



GLOBAL EDUCATION GUIDELINES

Concepts and methodologies on global education for educators and policy makers



GLOBAL EDUCATION GUIDELINES

Concepts and methodologies on global
education for educators and policy makers

Developed by the North-South Centre
of the Council of Europe in consultation
with the Global Education Network

Published by the North-South Centre of the
Council of Europe – LISBON 2008
First edition 2008 – Second edition 2012 – Updated edition 2019

Written by the Global Education Guidelines drafting
team: Alicia Cabezudo, Federica Cicala, Maria Luisa
de Bivar Black, Miguel Carvalho da Silva.

Coordinated by Miguel Carvalho da Silva

Council of Europe

All requests concerning the reproduction or translation of all or part of the document should be addressed to the Directorate of Communication (F-67075 Strasbourg Cedex or publishing@coe.int).

All other correspondence concerning this publication should be addressed to the North-South Centre of the Council of Europe.

Project coordinator & writing:
Miguel Carvalho da Silva
Proof-reading and editing:
Maria Luisa de Bivar Black
Cover design and layout: Documents and Publications Production Department (SPDP), Council of Europe
Published by the North-South Centre of the Council of Europe - 2019
First edition: 2008
Second edition: 2012

All photos provided and owned by the North-South Centre of the Council of Europe, unless otherwise noted.

© Council of Europe, May 2019
Printed at the Council of Europe.
www.book.coe.int

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

These Global Education Guidelines are the result of a need expressed by Global Education Week practitioners to have a common tool to help educators to understand and implement global education. These Global Education Guidelines are an initiative of the Global Education Programme of the North-South Centre of the Council of Europe, involving a team of practitioners from the North-South Centre Global Education Week Network.

North-South Centre of the Council of Europe
Rua São Caetano, 32
1200-829 Lisboa-Portugal
Tel.: + 351 213 584 030
www.nscentre.org - www.coe.int

CONTENT

Foreword & Acknowledgements	7
Introduction	9
Background	11
Executive Summary	13
CHAPTER A: WHAT IS GLOBAL EDUCATION?	15
Meeting the XXI Century: Competences To Engage In Global Citizenship	17
Annex - Definitions and Declarations	21
CHAPTER B: WHY GLOBAL EDUCATION?	25
Why Global Education?	27
Fostering Participation Through Global Education	33
CHAPTER C: GLOBAL EDUCATION AND GLOBAL COMPETENCE	37
Global Education and Global Competence	39
RFCDG Descriptors	53
Observation Template	61
Self- Peer- and Educator- Observation Template	63
CHAPTER D: METHODOLOGY AND METHODS FOR PRACTICING GLOBAL EDUCATION	65
Methodology and Methods for Practicing Global Education	67
Methodological Dimensions	69
Methodological Aspects	73
Session Planning	81
Learning Through Global Education in Different Contexts	107
Annex	113
CHAPTER E: MEDIA LITERACY	123
References	133
APPENDIX 1	137
Maastricht Global Education Declaration	139
EUropean Strategy Framework Document	141
APPENDIX 2	143
Global Education Charter - North-South Centre – Council of Europe	145
Annex - International documents supporting global education	145

FOREWORD & ACKNOWLEDGEMENTS

The Global Education Guidelines should be regarded both as a guide for understanding and practising global education, in formal and non-formal education contexts, and as a pedagogical coaching tool to help establish global education approaches where they do not yet exist and enrich the existing ones. Its content was set up taking into account cultural, geographic, social and economic realities and in-field practices and references from the Guidelines users in their current practice.

It has been written on the premise that educational processes in formal and non-formal settings should open the path to a better understanding of an increasingly globalised world and to foster participative civic engagement in finding solutions to common challenges. It also raises important issues about the professional responsibilities of educators and teachers and the role of schools and different organisations and institutions in raising global awareness and critical knowledge on worldwide issues across the curriculum and in non-formal projects and activities.

The authors are grateful for the participatory process leading to the writing of these Guidelines and hope to have been able to summarize the various suggestions, not always consensual, that practitioners kindly sent us. The members of the Global Education Week inspired us, and we remain indebted to partners who have kindly accepted to act as critical reviewers. The Global Education Guidelines should be seen as an on-going pedagogical process, object of regular updates in order to keep educators' competences responsive to new challenges. It builds on previous editions and on a permanent consultative process opened to formal and non-formal educators and practitioners from different cultural and geographical backgrounds. The drafting process of this new version involved an expert from the first drafting team, a Council of Europe expert involved in the drafting of the Reference Framework of Competences for Democratic Culture [RFCDC], and a senior trainer in the field of Global Education and Global Citizenship Education.

Global Education Guidelines Drafting Team

Alicia Cabezudo

Peace and Human Rights Educator. School of Education, University of Rosario, Argentina

Professor at the Master in Peace Education. UN/ University for Peace - UPEACE - San José, Costa Rica.

Federica Cicala

Global Education and Global Citizenship Education senior trainer and teacher trainer; facilitator of participatory methods (off- and online); resources developer. Global Education consultant for the North South Centre of the Council of Europe Based in Rome, Italy.

Maria Luisa de Bivar Black

History teacher and teacher trainer – Universidade Lusíada, Portugal.

History Education, EDC /HRE and Global Education consultant for the Council of Europe. Based in Lisbon, Portugal.

Miguel Carvalho da Silva

Global Education programme Manager at the North-South Centre of the Council of Europe.

Media Literacy drafting team

Kristiina Anttila

Planning Officer - National Centre of Expertise for Youth Information and counselling, City of Oulu, Finland.

Ioli Campos

Researcher – University of Texas at Austin & Nova University of Lisbon; Digital Project Manager; Journalist.

Mouloud Kessir

Digital Communications Specialist; Civic Engagement Specialist.

Tatjana Ljubic

Media and Information Literacy (MIL) expert consultant and trainer.

Veronica Stefan

Seasoned Professional and Manager in the NGO field, in managing advocacy groups; past president of the Romanian Youth Council, with extensive experience in public policies, training and integrated project management.

Vid Tratnik

President - Association for culture and education PiNA, Slovenia.

The North-South Centre of the Council of Europe is grateful to the following experts for reviewing and providing feedback:

Andreea Loredana Tudorache (Romania)

A.R.T. Fusion Association – Director (developer of Global education manuals and training courses for educators and trainers).

Astrit Dautaj (Albania)

Institute for Development of Education - Head of Curriculum Division (Curriculum Reform; Developing learning standards; developing achievement standards) - Council of Europe expert, curriculum developer, teacher training, policy making.

Carmen Fischer (Austria)

Expert in global education, advocacy, organisational development, and pedagogical support.

Elisa Massari (Italy)

Global Education practitioner and youth worker.

INTRODUCTION

The Global Education Guidelines are an initiative of the Global Education Programme of the North South Centre of the Council of Europe, and answer a need expressed by the North-South Centre's (NSC) network of global education practitioners – the Global Education network - to have a common tool, built on experience gained by the network and other partners, to support educators to comprehend and successfully design, implement and carry out global education initiatives and learning activities.

By offering perspectives on global education as well as related methods and evaluation criteria – including sharing of practices, tools and resources - these Guidelines aim at strengthening the overall work for global education. They also aim at supporting practitioners in formal and non-formal education settings by introducing general elements which they may develop according to their needs and based on their own experiences; assist in identifying existing global education approaches and practices; support in reflecting on and becoming more aware of their own global education activities; increase global education practice sharing and create synergies between stakeholders; contribute to education policies at local, regional, national and international level.

The writing process of this third edition of the Guidelines resulted from a participatory method at several levels of consultancy amongst global education educators and practitioners actively involved with the North-South Centre global education and youth programmes.

The authors tried to avoid ethnocentric stances, stereotypes and truisms and to meet the challenges

that global education faces today. Specifically, the fact that almost half of the current global population is under the age of 25 while, paradoxically, Europe is becoming an increasingly aging continent, and that it has become inevitable not to consider the priority of the planet's sustainability and the increasingly powerful interconnectedness of all communities.

This updated edition of the Guidelines includes novelties and responds to the challenge of being a user-friendly handbook, by (i) introducing the concept of competence-based learning, with the Council of Europe Reference Framework of Competences for Democratic Culture and the OECD concept of global competences, and explains in detail and with practical examples and user friendly tools how global education can make use of competence-based learning to empower learners; (ii) has broadened the content of the chapter on methodology and methods, with step by step guides for the daily work of practitioners, educators and facilitators, and further exemplifying the competence-based learning concept; and (iii) by including a new chapter on media literacy to support practitioners and learners to navigate today's communication and digital challenges.

Novelties of this edition apart, it is critical to regard the Guidelines as an ongoing process of evolution, which should be regularly reviewed with new ideas, inputs and practices brought from a diversity of partners and their experiences. There is a printed version of the Guidelines as well as an electronic version available on the North-South Centre's website www.nscentre.org. The global education hyperlinks are regularly updated in the electronic version.

BACKGROUND

The North-South Centre of the Council of Europe

The North-South Centre, officially named the European Centre for Global Interdependence and Solidarity, is a Partial Agreement of the Council of Europe. It has 21 member states: Algeria, Andorra, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Cape-Verde, Croatia, Cyprus, Greece, the Holy See, Liechtenstein, Luxembourg, Malta, Montenegro, Morocco, Portugal, Romania, San Marino, Serbia, Spain and Tunisia.

The mandate of the North-South Centre of the Council of Europe is to provide a framework for European co-operation designed to heighten public awareness of global interdependence issues and to promote policies of solidarity complying with the Council of Europe's aims and principles, respect for human rights, democracy and social cohesion. The North-South Centre's work is based on three principles: dialogue, partnership and solidarity. Governments, parliaments, local and regional authorities and civil society organisations constitute the partners in the quadrilogue and are involved in the Centre's activities. The Centre carries out studies and organises debates, workshops and training courses. It acts as a catalyst by facilitating meetings between actors from different horizons and countries, working on issues of common interest and encouraging the formation of networks.

The North-South Centre's activities involve two lines of action:

- ▶ raising European awareness of issues of global interdependence and solidarity through education and youth programmes;
- ▶ promoting North-South solidarity policies in conformity with the goals and principles of the Council of Europe through dialogue between Europe, the Southern Mediterranean countries and Africa.

The Global Education Programme of the North-South Centre

The North-South Centre's objective as regards global education is to develop, enhance and sustain strategies and capacity-building for global education, targeting institutions and practitioners in the field of global education in the formal, non-formal and informal sector. This work is based on the conviction that global education is a holistic "education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all"¹. With this in view, "Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship"².

The Global Education Programme of the North-South Centre promotes, improves and intensifies this type of education in the Council of Europe member states as well as on a global level. This programme is originally based on recommendations and outcomes of conferences that the North-South Centre organised in Athens (1996), Budapest (1999) and Maastricht (2002).

The idea of a Global Education Charter for Council of Europe member states emerged at the international workshop on Partnership on Global Education - Global Education in Secondary Schools organised by the North-South Centre jointly with the Ministry of National Education and Religious Affairs of the Hellenic Republic in Athens on March 1996. The Global Education Charter was delivered in 1997 as the first North-South Centre reference document on global education.

Since the Budapest Conference, Linking and Learning for Global Change, June 1999, the North-South Centre has developed a networking mechanism for practitioners from Council of Europe member states to share strategies and practices for increasing and improving global education. This mechanism was formalised, and the Global Education Week network had its first meeting in Lisbon in 2000.

1. Maastricht Global Education Declaration, 15th-17th November 2002. The definition was originally formulated during the yearly "Meeting of the Global Education Week Network" in Cyprus, 28th- 31st March 2002

2. Maastricht Global Education Declaration, 15th-17th November 2002, cf. Appendix 1

This networking approach is supported by Global Education Week, the Europe-wide annual awareness raising kick-off event to encourage global education practice in formal, non-formal and informal educational settings. The Global Education Week is coordinated with the assistance of the Global Education Week Network and supported by an interactive webpage and a periodic electronic newsletter. This networking process is evaluated during the annual Global Education Week evaluation seminar, a meeting for the network to share strategies for increasing and improving global education. During this seminar the theme of the Global Education Week for the following year is chosen.

In 2002, the Maastricht Global Education Congress, organised by the North-South Centre and partners, reinforced the visibility for global education by gathering policy makers and practitioners to reflect on a European strategy framework for improving and increasing global education towards 2015. This reflection resulted in the Maastricht Declaration.

In the framework of the Global Education Guidelines process, the North-South-Centre decided that the Guidelines, together with previous initiatives, such as the Maastricht Declaration on Global Education, provided the basis for the North-South Centre to carry out a consultative process in 2008 that led to the adoption of a recommendation by the Council of Europe Committee of Ministers supporting global education in its member States. In May 2011, the Committee of Ministers of the Council of Europe adopted the Recommendation on education for global interdependence and solidarity, which is the first European legal standard on global education. This Recommendation offers a solid basis for the Centre's work in one of its major fields of activity, in Europe and beyond.

The North-South Centre of the Council of Europe and the European Commission have agreed to combine their efforts to promote global education and youth action in Europe and beyond. To this end, the two institutions have signed a joint management agreement on 28 November 2008 that aims at strengthening public understanding and critical support for development cooperation, and for the achievement of Millennium Development Goals, through key stakeholders in the field of global education. The project is based on two main pillars, i.e. the ambition to strengthen global education in the new Member States of the European Union and, secondly, the promotion of Africa-Europe youth cooperation in the context of the EU-Africa Strategy – and targets mainly civil society actors and local authorities.

The Global Education Programme is also based on the recommendations of Resolution 1318 (2003) of the Parliamentary Assembly of the Council of Europe,

which recommends that the member states “promote global education to strengthen public awareness of sustainable development, bearing in mind that Global Education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens”.

This programme complements the actions carried out by Directorate General for Education, Culture, Youth and Sports of the Council of Europe in the field of Education for Democratic Citizenship and Human Rights Education.

The Global Education Programme objectives fall within the scope of the United Nations UNESCO Decade of Education for Sustainable Development. Also, by referring to the Millennium Development Goals this programme aims at facilitating discussions and dialogues among political decision-makers, civil society organisations and experts through partnerships and networking.

Ten years after the Europe-wide Congress held in Maastricht, there was a need to reflect and facilitate a dialogue on the achievements in global education, consider the changing realities and address the emerging social, economic and environmental challenges. In that perspective the North-South Centre, the Global Education Network Europe and the Confederation for Cooperation of Relief and Development decided to hold the 2nd European Congress on Global Education: Education, Interdependence and Solidarity in a Changing World, Lisbon 27-28 September 2012, to guarantee commitment to the necessary support for and further strengthening and development of global education until 2015 and beyond, while raising awareness on the Recommendation on education for global interdependence and solidarity and help member States to set standards in this field.

In 2015, the North South Centre organised the third Global Education Congress, defining priorities and political guidance for implementation and recognition of global education beyond 2015 - following Lisbon Congress recommendations and taking into consideration the overall political context and directions taken by other stakeholders - while linking the concept of global education to the concept of global citizenship education (GCED) launched by UNESCO in 2013 and to which the North-South Centre contributed during UNESCO Technical Consultation on GCED in 2013.

Since, the North South Centre Global Education programme is pursuing its work in the field of global education pedagogical support and advocacy within the framework of the Joint Programme between the European Commission and the Council of Europe: iLegend - Intercultural Learning Exchange through Global Education, Networking and Dialogue.

EXECUTIVE SUMMARY

This is the third edition of *Global Education Guidelines*, a flagship project of the North-South Centre of the Council of Europe. It contains state of the art information and training methods regarding global education. It presents the fundamental rationale, concepts, terms and definitions, declarations and international documents supporting global education. Above all it discloses user-friendly tools to inspire and support global education interventions.

The *Global Education Guidelines* contains five chapters. The two first chapters discuss the rationale, conceptual frame and ethical dimension of global education — the what and the why of global education. The following three chapters present concrete solutions to the challenges and situations global educators and practitioners face daily in their educational work.

Chapter A underpins the fundamentals of global education and explores its holistic concept and complexity as a transformative learning process.

Chapter B looks at the positive and negative effects of globalised world; explains the strained relations between perception of reality and reality itself; advocates for a literacy of global issues enabling learners, both from formal and non-formal education contexts, to critically understand the interconnectivity of worldwide problems. The challenge is to focus on the concept of community, which embraces local, national, regional and international contexts where individuals live in and share a common destiny, rather than restricting to the concept of the nation-state.

Chapter C explains how global education can use the Council of Europe Reference Framework of Competences for Democratic Culture to boost global education practice, including assessment. It incorporates the descriptors for the Competences for Democratic Culture and offers a number of examples on how to align practices for global education with the competences for democratic culture.

Chapter D deals in depth with methodology and methods, covering in detail a number of methodological aspects, both in theory and in practice, with concrete examples and step by step guidance. The chapter also describes a range of experienced activities in educational settings to showcase the methods covered and elucidates with examples the different components of a participatory process.

Chapter E spells out how to be comfortable within the media environment, addresses concrete examples of the effects of media on global society, considers that it is crucial to educate young people on the benefits of Internet and advocates for a responsible and ethical online participation.

CHAPTER A

WHAT IS GLOBAL EDUCATION?

MEETING THE XXI CENTURY: COMPETENCES TO ENGAGE IN GLOBAL CITIZENSHIP	15
The Global Education perspective of the North-South Centre of the Council of Europe	15
From Global Education to Global Citizenship: a transformative learning process	17
ANNEX - DEFINITIONS AND DECLARATIONS	21
Universal Declaration of Human Rights	21
Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms	21
Agenda 21, Chapter 36: Promoting Education, Public Awareness and Training	21
UNESCO - Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy. Paris 1995	21
United Nations Millennium Declaration, 2000, Chapter: Values and principles	22
United Nations Decade of Education for Sustainable Development 2005-2014	22
The European Consensus on Development: The contribution of Development Education & Awareness Raising, 2007	22
European Year of Intercultural Dialogue 2008	22
Council of Europe White Paper on Intercultural Dialogue, June 2008	22
Council of Europe Charter on Education for Democratic Citizenship and Human Rights	22
Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity	22

MEETING THE XXI CENTURY: COMPETENCES TO ENGAGE IN GLOBAL CITIZENSHIP

The Global Education perspective of the North-South Centre of the Council of Europe

Contemporary people live and interact in an increasingly globalised world.

It has been, it still is and will always be fundamental for education to offer educators and learners the opportunity and the competences to understand the multiple interactions between political, economic, social, cultural and environmental issues, as well as to reflect on their own role and responsibility within such a global and complex interconnected society.

Dealing with this growing interrelatedness between local and global realities, while stimulating a multi perspective approach, should be subjacent to education nowadays, as much as citizenship and social conscience cannot be dissociated from the collective and global dimensions of our lives.

Promoting new ways of thinking and acting towards a more engaged and critical citizenship, by equipping educators and learners with relevant competences, has been the purpose of many pedagogic theories which preceded and motivated the concept of global education. Global education emerged as an attempt to systematize these pioneering pedagogies and bring them into the curriculum.

However, global education should not be presented as an approach accepted uncritically as there are tensions, doubts and different perceptions in education processes when dealing with global issues. It is an on-going and reflective process that follows evolving ethical, political, economic, societal, cultural and environmental movements and dilemmas.

Various international documents reflect this process and permanent pursuit to ensure that education is responsive to the needs of citizens.³

From the perspective of the North-South Centre of the Council of Europe, and building on its first Global

Education Charter (1997), the Maastricht Global Education Declaration (2002)⁴ states:

Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.

Since the Maastricht Global Education Declaration, the North-South Centre has largely contributed to promote global education as an interdisciplinary approach where human rights, democratic citizenship and intercultural dialogue represent its main elements and where global education is intended as a dynamic concept evolving according to the political, economic, social, cultural and environmental developments of the global society.

The concept has evolved itself and the number of international documents illustrates the need to keep this concept in line with growing contemporary challenges⁵.

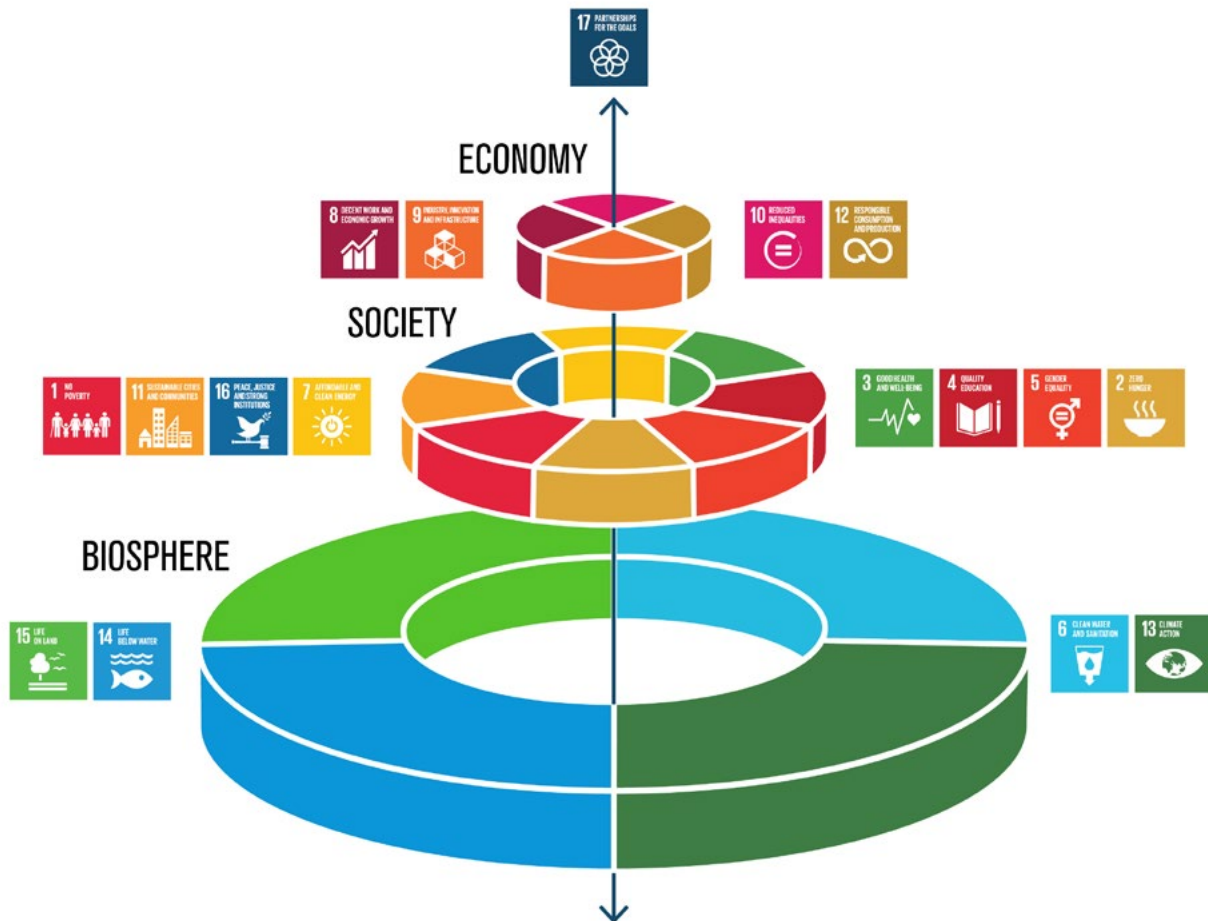
The new Millennium has brought new and pressing political, economic, social and ecological defies to the world order, menacing social cohesion and democracy. The 2030 Agenda of the United Nations, which resulted from a global concertation that took place between 2013 and 2014 - involving representatives of all countries of the world, international institutions, international NGOs and experts to identify the main priorities that all stakeholders should tackle by 2030 in order to improve living conditions on earth – has brought a new impetus. It is a plan for People, Planet and Prosperity, the elements underlying the concept of Global Education (GE) and more recently Global Development Education-GDE (European Union) or Global Citizenship Education-GCED (UNESCO).

