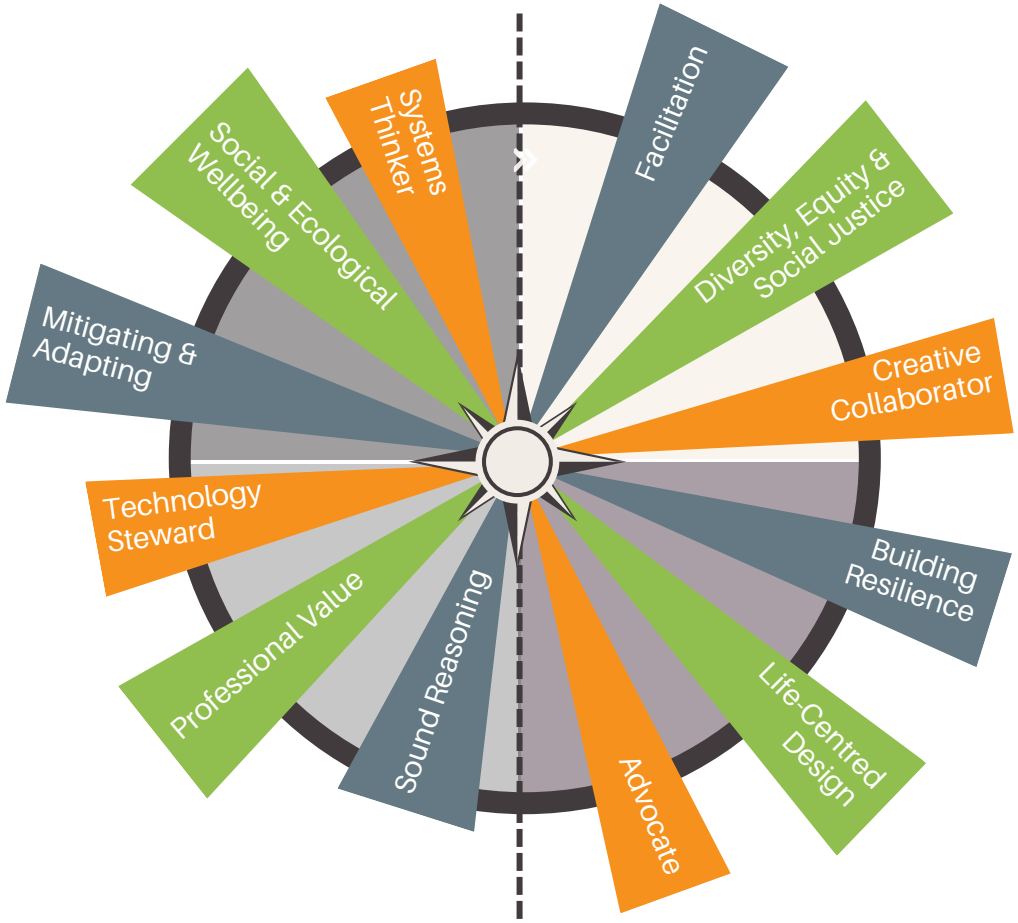
A simple version of the Learning Library

This document provides you will a sharable version of the learning library. This document has been created to briefly explain the concept of the learning library.

The Global Responsibility Competency Compass is organised around four guiding principles of global responsibility. Each principle has three associated competencies (one **Knowledge**, one **Skill**, one **Mindset**). This resource highlights one learning opportunity per competency. On the website more learning is available.

The content of the library is selected based on the **Quality** and **Practicality** for use by often busy professionals based around the world. We are looking for both interesting, active or interactive, ideally open source and real-world learning that is proven to deepen a specific competency of global responsibility.

