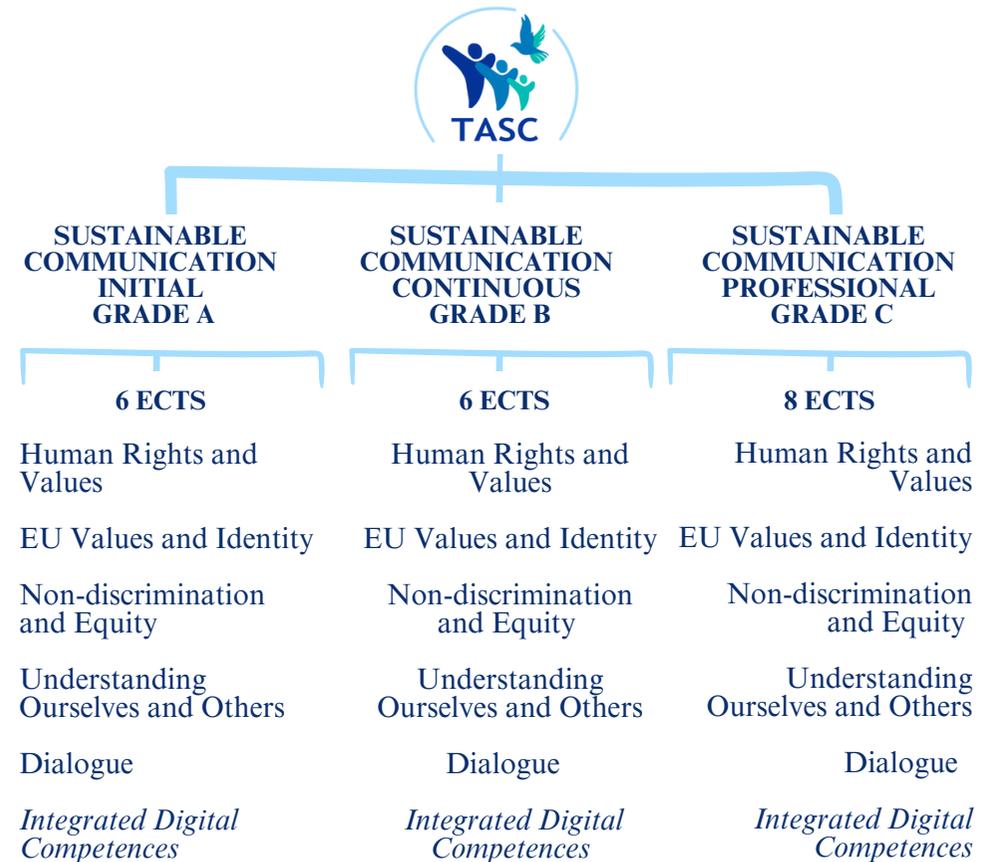| SUSTAINABLE COMMUNICATION INITIAL GRADE A	SUSTAINABLE COMMUNICATION CONTINUOUS GRADE B	SUSTAINABLE COMMUNICATION PROFESSIONAL GRADE C
6 ECTS	**6 ECTS**	**8 ECTS**
Human Rights and Values	Human Rights and Values	Human Rights and Values
EU Values and Identity	EU Values and Identity	EU Values and Identity
Non-discrimination and Equity	Non-discrimination and Equity	Non-discrimination and Equity
Understanding Ourselves and Others	Understanding Ourselves and Others	Understanding Ourselves and Others
Dialogue	Dialogue	Dialogue
Integrated Digital Competences	*Integrated Digital Competences*	*Integrated Digital Competences*

Figure 8. Visual diagram – TASC.

Learning Objectives and Learning Outcomes

In this section, we will explore the organisational structure of TASC in terms of its modules and levels.