3. Refer to DEFINITIONS AND DECLARATIONS below for international documents which contributed to the development of the Global Education concept.

4. Maastricht Declaration: European strategy framework for improving and increasing global education in Europe to the year 2015, resulting from the first Europe-wide global education congress organised by the North-South Centre of the Council of Europe, Maastricht, The Netherlands, November 15th-17th, 2002.

5. Refer to DEFINITIONS AND DECLARATIONS below for international reference documents complementing Global Education concept since 2002

The 2030 Agenda is the follow up of the Millennium Development Goals (MDG) and identifies 17 Sustainable Development Goals, each with its own targets, priorities and monitoring mechanisms that all countries of the world should implement according to the specific national contexts.



Sustainable Development Goal 4.7

It is particularly relevant to mention the 2030 Agenda and the Sustainable Development Goals (SDGs) not only because they are the main international reference framework linking human rights with sustainable development, but also because SDG 4 – Quality Education, mentions specifically the role of global citizenship and education in developing individual competences to reach the defined targets of the Agenda, as follows:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

Global educators emphasise that global education is a pedagogical approach, not just a new teaching technique, and they usually designate the fields of peace education, human rights education, development education and environmental education as the four content areas of Global Education - transversal among many teaching subjects. This is partially true but not enough for defining such a wide and complex perspective. Global Education is a paradigm, a starting point for understanding world issues and how they can be interconnected.

From Global Education to Global Citizenship: a transformative learning process

In these Guidelines we want to look at how, from the concept of Global Education to the concept of Global Citizenship, these approaches question attitudes, inviting a move from the culture of the individual - often associated with a culture of dominance - to a culture of partnership based on dialogue and cooperation. The first cultural model characterises and is very visible in educational systems in many countries where global themes and building consciousness of world problems are not thought to be relevant to micro national visions. On the other hand, the partnership model can lead to international understanding and cooperation between nations and peoples, which are called macro vision.

Aspects of domination exist in many different facets of a range of cultures and are deep-rooted within the structures of globalised societies and their education systems. The predominant model of education still reflects this dominance to a large extent, separating individuals and societies from each other and creating an adversarial relationship between peoples, particularly if they belong to different cultures, religions, ethnic groups, or come from different social or economic levels, or have different political perspectives or worldviews.

By separating themes and categorizing subjects, most formal education systems have established hierarchies of knowledge while alternative ways of learning and of exploring knowledge have been depreciated. The detachment created by this process of compartmentalised education did not place the educator nor the learner in a connected world and is one of the main reasons why building bridges to approach, get to know and critically understand self and others has been a daring experience.

Global education came to fill this gap, adding the value of reflective learning, multiperspectivity and the development of critical thinking as a main goal of the education process. A process which also deals with the challenges posed by the new forms and the new ways of communication, and with the emergence of a generation of digital natives.

Transformative learning through global education, involves a deep structural shift in the basic premises of thought, feelings and actions. It is an education for the mind as well as for the heart. This implies a radical change towards interconnectedness and a real sense of

the possibilities and opportunities for creating equality, social justice, understanding and cooperation amongst nations and peoples.

Four main stages of transformative learning are strongly linked to this process:

- ▶ An analysis and critique of the present world situation;
- ▶ A vision of what alternatives to dominant models might look like;
- ▶ The development of a set of competences fostering democratic culture⁶;
- ▶ A process of change towards responsible global citizenship.

Global education, as transformative learning implies problem analysis and participatory decision-making processes at all these stages. The educator and the learner need to be able to critically examine the present reality and facts and explore how to move beyond it.

The goal of this kind of learning is to develop connections between people in order to foster mutual knowledge and understanding and a collective self-awareness. It challenges greed, inequality and individualism by creating these connections in circles of co-operation and solidarity instead of dividing people through competition, conflict, fear and hatred.

As a transformative and a learner-centred learning process, global education stimulates self-consciousness about the learner's responsibility as an agent of change within its political, economic, social and cultural environment, and makes the learner, as well as the educator, aware of the impact and the interconnectedness between its local actions and global challenges.

This mindfulness offers a way to make changes at local levels to influence the global levels and builds citizenship, with a global perspective, through participatory strategies and methodologies - so people learn by taking responsibilities that cannot be left only to governments and other decision makers.

At both local and global level, global education consistently articulates different agendas of education: Development education, Human Rights education, Education for Sustainability, Education for Peace and Conflict Prevention, Citizenship education, Gender & Children's Rights education, Intercultural & Interfaith education, Disarmament education, Social and Economic Education, Environmental education, etc. - in order to define the common grounds of Global Education.

6. Cf. Chapter C Global Education and Global Competence, expounding competence-based learning



This creates a real impact on both formal and non-formal education which have a huge role to play in bringing people - in any space, any time, any rank of age - towards a wider understanding of their real power to shape and contribute to a new future.

It is not only about global themes, world problems and how to find solutions altogether, but also about how to envision a common future with better life conditions for all, connecting local and global perspectives - and how to make this vision real and possible starting from our own small spot in the world.

Transformative learning enables people to shape a common vision for a more just and sustainable world for all. A focus on the kind of future we want is therefore crucial in such a transformative vision. The dream drives the vision in this sense and the collective imagination must contribute to the dream.

Global education can contribute to the visioning process, but it can also play a role in the critique of unjust societies as well as in the creation of new methods and strategies where grass-roots movements and non-formal learning approaches are essential as they make room for values and themes which are not central to formal learning and give voice to all peoples, including the marginalised.

With this shift, from a culture of reproduction and dominance to a culture of partnership based on dialogue and cooperation, certain political, social, economic and environmental rules can be changed or modified - making them compatible with the demands of human dignity for all.

|| *No-one is born fully-formed: it is through self-experience in the world that we become what we are.*

Paulo Freire

ANNEX - DEFINITIONS AND DECLARATIONS

Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues.

There are many definitions of global education. The Maastricht Global Education Declaration (2002) states:

Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.

Various international documents are related to the development of the concept of global education. We have listed some of them because each, in its own way, focuses and enriches this approach:

Universal Declaration of Human Rights

Educating shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Article 26, United Nations, General Conference, San Francisco, 10 December 1948

<https://www.un.org/en/universal-declaration-human-rights/>

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct.

UNESCO, General Conference, Paris, 19 November 1974

http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

Agenda 21, Chapter 36: Promoting Education, Public Awareness and Training

Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.

United Nations Conference on Environment & Development, Rio de Janeiro, 3 to 14 June 1992

<https://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>

UNESCO - Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy. Paris 1995

Introduction: Education has to develop the capacity of appreciation of the value of freedom and the capacities needed for facing the challenges associated to it. This means to educate citizens for resolving difficult and uncertain situations, to build in them aptitudes for autonomy and individual responsibility. This is linked with the appreciation of the value of civic involvement and the capacity of association with other persons for resolving problems and for working towards the building of an equitable, peaceful and democratic society.

UNESCO, General Conference, Paris, November 1995

<https://unesdoc.unesco.org/ark:/48223/pf0000151830>

United Nations Millennium Declaration, 2000, Chapter: Values and principles

We believe that the central challenge we face today is to ensure that globalization becomes a positive force for the world's people. While globalisation offers great opportunities, at present its benefits are very unevenly shared, while its costs are unevenly distributed. We recognize that developing countries and countries with economies in transition face special difficulties in responding to this central challenge. Thus, only through broad and sustained efforts to create a shared future, based upon our common humanity in all its diversity, can globalisation be made fully inclusive and equitable.

Resolution of the General Assembly of the United Nations, New York, 8 September 2000

<https://www.un.org/millenniumgoals/>

United Nations Decade of Education for Sustainable Development 2005-2014

The basic vision of Education for Sustainable Development is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

United Nations Decade of Education for Sustainable Development, International Implementation Scheme, January 2005

<https://unesdoc.unesco.org/ark:/48223/pf0000139937>

The European Consensus on Development: The contribution of Development Education & Awareness Raising, 2007

The aim of Development Education and Awareness Raising is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world.

https://ec.europa.eu/europeaid/policies/european-development-policy/european-consensus-development_en

European Year of Intercultural Dialogue 2008

Article 2: Objectives

1. The overall objectives of the European Year of Intercultural Dialogue shall be to contribute to [...] raising the awareness of all those living in the EU, in particular young people, of the importance of developing an active European citizenship which is open to the world, respects cultural diversity and is based on common values in the EU as laid down in Article 6 of the EU Treaty and the Charter of Fundamental Rights of the European Union [...]

2. The specific objectives of the European Year of Intercultural Dialogue shall be to: foster the role of education as important medium for teaching about diversity, increase the understanding of other cultures and developing skills and best social practices, and highlight the central role of the media in promoting the principle of equality and mutual understanding.

European Parliament and the Council of Europe, Decision No. 1983/2006/EC, 18 December 2006

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006D1983>

Council of Europe White Paper on Intercultural Dialogue, June 2008

Intercultural approach offers a forward-looking model for managing cultural diversity. It proposes a conception based on individual human dignity (embracing our common humanity and common destiny). If there is a European identity to be realised, it will be based on shared fundamental values, respect for common heritage and cultural diversity as well as respect for the equal dignity of every individual. Intercultural dialogue has an important role to play in this regard. It allows to prevent ethnic, religious, linguistic and cultural divides. It enables to move forward together, to deal with our different identities constructively and democratically on the basis of shared universal values.

https://www.coe.int/t/dg4/intercultural/Publication_WhitePaper_ID_en.asp

Council of Europe Charter on Education for Democratic Citizenship and Human Rights

Education (adopted by the Committee of Ministers on 11 May 2010) Education for democratic citizenship and human rights education are closely inter-related and mutually supportive. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

<https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>

Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity

(Adopted by the Committee of Ministers on 5 May 2011 at the 1113th meeting of the Ministers' Deputies). The Recommendation on education for global interdependence and solidarity constitutes the first European legal standard on global education.

https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805aff0d

CHAPTER B

WHY GLOBAL EDUCATION?

WHY GLOBAL EDUCATION?	27
Our world today: a globalised world	27
Positive and negative effects of globalisation	27
A world of visible and invisible tensions	28
Global education pedagogical concept	29
FOSTERING PARTICIPATION THROUGH GLOBAL EDUCATION	33
Citizens and youth participation in society	33
Young People Participation in Society	34
Consumers or Citizens?	35
In brief	36

WHY GLOBAL EDUCATION?

Global education is a process of individual and collective growth which allows for transformation and self-transformation. It is a social practice, a permanent preparation for life, in which the acquisition of operative and emotional competences for analysing and thinking critically about reality, empowers educators and learners to become active social agents

Our world today: a globalised world

As a result of many ties of interdependence among countries, the world we live in has evolved into a globalised system. Recent history unquestionably shows that the lives of the men and women of this planet may be affected by events and processes thousands of kilometres away. Worldwide financial, economic, geopolitical and social relations, communications, technologies, media and transport have generated a flow of people, goods and information, that has become increasingly unequal. Globalisation has had different impacts locally, and caused a number of tensions, to which there have been a variety of local responses. This process is referred to as glocalisation.

The various economic, political, social and cultural challenges in the age of globalisation/ glocalisation have a drastic but diversified impact on societies, states, regions, peoples, communities and persons across the globe. New, innovative and people-oriented pedagogical approaches are needed to respond to the challenges of fragmented and changing societies with a view of spreading a holistic form of education, which considers the integral development of human beings regardless of specific learning environments.

In such a culturally diverse and complex world this type of education is confronted with the challenge and increased responsibility of strengthening social ties and shared values as a basis for fashioning the actual society.

As a result of the dramatic acceleration of social change, the role of education is to trigger peoples' awareness and responsibility to positively participate

in this transformation. It must also include the range of actions individuals exercise that impact on the life of the community (local, national, regional and international) and as such requires public democratic spaces, including online environments, within which individuals can act together on a values-based approach.

Positive and negative effects of globalisation

Globalisation is complex and ambivalent, and its effects can be regarded as both positive and negative. Among the positive effects of globalisation are the widening of peoples' horizons, access to knowledge and the products of science and technology, culturally diverse societies and intercultural views, increased opportunities, personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems.

The negative effects are mainly at social, economic and environmental levels. There is increasing poverty in societies, a growing gap between rich and poor (developed and developing) countries and between privileged, non-privileged and excluded people, low standards of living, disease, forced migration and human rights violations, exploitation of weak social groups, the outcomes of international migration flows, the increasing poverty in many regions of the world, racism and xenophobia, armed conflicts, insecurity and growing individualism. In addition, there are many environmental repercussions such as the greenhouse effect, climate-change, ecological imbalance, pollution and the exhaustion of natural resources.

As globalisation is a dynamic process, its effects are mutable and felt in societies differently. The intensification of tensions and conflicts with the consequent impoverishment of certain regions and the escalation of migration are seen as the most negative aspects of globalisation. Civil society and communities through their more or less structured organizations take action to combat them; policy makers cannot dissociate themselves from their important role in counteracting the negative effects of globalisation.

A world of visible and invisible tensions

These inevitable tensions impact in varying degrees on our daily lives and on the consciousness of children, youth and adults at school and out of school, including their hopes, aspirations and dreams. The inherent challenges these tensions generate, compel rethinking ethical values and promoting a culture of global education at interpersonal, community, national and global levels.

In today's global environment, increasingly cultural and religious differences have become a visible concern, affecting both formal and non-formal education debate. Owing to the fact that these differences may result from the instrumentalization of political discourses, it is important to create awareness of this fact and to unpack manipulative attitudes and discourses, by developing critical thinking skills and strengthening active citizenship. It is now widely accepted that all young people should have an understanding of religions and beliefs as part of their education - a religious literacy allowing for including and mainstreaming religious diversity, through a comparative approach of different religions allowing to break prejudices and stereotypes rooted in history. In reality, simply acknowledging that there are different beliefs, does not necessarily lead to tolerance, respect and appreciation of diversity. This can only be learned if someone is exposed to views different than the ones that he/she has learned in his/her family or close social environment, hence education has an important role to play.

Global education explores the four pillars of education⁷: learning to know, learning to do, learning to live together and learning to be. The challenge is to focus on the concept of community, which embraces local, national, regional and international contexts where individuals live in and share a common destiny, rather than restricting to the concept of the nation-state. This involves issues relating to rights and duties, and notions of equality, diversity and social justice. There is a growing concern to include global issues in formal education curricula, with an increasing range of initiatives in intercultural education, peace and conflict resolution education, gender education, environmental education, development education, aboriginal studies, inter-religious education and pastoral care, and human rights education.

Broadly based global themes and educational attempts for addressing worldwide problems and explore collective solutions at all levels have been introduced and extensively experimented in non-formal education settings, influencing contemporary movements for curriculum innovation.

Worldwide consciousness of global change towards more sustainable, fair development and the need for international cooperation have been increasingly addressed. However, global education is not yet reflected in consistent and accessible educational policies, though it is part of the political discourse, through covenants, declarations and campaigns promoted by international organisations and civil society increased commitment.

Statistics evolve rapidly from year to year. Updated and accurate statistical information can be consulted, for lessons, trainings and to assess challenges and achievements in this globalised world, in these websites:

SDGs implementation	https://sdg-tracker.org/
Data statistics on global issues	http://www.nationmaster.com/ https://ourworldindata.org/
Economic inequalities	International Monetary Fund GDP world distribution https://www.imf.org/external/datamapper/NGDPD@WEO/OEMDC/ADVEC/WEO_WORLD OECD Income Inequality http://www.oecd.org/social/inequality-and-poverty.htm
Lifestyles	World Happiness Report http://worldhappiness.report/
Peace	Global Peace Index http://visionofhumanity.org/

7. The four different pillars of Jacques Delors' commission (1996).

Global education pedagogical concept

Globalisation poses fundamental challenges for all areas of education in every country. It provides access to people, cultures, economies and languages in a new way. In this context education on global issues may be regarded purely in market driven terms as enhancing the skills and knowledge to be efficient consumers and workers in the global economy, for those who have access to the market. That being said, the importance of education lies in helping people recognise their role and their individual and collective responsibilities as active members of this global community, in the sense of engagement for social and economic justice for all and for the protection and restoration of the earth's ecosystems.

Educators in the XXI century are living challenging times in a controversial world. How can they prepare people to cope with such challenges? How can they manage the increased knowledge and technological developments of the world today? What is the role of educators in a world of poverty, violence, prejudice and environmental damage?

Global education brings a new perspective for educators to tackle these questions in their daily practice, hence enabling learners to understand world issues, while empowering them with knowledge and critical understanding, skills, values and attitudes, giving world citizens the means to face global problems.

What is distinctive about a global dimension in the learning process that provides the answer to our main question: why global education?

Its distinctiveness lays in the particular application educators and schools give to the following goals in such process:

- ▶ Fostering international understanding and a sense of global responsibility.
 - ▶ Exploring the causes and the roots of conflict and violence and the conditions of well-being in individuals, in institutions and in societies.
 - ▶ Overcoming the fear of a changing world.
 - ▶ Gaining an understanding of the strained relations between perception of reality and reality itself (e.g. migration flows; inter-faith tensions; climate change, etc.).
 - ▶ Assisting students to develop critical thinking, reflection and understanding as well as social literacy skills for dealing constructively with diverse themes and problems on a variety of scales and levels from the personal to the global.
 - ▶ Offering a range of learning opportunities within various subject areas for a future oriented dimension, including open-minded enquiry on issues related to building a more secure, just and sustainable world society.
- ▶ Working towards a unity of learning between the formal and non-formal curriculum.

However, educational policies as well as the formal schooling structure do not favour the implementation of these listed goals: division of knowledge into specific subject matters; teachers with conditioned perspectives and very specialised competences; disciplines' content not connected with reality, together with assessment procedures and discipline codes constitute components that hold back the development of global education competences and related issues into the formal curriculum.

GLOBAL EDUCATION HELPS TO CREATE SPECIFIC CONDITIONS FOR INTERNATIONAL UNDERSTANDING, AS IT LEADS TO:

- ▶ The knowledge about commonalities and differences and the development of specific skills and behaviour patterns of availability, openness and dialogue as well as the capacity of constructive conviviality in a socially diverse context, valuing peoples' participation and active citizenship.
- ▶ The construction of collective visions of development at various levels which involve as many actors as possible.
- ▶ The creation of positive relations among social actors. The identification of the actors, their roles and their potential contributions for change and transformation as well as how elements of power interact.
- ▶ The construction of consensus, legitimacy and joint work searching for more knowledge and ways to solve problems.
- ▶ The building of institutional capacity for innovative practices in education.
- ▶ The strengthening of learners' and citizens' participation in the various steps of the global learning process. The need for having discussions for widening this participation, the diverse ways those challenges can be faced, and their limitations.
- ▶ The attainment of measurable results which reflect improvements in the learning environment in which the educational intervention on global education takes place.
- ▶ The ability to bridge the gap between real and digital dimensions of existence understanding media messages and developing a healthy relationship with digital life.
- ▶ The development of life skills to have equal access and opportunities in the world's financial, trade, communication and social markets, also in reference to banking systems, financial markets, logistics and communication, automatization technology.

The principles in which global education is based offer a good platform for answering the questions on why, as their implementation on the learning process and practices creates a unique opportunity for deepening the understanding of world events and their circumstances, their problems and possible solutions. Such principles build at the same time the basic structure for projects, curricular design, chosen contents and methodology.

PRINCIPLES OF GLOBAL EDUCATION METHODOLOGY:

- ▶ comprehensive and holistic
- ▶ values based
- ▶ carefully designed — according to the needs of the context and related evaluation
- ▶ practiced within a learner-centred pedagogy
- ▶ designed to develop critical thinking and understanding of diversity
- ▶ problem-oriented
- ▶ participatory in the process and in the goals
- ▶ intentionally directed towards transformative learning

By applying the concept of holism, global education affirms the integration and intertwining of all components of a given subject or problem to be studied. It calls for a systematic integration of content and process, employing participatory and problem-oriented pedagogies.

When tackling content in the form of problems or questions related to a specific context, global education promotes a broader and more participatory learning about possible solutions and ways to achieve them.

It is also learner-centred, based in a pedagogy that develops learners' autonomy and independence by acknowledging learners' voice as central to the learning experience. The learning process is reciprocal to educators and learners and facilitates the building of collective knowledge recognising the experiences of all learners involved in the process. Methods of learner-centred pedagogy include - amongst others - critical inquiry and cooperative learning.