Full learning library and Compass available at: https://www.ewb-uk.org/global-responsibility-competency-compass/



	Responsible		
	Professional Value	**Sound Reasoning**	**Technology Steward**
Description of competency	Commits to prioritising social and environmental impact within decision-making. Critically reflects on the role and responsibility of engineering to positively and negatively affect societal change.	Continuously takes an evidence-based approach to uphold an ethical practice. Handles broad, partial and subjective evidence to make meaningful long-term whole-life assessments.	Driven to shape technology to benefit all. Demonstrates ability to navigate complex relationships and inherent tensions to ensure sustainable and equitable results.
Relevant terms	Professional humility, ethics, professional codes of conduct, statement of ethical principles, critical thinking	Multi-criteria assessment tools, impact assessment tools, critical thinking, independent judgement	Communication, stewardship, leadership, responsibility for decisions, critical reflection, value tensions
Suggested self-assessment questions	How would you describe the ethical dilemmas within your practice? How do values people hold can shape and are shaped by engineering?	How have you prioritised social and environmental impact within the choices you have made or influenced? How have assessment tools influenced your practice?	How do you reguraly critically reflect on your own experience? What value tensions do you navigate? How do you know if you have a sustainable and equitable result?
Suggested learning opportunities	**Forage / Engineers Without Borders UK: Virtual experience programme** A virtual experience programme aimed at interrogating the role of engineering, learning about the principles of global responsibility, how to encourage participatory and inclusive outcomes in practice and critically reflecting on your role in ensuring a more safe and just future for all. 5-6 hrs | Online course | Self-Paced | Free Participation earns you a certificate Forage	**Sustainable Development Goals: Impact Assessment Tool** A method to provide an opportunity for a systematic approach to how your work relates to the SDGs, ensuring that all aspects of sustainability are covered and discussed. 2+ hours | Online resource | Free SDG IMPACT ASSESSMENT TOOL	**Technology Stewardship Practice Programme** A programme for post-secondary to professionals. A series of simple, yet powerful, reflective exercises (practice cycles) that are designed to overlay your technical and innovation efforts. 12hrs | Online course | Self-Paced Participation earns you a Micro-credential.

	Purposeful		
	Life-Centred Design	**Building Resilience**	**Advocate**
Description of competency	Experience in various design approaches and practices, how to prioritise all peoples, non-humans and the planet, and designs ways for operating, maintaining and improving living systems.	Boosts the ability of self and others to withstand changes. Designs ways for projects to, over time, contribute to reducing vulnerabilities from changing socio-environmental contexts.	Becomes a change agent and leads by example. Acts to constructively challenge established practices and behaviours that are unsustainable, unethical or unjust and works effectively with others to bring about positive change.
Relevant terms	Contextual listening and learning, human-centred design, creativity, innovation, circular economy, inclusive design, pluriversal design, sustainable web design, biomimicry, behavioural design	Forecasting, creative exploration & future visioning, resilience, critical thinking, whole-life assessments	Promotion, champion, circular approaches and economies, story-telling
Suggested self-assessment questions	How and what tools aid at different stages of the design process? How can the design process shape the outcome of the work?	How can you use backcasting and forecasting skills for strategic planning? How do you increase the resilience to events in the immediate and longer term?	Where have you advocated for change? How have you created opportunities for more people to reflect on their global responsibility and join in with advocacy efforts?
Suggested learning opportunities	This blog by Damien Lutz provides a snapshot of life-centred design and various courses and resources. **UnSchool: Disruptive Design Method** The Disruptive Design Method and online learning platform help to identify your own pre-established thinking, restructure the relevance, and then build new knowledge. Many resources and courses | Free introduction UNSCHOOL	**The Resilience Shift** The Resilience Shift is a global hub for resilience best practice with various publications, reports and a network to share good practice to create safe, sustainable and resilient infrastructure. Online resources | Network THE RESILIENCE SHIFT	**Engineers Without Borders UK: Advocate Programme** The Advocate programme involves action-learning and is designed to equip professionals with the skills and confidence required to shape company cultures, advocate for positive change, and influence decision making. Online course | Facilitated It included participation in Reshaping Engineering in February each year which is also open to participate in independently. 20hrs | Online challenge | Facilitated | Free