For each module selected across our transnational scope, we have carefully identified three learning objectives. These objectives integrate Bloom's taxonomy, progressing from knowledge and comprehension to application, analysis, synthesis, and evaluation. *(Annex 1)*
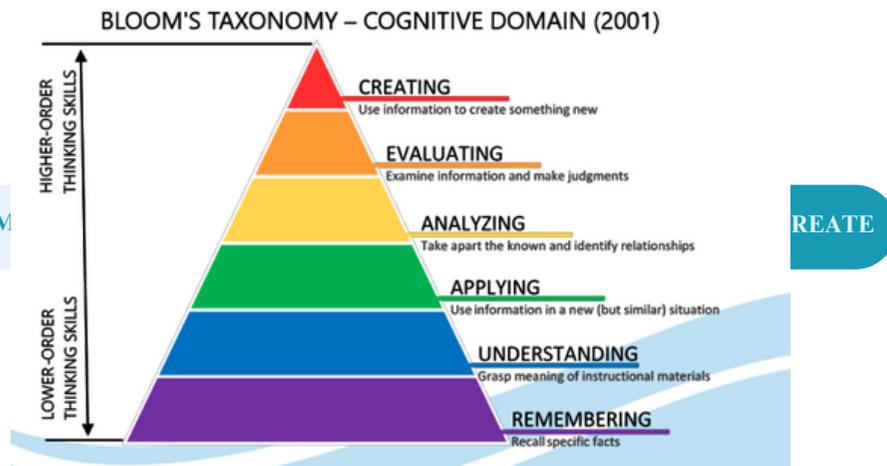

Figure 9. Bloom's Taxonomy - TASC.

Learning outcomes related to sustainable communication encompass a range of knowledge, skills, and attitudes. Each leaning outcome is meticulously crafted to equip educators with the necessary knowledge and abilities to navigate and contribute meaningfully to sustainable communication initiatives. *(Annex 2 & Annex 3)*

Three Grades, Three Micro-Credentials

Micro-credentials are an innovative educational approach gaining momentum within the European Union (EU). They certify specific skills and competences through short, focused courses, providing a flexible alternative to traditional degree programmes.

By bridging the gap between formal education and market needs, EU micro-credentials are crucial in creating a dynamic and responsive educational ecosystem, ensuring individuals can meet the evolving demands of the labor market.

The training will be organised in three grades (three micro-credentials):

- At the end of **sustainable communication initial grade (Grade A)**, the teacher obtains an **EU micro-credential**, which certifies a partial certificate of competences of 6 ECTS.

- Once the first certificate has been obtained, **the teacher can move on to sustainable communication continuous grade (Grade B), certifying that the teacher obtains an EU micro-credential** (6 ECTS).

- And, finally, for those teachers who dedicate themselves to complete the training, they will access **sustainable communication professional grade (Grade C)**, where they will be certified with 8 ECTS and **can obtain a professional certificate with an EU micro-credential**.

Micro-Credentials Criteria

Sustainable Communication		GRADE (A)	GRADE (B)	GRADE (C)
1	Identification of the Learner	Teacher preservice and teacher in service (age of students: between 5 and 15 years old)		
2	Level	Initial	Continuous	Professional
3	Language	English		
4	Number of Places	42 (6 people from each country)		
5	Duration	Each 3 weeks in the period of 3 months	Each 3 weeks in the period of 3 months	Each 4 weeks in the period of 3 months
6	Start Date	20/05/2025	01/10/2025	05/01/2026
	End Date	30/09/2025	06/12/2025	13/03/2026
7	Requirements	Level of English: B2 / Motivation letter / Sustainable involvement and commitment		
8	Learning Path	2 ECTS Physical 2 ECTS Blended 2 ECTS Virtual	2 ECTS Virtual 2 ECTS Blended 2 ECTS Physical	2 ECTS Virtual 4 ECTS Blended 2 ECTS Physical
9	Country(ies)/Region(s) of the Issuer	Consortium countries and beneficiaries		
10	Awarding Body(ies)	EU Teacher Academy TASC		
11	Workload Needed to Achieve the Leaning Outcomes	150 hours 6 ECTS	150 hours 6 ECTS	200 hours 8 ECTS

Figure 10. Overview European Joint Training Programme TASC.

Assessment and Certifications

In this section, we develop how the evaluation and the certification process works in TASC.

Assessment and Grading

Micro-credentials learning outcomes are assessed against transparent standards. There will be three integrated final assessments for every grade. These assignments are related to the modules. Module 1 and 2 have on assgnment per grade and module 3 has one assignment For modules 4 and 5, there will be four assignments where two are situatee in grade C.

EU Joint Training Programme	Grade A (6 ECTS)	Grade B (6 ECTS)	Grade C (8 ECTS)
Amount of Assessments	3	3	4
Performance Criteria (Grading Scale)	A to F	A to F	A to F
Amount of assessed assignments	3	3	4
Deadline for Assignments	25 / 10 / 2025	06 / 12 / 2025	13 / 03 / 2026

Figure 11. Assignments and assessments related to the grades - TASC.