Global education explores multi-disciplinary and cross-cutting approaches to address globalised issues and problems in its varied forms, dependent upon contextual conditions, as well as on learners and educators specific life experience.

Global education attempts to cultivate learning processes that inspire peoples to actively pursue the transformation of the world society, through the critical analysis of different alternatives for constructive resolution of existing conflicts, injustice and restrictions of rights. To sum up, the pedagogical aims in which global education develops its theory and practices answer the above question on why and enlightens the critical understanding of what is at stake and the urgent need of its implementation.

GLOBAL EDUCATION CALLS FOR:

- ▶ Integration of formal, non-formal and informal education. Policy-making in education is often times directed only to the formal education system. In global education it is argued that formal education needs to be synchronised with informal and non-formal education and practices, as socialisation and learning happen at all three levels at the same time.
- ▶ Equal educational opportunity. The principle of equal educational opportunity is basic to social mobility. Social mobility implies a fair chance for all learners regardless of gender, cultural affiliations, religion, social class, ethnicity and community in order to develop competences enabling to pursue the chosen professional career.
- ▶ Praxis as a fundamental condition of education. To learn and to know is a process that relates theory and practices in a dialogical interaction that creates knowledge and critical understanding. The notion of praxis as the recommended methodology for constructing knowledge is supported by global education⁸.
- ▶ Education as a dialogical act. Global education supports the idea that the communicative action is part of the search for knowledge and part of the way to share knowledge with others. Therefore, dialogue is not only an act of human understanding of the other but also a method for learning.
- ▶ Education as a process of individual, collective and social transformation. Global education intentionally calls for transformative learning, intending to dismantle the culture of violence and injustice and replacing it by human action and practices learnt in an education process.

8. See Freire, Paulo (1972) *Pedagogy of the Oppressed*. [e.g. 'praxis: reflection and action upon the world in order to transform it']

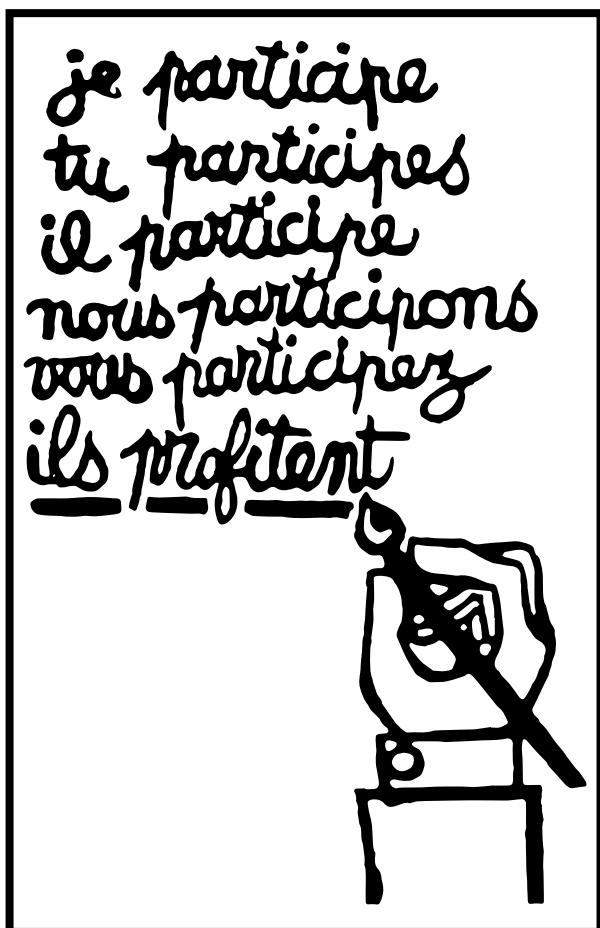
- ▶ Education creating critical and participatory thinking. Global education promotes learners' ability to build autonomous thinking and to participate in decision-making processes that play an active role in parallel to learning.
- ▶ Education as a lifelong-training on democracy and participation. Civic responsibility can be fostered when learners have a role in improving society, supporting social justice, and working to solve collective problems.
- ▶ Education as a practice of freedom. Global education supports the idea of the social and political nature of knowledge and education as a process of awareness of the reality. Hence the field of education cannot be reduced to an ivory tower but finds its identity also in praxis involving reflection and action activities by learners and educators alike. The learning process in global education has to be a practice of freedom for both parts.

These global education principles go in line with contemporary movements for curriculum innovation in different countries that encourage a more flexible and open perspective by applying innovative principles, new contents, dynamic strategies and the use of active methods and new resources. Global education corresponds to this movement.

FOSTERING PARTICIPATION THROUGH GLOBAL EDUCATION

Citizens and youth participation in society

The impact of global education can be measured by the level of awareness, engagement and participation of people in society and their ability to leverage power relations at different levels in favour of common goods.

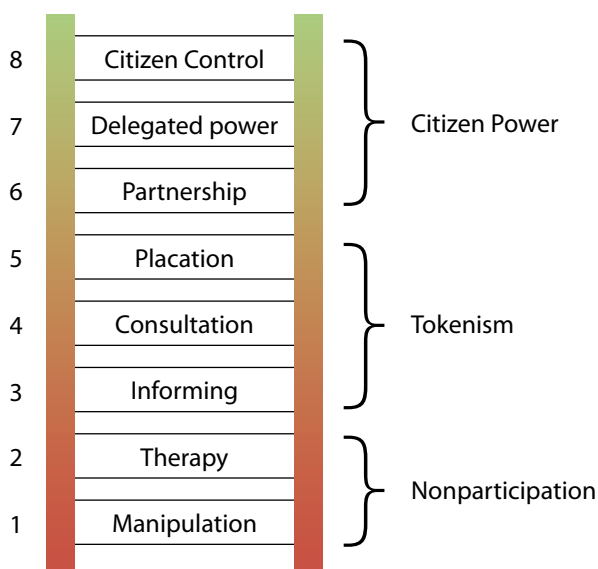


A French student poster from May-68

In the studies on engagement and participation, the tools presented by Sherry R. Arnstein, a community developer, allow for detecting the critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process. Arnstein defined citizen participation in the Ladder of Citizens Participation:

“...citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. It is the strategy by which the have-nots join in determining how information is shared, goals and policies are set, tax resources are allocated, programs are operated, and benefits like contracts and patronage are parcelled out. In short, it is the means by which they can induce significant social reform which enables them to share in the benefits of the affluent society.”⁹

Arnstein Ladder of Public Participation:



9. https://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf

While developing competences to critically analyse local and world's power relations to act towards social change, individuals and communities need to assess the step of the ladder according to which they are participating and build strategies (and competences) to move towards an inclusive leadership position to advocate for human rights. The global education approach plays a key role in this process as it invites people to analyse the context on specific issues with cooperative methods, to build new collective preferable scenarios that change behaviours and rules to improve the living conditions of small and big communities.

Opinion makers and media practitioners can help communities to engage in public decision-making processes giving them the needed voice to feel that their energies in participation are not in vain and to denounce any possible violation of human rights.

Young People Participation in Society

The ability to actively participate in and influence decision making processes with democratic approaches is crucial to act as a global citizen, whether in school

settings, youth organisations, local communities, political parties, or national and international coalitions striving for human and environmental rights in different contexts and fields.

Still today, participation in society can be challenging due to external factors, such as freedom of expression, corruption and freedom of movement. When it comes to young people the situation is even more challenging due to factors that imply a hierarchy of power in decision making based on age and social status, often defined as wisdom. For instance, in countries where the age of the majority of the population is below 40 and the leading elites do not always listen nor represent young people's interests, building strategies to raise awareness on the right to be heard and actively participate is fundamental to young people. The ladder of youth participation is a useful tool to invite young people to participate in society¹⁰.

*Where are young people standing on the ladder right now in your community?
Where do you aim to lead them with your education proposal?*



10. Similar to the Ladder of Citizens Participation, a very important tool to assess or let young people self- and peer- assess their own participation, is the model presented in the Ladder of Young People's Participation developed by Roger Hart in 1992 for the UNICEF International Child Development Centre.

The explanation of the steps of the two ladders is similar and can be described as follows:

- ▶ Rungs 1 to 3: Young people are manipulated; young people are decoration; and, young people are tokenised at the bottom of the ladder: refers to models of non-participation in which adults define priorities, objectives and actions and young people simply assist with no role in decision making processes.
- ▶ Rungs 4 to 6: Young people are assigned and informed; young people are consulted and informed; and, adult-initiated shared decisions with young people, at the middle of the ladder: refers to models of co-participation in the decision making processes, where young people can develop leadership competences while adults are mentoring and supervising their activities.
- ▶ Rung 7 and 8: Young people initiate and direct; young people initiate and share decisions with adults, refers to models of genuine participation, where young people are competent to analyse a specific issue, critically think about concrete solutions, take action engaging the wider community to promote changes in individual behaviours as in national or international policies.

In low birth rate countries, young people are becoming a demographic minority and often national policies do not consider youth as a specific target group, especially in terms of political representation and access to the labour market; and, in many countries where the majority of the population is composed of young people, it also happens that the level of political and economic participation is not proportional to the dimension of youth population¹¹.

To raise awareness and educate young people on how to organise themselves to participate, and therefore to act towards human societies and economies, implementing direct and participatory democracies, is urgent to prevent un-predictable social conflicts, racism, and the revival of extremist nationalisms.

Consumers or Citizens?

Globalisation has affected the life and work of people, their families, and their societies. The accelerating trend that characterises globalisation has impacted the way we communicate, boosted the tourism business, reshaping identity concepts and the way cultures interact. Lifestyles are changing what we eat and the

way we eat, the way we dress, what we watch, how we organise our spaces and time, etc.

Concerns and issues are often raised about the impact of globalisation on employment, working conditions, income and social protection. The social dimension encompasses security, culture and identity, inclusion or exclusion and the cohesiveness of families and communities; environmental dimension encompasses air quality, access to clean water and food security.

Another way to call to action young people and citizens in general is through changing purchase lifestyles, to advocate for a more accountable global economic system that pays its fair share and respects human dignity, the rights of workers, communities and the natural environment, in all countries of the world. In today's reality citizens are often seen as consumers and in that role, everyone has the power of promoting a huge shift in driving companies towards fair trade, responsible consumption of raw materials, respect of international labour standards, respect of the environment and fairer share of profits.

IDEAS OF SUSTAINABLE BEHAVIOURS

Some of the areas where critical consumers can contribute to improve planet and human rights conditions are:

- ▶ Privileging zero km small scale agricultures rather than mass market retailers
- ▶ Using public collective transportation means
- ▶ Privileging accountable and transparent fashion retailers that pay a fair share to employees
- ▶ Valuing real economy purchase systems over big online retailers
- ▶ Choosing renewable energy providers over fossil fuel energy

THE STORY OF STUFF PROJECT

The Story of Stuff became a global movement after the release of a 20 minutes' video in 2007 showing the patterns of production and consumption and their impacts on human rights, sustainable development and individual happiness. Many other videos exploring the supply and consumption chains of electronics, cosmetics, solutions, etc., are available from the website <https://storyofstuff.org/>

11. For updated data <https://ourworldindata.org/world-population-growth>

BEHIND THE BRANDS

Oxfam's Behind the Brands campaign aims to provide people who buy and enjoy products of some of the biggest multinationals of the food supply chain with the information they need for holding them accountable for what happens in their supply chains. By putting together a scorecard based entirely on publicly available information on company policies, Oxfam posed the question:

what are they doing to clean up their supply chains?

For more information:

<https://www.behindthebrands.org/>

In brief

Global education should help to build participatory and realistic visions of diverse futures in a world in which diversity and plurality can be celebrated with confidence and enthusiasm. Global education should support the development of negotiated common road maps where different communities set their specific objectives to reach the SDG's common goals as defined in the Agenda 2030.

No diagnosis, no vision and no road map would be sufficient if all of this reflection is not developed with education planning and the combination of reflection and action over the themes and subjects. Global education would end up in verbalism and theoretical concepts without a realistic link with social needs and world problems.

Global education competences raise learners' consciousness on the need to construct alternative futures and prepare them to take actions for change. It aims at developing awareness of social and political responsibilities, guiding and challenging people to be resilient and construct their own learning. It encourages them to explore possibilities for their self-contribution to resolving problems and achieve better conditions for living their lives by themselves and with others.

CHAPTER C

GLOBAL EDUCATION AND GLOBAL COMPETENCE

GLOBAL EDUCATION AND GLOBAL COMPETENCE	39
The Reference Framework of Competences for Democratic Culture [RFCDC]	40
Aligning practices for global education with the Competences for Democratic Culture	41
Selecting RFCDC competences for designing learning interventions	43
Competences related learning opportunities	44
Giving feedback — learners' progress is tracked and transparent	48
Designing and implementing educational projects – Monitoring and Evaluation of Learning	50
RFCDC DESCRIPTORS	53
The key descriptors	53
Values	53
Attitudes	54
Skills	56
Knowledge and critical understanding	58
OBSERVATION TEMPLATE	61
SELF- PEER- AND EDUCATOR OBSERVATION TEMPLATE	63

GLOBAL EDUCATION AND GLOBAL COMPETENCE

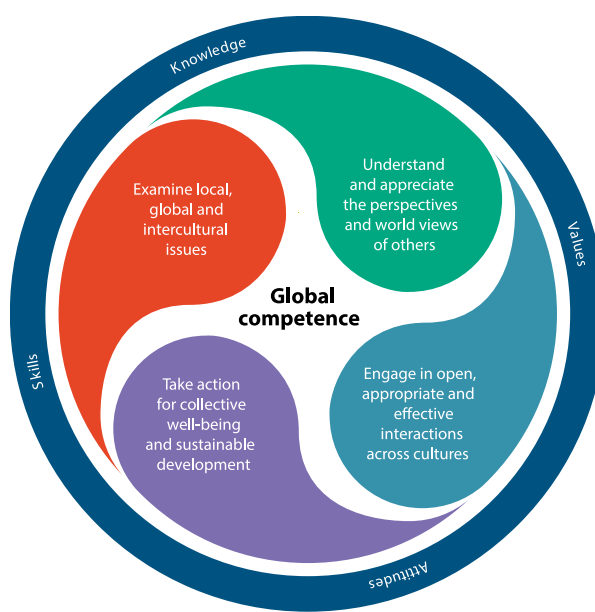
II *“Globally-minded people care about future generations, and so act to preserve the environmental integrity of the planet. Globally-minded individuals exercise agency and voice with a critical awareness of the fact that other people might have a different vision of what humanity needs and are open to reflecting on and changing their vision as they learn about these different perspectives. Rather than believing that all differences can be eliminated, globally minded people strive to create space for different ways of living with dignity.”¹² ”*

The concepts of education for global competence and global citizenship include the concepts of education for democratic culture and human rights education largely by sharing the common goal of the empowerment of learners as autonomous social agents capable of choosing and pursuing their own goals in life within the framework that is provided by democratic institutions and respect for human rights; this empowering process implies changing the self and changing society, for one implies the other.

Educating for global competence allows learners to care about global issues and to critically understand the local consequences of such issues; it also enables learners to actively address local issues that have global impacts. Global competence unpacks the complex web of interrelationships existing between people, places, issues and events in the world today. Global education develops the values, skills, attitudes and knowledge and critical understanding that equip young people to work together to bring about change and take control of their own lives.

OECD defines global competence as the capacity to examine local, global and intercultural issues, understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

This OECD diagram¹³ below shows that global competence is defined as the combination of four strongly interdependent dimensions (examining issues, understanding perspectives, interacting across cultural differences and taking action), and how each dimension builds on specific knowledge, skills, attitudes and values.



The specific knowledge, skills, attitudes and values referred to by the OECD draw from the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) and can be consulted online¹⁴. Actually, RFCDC contains a model of the 20 competences that need to be developed by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The RFCDC makes explicit connections with the general relevance of the themes of global scope. The model of competences is not “one size fits all”, it needs to be adapted for the different learners and their contexts (formal, non-formal and informal); democratic culture cannot be learned unless it is practiced, therefore it calls for active, cooperative and learner centred pedagogics.

12. The OECD Global Competency Framework, preparing our youth for an inclusive world (page 17)

13. The OECD Global Competency Framework, preparing our youth for an inclusive world (page 11) <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

14. REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE, info on the project:

<https://www.coe.int/en/web/education/competences-for-democratic-culture>

Downloading the different volumes:

Volume 1 Context, concepts and model

<https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>

Volume 2 Descriptors

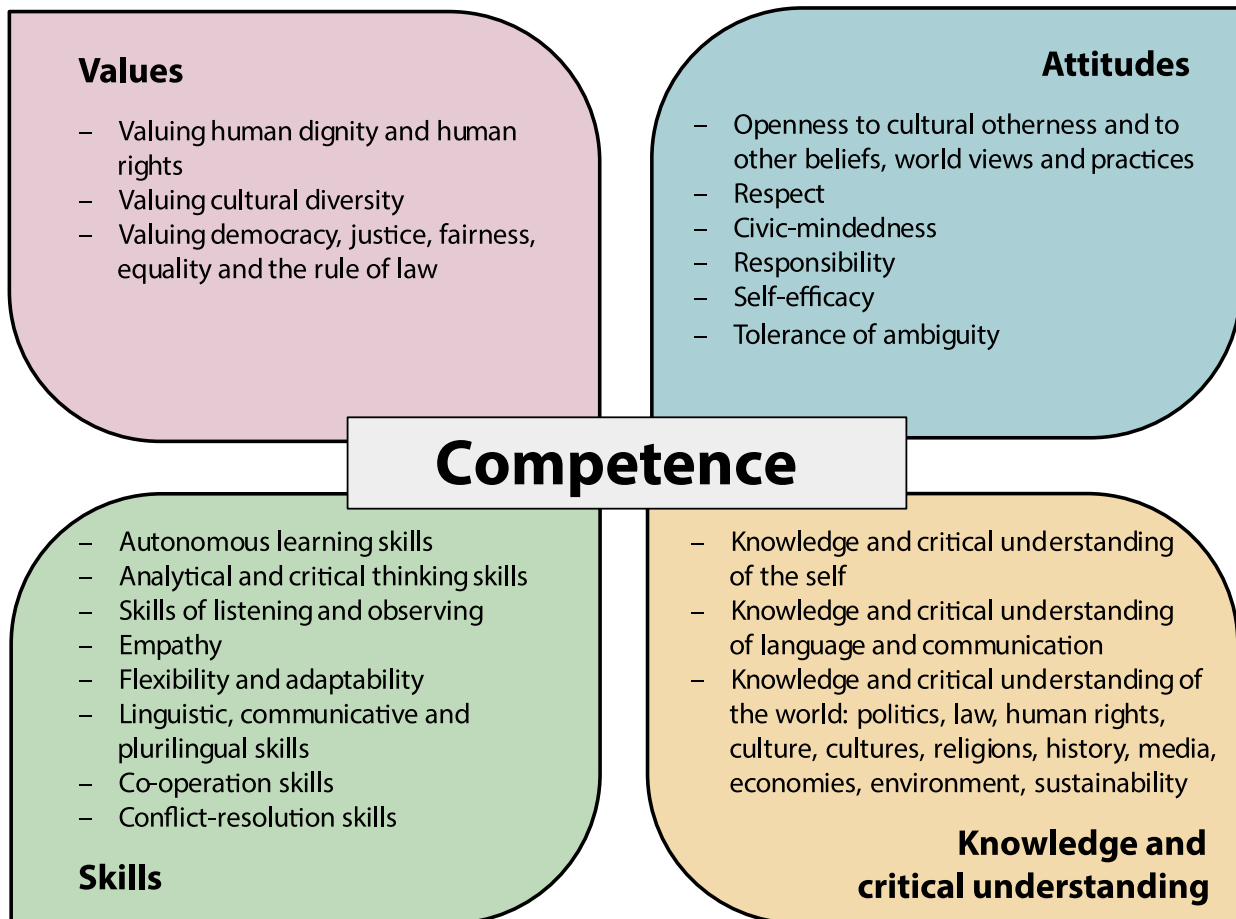
<https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

Volume 3 Guidance for implementation

<https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>

The Reference Framework of Competences for Democratic Culture [RFCDC]

These are the 20 competences of the RFCDC model: the values, attitudes, skills and knowledge and critical understanding:



Competence-based learning considers that the learner's demonstration of desired learning outcomes is central to the learning process. To be relevant for learners, learning global matters involves reflecting and discussing the interconnectedness of local and global challenges that derive from the increasingly globalised society, where individual choices and actions may have repercussions for people and communities locally, nationally or internationally.

Learners will benefit from critically understanding the global challenges that impact their own and other communities, such as: climate change, clean water availability, energy availability, population growth and food availability, housing, sustainable exploration of resources, pollution, democracy v. authoritarian regimes, peace and conflict, transnational crime, rule of law, the ethical dimension of employment recruitment, ethics in global decisions, education,

women's conditions, poverty and social inequalities, health issues, IT management and access, etc.

The descriptors are statements written as learning outcomes that refer to concrete observable behaviour(s) of a person with a certain level of competence; descriptors allow for more precise identification of learners' strengths and weaknesses, and consequently for fine-graining areas of further development and learning needs and identification of achieved proficiency.

RFCDC descriptors refer to proficiency (ability) and not to performance (capability) in a single specific situation; primarily, descriptors are tools for learning.

The full apprehension of the global challenges can be easier to understand with the use of the RFCDC competences and their corresponding descriptors.

In order to operationalise the competences, there is a need to identify behaviours which can indicate in a reliable way that a person has a certain level of proficiency in a specific competence.

If we take, for example, one of the challenges listed above as our topic and focus on the competence knowledge and critical understanding of..., we need to unpack this topic in several learning operations, comprising:

- ▶ knowledge, i.e. the body of information related to the specific issue;
- ▶ understanding i.e. the comprehension and appreciation of the meanings of that knowledge – the analysis of the information;
- ▶ critical understanding i.e. the comprehension and appreciation of the diverse meanings and perspectives of that topic in the context of the relationship between the global and the local, involving active reflection on, and critical evaluation of, that topic which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation).