	Inclusive		
	Diversity, Equity & Social Justice	**Facilitates**	**Creative Collaborator**
Description of competency	Applies understanding of the definitions and relationships between diversity, equity and justice and how to nurture a true sense of belonging for all. Understands the power and necessity of inclusive approaches in shaping better project outcomes and cultural practices within engineering.	Values people's right to participate in designing the world around them by using participatory methods. Listens actively, engages with (rather than talks at) people, and deals with the complexity of collating multiple insights to inform decisions.	Seeks opportunities for experimenting, partnership and collaboration at all levels and with a broad range of actors who represent a range of perspectives, worldviews, demographics, and expertise to accelerate progress and find inclusive, evidence-based solutions.
Relevant terms	Self-awareness, cultural/contextual awareness, equality impact assessments	Multidisciplinarity, communication, stakeholder engagement	Empathy, respect, openness, receptivity, self-awareness, teamwork, co-creating, relationship building
Suggested self-assessment questions	Can you identify where bias exists, in engineering decisions and your own practice? How have you sought to inform decisions outwith your own understanding?	Can you work with inclusively with disciplines that are not core to your own? What examples of co-creation have you enabled?	How do seek out a variety of different collaborators to inform your work? How do you ensure you work in an equitable collaboration with partners?
Suggested learning opportunities	**Inclusive Engineering** Inclusive Engineering provides resources and examples relevant to the topic of Inclusive Engineering, which has been produced as part of the Royal Academy of Engineering Visiting Professorship scheme. Online resources | Free INCLUSIVE ENGINEERING	Many companies offer excellent facilitation training. **Happy** provide group facilitation training. This course will give you practical skills to get everyone participating and give you strategies to handle any difficult situations that may arise. You do not need any prior experience to join the course, however we also welcome people who have experience and would like to hone their skills. 8hrs | Online or in-person course happy©	**All-tech is Human** All-tech is Humans platform share opportunities to co-create through multi-stakeholder convening & community-building, multidisciplinary education, and diversifying the pipeline with more backgrounds and lived experiences. Online resources | Free | Network all tech is human

	Regenerative		
	Social & Ecological Well-being	**Mitigatings & Adapting**	**Systems Thinker**
Description of competency	Understands the characteristics of social and ecological systems and the Sustainable Development Goals. Uses tools and processes that focus on improving the long-term wellbeing of natural systems and cultural practices within engineering.	Develops the capacity to prepare for or respond to change. Invests time to deeply connect with the social and environmental context when designing technologies, systems, infrastructure and materials. Ensures the ability to repair, maintain and evolve over time.	Explores patterns; viewpoint is holistic with ability to see the relationships between living systems. Focus is on improving these systems, not solving problems in isolation.
Relevant terms	Human development, ecosystems and environmental justice, Sustainable Development Goals, Doughnut Economics	Strategic thinking and planning, risk assessment, responsive and preventative	Sense of justice, circular, synthesis, interconnectedness, feedback loops, emergence
Suggested self-assessment questions	How might you identify where engineering plays a positive and negative role in restoring and regenerating societal and environmental systems?	What examples of strategic long-term planning have you shown? What examples of creative alternate solutions have you shown within your planning and decision-making?	How might you identify stakeholders, relationships and value tensions within a system? How might you best navigate and embrace complexity?
Suggested learning opportunities	**Doughnut Economics Action Lab** Doughnut Economics Action Lab have released a series of toolkits to aid in applying Doughnut Economics through four lenses - to look at the interplay between local aspirations and global responsibilities in your place – both socially and ecologically – and identify possible entry-points for transformative action. Online resources | Free | Network DOUGHNUT ECONOMICS ACTION LAB	**H3Uni** H3Uni have a series of tools and resources for future thinking, complexity mapping, navigating value tensions, multi-perspective decision making and systems mapping. Their three-horizon model gives a deeper understanding of the significance of different futures. Online resources are free | 12 hr online course 	**Constructivist Regenerative Design Lab** The Constructivist Regenerative Design Lab is an 8-month accelerator programme for leading engineering and construction industry professionals to learn about regenerative design principles and support each other to put them into in practice. Online and residential course | Facilitated Con struct ivist