Certifications

To ensure objectivity, reliability, and validity in the evaluation process, the methods and assessments tools for the training modules will be tailored to the nature of the various types of learning outcomes to be verified.

The teaching staff of the different partners will document the results achieved by trainees in the various assessments instruments applied.

Timeline of the EU Joint Training Programme

The temporal structure of TASC is organized as in the **Figure12. Timeline of the EU Joint Training Programme TASC,** on the left page.

Application

For the initial pilot phase of this EU joint training programme, the TEACHERS of the Community of Practice selected by the consortium of TASC are involved.

TASC has allocated a budget to accommodate 6 teachers from each participating country, allowing a total of 42 teachers from across Europe to participate. Teachers who are actively engaged in the Community of Practice (having a professional or academical bachelor level) within the project (2024-2026) are eligible to apply for this joint training programme.

TIME	Kind of Meeting Grade / Credits	PLACE
1week 20-24/05/2025 Travel days 19/05 & 25/05	Physical Kick-off Grade A / 2 ECTS	Murcia (Spain)
28/05/2025 02-03-04/06/2025	Blended week (BIP) Grade A / 2 ECTS	At home and your school In an institute at your home country 28 May NAT physical meet day 4 June EU virtual meeting day
1 month time September 2025	Virtual period Grade A / 2 ECTS	At home and your school
1 month time October 2025	Virtual period Grade B / 2 ECTS	At home and your school
12-13-14/11/2025 17-18/11/2025	Blended week (BIP) Grade B / 2 ECTS	At home and your school In an institute at your home country 12 Nov. EU virtual meeting day 18 Nov. NAT physical meet day (for PT ALMA – other day)
1 week 2-6/12/2025 Travel days 1/12/25 & 7/12/25	Physical Grade B / 2 ECTS	Lisbon (Portugal)
1 month time January 2026	Virtual period Grade C / 2 ECTS	At home and your school
5-6/02/2026 9-10-11/02/2026 and 23-27/02/2026 (to be confirumed)	2 Blended weeks (BIP) Grade C / 4 ECTS	At home and your school In an institute at your home country 5 February EU virtual meeting day 23 February NAT physical meet day (to be confirmed in February 2025)
1 week 9-13/03/2026 Travel days 08/03/26 & 14/03/26	Physical Grade C / 2 ECTS	Izmir (Turkey)

Figure12. Timeline of the EU Joint Training Programme TASC.

Conditions

☑ Good level of English (B1 at least)
☑ A one-page motivation letter in English explaining why you should be selected.
☑ Agreement of the head of your school.
☑ Long term involvement and commitment in this training (10 months)

How to Apply?

Contact the designated contact person for your country and submit your motivation letter by the end of September. See Figure 13.

Steps by the TASC Project

You will have an online meeting of half an hour:

☑ An intake for the joint training programme to test your oral skills of English.
☑ Feedback questions on your motivation letter.

Approval of application:

You will receive an email confirming or rejecting your application no later than the date agreed upon by your country in 2024 (by the end of October 2024 latest).

Contact Persons per Country

COUNTRY	INSTITUTION	NAME
Belgium	VIVES - University of Applied Sciences	Els Callens
	els.callens@vives.be	
Germany	Ludwigsburg University of Education	Anselm Böhmer
	boehmer@ph-ludwigsburg.de	
Lithuania	VIKO (Vilniaus kolegija)	Aušra Simoniukštytė
	a.simoniukstyte@pdf.viko.lt	
Portugal	AlmadaForma	José Diogo
	dir.almadaforma@aecaparica.pt	
Romania	Babes-Bolyai University	Daniel Andronache
	daniel.andronache@ubbcluj.ro	
Spain	ES RM – University of Murcia	Francisco Veas Iniesta
	francisco.veas@carm.es	
Turkey	ASIP – Another School is Possible	Feyza Eyikul
	feyza@baskabirokulmumkun.net	

Figure 13. Contact persons per country for application for the EU Joint Training Programme TASC .

Annex 1: Learning Objectives by Module, EU Joint Training Programme TASC

MODULE 1: Human Rights and Values (3 ECTS)

O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.

O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.

O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).

MODULE 2: EU Values and Identity (3 ECTS)

O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.

O.2.2. To communicate and cooperate respectfully with people having different cultural and social background

O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.

MODULE 3: Non-Discrimination and Equity (3 ECTS)

O3.1. To understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness).