Furthermore, depending on the specific topic that is being addressed and the teaching and learning methods and activities proposed, the learning process will include other competences to interplay dynamically during the reflection and/or discussion, for example, the learner could be valuing cultural diversity (value), deploying openness to cultural otherness (attitude) while using his/her analytical and critical thinking skills (skill).

Each of the 20 RFCDC competences has its descriptors¹⁵. They serve as a toolbox for educators to plan, design, implement and evaluate educational interventions, in formal and non-formal settings, they are not a check-list.

Aligning practices for global education with the Competences for Democratic Culture

It takes curiosity and motivation to reflect on one's own practice, and willingness to improve it aligning it with CDC. For meaningful learning to occur, educators need to invest in meaningful relationships with their learners, whereby learners feel safe to freely express their opinions and points of view. This means that education interventions (both formal and non-formal) are not neutral, and that learning is a two-way, or a multiple way process.

The learning of democracy needs to be experienced, and practitioners need to develop the competences in themselves to be able to facilitate the process of developing

and strengthening a culture of democracy within their educational settings. By using the competences model, educators and learners will apprehend that all competences are interdependent and by developing one of the competences others will be immediately activated. This is an empowering process, which helps a learning community understand the micro and macro dimensions of issues, local and global, that are interrelated.

Educators who have developed themselves the competences for democratic culture may feel more prepared to negotiate ways in which to interact with learners and realign their values with their practice, by getting to know themselves as individuals and educators, raising their own awareness of their professional and personal identities and purpose as educators and human beings.¹⁶ Educators can use the list of competences for self-assessment and become aware of what their attitudes and behaviours are and reflect on ways they might change or improve such attitudes and behaviours, especially in their practice and relationship with learners. At the core of quality education and training is the consistency between what is said and what is done.

“If we desire a society of peace, then we cannot achieve such a society through violence. If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society. If we desire a society that is democratic, then democracy must become a means as well as an end.”

Bayard Rustin, Civil Rights Activist

The learning outcomes allow for designing and planning learning interventions that target a number of key dimensions of global competence - examining issues and situations of global and local significance, understanding different perspectives and world views, interacting across cultural differences and considering taking action towards sustainable development - by linking each dimension with specific RFCDC knowledge, skills, attitudes and values. Learning about, learning for and through democracy, with educators demonstrating democratic behaviours contributes to the development of a global citizenship.

The table below supports educators' self-assessment and reflection and helps them focus on what is key in global education. It contains a selection of competences (values, attitudes, skills and knowledge and critical understanding) showcasing how they can be used for guiding educators' reflection on the different dimensions of global education, and the revision of their own practices and decision making (what I teach and why I teach it).

15. The full list of CDC descriptors can be consulted below.

16. Reference Framework of Competences for Democratic Culture Volume 3 – Pedagogy; includes methods and approaches to address and develop RFCDC

For this reflection please refer to the descriptors below

GUIDING QUESTIONS FOR EDUCATORS ¹⁷	VALUES	ATTITUDES	SKILLS	KNOWLEDGE & CRITICAL UNDERSTANDING
1. How am I prepared to develop learners' global competence?	<ul style="list-style-type: none"> Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law 	<ul style="list-style-type: none"> Openness to cultural otherness and other beliefs, world views and practices Respect Civic-mindedness Responsibility Self-efficacy Tolerance of ambiguity 	<ul style="list-style-type: none"> Autonomous learning skills Analytical and critical thinking skills Skills of listening and observing Empathy Flexibility and adaptability Linguistic, communicative and plurilingual skills Cooperation skills Conflict resolution skills 	<ul style="list-style-type: none"> Knowledge and critical understanding of the self Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability
2. To what degree are learners able to critically examine contemporary issues of local, global and intercultural significance?	<ul style="list-style-type: none"> Valuing human dignity and human rights Valuing cultural diversity 	<ul style="list-style-type: none"> Openness to cultural otherness and other beliefs, world views and practices Responsibility Self-efficacy 	<ul style="list-style-type: none"> Autonomous learning skills Analytical and critical thinking skills Empathy Flexibility and adaptability 	<ul style="list-style-type: none"> Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability
3. To what degree are learners able to understand and appreciate multiple cultural perspectives (including their own) and manage differences and conflicts?	<ul style="list-style-type: none"> Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law 	<ul style="list-style-type: none"> Openness to cultural otherness and other beliefs, world views and practices Civic-mindedness Self-efficacy Tolerance of ambiguity 	<ul style="list-style-type: none"> Empathy Flexibility and adaptability Cooperation skills Conflict resolution skills 	<ul style="list-style-type: none"> Knowledge and critical understanding of the self Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability

17. Key questions based on Global competence assessment PISA 2018, The OECD Global Competency Framework, preparing our youth for an inclusive world (page 6). More about this in PISA - Questions related to global competence in the student questionnaire: <http://www.oecd.org/pisa/PISA-2018-Global-Competence-Questionnaire.pdf>

GUIDING QUESTIONS FOR EDUCATORS ¹⁷	VALUES	ATTITUDES	SKILLS	KNOWLEDGE & CRITICAL UNDERSTANDING
4. To what degree are learners prepared to interact respectfully across cultural differences?	<ul style="list-style-type: none"> Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law 	<ul style="list-style-type: none"> Openness to cultural otherness and other beliefs, world views and practices Respect Civic-mindedness Responsibility Tolerance of ambiguity 	<ul style="list-style-type: none"> Autonomous learning skills Skills of listening and observing Empathy Flexibility and adaptability Linguistic, communicative and plurilingual skills 	<ul style="list-style-type: none"> Knowledge and critical understanding of the self Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability
5. To what degree do learners care about the world and take action to make a positive difference in other peoples' lives and to safeguard the environment?	<ul style="list-style-type: none"> Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law 	<ul style="list-style-type: none"> Openness to cultural otherness and other beliefs, world views and practices Respect Civic-mindedness Responsibility 	<ul style="list-style-type: none"> Analytical and critical thinking skills Cooperation skills Conflict resolution skills 	<ul style="list-style-type: none"> Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability

Selecting RFCDC competences for designing learning interventions

The RFCDC model can contribute to the development of innovative and creative potential, as the competences taught within formal and non-formal settings may be complemented by competences developing the ability to act democratically.

If educators recognize that democratic culture upholds the concepts of democratic- and global- citizenship, then the inclusion of activities that seek to consider values and develop attitudes, skills and knowledge and critical understanding is key for learners to acquire a democratic culture. Hence, it is compelling that educators are able to plan and develop educational

activities and adapt them to their own and their learners' needs.

It is important that educators become aware that competent behaviour invariably involves the activation and application of an entire cluster of competences. This notion of competences being deployed dynamically in entire clusters, rather than individually, has important implications for designing learning interventions.

The table below shows examples of learning opportunities related to RFCDC competences and highlights possible clusters of competences that are activated.

Competences related learning opportunities

RFCDC COMPETENCES		What is identity? How do I perceive others, how do they see me?	Are you more equal than me?	Diversity and pluralism- How can people live together peacefully?	Conflict. What to do if we disagree?	What are our rights and how are they protected?	What kind of responsibilities do people have?	Understanding media by producing media
1	Valuing human dignity and human rights	√	√	√	√	√	√	√
2	Valuing cultural diversity	√	√	√	√	√	√	√
3	Valuing democracy, justice, fairness, equality and the rule of law	√	√	√	√	√	√	√
4	Openness to cultural otherness and to other beliefs, world views and practices	√/√	√	√			√	
5	Respect			√			√	
6	Civic-mindedness		√	√			√/√	
7	Responsibility			√			√	√
8	Self-efficacy							
9	Tolerance of ambiguity			√/√				
10	Autonomous learning skills							√
11	Analytical and critical thinking skills		√	√	√			√/√

RFCDC COMPETENCES		What is identity? How do I perceive others, how do they see me?	Are you more equal than me?	Diversity and pluralism- How can people live together peacefully?	Conflict. What to do if we disagree?	What are our rights and how are they protected?	What kind of responsibilities do people have?	Understanding media by producing media
12	Skills of listening and observing		√					
13	Empathy	√	√	√	√	√	√	
14	Flexibility and adaptability	√						
15	Linguistic, communicative and plurilingual skills			√				
16	Cooperation skills		√	√				
17	Conflict resolution skills			√	√√			
18	Knowledge and critical understanding of the self	√	√		√		√	
19	Knowledge and critical understanding of language and communication			√				√√
20	Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability			√	√	√		

The RFCDC descriptors refer to concrete observable behaviours of a person with a certain level of competence (basic, intermediate and advanced) and use the language of learning outcomes — each descriptor starts with an action verb followed by the object of that verb, and the behaviour that is described is observable and assessable. Because learners progress by demonstrating their competence, descriptors can be used to support and systematise the assessment of learners' level of proficiency (basic, intermediate and advanced) in order to identify areas of further development, or to support the assessment of the proficiency (and not achievement) after a period of learning.

Because competences are deployed in clusters, a set of descriptors of different competences can be used primarily to define learning outcomes for educational activities.

RFCDC descriptors provide a coherent reference base through which a learner's behaviour can be observed and assessed.

It is possible to use descriptors with other assessment methods keeping in mind that whatever the method applied it needs to capture and describe the dynamic mobilisation, deployment and flexible adjustment of clusters of competences across contexts.

Observations are like reflecting a mirror on a situation and simply reporting what is seen

Observational assessment involves an educator (or other assessor) observing learners' behaviours to collect and record information from watching behaviours and interactions in a range of different situations to grasp the extent to which the learner is deploying clusters of competences appropriately and is actively adjusting those clusters according to the changing situational circumstances.

Carried out regularly, observation becomes part of the learning process. It yields information on the individual learner and facilitates personalised feedback. Observation allows for a lot of unexpected information

to be gathered, which is critical to regulate and improve teaching and learning processes. Observation is an effective tool for diagnosis of learning gaps, enabling the elaboration of well-targeted personalised plans, and adequate use of scaffolding and/or differentiation strategies.

Although educators can support learners develop their competences, the development of competences is a process that each person will have to experience him/her self. It is an individual journey that can be done collectively in learning contexts, and it is a life-long development where there is always space for improvement.

The RFCDC descriptors have had good results when used for peer- and self- observation and for peer- and self- assessment; observing a peer stimulates reflections about one's own behaviours and triggers self-observation and reflection. Educators and learners using peer-observation regularly notice human behaviours more accurately and understand self better. Being more observant and being able to state our observations is important to our ability to effectively communicate.

Assessment observations are factual, systematic, recorded and detailed. Thus, educators avoid taking hasty conclusions, labelling, comparing learners' and making assumptions, for example, the educator opts for writing down the behaviour observed (John has difficulty sharing) rather than making judgements (John never shares). The recording is objective, stating facts and not the educator's opinions, and allows for identification of areas of strength and areas of improvement when feedback is given to learners. Good observation needs to be experienced and practiced. Awareness of such pitfalls is key to explore all the educational aspects that good and regular observational assessment allows.

The table below shows one example of how often the listed behaviours of the RFCDC competence Valuing human dignity and human rights were observed, during the period/activities specified; who observed, what was the feedback. This table can be used for any of the 20 competences.¹⁸

18. Please check the SELF- PEER- AND EDUCATOR- OBSERVATION TEMPLATE in the end of this chapter that can be copied and used

Dates: 1. 2. 3. ...	Activity / Learning intervention 1. 2. 3. ...	Observed by: 1. 2. 3.			Feedback from: 1. 2. 3.	
PROFICIENCY LEVEL	VALUING HUMAN DIGNITY AND HUMAN RIGHTS	SELF	PEER	EDUCATOR	AS/ WHY	AI/ WHY
Basic	Argues that human rights should always be protected and respected					
	Argues that specific rights of children should be respected and protected by society					
Intermediate	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment					
	Argues that all public institutions should respect, protect and implement human rights					
Advanced	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else					
	Expresses the view that all laws should be consistent with international human rights norms and standards					

Frequently (F), Sometimes (S), Not Yet (NY)

Feedback: areas of strength (AS), areas for improvement (AI)

The table below exemplifies how to register observations of a cluster of seven competences related with the activity What is identity? How do I perceive others, how do they see me? as proposed in the table Competences related learning opportunities, above. The competence considered most relevant is the attitude Openness to cultural otherness and to other beliefs, worldviews and practices, but values, skills and knowledge are part of the cluster. This observation table can be used for any of the 20 competences, or different clusters of competences.¹⁹

¹⁹. Please check the OBSERVATION TEMPLATE in the end of this chapter that can be copied and used

#	RFCDC CLUSTER OF SEVEN COMPETENCES MOBILIZED	WHAT IS IDENTITY? HOW DO I PERCEIVE OTHERS, HOW DO THEY SEE ME?	LEVEL OF PROFICIENCY DISPLAYED			FEEDBACK	
			B	I	A	AS/WHY	AI/ WHY
1	Valuing human dignity and human rights (value)	√					
2	Valuing cultural diversity (value)	√					
3	Valuing democracy, justice, fairness, equality and the rule of law (value)	√					
4	Openness to cultural otherness and to other beliefs, worldviews and practices (attitude)	√√					
13	Empathy (skill)	√					
14	Flexibility and adaptability (skill)	√					
18	Knowledge and critical understanding of the self (knowledge and critical understanding)	√					

Refer to Descriptors below for the learning outcomes of the different levels of proficiency: basic (B) intermediate (I) and advanced (A)

Feedback: areas of strength (AS), areas for improvement (AI)

Giving feedback — learners' progress is tracked and transparent

Giving feedback to learners completes the observation process and allows them to reflect on ways to further

their learning. To be effective, educators take notes and prepare feedback, making sure that the learner understands the message (e.g. ask learner to summarize feedback given) answering learner's questions and being sensitive to learner's nonverbal messages. Educator describes objectively the behaviours observed, identifies areas of agreement, focuses on ways to further learners' development, shows respect, is flexible, and attentive to the flow of communication (listening by responding). Lastly, the educator does not overwhelm the learner with too much information, comparisons with other learners and generalisations.

The table below allows for reflection and pinpointing clear and specific feedback; all information given is transparent and aligned with the behaviours deployed during observation of learning activities. This model can be used for any competence.

KEY DESCRIPTORS FOR KNOWLEDGE AND CRITICAL UNDERSTANDING OF THE WORLD: POLITICS, LAW, HUMAN RIGHTS, CULTURE, CULTURES, RELIGIONS, HISTORY, MEDIA, ECONOMIES, ENVIRONMENT, AND SUSTAINABILITY				
Learner (tick the relevant box)		Facilitator (tick the relevant box)		Date of <i>feedback</i> (tick the relevant box)
Descriptors				
Meets criteria at levels		Meets criteria at levels		Meets criteria at levels
BASIC		INTERMEDIATE		ADVANCED
117. Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities		123. Can explain the universal, inalienable and indivisible nature of human rights		130. Can describe the diverse ways in which citizens can influence policy
118. Can explain why everybody has a responsibility to respect the human rights of others		124. Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world		131. Can reflect critically on the evolving nature of the human rights framework and the on-going development of human rights in different regions of the world
119. Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness, etc.) in one other culture		125. Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses		132. Can explain why there are no cultural groups that have fixed inherent characteristics
120. Can reflect critically on how his/her own worldview is just one of many worldviews		126. Can explain the dangers of generalising from individual behaviours to an entire culture		133. Can explain why all religious groups are constantly evolving and changing
121. Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption, etc.		127. Can reflect critically on religious symbols, religious rituals and the religious uses of language		134. Can reflect critically on how histories are often presented and taught from an ethnocentric point of view
122. Can reflect critically on the risks associated with environmental damage		128. Can describe the effects that propaganda has in the contemporary world		135. Can explain national economies and how economic and financial processes affect the functioning of society
		129. Can explain how people can guard and protect themselves against propaganda		

Designing and implementing educational projects – Monitoring and Evaluation of Learning

Monitoring and Evaluation [M&E] includes a wide number of activities and processes that are more or less formal, related to collecting and analysing different data to check a project or programme's efficiency, by assessing how the project performs in comparison with its set goals. The collected data is used to plan, monitor and improve other projects or programmes.

Monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing. Evaluation is the periodic, retrospective assessment of an organisation, project or programme that might be conducted internally or by external independent evaluators.

Source: A step by step guide to monitoring and evaluation²⁰

The system of Monitoring and Evaluation of Learning [MEL] is the main tool to control and assess the impact of an activity or a project — did the programme reach the target group? Was it implemented in an efficient way? — and it is required in most of the project proposals for civil society organizations, irrespective of the public or private origin of the funding. MEL supports organisations, volunteers, practitioners, communities and institutions bring to light evidences for individual and collective recognition of the value for money invested in the collectivity. MEL measures if a programme has been implemented according to the plan (monitoring) and is meeting the desired results (evaluation).

The Project 'Monitoring and Evaluation for Sustainable Communities'²¹ funded by the Higher Education Innovation Fund at the University of Oxford, explains how doing M&E can support educators, youth organisations and NGOs assess what difference they are making and can provide vital information to:

- ▶ assess and demonstrate the effectiveness in achieving objectives and/or impacts on people's lives
- ▶ improve internal learning and decision making about project design, how the group operates, and implementation i.e. about success factors, barriers, which approaches work/ don't work etc.
- ▶ empower and motivate volunteers and supporters
- ▶ ensure accountability to key stakeholders (e.g. community, members/ supporters, the wider movement, founders)
- ▶ influence government policy
- ▶ share learning with other communities and wider movements
- ▶ contribute to the evidence base about effectiveness and limits of community action

The RFCDC can be used for M&E by adapting the competences as a reference to monitor and evaluate the development of learners' competences:

1. In the project design phase

When developing the LOG Frame of a project the competences descriptors can be adapted to define the general indicators in reference to learning outcomes.

2. In the implementation phase of the project

When developing a training activity, it is recommended to develop a beneficiary's mapping matrix to match the specific pedagogical objectives and expected output with the expected learning outcomes. Adapting the RFCDC descriptor into the expected learning outcomes, as in the table below can help in guaranteeing an impact in terms of quality assurance, validation and sustainability of the training activity.

20. Monitoring and Evaluation for Sustainable communities <https://www.geog.ox.ac.uk/research/technologies/projects/mesc/guide-to-monitoring-and-evaluation-v1-march2014.pdf>

21. Monitoring and Evaluation for Sustainable Communities (copy the link below to your browser and download the document). <https://www.geog.ox.ac.uk/research/technologies/projects/mesc/planning-your-M&E.doc>

For example:

EXPECTED LEARNING OUTCOMES MATRIX								
BENEFICIARY	Objective	Activity	Expected output	Values	Attitudes	Skills	Knowledge and critical understanding [KCU]	MEL TOOLS
YOUNG VOLUNTEERS	To mobilise learners taking part in the local campaign for public water	Youth multipliers training course	25 learners will organise workshops to their peers in 10 towns over the next 6 months	Valuing human dignity and human rights	Respect Civic-mindedness	Analytical and critical thinking skills, cooperation skills, conflict resolution skills	KCU of the world (including politics, law, human rights, culture, cultures, religion, history, media, economies, the environment, sustainability)	Baseline Survey Impact data surveys Focus groups Stakeholders survey

MEL process helps to develop concrete tools, such as questions for surveys, interviews and focus groups to monitor the level of development of the expected learning outcomes over time, based on the beneficiary mapping matrix, as in the example below.

LEARNING OUTCOMES MATRIX DESCRIPTORS FROM RFCDC	NEED	AIMS	RFCDC DESCRIPTORS / LEARNING OUTCOMES		
			BASIC	INTERMEDIATE	ADVANCED
Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religion, history, media, economies, the environment, sustainability)	Learners need knowledge about the world around them so they can develop informed opinions and make informed choices. They need to know how to engage politically, in order to become active agents in their futures.	Learners to develop their understanding of social, political and civic issues in local, national and global contexts. Learners to understand the importance of playing an active part in democratic processes and understand different forms of political engagement.	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption. Can reflect critically on the risks associated with environmental damage.	Can describe the effect that propaganda has in the contemporary world. Can explain how people can guard and protect themselves against propaganda.	Can describe the diverse ways in which citizens can influence democracy

RFCDC DESCRIPTORS



The key descriptors ²²

Values

Valuing human dignity and human rights

1	Argues that human rights should always be protected and respected	Basic
2	Argues that specific rights of children should be respected and protected by society	
3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate
4	Argues that all public institutions should respect, protect and implement human rights	
5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
6	Expresses the view that all laws should be consistent with international human rights norms and standards	

22. Reference Framework of Competences for Democratic Culture Volume 2 [Volume 2 of RFCDC in addition to the Key Descriptors include the full bank of descriptors that were validated through piloting in concrete education settings: <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

Valuing cultural diversity

7	Promotes the view that we should be tolerant of the different beliefs that are held by others in society	Basic
8	Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another	
9	Expresses the view that the cultural diversity within a society should be positively valued and appreciated	Intermediate
10	Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations	Advanced
11	Argues that intercultural dialogue should be used to develop respect and a culture of “living together”	

Valuing democracy, justice, fairness, equality and the rule of law

12	Argues that schools should teach students about democracy and how to act as a democratic citizen	Basic
13	Expresses the view that all citizens should be treated equally and impartially under the law	
14	Argues that laws should always be fairly applied and enforced	
15	Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud	Intermediate
16	Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority	
17	Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so	
18	Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight	Advanced
19	Expresses the view that information on public policies and their implementation should be made available to the public	
20	Argues that there should be effective remedies against the actions of public authorities which infringe civil rights	

Attitudes

Openness to cultural otherness

21	Shows interest in learning about people’s beliefs, values, traditions and world views	Basic
22	Expresses interest in travelling to other countries	
23	Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations	Intermediate
24	Expresses an appreciation of the opportunity to have experiences of other cultures	
25	Seeks and welcomes opportunities for encountering people with different values, customs and behaviours	Advanced
26	Seeks contact with other people in order to learn about their culture	

Respect

27	Gives space to others to express themselves	Basic
28	Expresses respect for other people as equal human beings	
29	Treats all people with respect regardless of their cultural background	Intermediate
30	Expresses respect towards people who are of a different socio-economic status from himself/herself	
31	Expresses respect for religious differences	Advanced
32	Expresses respect for people who hold different political opinions from himself/herself	

Civic-mindedness

33	Expresses a willingness to co-operate and work with others	Basic
34	Collaborates with other people for common interest causes	
35	Expresses commitment to not being a bystander when the dignity and rights of others are violated	Intermediate
36	Discusses what can be done to help make the community a better place	
37	Exercises the obligations and responsibilities of active citizenship at either the local, national or global level	Advanced
38	Takes action to stay informed about civic issues	

Responsibility

39	Shows that he/she accepts responsibility for his/her actions	Basic
40	If he/she hurts someone's feelings, he/she apologises	
41	Submits required work on time	Intermediate
42	Shows that he/she takes responsibility for own mistakes	Advanced
43	Consistently meets commitments to others	

Self-efficacy

44	Expresses a belief in his/her own ability to understand issues	Basic
45	Expresses the belief that he/she can carry out activities that he/she has planned	
46	Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal	Intermediate
47	If he/she wants to change, he/she expresses confidence that he/ she can do it	
48	Shows that he/she feels secure in his/her abilities to meet life's challenges	Advanced
49	Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness	

Tolerance of ambiguity

50	Engages well with other people who have a variety of different points of view	Basic
51	Shows that he/she can suspend judgments about other people temporarily	
52	Is comfortable in unfamiliar situations	Intermediate
53	Deals with uncertainty in a positive and constructive manner	
54	Works well in unpredictable circumstances	

55	Expresses a desire to have his/her own ideas and values challenged	Advanced
56	Enjoys the challenge of tackling ambiguous problems	
57	Expresses enjoyment of tackling situations that are complicated	

Skills

Autonomous learning skills

58	Shows ability to identify resources for learning (e.g. people, books, internet)	Basic
59	Seeks clarification of new information from other people when needed	
60	Can learn about new topics with minimal supervision	Intermediate
61	Can assess the quality of his/her own work	
62	Can select the most reliable sources of information or advice from the range available	Advanced
63	Shows ability to monitor, define, prioritise and complete tasks without direct oversight	

Analytical and critical thinking skills

64	Can identify similarities and differences between new information and what is already known	Basic
65	Uses evidence to support his/her opinions	
66	Can assess the risks associated with different options	Intermediate
67	Shows that he/she thinks about whether the information he/she uses is correct	
68	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
69	Can use explicit and specifiable criteria, principles or values to make judgments	

Skills of listening and observing

70	Listens carefully to differing opinions	Basic
71	Listens attentively to other people	
72	Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying	Intermediate
73	Can listen effectively in order to decipher another person's meanings and intentions	
74	Pays attention to what other people imply but do not say	Advanced
75	Notices how people with other cultural affiliations react in different ways to the same situation	

Empathy

76	Can recognise when a companion needs his/her help	Basic
77	Expresses sympathy for the bad things that he/she has seen happen to other people	

78	Tries to understand his/her friends better by imagining how things look from their perspective	Intermediate
79	Takes other people's feelings into account when making decisions	
80	Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows	Advanced
81	Accurately identifies the feelings of others, even when they do not want to show them	

Flexibility and adaptability

82	Modifies his/her opinions if he/she is shown through rational argument that this is required	Basic
83	Can change the decisions that he/she has made if the consequences of those decisions show that this is required	
84	Adapts to new situations by using a new skill	Intermediate
85	Adapts to new situations by applying knowledge in a different way	
86	Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups	Advanced
87	Can modify his/her own behaviour to make it appropriate to other cultures	

Linguistic, communicative and plurilingual skills

88	Can express his/her thoughts on a problem	Basic
89	Asks speakers to repeat what they have said if it wasn't clear to him/her	
90	Asks questions that show his/her understanding of other people's positions	Intermediate
91	Can adopt different ways of expressing politeness in another language	
92	Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining	Advanced
93	Can avoid successfully intercultural misunderstandings	

Co-operation skills

94	Builds positive relationships with other people in a group	Basic
95	When working as a member of a group, does his/her share of the group's work	
96	Works to build consensus to achieve group goals	Intermediate
97	When working as a member of a group, keeps others informed about any relevant or useful information	
98	Generates enthusiasm among group members for accomplishing shared goals	Advanced
99	When working with others, supports other people despite differences in points of view	

Conflict-resolution skills

100	Can communicate with conflicting parties in a respectful manner	Basic
101	Can identify options for resolving conflicts	

102	Can assist others to resolve conflicts by enhancing their understanding of the available options	Intermediate
103	Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns	
104	Regularly initiates communication to help solve interpersonal conflicts	Advanced
105	Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict	

Knowledge and critical understanding

Knowledge and critical understanding of the self

106	Can describe his/her own motivations	Basic
107	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour	
108	Can reflect critically on his/her own values and beliefs	Intermediate
109	Can reflect critically on himself/herself from a number of different perspectives	
110	Can reflect critically on his/her own prejudices and stereotypes and what lies behind them	Advanced
111	Can reflect critically on his/her own emotions and feelings in a wide range of situations	

Knowledge and critical understanding of language and communication

112	Can explain how tone of voice, eye contact and body language can aid communication	Basic
113	Can describe the social impact and effects on others of different communication styles	Intermediate
114	Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)	Advanced
115	Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective	
116	Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture	

Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

117	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Basic
118	Can explain why everybody has a responsibility to respect the human rights of others	
119	Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture	
120	Can reflect critically on how his/her own world view is just one of many world views	
121	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	
122	Can reflect critically on the risks associated with environmental damage	

123	Can explain the universal, inalienable and indivisible nature of human rights	Intermediate
124	Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world	
125	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	
126	Can explain the dangers of generalising from individual behaviours to an entire culture	
127	Can reflect critically on religious symbols, religious rituals and the religious uses of language	
128	Can describe the effects that propaganda has in the contemporary world	
129	Can explain how people can guard and protect themselves against propaganda	
130	Can describe the diverse ways in which citizens can influence policy	Advanced
131	Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world	
132	Can explain why there are no cultural groups that have fixed inherent characteristics	
133	Can explain why all religious groups are constantly evolving and changing	
134	Can reflect critically on how histories are often presented and taught from an ethnocentric point of view	
135	Can explain national economies and how economic and financial processes affect the functioning of society	

SELF- PEER- AND EDUCATOR- OBSERVATION TEMPLATE

Dates: 1. 2. 3.	Activity / Learning intervention 1. 2. 3. ...	Observed by: 1. 2. 3.			Feedback from: 1. 2. 3.	
Proficiency level	Competence / Descriptor	Self	Peer	Educator	AS/ why	AI/ why
Basic						
Intermediate						
Advanced						

Self/Peer and Educator observation

Frequently (F), Sometimes (S), Not Yet (NY)

Feedback: areas of strength (AS), areas for improvement (AI)

The table below exemplifies how to register observations of a cluster of seven competences related with the activity What is identity? How do I perceive others, how do they see me? as proposed in the table Competences related learning opportunities, above. The competence considered most relevant is the attitude Openness to cultural otherness and to other beliefs, worldviews and practices, but values, skills and knowledge are part of the cluster

CHAPTER D

METHODOLOGY AND METHODS FOR PRACTICING GLOBAL EDUCATION

METHODOLOGY AND METHODS FOR PRACTICING GLOBAL EDUCATION	67
Methodological process	68
The role of the educator	68
METHODOLOGICAL DIMENSIONS	69
The micro-macro dimensions and vice versa	69
The three-time dimensions	69
Historicity of knowledge dimension	69
Power analysis dimension	69
METHODOLOGICAL ASPECTS	73
What to pay attention to	73
What to build up	75
Learning environment	77
SESSION PLANNING	81
Examining Issue	82
Understanding Perspectives Interacting Across Cultural Experiences	92
Taking Action	99
Assessment	103
Follow Up	106
LEARNING THROUGH GLOBAL EDUCATION IN DIFFERENT CONTEXTS	107
Formal education settings	107
Non formal education settings	110
Informal education	112
Soft skills training	112
Lifelong learning	112
ANNEX	113
Simulation: The Global Market	113

METHODOLOGY AND METHODS FOR PRACTICING GLOBAL EDUCATION

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

Paulo Freire

This chapter contains a wide range of useful information and guidance for different levels of experience and professional contexts:

- ▶ The first section creates bridges with chapter C connecting methodology with the Council of Europe’s Reference Framework of Competences for Democratic Culture (RFCDC).
- ▶ The second section focuses on methodological dimensions to take into consideration when educating about global issues.
- ▶ The third section is about the methodological aspects to take care of, and possible ways to set up, a positive learning environment when working with a group on global issues.
- ▶ The fourth section connects the OECD Diagram for Global Competences with session planning, providing step by step proposals to develop coherent and functional programme flows and the methods that can be adapted for short- or long- term training processes.

- ▶ The fifth section proposes possible ways to implement global education in different learning contexts.

It is a summing up exercise that does not explore and explain all possible approaches and methods, but rather aiming for encouraging educators to practice themselves learning by doing.

DEFINING METHODOLOGY

Methodology refers to the relationship between theory and methods.

While a method is a planned procedure that regulates a line of action undertaken to obtain defined objectives in a specific science; Methodology is the scientific foundation for the development of methods, enabling the analysis of the existing methods and the formulation of new specific ones.

Methodology can be conceived as the pedagogical framework for the teaching / training / learning process in order to achieve the learning objectives in a dynamic interaction with the assessment process



From <https://www.pinterest.pt/pin/527484175104429164/>

Methodological process

To reflect on the fundamentals of global education methodology, the main concepts in the Maastricht Global Education Declaration keep timeliness and validity: Global education is education that opens peoples' eyes and minds to the realities of the globalised world.

The methodology exhibited in the Global Competences diagram²³, is based on the interconnectedness of different realities of the world and incorporates four interdependent dimensions, namely:

- ▶ Examining global issues with local impact or vice versa developing analytical, visual and reading competences to understand statistics, historical processes, scientific developments, economic balances and political choices on global issues, while creating empathy towards different causes.
- ▶ Understanding perspectives and world views of others to critically develop a personal opinion which is the outcome of group discussions, researches and of the constant intellectual reflection

and re-negotiation based on the evolution of the events and the contamination across cultural differences.

- ▶ Taking action and participating to realise the changes we want to see in the world gathering with peers and communities to develop strategies to raise awareness, advocate and promote change of individual and collective behaviours or public policies, denounce an injustice, campaign for a cause organising public events and viral actions on social media, etc.

The role of the educator

Based on the role the educator enacts within a group, he/she establishes different types of power relations and is expected to provide different types of support to meet the learning objectives of a group. These distinctions might not always be so clear. Below is a reference framework used in the Training of Trainers to stress the main qualities and competences in action when playing different roles within a group of peers.

TEACHER	TRAINER	FACILITATOR
In relation to the classroom, teachers are totally in charge of the learning environment. They are responsible for developing lesson plans to reach standardised results according to the national curricula and to assess the proficiency level students' knowledge and skills about the subject. Evaluation mainly takes place in forms of written or oral tests, but teachers might use also other observation tools to determine if students have met the learning objectives.	Trainers have both the knowledge over a specific topic and practical facilitation skills, to develop content-based sessions through participatory active methods based on the non-formal education approach. Trainers are a mix between a teacher and a facilitator because they are both result-oriented, to meet the learning objectives of the course, and process-oriented adapting the sessions to the needs of learners. Learning outcomes can be observed over time by monitoring changes in individual attitudes and collective behaviours.	Facilitators do not need to be experts on a specific topic to run a session, as their role is to support the process of peer learning among a group of people. Their focus is on group dynamics: team building, conflict resolution, strategic planning and decision-making processes mainly using non-formal education methods. Facilitators support the group of learners in determining common rules, setting learning objectives, raising the relevant questions, and assessing the group learning process.

23. Included in the OECD Draft Framework of the PISA 2018 Global Competence Assessment, OECD publishing; cf. chapter C for further information

METHODOLOGICAL DIMENSIONS

The micro-macro dimensions and vice versa

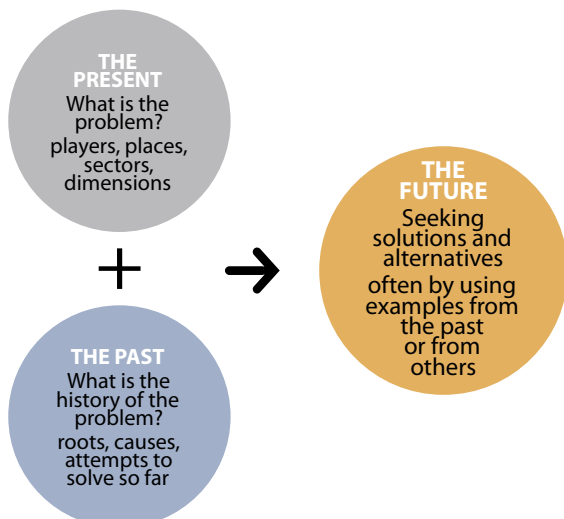
- ▶ From local to global, focuses on the interconnection between the global dimension of issues and the effects at local level (glocalisation)
- ▶ From personal to collective, it takes personal experiences and life stories to reflect upon the bigger issues affecting a group of people
- ▶ From emotional to rational, reshapes emotional responses into rational reflections towards the action

Act Local, Think Global!

Global issues can be developed through any subject of the curricula, both in formal and non-formal contexts. Connecting specific to general knowledge and linking different data coming from various sciences allows for a multi-perspective approach, which is needed to perceive knowledge as a united system and so to understand yourself and others in a complex, interdependent world, where the realities of our lives can be complementary but also contradictory. Moving from a culture of individualism to a culture of partnership presupposes the transformation of the personal criteria of the only truth to collective criteria of multiple realities.

The three-time dimensions

Dealing with all three dimensions is very important when approaching global issues. For instance, initially we are naturally focused on how a problem appears at the present. However, we also need to see its roots in the past and explore possible or preferable futures to act towards.



When reflecting on historical dimensions of global issues, we need to avoid presentism, the tendency to interpret past events in terms of modern values and concepts. We need to be aware of the concept of historical consciousness, which is the understanding of the temporality of historical experience, that is how past, present and future are thought to be connected for the sake of producing historical knowledge, so we connect it in a way that makes sense to us and we build a linear narrative, which is most of the time wishful thinking if not based on evidence from different perspectives (not one sided evidence). Sometimes, it is easy to mention 'seeing the roots' but it has a lot of pitfalls...

|| *You can never really understand an individual unless you also understand the society, the historical time period in which he/she live, personal troubles, and social issues.*

C. Wright Mills

Historicity of knowledge dimension

|| *Until the lion learns to write, every story will glorify the hunter*

African proverb

It is important to recognise the historicity and the limits of the individual and social processes, the different stages of development of phenomena, the genesis and deterioration, the limits and the possible exhaustion and destruction of any system (ecological, social, economic, political) to achieve a reasonable comprehension of situations. History is also based on cultural perspectives, for instance when looking at colonization and decolonization processes, the Eurocentric point of view stresses the civilizational approach of the phenomenon, while more and more intellectuals from the South of the world are re-writing that period of history stressing the human and environmental exploitation of the conquerors.

Power analysis dimension

Dealing with global issues implies connecting the dots among several different groups of interest based on power and profit or on human and environmental well-being.



Around the world, according to the place we were born, the ethnic group we represent, the social class we belong to, we have different access to resources, opportunities and different abilities to influence the decision-making processes over the distribution of resources and wealth.

For instance, when analysing migration issues with a critical approach, we might identify different groups of stakeholders.

Multinational companies in agreement with non-democratic governments privatise lands (land grabbing) and exploit ecosystems and raw materials, obligating communities either to leave their homes in search of food and clean water or to stay and work without any respect for human rights. Those who are healthy and

rich enough to embark themselves, in a very long and risky trip towards countries where it is possible to have better working opportunities to send remittances back home, migrate crossing borders being held in captivity by human smugglers until they pay off for the illegal trip.

Who cares?

Who holds the power?

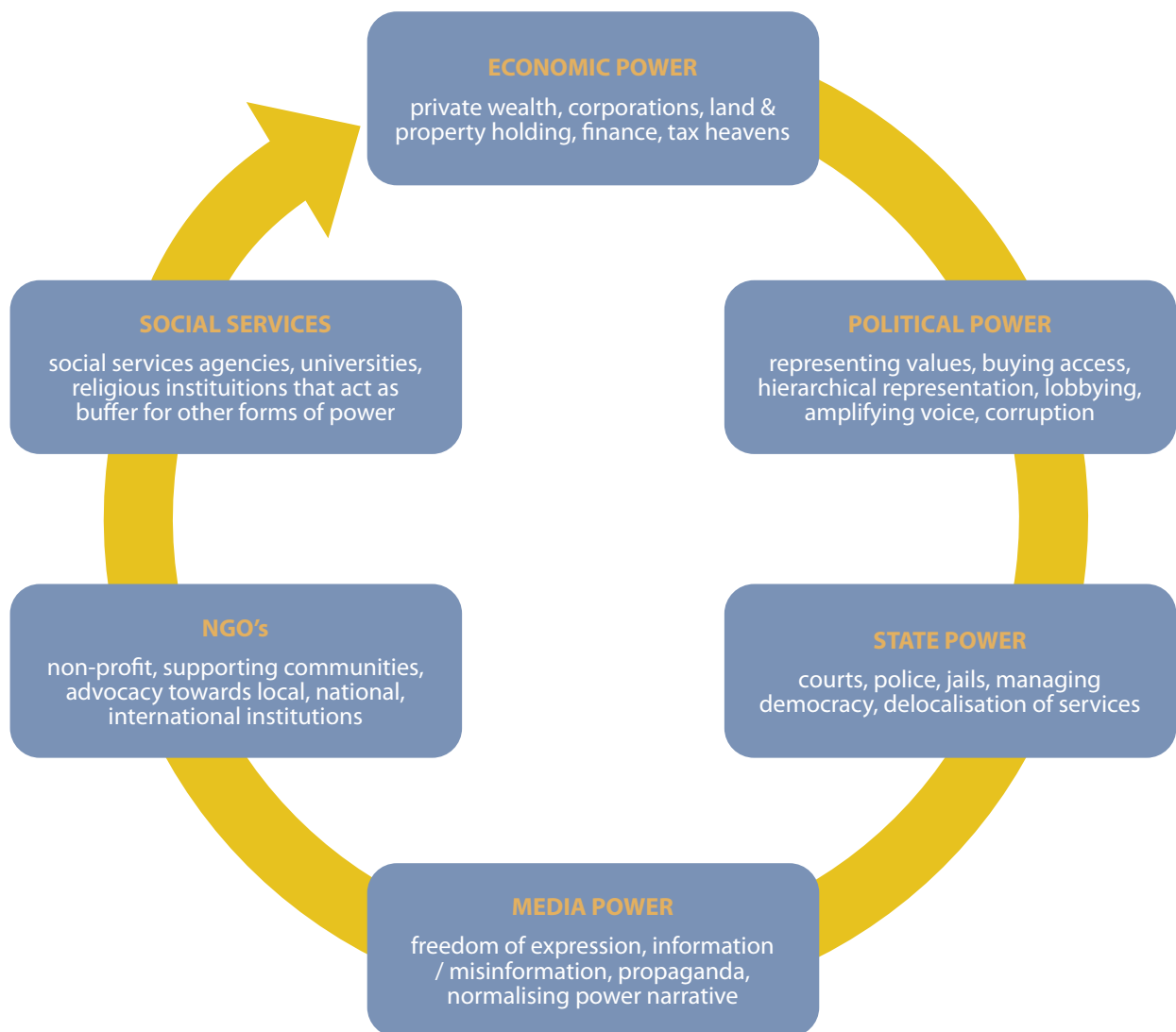
Who gets the resources?

Who are your allies and opponents?

What can be my /our role in changing the situation?

These are the sort of questions that should be at the core of the development of any Global education programme and activity.

Hierarchy of POWER



THE ROLE OF MEDIA IN DEVELOPING PUBLIC OPINIONS

“We are all interested in changing the situation around us whether on a political, social or personal level. But the current situation wasn’t created by itself, it was developed through complex and cumulative decision-making processes, which influenced negatively or positively the situation and contributed to its creation.

If we want to change the current situation, we need to analyse and understand the different decisions that led to its development, and then plan a set of actions that influence these decision making processes or lead to a new decision making process that would eventually change the current situation.

Any decision needs a source of legitimacy, this source can be moral, legal, political, etc. A decision of war against another country or a decision of buying genuine leather shoes, both need a source of legitimacy.

Public opinion is one of the main sources of legitimacy for most political decisions, even in the most severe dictatorship countries, public opinion is made to give legitimacy to political decisions.

Public opinion is a combination of a collection of judgments, attitudes, opinions, ideas and beliefs that a group (or part of a group) has towards a particular issue for a period of time.

Public opinion is formulated by a process of accumulation influenced by media, events, NGO’s, political parties, think tanks, interest groups, lobbies, activists. etc.

The main factor is media, as media aims to shape public opinion based on a specific agenda or narrative.

The narrative is our version of the truth, how we see the world and how we explain and relate to events.”

METHODOLOGICAL ASPECTS

As in all forms of education, considering the situation and the background of the learning group is fundamental; in global education it is crucial. Age, number of learners, social and cultural diversities in connection with the themes chosen, time, materials and space available must be primarily taken into account in designing a global education programme and choosing the appropriate methods. Starting from the learners' contexts and exploring their needs cooperatively is a primary element as well.

What do we need to take into account?

What to pay attention to

Dealing with controversy

Competences for Democratic Culture that can be developed to confront issues related to controversy or to national- and cultural-identity: valuing cultural diversity, openness to cultural otherness and to other beliefs, world views and practices, tolerance of ambiguity, analytical and critical thinking skills, skills of listening and observing, empathy, flexibility and adaptability, cooperation skills, knowledge and critical understanding of the self.