O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.

O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.

MODULE 4: Understanding Ourselves and Others (3 ECTS)

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

MODULE 5: Dialogue (3 ECTS)

O5.1. To improve the empathic dialogue skills.

O5.2. To improve problem-solving and conflict-resolution skills.

O5.3. To improve cooperation skills.

Integrated Digital Competences (3 ECTS)

- Information and data literacy
- Communication and collaboration
- Digital content creation
- Problem solving

Annex 2: Learning Outcomes per Module and Grade, EU Joint Training Programme TASC

	GRADE A – 6 ECTS	GRADE B – 6 ECTS	GRADE C – 8 ECTS
1. HUMAN RIGHTS AND VALUES	LO1.1A. To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.	LO 1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.	LO 1.1C: To investigate opportunities for incorporating human rights into educational contexts by proposing and advocating for inclusive policies and practices, and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.
	LO1.2 To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues.	LO 1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.	LO 1.2C To investigate the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting
	LO1.3A: To describe the collaborative problem-solving approach in solving human rights issues in educational contexts.	LO1.3B: To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts.	LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values.
2. EU VALUES AND IDENTITY	LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system.	LO2.1B. To perform human rights-sensitive strategies in solving specific situations in culturally diverse classrooms.	LO2.1C. To investigate the effect of implementation of human rights in educational processes by comparing different situations.
	LO2.2A. To understand and accept other people as equal human beings.	LO2.2B. To treat everybody as equally valuable in professional communication and relationships.	LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights.
	LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.).	LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.	LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process.
3. NON-DISCRIMINATION AND EQUITY	LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context.	LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.	LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences.
	LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings.	LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.	LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings.
	LO3.3A. To examine and explain the differences in points of view, emotions, and attitudes within a diverse group to describe the methods for achieving consensus.	LO3.3B. To perform self-reflecting and negotiating techniques for building consensus in educational context.	LO3.3C. To design a collaboration plan for creating a diverse educational context.
4. UNDERSTANDING OURSELVES AND OTHERS	LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours.	LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes.	LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations.
	LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations.	LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.	LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.
	LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.	LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.	LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts.
5. DIALOGUE	LO5.1A. To perform empathy and active listening skills to improve the mutual understanding.	LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.	LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.
	LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication.	LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions.	LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution.
	LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions.	LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate.	LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation.

Annex 3: Overall Integrated Digital Competences – Attitudes (A), Skills (S) and Knowledge (K)

K16. Aware that online environments contain all types of information and content including misinformation and disinformation, and even if a topic is widely reported it does not necessarily mean it is accurate.

S48. Able to achieve effective communication in asynchronous (non-simultaneous) mode using digital tools (e.g. for reporting and briefing, sharing ideas, giving feedback and advice, scheduling meetings, communicating milestones)

A55. Willing to adapt an appropriate communication strategy depending on the situation and digital tool: verbal strategies (written, oral language), non-verbal strategies (body language, facial expressions, tone of voice), visuals strategies (signs, icons, illustrations) or mixed strategies.

S59. Knows how to share and show information from one's own device (e.g. show graphs from a laptop) to support a message being conveyed during a real time online session (e.g. video conference)

S77. Knows how to engage with others through digital technologies for the sustainable development of society (e.g. create opportunities for joint action across communities, sectors and regions with different interests in sustainability challenges) with an awareness of technology´s potential for both inclusion/participation and exclusion.

S85. Knows how to use digital tools to facilitate and improve collaborative processes, for example through shared visual boards and digital canvases (e.g. Moodle, Miro, Google Docs/Slides…).

A103. Open to and respectful of the views of people on the internet with different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances; open to the perspectives of others even if they differ from one's own.

S109. Knows how to adopt information and communication practices in order to build a positive online identity (e.g. by adopting healthy, safe and ethical behaviours, such as avoiding stereotypes and consumerism).

S124. Knows how to create digital content to support one's own ideas and opinions (e.g. online forums, collaborative document editing (Google Docs/Microsoft Office 365), virtual presentations, content creation (Canvas) etc.)

K138. Knows that digital content, goods and services might be protected under intellectual property (IP) rights (e.g. copyright, trademarks, designs, patents).

K237. Knows that engaging in solving problems collaboratively, online or off-screen, means that one can take advantage of the variety of knowledge, perspectives and experiences from others which can lead to better outcomes.