Global issues are expected to be controversial. Therefore, when dealing with such issues, controversy should not be avoided but confronted in a balanced way, aiming at a synthesis of views. This synthesis is not, of course, always possible. For example, issues connected with religion can be very controversial; and conclusions are not, perhaps, possible in a democratic debate. However, such a debate has a merit in itself. The issue of respecting diverse cultures will necessarily be discussed. And everyone in the group will realise that we live in a rapidly changing world in which we have to analyse existing beliefs and different world views, values and attitudes.



Confronting the issues of national or cultural identity

These issues are usually connected with migration, xenophobia, stereotypes and human rights and can therefore be very controversial and have to be treated very delicately. Although Global education means resistance to the status quo, it should not be considered as a threat but rather as a positive challenge that can enrich and broaden national and cultural identity.

Including everybody

When developing educational programmes, if it is not possible to know in advance the group composition, it is fundamental to foresee a flexible structure in the designing process to have always an available plan B. Sometimes people with special needs are visible, like in the case of physical or visual disabilities, but in many cases impaired hearing, intellectual disabilities and other such situations require special attention when not foreseeable at the first sight. Be ready to change your plans, inclusion is at the core of Global education.

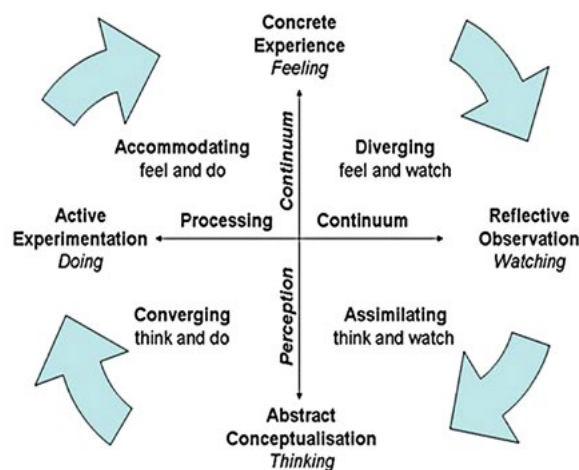
Learning process

The learning process model published by David Kolb in 1984 is still very relevant when planning global education programmes, but also assessing the composition of a group of learners in a training.

|| *Learning is the process whereby knowledge is created through the transformation of experience*

Kolb, 1984

The model reflects the pedagogy behind non-formal education methodology: learners through a concrete experience create emotional connections towards an issue, these emotions have to be reorganised and processed through reflection and observation. Consequently, debriefing and sharing perspectives within a group of peers allows to conceptualise and abstract the experiences visualising learning achievements and creating direct connections with the wider society to think about possible active experimentations to test in order to find alternative solutions over that specific issue²⁴.



Likewise, when debriefing an experiential activity in a plenary session the steps to follow in the facilitation process are:

- ▶ Ask about what happened during the activity
- ▶ Ask about how learners felt during the activity in relation to their peers
- ▶ Ask about the links between the activity and real-life situations
- ▶ Gather some general considerations, reflections and possible action points to follow up as individuals and as a group

At the same time, the inner part of the matrix shows four different learning styles, which are based on social environment, individual cognitive attitudes and educational experiences towards the way people learn. Those styles are:

- ▶ Diverging, feel and watch
- ▶ Assimilating, think and watch
- ▶ Converging, think and do
- ▶ Accommodating, feel and do
- ▶ VARK model of learning

Building on Kolb's theory, the educational theorists Fleming and Mills²⁵ in 1992 have developed the VARK model of learning, identifying four main learning styles that directly refer to the way people learn. Every person uses a combination of those styles, but usually he/she has a predominant style to develop competences, such as:

Visual	Auditory
People who learn better through graphics, maps and images how to understand and organise new information	People who learn better through listening and speaking, such as in lectures and group discussions. Aural learners use mnemonic techniques to study
Read and write	Kinaesthetic
People who learn better when reading and writing, and take notes to translate concepts into mind maps and essays	People who learn better through practical and tactical experimentation of information

24. McLeod, S. A. (2017). Kolb - learning styles. Retrieved from www.simplypsychology.org/learning-kolb.html

25. For more references <http://vark-learn.com/>

When developing training activities and teaching resources it is crucial to provide a variety of stimulus in order to actively engage all learning styles into the learning process, bearing in mind that young people are increasingly becoming visual learners, therefore the inclusion of images and videos is central in any learning activity.

What to build up

Culturally diverse societies and solidarity

Competences for Democratic Culture that can be developed when dealing with issues related to cultural diversity and solidarity: valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, self-efficacy, tolerance of ambiguity, analytical and critical thinking skills, empathy, cooperation skills, conflict resolution skills, knowledge and critical understanding of the self, of human-rights and cultures.

From small villages to big cities, societies are becoming culturally and ethnically more pluralistic and very often this diversity is reflected also in small social groups, such as schools, learning classes, sport teams, public spaces, etc.

|| *Nothing of me is original, I am the combined effort of everyone I have ever known.*

Chuck Palahniuk

Nowadays, it is possible to obtain information about world's realities and issues just by connecting with local neighbourhoods or contacting foreign communities' associations. This process is very important to move from classrooms and cities, where every cultural group live social spaces separately, to intercultural classrooms and cities, where different cultural groups share the same spaces and interact with each other, without fearing of losing their own identities or of being exposed to racism.

Promoting formal, non-formal and informal activities that develop empathy, exchange of traditions, mutual understanding and solidarity is the best way to break

stereotypes often driven by unfair political discourse and hate speech of opinion makers.

Watch the video: The Truth About Your National Identity²⁶



From: <https://pin.it/j23glnzixmz7t>

26. <https://www.youtube.com/watch?v=F9qF6FvwrHI>

Introducing the element of change

Although change is part of everyday life sometimes it is disruptive generating increased instability and uncertainty. Global education prepares learners to understand and deal with this reality and to adapt in a positive, constructive way. This means seeking ways of achieving a kind of good balance between stability and change. For this purpose, a more holistic approach is needed which links the different dimensions of being (physical, intellectual, emotional and spiritual) with

the different dimensions of the environment (natural, social, cultural, economic and political).

Over the last years the concept of resilience has become popular in the public discourse, when references are made to change. What does resilience mean?

Resilience²⁷ is the capacity of a system to absorb disturbances and reorganize while undergoing change so as to retain essentially the same function, structure, identity, and feedbacks.



The box below shows the relevance of developing global competences to face present and future

challenges of the world, please refer to chapter C for the full range of competences:

Leadership and culture	Networks and relationships	Change ready
<ul style="list-style-type: none"> • Valuing cultural diversity • Openness to cultural otherness • Responsibility • Self-efficacy • Tolerance of ambiguity • Analytical and critical thinking skills • Empathy • Linguistic, communicative and plurilingual skills • Conflict resolution skills • Knowledge and critical understanding of the self. 	<ul style="list-style-type: none"> • Valuing human dignity and human rights • Valuing democracy, justice, fairness, equality and the rule of law • Respect • Civic mindedness • Skills of listening and observing • Empathy • Cooperation skills • Knowledge and critical understanding of language and communication. 	<ul style="list-style-type: none"> • Tolerance of ambiguity • Autonomous learning skills • Flexibility and adaptability • Co-operation skills • Knowledge and critical understanding of language and communication • Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability).

27. Walker, B., C. S. Holling, S. R. Carpenter, and A. Kinzig. 2004. Resilience, adaptability and transformability in social-ecological systems. *Ecology and Society* 9(2): 5. [online] URL: <http://www.ecologyandsociety.org/vol9/iss2/art5/> <https://www.resorgs.org.nz/about-us/what-is-organisational-resilience/>

Considering that the world population is increasingly stressed by climate changes and other dynamic phenomena within and across different countries, it is key to always consider the holistic approach of global education, which competences aim at human development and quality of life at any latitude of the globe.

Build on personal experiences or simulations

Personal experiences or simulations are forms of experiential learning. Global education simulation activities may provoke intense feelings that are not easy to deal with. For this reason, the educator has to be prepared to deal with strong emotions and needs to know and understand each person in the group. Activities that arise strong feelings and divide opinions have to be carefully planned and developed. Otherwise, too many emotions may distance the work of the group from reason and reflection. Methods allowing for both experience and reflection and balancing cognitional, emotional and action levels are the most efficient for learning in global education.

The Council of Europe has published a Training Pack for Teachers on Teaching controversial issues through Education for Democratic Citizenship and Human Rights Education²⁸ which supports addressing difficult issues in learning settings.



From: <https://it.pinterest.com/pin/62135669842932770/>

28. <https://rm.coe.int/16806948b6>

Develop leadership and advocacy

|| *Leadership is a matter of intelligence, trustworthiness, humaneness, courage, and discipline ... Reliance on intelligence alone results in rebelliousness. Exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues together, each appropriate to its function, then one can be a leader.*

Sun Tzu

Global education uses eye opening processes to raise emotions and feelings related to issues happening in near and far places in the world, to enable the channelling of such feelings in a proactive way to advocate for positive change. Respecting everyone's attitudes and social skills, every individual can and should practice leadership and advocacy skills: by informing about an issue, by defending someone or a cause in the streets or on social media, by mobilizing peers to take part in a social action, by giving voice to those who are not usually heard, by influencing consumers' behaviours, by organising communities, by advocating for policy changes and human rights both at local and at global levels.

Inclusive and open leadership can dream of new possible future scenarios and create the right basis for awareness raising and consensus to push for social transformation.

Learning environment

A positive learning environment has specific characteristics, which are showcased in the diagram below. What are those specific elements? This section explores and explains the step by step procedure of session planning and session development.



Setting the learning objectives of a training or of an education resource

Usually educators receive a set of general objectives from the organisers promoting the training activity (this can be an institution, an NGO, a youth organisation, an education institution, etc.) Those general aims need to be translated into pedagogical objectives, which means:

- ▶ Need to be SMART (Specific, Measurable, Achievable, Realistic, Time-bound)
- ▶ Need to be relevant both for the organiser and for the learners
- ▶ Need to be feasible in terms of educators' competences, time, space and materials available
- ▶ Need to be adaptable to concrete methods to reach those objectives

For instance, when running a three-hour workshop on social inclusion of different communities in a specific neighbourhood, the objectives might be:

- ▶ To facilitate mutual knowledge and understanding among different cultures and communities sharing the same public spaces
- ▶ To assess needs and opportunities for collaborations among individuals
- ▶ To create networking opportunities to foster partnerships and dialogues

Expertise of the team of trainers

Working in a team requires respect towards the other, a self-reflective attitude, to listen, to be willing to learn, to trust and to delegate. It also involves a lot of discussion, flexibility and adaptation to different training styles, but it can be a real lifelong learning experience also for the team members, if they are free to bring to the team personal competences. Effective and efficient global education is the result of a combined action of team work. Some educators are very good graphic facilitators, or theatre performers, ICT experts, etc.

Trust and learn from each other.

Assessing learners' needs

Having an idea about the profiles and the expectations of the group participating in a global education training session makes a difference. In non-formal training courses learners need to apply and the trainer will know beforehand the profile of the participant. In formal settings it is up to the trainer to obtain information about the group through the reference teacher.

Prior information useful for the educator:

- ▶ **The size of the group:** some activities like role-plays have specific requirements in terms of number of learners.
- ▶ **The composition of the group** in terms of social, cultural and economic status: some issues could be quite sensitive, for instance when dealing with gender issues or conflict resolution.
- ▶ **The experience of the group** in that specific field: some groups might have already done projects on climate change therefore the kind of learning and reflection is advanced.
- ▶ **The expectations of learners** towards the session: what they want to learn? How do they expect to interact among themselves?

Whenever possible ask for the motivation and what are the expectations to attend a training session, and possibly this should be one of the first activities to be organised at the beginning of your workshop.

Using a resource with a learning group

Choose pedagogic resources according to the needs of the learning group. This means according:

- ▶ To the learners' age group: not too simple, not too complicated, not too childish, not too serious.
- ▶ To the learners' language level (especially in international / intercultural settings): if they do not understand the instructions of a resource, they cannot participate; if the instructions are too simple, they will feel that you do not consider them clever enough or old enough to use the resource.
- ▶ To the abilities of all learners, especially in mixed-ability groups; it is not useful to try a resource, if one is not sure that learners can do it.
- ▶ To the group's cultural diversity: not too oriented to a specific culture, especially if the group is multicultural, as learners may not understand or may misunderstand the content.
- ▶ To the group's interests: a resource which is very interesting to the educator or trainer might be considered otherwise by the learners.

Location and local community

When planning global education projects / programmes / activities a very important aspect to assess is the place where the activities take place and how it is possible to interact with the local community in terms of local associations, schools, municipalities, local businesses, etc.

EVERYTHING SURROUNDING A TRAINING COURSE CAN BE A SOURCE OF INSPIRATION FOR G-LOCAL CONNECTIONS:

Every year the North South Centre of the Council of Europe organises the “University on Youth and Development” in Mollina (Spain). During a week the population of the small agricultural village doubles, because hundreds of young people from all over Europe and beyond take part in several types of training courses (TC) organised by youth organisations. If a TC is about fair trade and sustainable development, usually learners pay a visit to the public olive mill to get to know the olive production process from local farmers to big distribution. If a TC is about creativity and art performances, learners have an active role in the organisation of the intercultural evening in the village. If there is a training of trainers, chances are that a field visit and interaction with students of local schools is organised.

<https://www.coe.int/en/web/north-south-centre/youth-co-operation>

Physical space

When planning global education activities, a big and well illuminated room with chairs positioned in a circle and movable tables is advantageous, in order to adapt the space according to the methods you choose. Having access also to some outdoor space is very useful to change scenarios according to the stage of development of training activities. Always check in advance the technical facilities available in the training room, such as internet access, projector, speakers, flip-charts, etc. you have to modify choose the teaching / training methods according to the technical resources you have!

Materials

Educator’s magic box contains:

- ▶ Sticky notes
- ▶ Flip-chart paper
- ▶ Black markers
- ▶ Coloured markers (plenty)
- ▶ Scissors
- ▶ Paper tape
- ▶ Blue tack
- ▶ String
- ▶ Watch
- ▶ Good instrumental music
- ▶ Pens
- ▶ All that you need to develop your session according to the methods you choose

SESSION PLANNING

This section presents suggestions for structuring of training sessions. Setting the flow of the programme means to customize concrete activities that cover the stages of examining issues, understanding perspectives across cultural differences and taking action and participating, as mentioned in chapter C, to the learning objectives.

COMPASS – MANUAL FOR HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE

<https://www.coe.int/en/web/compass/using-compass-for-human-rights-education>

COMPASS over the last two decades has become a reference for all educators working on human rights issues. It contains a lot of useful information about human rights, facilitation and a wide set of non-formal education activities that can be adapted for different purposes. For this reason, in this chapter you will find many references to COMPASS and other training kits published by the Council of Europe.

It contains:

- Chapter 1: This is an introduction to human rights and HRE and how to use the manual.
- Chapter 2: The chapter contains the activities. Here you will find 58 activities at different levels for exploring human rights as they relate to the selected themes and different rights. These activities are the tools for your work with young people.
- Chapter 3: “Taking action” explains the concept and contains ideas and tips for ways to promote human rights in the community and the wider world.
- Chapter 4: This chapter provides background information about human rights and their historical development together with international standards and documents.
- Chapter 5: Here you will find background information to the global Compass themes.
- Appendices: Summaries of the main declarations, conventions and human rights texts, and a glossary of frequently used terms.
- Other useful Council of Europe publications: <https://www.coe.int/en/web/compass/resources>

Examining Issue

Group

Getting to know each other and team building activities, even among groups of people who already know each other, are the milestone to set the right group dynamics, energise and focus learners towards the discussion that will follow during the session.

Methods

NAME GAMES

WHY WE USE IT	Name, age, country, school / organisation, profession, what we like and what we dream for the future are the minimum required information to approach a conversation with somebody else, both informally and in plenary. Nobody should be left behind in the learning process.
DESCRIPTION	All those short dynamics that provide the opportunity to share many information with the group in a short amount of time. To name just few: the rolling ball in the group, Facebook page, the passport, the cover page of personal book, speed dating, bingo, etc.
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing culture diversity, openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, self-efficacy, tolerance of ambiguity, skills of listening and observing, empathy, flexibility and adaptability, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self and of communication
CONCRETE EXAMPLE(S)	Council of Europe SALTO TOOLBOX page on name games and energisers

ENERGISERS AND ICE BREAKERS

WHY WE USE IT	Individual self-confidence and group energy level in the room can vary a lot at any stage of the learning process. At the beginning of the sessions, especially the first session in the morning and the first session in the afternoon always require a short funny and energising activity to boost learners' attention to focus on learning. (This is valid for any age and professional group)
DESCRIPTION	Short dynamics that usually take place in circle where learners are invited to move, dance, sing, speak according to educators' instructions
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Civic-mindedness, self-efficacy, tolerance of ambiguity, skills of listening and observing, empathy, flexibility and adaptability, cooperation skills, knowledge and critical understanding of the self of communication and of the media (if applied)
CONCRETE EXAMPLE(S)	https://www.salto-youth.net/tools/toolbox/tool/compilation-of-active-games-game-creator-diy.1580/ http://www.actforyouth.net/resources/yd/icebreakers-energizers.pdf

HOT POTATO ENERGISER



Setting the rules of the group

Equally important is how we create and deal with the appropriate learning atmosphere, build bridges of communication and trust and set up a motivating, safe and pleasant space for learning from and with the others; where everyone feels self-confident with a sense of belonging.

When opening a training session, it is advisable to invest some time in negotiating with the group the Contract of participation, the basic rules to let everyone enjoy the session, being able to express personal opinions and concerns in a safe and open-minded environment.

EXPECTATIONS, FEARS AND CONTRIBUTIONS

WHY WE USE IT

Learners need to feel comfortable to express themselves within the learning group. Sharing personal, organisational and cultural concerns and expectations towards the training course allow to further get to know each other, understanding cultural traditions and avoiding possible conflicts during the implementation of training activity.

Time management or physical contact is perceived very differently among different cultures and religions and an educator should make visible those differences to promote cultural understanding and mutual respect.

DESCRIPTION

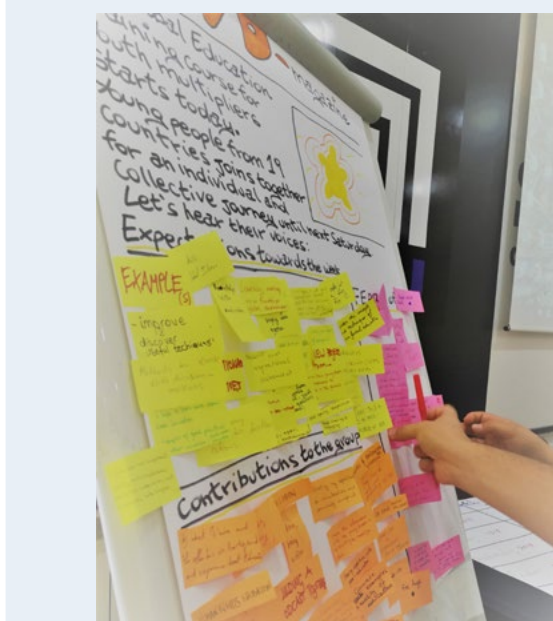
Based on educators' confidence with graphic facilitation there are several ways to organise this initial group assessment. A common activity is the Expectation Tree — learners individually write on sticky notes and stick them to the tree in the following order: their fears or concerns to the roots, the competences they have to support the learning process to the trunk, their expectations towards the training course to the leaves of the tree. After gathering all the sticky notes on the flip-chart the educator can start clustering them according to similarities to share group's perceptions towards the learning process. In some cases, it is possible to invite some learners to comment on the outcomes for clarification or general reflection about how the group can learn and support each other during the learning process.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Self-efficacy, tolerance of ambiguity, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self, of communication.

CONCRETE EXAMPLE(S)

2017 North-South Centre of the Council of Europe Training of Trainers newspaper on Expectations, fears and contributions to the University's on Youth and Development.



CONTRACT OF PARTICIPATION

WHY WE USE IT	An important step in the process of getting to know each other is to share with the group decisions regarding the basic rules for learning together. For instance, how and when to use mobile phones and laptops, to respect other's opinions, to speak one at the time, etc. all those practical aspects that put everyone on the same page and define the governance of the group.
DESCRIPTION	The contract of participation can consist of a short brainstorming in plenary with the contribution everyone in the room.
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Civic-mindedness self-efficacy, tolerance of ambiguity, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self, of communication.
CONCRETE EXAMPLE(S)	<ul style="list-style-type: none"> • Having fun but taking the task seriously • Be aware of how much space people take in the group but also declare individual space. • Practice actively listening • Mindfulness for other cultures and embrace interculturality • Avoid using mobile phones • Respect other people's ideas • Etc.

Team building

The five stages model of creating effective teams developed by Bruce Tuckman²⁹ in 1965, are useful references to monitor group dynamics, they are:

1. **Forming** (refers to content above in paragraph Group)
2. **Storming** (refers to content above in paragraph Setting the rules of the group)
3. **Norming** is usually the outcome of the Team building stage, where the group:
 - ▶ sets a mutual goal
 - ▶ assigns roles to each group member
 - ▶ identifies the leaders

- ▶ establishes shared responsibility
- ▶ arranges division of labour
- ▶ sets up shared resources
- ▶ creates a capacity to learn from and with each other

Investing time in a team building session is fundamental when developing sessions based on cooperative and participatory learning methods, in order to engage learners in the following stages of group development.

4. **Performing** (refers to content below in paragraphs Understanding perspectives, interacting across cultural experiences and Taking action)
5. **Adjourning** (refers to content below in paragraphs Assessment and Follow up)

MISSION IMPOSSIBLE

WHY WE USE IT	Building self-confidence and active participation of everyone is fundamental to set the right atmosphere in the group. When an educator does not previously know the group of learners, this session is very useful to understand different characters and ways of interacting among learners.
DESCRIPTION	Mission Impossible activity consists in a set of short games, with different levels of difficulty and involving all different learning styles, in small groups, that might decide to compete or to cooperate among themselves during the session. Group debriefing on active participation, communication styles, decision-making processes and mutual support, reveals valuable information on the group and build trust among its members.

29. Stages of team formation https://www.mindtools.com/pages/article/newLDR_86.htm

**COMPETENCES
FOR
DEMOCRATIC
CULTURE
THAT CAN BE
DEVELOPED**

Civic-mindedness self-efficacy, tolerance of ambiguity, skills of listening and observing, empathy, flexibility and adaptability, cooperation skills, conflict resolution skills.

Mission Impossible

- **Create the global alphabet** that contains all the graphic representation of all the languages that are presented in the group
- **Create the global anthem** a song about social justice that is composed of syllables in all the languages presented in the group
- **Make a 25 meters rope**
- **Create a playlist on Spotify of the 21 countries favourite local songs** and share it on the Facebook group
- **Get the celebrity match for each participant from another culture** and create a table on the flipchart with your names, the names of the celebrity and their countries
- **Make a graffiti** that has the words connecting identities, equality, solidarity and human rights in all the languages
- **Design the official dance of the group** that is composed of dances from the five continents presented in the group
- **Organise an exhibition** that includes pictures/drawing objects that represent you/your country
- **Draw a portrait** for each person that is drawn by another person
- **Start a letter storm** to share the production of the day using the hashtag #GlobalEdu #UYD #Connectingidentities and get a total of 100 likes

**CONCRETE
EXAMPLE(S)**



<https://toolbox.hyperisland.com/crocodile-river>

Build on individual experiences and national realities

|| *I am seeing something new here and I realised it also affected other people and not only me back home.*

A participant of the 7th Global Education and Youth training course for Youth Multipliers of the North South Centre of Council of Europe

Based on the micro-macro approach, global issues should be explored from personal emotional and rational experiences and then building on national, regional and international effects of that issue (or vice versa).

For instance, if you aim to work in your local community about the human rights dimension of SDG 6 Clean water and sanitation, raising awareness about the effects of non-ecologically friendly industries pouring sewage in lakes and rivers, you might start exploring individual perceptions of this issue within the community, the impact at national level (scarcity of water), the impact at international level (similar situations, droughts and climate change).

GLOBALISATION - LIFE TIMELINE

WHY WE USE IT

Globalisation is a phenomenon that has changed the world. It has positive and negative effects, which, according to personal experiences, local / national realities and political perspectives can be perceived very differently. It is fundamental to introduce any GE topic starting with a more or less visible approach for this reflection in order to smoothly introduce the SDGs and the Agenda 2030 framework as a reference to guide world population towards sustainable development.

DESCRIPTION

You can use masking tape on a wall or on the floor to create a timeline from 1980 until the present time. In 4 different coloured sticky notes (that indicate: economic, political, social and environmental issues), learners should write situations of their lives that were positively or negatively affected by globalisation as a phenomenon. Positive things can be put on the upper side of the timeline, negative on the lower.

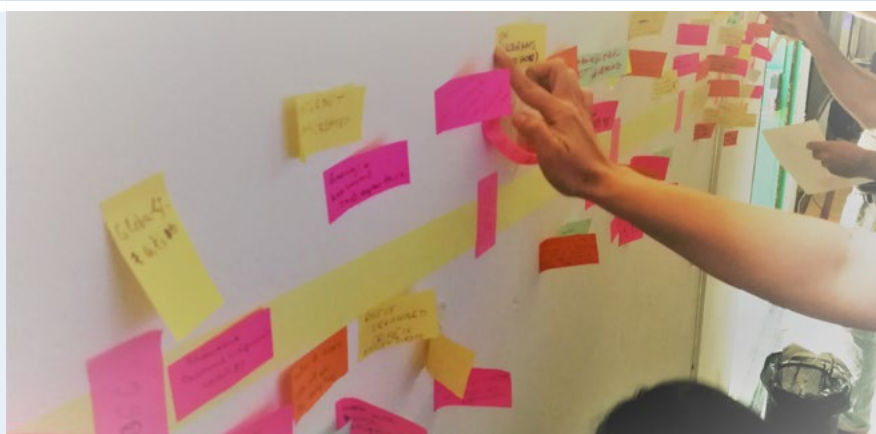
Even in apparently homogeneous groups or in classrooms this reflection can be quite surprising as historical events very often are perceived very differently according to different backgrounds.

For instance, the GATT - General Agreement on Tariffs and Trade, the falling of the Berlin wall, the internet and smart phones revolution, the European common market and Schengen area, the Arab Springs, to name just a few moments, have had different impacts on individuals.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Valuing democracy, justice, fairness, equality and the rule of law, civic-mindedness, self-efficacy, analytical and critical thinking skills, knowledge and critical understanding of the self and of the world (politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability)

CONCRETE EXAMPLE(S)



COMPASS <https://www.coe.int/en/web/compass/timelines>

1-MINUTE PITCH / TV SHOW SIMULATION

WHY WE USE IT

As mentioned above, educators should build knowledge and awareness on specific issues getting the most from every participant. Based on age and competences to allow learners to speak up about their issues can build trust, partnerships and solidarity.

DESCRIPTION

In the example that is described here and where the photograph was taken from, learners had to speak in a plenary presenting up to 3 main issues and needs related to human rights / globalisation / SDGs that are a priority for their local context, talking non-stop for one-minute simulating an interview or in small discussion groups as in a TV show.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Self-efficacy, responsibility, flexibility and adaptability, linguistic, communicative and plurilingual skills, knowledge and critical understanding of the self, of communication.

CONCRETE EXAMPLE(S)



THE NET

WHY WE USE IT

This exercise can be very useful at different stages of the learning process. Here it is presented as a way to explore global issues starting from personal realities, but it can be used also for teambuilding and networking sessions.

DESCRIPTION

Learners fill in a matrix, stick it to the wall or the floor, and create connections with strings based on similarities with other matrixes.

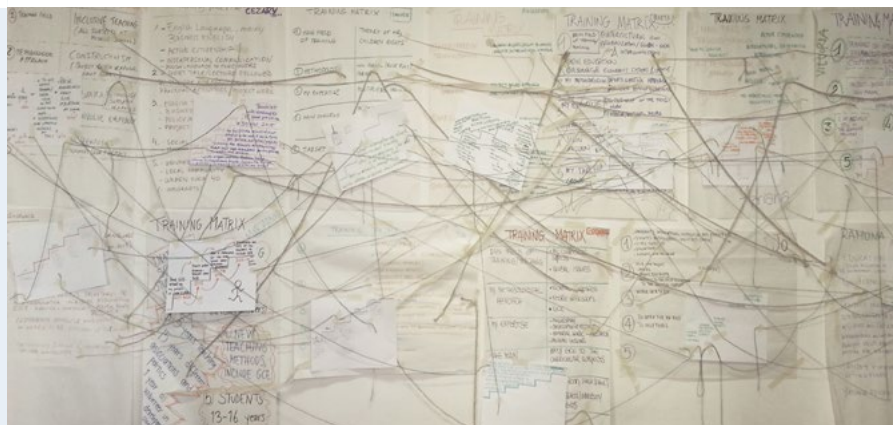
Matrix example for representatives of youth organisations:

- name of the organisation
- mission
- target groups
- description of education projects
- tools and methods used

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Autonomous learning skills, analytical and critical thinking skills, knowledge and critical understanding of the self and of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.

CONCRETE EXAMPLE(S)



Topic or issue of the training session

Global education programmes are more effective when they are able to reference and cross check their contents to local, national and/or international legislation implementation.

As mentioned in Chapter A, global education is legitimised at international level by the target of SDG

4.7 and it is supported by UN³⁰, UNESCO³¹, OECD³², Council of Europe³³ and other relevant international institutions. Every country of the world by now should have put in place national strategies to reach the objectives of the UN Agenda by 2030. In this concern, it is very important that the educator checks what is the strategic plan of the country or world region to be able to create connections between the international goals and the national and local legislative plans and reforms.



30. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

31. <https://en.unesco.org/themes/gced>

32. <http://www.oecd.org/education/>

33. https://www.coe.int/en/web/european-youth-foundation/coe-publications#portlet_56_INSTANCE_vhwIXSx63hWs

Looking at the targets and objectives of the different SDGs, it is possible to recognise the main thematic priorities of global education and create bridges between different targets and SDGs³⁴ :

<p>1. BASIC HUMAN RIGHTS</p> <ul style="list-style-type: none"> • SDG 1 No poverty • SDG 2 No hunger • SDG 3 Good health • SDG 4 Quality education • SDG 5 Gender equality • SDG 6 Clean water and sanitation 	<p>2. CLIMATE CHANGE AND ENVIRONMENTAL ISSUES</p> <ul style="list-style-type: none"> • SDG 7 Clean energy • SDG 13 Protect the planet • SDG 14 Life below water • SDG 15 Life on land
<p>3. SUSTAINABLE DEVELOPMENT AND SOCIAL INCLUSION</p> <ul style="list-style-type: none"> • SDG 8 Good jobs and economic growth • SDG 9 Innovation and infrastructure • SDG 10 Reduced inequality • SDG 11 Sustainable cities and communities 	<p>4. ACTIVE CITIZENSHIP</p> <ul style="list-style-type: none"> • SDG 12 Responsible consumption • SDG 16 Peace and justice • SDG 17 Partnership for the goals

People are over exposed to information, images, pictures and statistics (facts, figures, legislative dimensions). Statistics in most cases are not merely numbers, they represent human beings, ecological systems, animal species, portions of lands, trees and machines. Global education unveils the human and environmental dimensions behind statistical numbers and raise understanding on policies and laws that impact on the lives of people.

For instance, according to FAO – Food and Agriculture Organisation of the United Nations “The absolute number of undernourished people, i.e. those facing chronic food deprivation, has increased to nearly 821

million in 2017, from around 804 million in 2016. That’s about 1 in 9 people.”³⁵

Isn't this something that everyone should be concerned about?

Through deductive experiential learning, it is possible to introduce global issues, in a short time period and understand the interconnection among its different dimensions and provide useful pieces of verified information to start raising questions to develop personal perspectives and opinions. It is fundamental to relate to trustworthy statistical data and reference policies to be accountable when educating about global issues.

TEACH ABOUT THE GLOBAL GOALS

THE GLOBAL GOALS - 17 Goals to end hunger, poverty and inequality, provide education, healthcare and justice and ensure our planet becomes cleaner and more sustainable for all. Learn about how you can make an impact and help achieve the goals in your schools.

Clicking on the goals you will find session plans, background resources, videos, curriculum connections, ideas to take action.

<https://www.unicefyouth.com/globalgoals>

34. . <https://sdgsinaction.com/>

35. More info in the Activity book “Change the future of migration. Invest in food security and rural development” <http://www.fao.org/3/a-i7323e.pdf> and “2018 The state of food security and nutrition in the world” <http://www.fao.org/state-of-food-security-nutrition/en/>

GLOBAL PEACE INDEX

From Vision of Humanity web page:

“Vision of Humanity is a guide to global peace and development for people who want to see change take place. We publish intelligent data-based insight, anchored in a broad worldview. The crises currently engulfing the world are truly global in nature. Without peace we will be unable to achieve the levels of cooperation, inclusiveness and social equity required to begin solving these challenges, let alone empower the international institutions needed to regulate them. Our coverage of these global crises is anchored by peace, conflict and development data and research created by the Institute of Economics & Peace.”

The world map of the global peace index can be used in different ways during a training activity:

- ▶ It allows for providing a general idea of world and country's health according to different indicators
- ▶ It allows for comparing the situation between countries and regions of the world
- ▶ It provides statistical and comparative data on peace improvements over decades
- ▶ It releases yearly consolidated reports on peace and terrorism

<http://visionofhumanity.org/indexes/global-peace-index/>

Methods

WATCHING VIDEOS / ANALYSING ARTICLES

WHY WE USE IT	<p>Psychological and social research confirm that due to technological progresses, more and more people are becoming visual learners.</p> <p>Videos and articles can launch the topic of discussion and set the ground for reflection. It is always fundamental to verify the source of information provided in the video / article; fake news are hidden everywhere.</p> <p>Bearing in mind that the average length of attention is about three minutes, it is advisable to consider short videos or articles or to give learners a task during the video to keep them focused.</p> <p>When using videos, check if it is suitable for the specific age group in terms of:</p> <ul style="list-style-type: none">Level of complexity of the explanationsRegister and words used
DESCRIPTION	<p>Before showing the video introduce the authors or organisation(s) that developed it to explain the context and purpose. If the video is in a different language you should play it more than once and possibly with subtitles.</p> <p>On the second screening you can ask learners to focus and reporting some specific details, such as:</p> <ul style="list-style-type: none">• A description of the protagonist or main theme• The facts explained during the video• The inferences (what it is possible to understand from the context) <p>Any questions inspired by the video</p> <p>At the end take some time to discuss about the dimensions mentioned above and link this learning moment with the following stage to the programme.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	<p>Openness to cultural otherness and other beliefs, world views and practices, autonomous learning skills, analytical and critical thinking skills, skills of listening and observing, linguistic, communicative and plurilingual skills.</p>
CONCRETE EXAMPLE(S)	<p>TEDx Talks</p> <p>https://www.youtube.com/user/TEDxTalks</p> <p>https://www.filmsforaction.org/</p>

ONLINE / FIELD RESEARCH

WHY WE USE IT	Action – research creates ownership towards the learning process. From children to elderly it can help to verify theories or to explore peers’ needs and perspectives over a specific issue.
DESCRIPTION	<p>Online research: once you have identified the hot sub-topics under the main theme of your pedagogical proposal, it is quite relevant to allow learners to further explore the topic and prepare a presentation with their outcomes to be discussed in plenary.</p> <p>Field research: you should include in the training activity a basic explanation of qualitative and quantitative research, how to organise surveys, interviews and case studies.</p> <p>The outcomes should be presented in plenary by learners and then further discussed to share and compare different realities.</p> <p>These methods can be very useful when the training course is organised in periodic meetings as a homework to create bridges between one meeting and another.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Responsibility, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, skills of listening and observing, linguistic, communicative and plurilingual skills, knowledge and critical understanding of the world politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
CONCRETE EXAMPLE(S)	<p>“Youth Research: The Essentials”: https://pjp-eu.coe.int/documents/1017981/11141411/Youth+Research_+the+Essentials_final+draft.pdf/7c9234a2-cecf-c1e2-23e2-189fa3505137</p> <p>Human centred design research methods: http://www.designkit.org/methods</p>

TAKE A STEP FORWARD

WHY WE USE IT	We are all equal, but some are more equal than others. In this activity learners take on roles and move forward depending on their chances and opportunities in life.
DESCRIPTION	<p>This activity comes from COMPASS – Manual for Human Rights Education with young people. A detailed description of this activity is provided on the website of the Council of Europe.</p> <p>Changing the role cards and the description of situations it can be adapted for specific issues, age range and settings.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, respect, civic-mindedness, tolerance of ambiguity.
CONCRETE EXAMPLE(S)	https://www.coe.int/en/web/compass/take-a-step-forward

THEATRE OF THE OPPRESSED

WHY WE USE IT	<p>Theatre of the Oppressed can be used in any context to introduce a reality allowing learners to become spectators and actors (spect-actors) and contribute to the definition of possible futures or ways to tackle an issue.</p> <p>Trainers and educators use Theatre of the Oppressed as an efficient way to stimulate activism and involvement at social, political and educational levels. The method is based on the language of theatre and on aesthetic space in order to stimulate the interactivity of all learners. They become spect-actors, united in exploring, analysing and reconsidering most of the problems of the group to which they belong. The method proves to be useful in analysing a situation, even if the possible solutions are not developed to the end. Yet positive approaches are already a satisfying result. In any case, the debate and the process itself are more important than the proposed solution because they stimulate and train learners for action in real life.</p> <p>Educators and learners do not need to be theatre experts or actors in order to use this method.</p>
DESCRIPTION	<p>There are several branches of the Theatre of the Oppressed as proposed by Augusto Boal, the most famous you can use are:</p> <p>Image theatre: define with learners or propose to them, some situations of conflict which in small groups they should display collectively as still statues to the plenary. Let the rest of the group guess what the situation is and discuss possible solutions. In case it is difficult to guess you can ask the statues to make a movement or sound explaining their action.</p> <p>Forum theatre: show a scene containing a problem (model) which displays an action as a stimulant and make spectators respond and try to find solutions or possible alternatives by replacing the main character and/or other characters, therefore bringing new developments to the action. The model scene/problem must contain at least one unacceptable approach (violence, discrimination, non-participation, etc.), which will be changed and replaced by a pro-active approach by the learners.</p> <p>Invisible theatre: rehearse a scene with actions in a real-life setting where the proposed conflict could really happen and where the audience is unaware of the "theatrical performance". Therefore, the improvised scene becomes reality.</p> <p>For more detailed references about the method refer to Augusto Boal's publications.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	<p>Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, openness to cultural otherness and other beliefs, world views and practices, respect, civic-mindedness, empathy, cooperation-skills, knowledge and critical understanding of the world politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability.</p>
CONCRETE EXAMPLE(S)	<p>Games for actors and non-actors – Augusto Boal</p> <p>https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf</p>

Understanding Perspectives Interacting Across Cultural Experiences

Intercultural learning is based on two principles: cultural relativism, according to which there is no hierarchy of cultures (one culture is not apt to judge the activities of another culture); reciprocity, in other words the interaction and cross-information of cultures in the context of our multicultural societies.

Starting from these two basic principles, intercultural learning developed by GE programmes is meant to achieve the following goals:

- ▶ overcoming ethnocentrism
- ▶ acquiring the ability to empathise with other cultures
- ▶ developing means of cooperation across cultural boundaries and in a multicultural environment
- ▶ acquiring the ability to communicate across cultural boundaries, e.g. through bilingualism and plurilingualism

- ▶ shaping of a new collective identity that transcends individual cultural differences
- ▶ recognising that identities are not static and monolithic but heterogeneous, dynamic and multi-faceted

Further references on intercultural learning: T-Kits of the Council of Europe:
<https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

**The danger of a single story,
 Chimamanda Ngozi Adichie**

“Our lives, our cultures, are composed of many overlapping stories.” A powerful speech of the novelist Chimamanda Adichie who tells her story and how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

<https://www.youtube.com/watch?v=D9lhs241zeg>

To raise awareness about the impact of a topic at local, national and global levels you might follow this process:

1. Analysing the situation by breaking it down into parts to pave the way for questions about what and why instead of answers, and for dialogue based on arguments and openness towards difference.
2. Synthesising by putting together different parts of the world puzzle is an important step towards understanding the political, social, economic and cultural dimensions of any situation and the interdependence of different people’s realities, while developing a sense of empathy and responsibility.
3. Applying information and knowledge to new situations to open perspectives for a better world through active participation. Assessing knowledge on explicit criteria, related to the results of analysis and synthesis, develops attitudes and skills for a global citizen with a critical mind.

Creating awareness

Methods

BUZZ GROUPS DISCUSSIONS

WHY WE USE IT

Buzz groups are useful to promote active participation, generate questions, reflections and ideas, or gather *feedback* on specific issues.

DESCRIPTION

Gather learners in small groups and ask them to discuss about a question you propose. There should always be someone taking notes. Afterwards, either you merge two groups together and you ask them to share and further discuss about the issue, or you invite learners for a plenary presentation.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Valuing cultural diversity, respect, responsibility, analytical and critical thinking skills, skills of listening and observing, empathy, flexibility and adaptability, cooperation-skills.

UNICEF

https://www.unicef.org/knowledge-exchange/files/Buzz_Groups_production.pdf

CONCRETE EXAMPLE(S)



ROLE PLAYS

WHY WE USE IT

A role play is a short drama acted out by the learners. Although learners draw on their own life experiences to role play a situation, role plays are mostly improvised. Role plays can improve understanding of a situation and stimulate empathy towards the people who are portrayed. They enable people to experience challenging situations but in a safe atmosphere.

From COMPASS

DESCRIPTION

Adapt the learning environment to create the right scenario for the activity. You might want to create a town drawing the streets with masking tape on the floor, or an exotic island positioning summer things and pictures in the room, for instance. Then, introduce the topic of the role-play, explain the rules and provide the roles to learners. Let them act freely during the activity and possibly use an observation grid to take note of specific situations, facts and reactions.

The debriefing is the most important part of the role play. Never close it without spending the right amount of time to de-role, discuss about what happened and create bridges with reality.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, empathy, flexibility and adaptability, cooperation skills, conflict-resolution skills.

Role play on Global inequalities organised in the Training of Trainers on Global Education 2016/17 in the framework of the University of Youth [YUD]

COMPASS <https://www.coe.int/en/web/compass/list-of-activities>

CONCRETE EXAMPLE(S)



SIMULATIONS

WHY WE USE IT

Simulations are powerful because they put learners in someone else's shoes experiencing situations of oppression, injustice or racism, but in a safe environment creating awareness on personal feelings and reactions on that situation.

They can be very useful when dealing with bullying in schools, because they allow for inverting roles and reflecting on the impact of individual and collective behaviours towards others.

DESCRIPTION	Simulations are similar to role play, but here the level of freedom of learners is lower because they have a script to follow and to perform.
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing democracy, justice, fairness, equality and the rule of law, Openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, empathy, flexibility and adaptability, cooperation skills, conflict-resolution skills
CONCRETE EXAMPLE(S)	<p>https://www.salto-youth.net/tools/toolbox/search/?b_name=&b_types%5B%5D=1&b_activation_date_after_day=29&b_activation_date_after_month=4&b_activation_date_after_year=1999&b_activation_date_before_day=29&b_activation_date_before_month=4&b_activation_date_before_year=2019&b_browse=Search+the+Toolbox&b_offset=0&b_limit=10&b_order=activationDate</p> <p>http://www.thinkinghistory.co.uk/ActivityModel/ActModSimulation.html</p>

DEBATE COMPETITIONS

WHY WE USE IT	Debate competitions is a very attractive method through which learners in formal or non-formal education can be made aware of contemporary global education issues, become empowered in raising their voices. They can be organised on a group, school, local, national or international level, according to funds available.
DESCRIPTION	<p>Debate competitions are structured debates where small groups of learners present an issue based on the perspectives of different stakeholders. The level of interaction, public speaking and leadership during the activity are the main scores of the competitions.</p> <p>Aims of the competition:</p> <ul style="list-style-type: none"> • To develop speech and argumentation skills based on critical thinking • To sensitise students on contemporary issues and lead them to raise questions through exploration of these issues • To cultivate a critical mind • To be critical receivers of messages and develop critical resistance to manipulation <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> • Content (persuasion, arguments, speech level) • General presence (voice, posture, gestures, expression) • Time (keep to the time limits). <p>General comment: the most important element in this kind of competitions is not winning but participating. Learners have to understand that the merit is in experiencing the journey itself, not in the destination. Through this journey they gain experience and knowledge which upgrade them as enlightened global citizens.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing democracy, justice, fairness, equality and the rule of law, Openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, empathy, linguistic, communicative and plurilingual skills, flexibility and adaptability, cooperation skills, conflict-resolution skills, knowledge and critical understanding of the self and of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.
CONCRETE EXAMPLE(S)	<p>IDEA – International Debates Education Association https://idebate.org/debatabase</p> <p>https://yvote.eu/wp-content/uploads/2018/09/Debating-Toolkit-CEWG-2017.pdf</p>

From knowledge to opinions

Knowledge is a body of information and understanding is the comprehension and appreciation of its meanings: this connection is critical because it involves reflection and evaluation of what is being understood and interpreted. This reflection and evaluation can be done through Q&A debriefing, analysis - decomposing in parts - and synthesis - coming up with new ideas, interpretations, cognition to recognise the realities in order to be aware of the global society and to value human dignity and human rights.

Methods

DEBRIEFING

WHY WE USE IT	<p>Debriefing is placed in this section just to show at which stage of the learning process it belongs to, but it should be incorporated as the last phase of most of the methods explained in this chapter.</p> <p>As explained in the section Learning process above referring to the learning process model published by David Kolb in 1984, "learners through a concrete experience create an emotional connection towards an issue, these emotions have to be reorganised and processed through reflection and observation. Consequently, debriefing and sharing perspectives within a group of peers allows to conceptualise and abstract the experiences visualising learning achievements and creating direct connections with the wider society to think about possible active experimentations to test to find alternative solutions over that specific issue."</p> <p>It allows learners to de-role, reflect on the experience, analyse what happened during the activity, create connections with real life situations to understand behaviours and power dynamics, but also propose possible solutions over the issues explored.</p>
DESCRIPTION	<p>Educators should prepare a set of questions for reflection to be proposed at the end of an activity, such as a role-play or a simulation. Those questions are not predetermined and can change by observing the group dynamic during the activity.</p> <p>The questions should be simple to open the floor for sharing perceptions and feelings, while developing transformational learning.</p> <p>Generally, debriefings are structured in different stages:</p> <ul style="list-style-type: none">• Observation: what happened during the activity• Feelings: the emotions of learners during the activity• Group dynamic: interpersonal interactions during the activity• Individual learning: what learners learned about themselves in that specific situation• Collective learning: what learners learned about real life situations through the experience• Transformation: what the group can learn to improve/take action over individual and collective behaviours in real life situations or even find common solutions to global issues.
DESCRIPTION	<p>Tips:</p> <p>Allow learners to take some time to reflect on the experience. Silence is not always negative, but if you realise that the group is stuck in sharing perspectives reformulate the question.</p> <p>Questions should be broad enough to include different opinions and should not get to a Yes/No answer, otherwise there would be no discussion.</p> <p>Sometimes learners need <i>feedback</i>. Feedback should always be constructive and objective to avoid that people take them personally. In case of misbehaviours, you can always refer to the contract of participation agreed by the group at the beginning of the training activity.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	<p>Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, Openness to cultural otherness and other beliefs, world views and practices, respect, civic-mindedness, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, flexibility and adaptability, cooperation skills, knowledge and critical understanding of the self.</p>

CONCRETE EXAMPLE(S)

https://www.salto-youth.net/downloads/toolbox_tool_download-file-879/t-ACT%20-%20The%20Experiential%20Learning%20Debriefing%20Tool.pdf
<https://organisatieleren.be/images/pdf/E6GBdebriefing.pdf>

WHERE DO YOU STAND**WHY WE USE IT**

Where do you stand? is a moving debate, where learners stand up for their ideas. It can be used in different stages of the learning process:

- at the beginning of a training session to assess learners' perspectives over an issue
- after learning about an issue to discuss personal understanding and perspectives
- at the end of a session to assess the learning outcomes.

DESCRIPTION

Draw a line on the floor dividing the room in two different equal parts. On a side put a paper with "I agree", on the other side another paper with "I disagree". Ask learners to stand on the line in the middle of the room. When you read a statement, they should take a position moving on the side of "agree" "disagree" according to their personal opinion. Ask them to avoid the sheep effect (to move in a direction just because the others do it). If someone doesn't have an opinion he or she can stay on the line and take a position after listening to the argumentations of the others.

Allow few learners to comment on opposite positions.

Repeat the activity for each question you want to ask.

Statements should be open and ambiguous enough to create debate. Below there is an example of the statements on the SDGs proposed in a Training of Trainers on Global Education:

- SDG1 Video: Ending poverty and hunger https://www.youtube.com/watch?time_continue=89&v=j7KKZ6v5o34
"Individuals have the power to shape their own future"
- SDG 3 Video: Sustainable Development Goals Explained: Good Health and Well-being https://www.youtube.com/watch?time_continue=105&v=Fzz3Rr8fd2Q
"Pharmaceutic industry has an important paper /role in providing a fair access to health services"
- SDG4 Video: At a club for teenage girls in Sierra Leone, 18-year-old Mbalu leads by example https://www.youtube.com/watch?time_continue=248&v=-V58LxT4TkU
"Inequal access to education is not related to a plural perspective of social issues"
"The role of youth organisations is to provide quality education in the fields where national education system lacks opportunities"

DESCRIPTION

Beware: this activity can be done with any age group, but you should consider that it might imply a long-standing period and learners might be exhausted by the end.

If you have a co-facilitator it can be useful to take notes on a flip-chart of the ideas shared by learners.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Valuing cultural diversity, responsibility, self-efficacy, analytical and critical thinking skills, knowledge and critical understanding of the self.

CONCRETE EXAMPLE(S)

COMPASS <https://www.coe.int/en/web/compass/where-do-you-stand->

WORLD CAFÉ

Why we use it

World café is used to collect ideas of big groups of learners. It can be applied in any context to explore issues, perspectives or proposals on how to tackle an issue.

Description

The room should be set up with tables and chairs to allow everyone to move and find a position. The optimal situation is when coffee, juice and cookies are available to create a friendly environment.

On every table there should be a question written on a flip-chart paper. Questions should be wide enough to allow discussion and sharing solutions; questions are discussed without a particular order.

Divide the group in sub-groups and ask them to position themselves at the tables.

Usually, depending on the available time, every 10 minutes' groups rotate towards the question on another table until they have discussed all the questions. Groups should not be composed of more than 6 people to allow active participation of everyone.

If you have a facilitator on each table, the person in charge takes notes of the discussions and then presents the outcomes at the end of the session. If you don't have a facilitator on each table, it is the responsibility of each group to leave notes on the flip-charts. At the end of the session groups sum up the outcomes of the last flip-chart they have discussed and present it in plenary.

Competences for Democratic Culture that can be developed

Valuing cultural diversity, openness to cultural otherness and other beliefs, world views and practices, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, skills of listening and observing, empathy, flexibility and adaptability, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the world...

The world café <http://www.theworldcafe.com/>

Concrete example(s)



Taking Action

|| *The Distance between Dreams and Reality Is Called Action*

Unknown

Raising awareness on global challenges can create frustration, especially when the activity deals with mobility issues, or topics like pollution in a big city and its impacts on climate change. Therefore, it is very important to positively channel those feelings towards something concrete that goes beyond blaming the status quo and thinking that nothing will ever change. Taking action in an education programme is equally important as EXAMINING ISSUE and UNDERSTANDING

Methods

PERSPECTIVES INTERACTING ACROSS CULTURAL EXPERIENCES.

Group work and networking

Action plans and networking activities may be designed by learners for another group of learners and the whole local community, based upon an assessment of their realities and needs. Learners may propose solutions or undertake collective actions to promote social transformation in their environment at a micro level (classroom, school, youth club, community, village, etc.). Through these activities, learners can recognise the role of active civic participation to address real needs and improve the quality of life of the community leading to lifelong civic engagements.

OPEN SPACE TECHNOLOGY - OST

WHY WE USE IT

OST is a format that can be an event itself, as in case of organisations and citizens' gatherings, or it can be part of a training process.

Learners play an important role towards the learning process as they have the opportunity and the responsibility of contributing to the agenda setting of the OST proposing topics and facilitating sessions of discussion.

OST can be organised with very big groups of learners. It can be simplified according to the aims and the pedagogical objectives of the session.

DESCRIPTION

Very briefly OST should be organised as follow:

1. define the title of the Open Space as it will influence the participation and the agenda setting
2. at the beginning of the meeting introduce the topic and invite learners to propose a workshop or a discussion group they would like to facilitate or to attend
3. gather all the proposals and assess with the group which can be merged, and which are more relevant for the group
4. set the agenda: according to the time available divide the proposals in 1, 2, 3 or more slots of time and allocate workshops in the timetable
5. explain the rule:

Law of the two feet: If at any moment during your time here you find yourself in any situation where you are neither learning nor contributing, use your two feet, and go somewhere else

Guiding principles:

- Whoever comes are the right people
 - Whenever it starts is the right time
 - Whatever happens is the only thing that could have happened
 - When it's over, it's over (in this session)
6. learners freely join the workshop they prefer. Learners who proposed the workshop have the responsibility to make a report with the outcomes and present it in plenary at the end of the activities set in the agenda.
 7. outcomes can lead to follow up action timeline, to a new meeting, to partnerships or campaigns.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Valuing cultural diversity, openness to cultural otherness and other beliefs, world views and practices, responsibility, self-efficacy, tolerance of ambiguity, skills of listening and observing, flexibility and adaptability, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self, of language and communication

CONCRETE EXAMPLE(S)

Workshop bank <https://workshopbank.com/open-space-technology>
Open Space World <http://openspaceworld.org/wp2/>

TOOLS / IDEAS FAIRS

WHY WE USE IT

If you are training professionals, you might want to consider a session on sharing competences. In tool fairs, sessions are organised to allow learners to share competences, exchange information and outcomes of projects of their organisations, discuss about relevant issues, or to put in practice what they have learned during the training.

DESCRIPTION

Learners can present their organisations, their work, or propose a topic for discussion. Allow some time for learners to prepare their stand and let them freely move and discuss in the fair.
In case all learners in the group have a stand, you might organise the session in two moments, so that every time half of the group is presenting, and the other half is participating.

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Valuing cultural diversity, openness to cultural otherness and other beliefs, world views and practices, skills of listening and observing, flexibility and adaptability, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self, of language and communication

CONCRETE EXAMPLE(S)



STORYTELLING

WHY WE USE IT

Storytelling empowers learners in sharing ideas, emotions and feelings about issues bringing personal experiences as an example. It means that the effect on the audience is multiplied because it runs at the level of empathy.

Most of TED EX speakers apply storytelling techniques in their speeches. There are very inspiring talks about any issue: <https://www.ted.com/about/programs-initiatives/tedx-program>

DESCRIPTION

Storytelling can constitute a standalone course, but if you want to apply some of its principles to develop public speaking and leadership skills with your group, you can follow this procedure:

1. introduce the method and share some example to gather personal attitudes towards the challenge and to assess what are the main features to take into consideration
2. dedicate some time to non-verbal language, tone of voice, use of language (adjectives, adverbs, verbs of movement, etc.)
3. life map: learners should draw a personal life map pointing out the main events and learning / changing moments of their lives
4. ask learners to identify which topic, context and audience they are targeting through storytelling
5. according to the topic, context and audience, learners select the moment of their lives best suited to introduce their speech or presentation
6. write the story, read it out loud to the others and get *feedback*
7. fine tune the story, check body language and tone (you might consider recording the stories)
8. use it for your purpose

Some concrete guiding questions for implementation might be:

- what do you want people to know, believe, or care about?
- who are you trying to reach?
- where will you reach them: choose your tool - the power of multi-media.
- content: point of view, dramatic question, emotional content/ tone, balance.
- test, adapt and evaluate.

Types of digital supports: photos, videos (real and animation), timeline, mind mapping, maps, infographics, mix of all (with examples)

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED

Openness to cultural otherness and other beliefs, world views and practices, skills of listening and observing, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of the self, of language and communication

CONCRETE EXAMPLE(S)

Plus Acumen course on Storytelling for Change <https://www.plusacumen.org/courses/storytelling-change>

For schools

<https://creativeeducator.tech4learning.com/lessons/digital-storytelling>

Designing actions

Creativity is the mother of action. The most creative actions usually have better impact. They can have different purposes: multiplying the learning outcomes of a training aiming for local impact, developing raising awareness campaigns, demonstrative actions, training sessions, art performances, viral online communication, e-petitions.

Methods

ADVOCACY	
WHY WE USE IT	Advocacy is the process through which individuals or civil society organisations communicate, interact and influence decision makers at different levels to push for new legislation or to change existing legislation. Lobby is the same process but undertaken by private or economic interests, while advocacy usually pushes for public / social interests.
DESCRIPTION	<p>In order to advocate and let your voice be heard over an issue, learners need to research and assess causes and effects, analyse stakeholders and power dynamics, evaluate the effectiveness of existing policies, compare data and write a policy or discussion paper, containing clear recommendations / policy questions to propose.</p> <p>To be heard, learners need to gather big groups of people, or even better create coalitions of organisations signing the document, raise consensus among general public, informing media and creating a case, promoting online petitions and managing to get in a formal / informal dialogue with institutions.</p>
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, linguistic, communicative and plurilingual skills, cooperation skills, knowledge and critical understanding of language and communication
CONCRETE EXAMPLE(S)	<p>https://www.unicefyouth.com/advocacy-planner</p> <p>Activate toolkit UNICEF</p> <p>https://docs.wixstatic.com/ugd/c2a6f3_1830ada43f294dc4a1295c6332fa60c3.pdf</p> <p>For schools</p> <p>https://sfyouth.eu/index.php/en/sfyouth-toolkit/skills-topics</p> <p>https://fys-forums.eu/en/</p>

CAMPAIGNING	
WHY WE USE IT	<p>Campaigning is about accomplishing a change in society going to the roots of social issues and raising awareness in public opinion to propose solutions. It can address the park of the neighbourhood or tax heavens, everyone can / should be campaigning for the improvements they want to see in the world, based on personal ethics and beliefs.</p> <p>When running workshops or lessons in schools it is very empowering for young people to let them organise an activity for their peers, families or neighbourhood to raise awareness on the global issues they have explored in order to promote a lasting commitment towards that cause.</p>
DESCRIPTION	<p>Campaigning is linked to advocacy and it can take different forms. You or your learners might think about:</p> <ul style="list-style-type: none"> • A flash mob in a public space • An online petition to be signed • A pacific demonstration • A multiplying event • A working group meeting regularly • A video on social media with an appeal • Gadgets for distribution • An art exhibition • Anything that your creativity can think of...

COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, linguistic, communicative and plurilingual skills, empathy, flexibility and adaptability, cooperation skills, knowledge and critical understanding of language and communication
CONCRETE EXAMPLE(S)	Beautiful rising tools for advocacy and campaigns https://beautifulrising.org/ No hate speech campaign https://www.coe.int/en/web/no-hate-campaign

COMMUNITY ORGANISING

WHY WE USE IT	Community organising means taking responsibility for developing leadership to organise a constituency. It is about turning resources into the power in order to achieve the community desired goals, by focusing on practices as storytelling, relationship building, structuring, strategy, and action.
DESCRIPTION	On community organising there are several specific courses. Below you can find few guiding principles. Considering the method description on Storytelling, community organising further develops that approach to explore: <ol style="list-style-type: none"> 1. the story of self 2. the story of us 3. the story of now Then, it follows a theory of change approach and a strategic action plan to engage more people and reach the shared objectives based on local community's needs.
COMPETENCES FOR DEMOCRATIC CULTURE THAT CAN BE DEVELOPED	Valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, linguistic, communicative and plurilingual skills, empathy, flexibility and adaptability, cooperation skills, knowledge and critical understanding of language and communication, knowledge and critical understanding of the world...
CONCRETE EXAMPLE(S)	Community organisers https://www.corganisers.org.uk/

Assessment

Chapter C provides a comprehensive framework to assess and self-assess competences related to democratic culture and global citizenship. The descriptors — written as learning outcomes — define different levels of development of knowledge and critical understanding, values, attitudes and skills. This paragraph presents some methods that allow for using descriptors in the assessment process.

In what concerns assessment, RFCDC aims to contribute to the development of educational practices that empower learners. For this reason, the choice of appropriate approaches and assessment methods requires special attention. No degree of proficiency is considered insufficient and all competences have the potential to be developed further.

Baseline, end line surveys and focus groups

Long term education programmes allow to monitor the impact in terms of learning, understanding, change and active engagement over a cause. You can select and adapt the Competences for Democratic Culture descriptors to the specific pedagogical objectives of your project to develop a Monitoring and Evaluation of Learning (MEL) framework and define the impact you aim to reach with your activities.

Consequently, you could conduct a baseline survey at the beginning and an end line survey when the project is concluded to assess what competences learners have developed, and the impact of your project in terms of learning outcomes and social change.

Focus groups follow the same principles of surveys, but they convey small groups of learners to explore their personal perceptions over an issue before and after the education programme/intervention. For more references visit the section in Chapter C on Designing and implementing educational projects – Monitoring and Evaluation of Learning.

Self-assessment

A guided diary or a variety of short activities to do during free time or as homework to reflect about personal feelings, reactions, new knowledge and new questions arising from the training course or teaching classes is a very valuable way to make the learning visible and assess strengths and weaknesses.

Through self-assessment activities, learners can:

- ▶ identify their strengths and weaknesses in terms of knowledge and skills
- ▶ understand where to focus their attention in learning
- ▶ define personal goals
- ▶ improve their work
- ▶ track their progress

Some examples of self-assessment activities in schools can be found here <https://www.responsiveclassroom.org/wp-content/uploads/2018/10/Self-Assessment-Handouts.pdf>

Group assessment / reflection groups

Reflection groups are very useful to monitor the group dynamic and the appreciation of the activities proposed during a training course. There are several possible short non-formal activities that allow for learners to express themselves, raise issues or questions, learn from each other and clarify aspects of the course that might not be clear.

Methods

REFLECTION GROUPS	
WHY WE USE IT	<p>Reflection groups usually are foreseen during long term residential trainings aiming to:</p> <ul style="list-style-type: none"> get <i>feedback</i> from learners concerning contents and methods and to evaluate if the objectives of the sessions have been reached To stimulate the reflection on the personal competences development and self-assess the main learning achievements of the day
DESCRIPTION	<p>Groups can be decided beforehand by educators taking into consideration gender balance, geographical distribution and personalities.</p> <p>Every day learners will have specific space, time and tools to:</p> <ul style="list-style-type: none"> evaluate the day and give <i>feedback</i> to the team reflect on personal learning and plan further development, given the setting of the Training Course [TC]
CONNECTIONS WITH THE COMPETENCES FOR DEMOCRATIC CULTURE	<p>Valuing democracy, justice, fairness, equality and the rule of law, responsibility, self-efficacy, tolerance of ambiguity, autonomous learning skills, analytical and critical thinking skills, flexibility and adaptability, knowledge and critical understanding of the self</p>
CONCRETE EXAMPLE(S)	<p>Example from the Training of Trainer on Global Education, at the University on Youth and Development [UYD] Molina in 2013.</p> <p>Monday:</p> <p>After an introduction is made by explaining the reason behind dedicating time to this, the participants are split in 5 <i>feedback</i> groups. They will remain in those groups until the end of the TC. Every day a representative from each group will meet one of the trainers to give <i>feedback</i> – this will be addressed at the daily team briefing.</p>

As Monday is the first day, mostly concentrated on group dynamics, both the evaluation / *feedback* moment and the reflection moment are easy going.

Evaluation: Create a collective image reflecting your impressions of the day, depicting your emotions, reactions to different moments in the programme etc.

Reflection:

1. Prepare a personal development diary (creative and functional); you can work on it further ahead.
2. Think about your learning objectives for this TC:
 - What do I need to learn in terms of knowledge?
 - What skills do I want to develop?
 - What attitudes do I want to strengthen, which do I want to get rid of?

Write those down on the left side of the chart.

3. Look at the programme of the TC and the UYD and identify possible spaces for achieving those objectives.

Challenge yourself!

Write the specific ideas on the right side of the chart.

Every time you achieve one of your objectives, you can award yourself or ask for recognition.

You can add more objectives at any moment, as your perspective is broadening during the TC.

Tuesday:

Evaluation: discuss in groups:

- the highlight(s) of the day
- what should be improved
- any other comments you have

Keep in mind: methods, content, timing, group dynamics etc.

Reflection: Look back at the work done during the day – experiences you shared with others, inspiration you could get from them. Draw your personal “river” of your development as GE Practitioner. Mark important past experiences, activities, milestones, institutions or individuals, turning points etc.

Do not stop it at the ‘today’ moment but try to think into the future – envision further possible engagement and development.

Wednesday:

Evaluation: same format for discussion and *feedback*.

Reflection: meet with one person you haven’t had a chance to talk with much until now. Have a small interview (this always helps the interviewed one to put things more clearly and realise some things).

Proposed questions to choose from (you can add as many as you wish):

- What is the most important thing you learned today?
- What was the biggest challenge for you today?
- How familiar were you with the content of the sessions in the morning?
- How far did you engage into the joint session on Democratic Citizenship?
- What relation do you find between the topic of our TC (Global Education) and the theme of the University (Democratic Citizenship)?
- Do you see yourself rather as a Global Education Practitioner or Democratic Citizenship Promoter?

Thursday:

Evaluation: usual dynamic.

Reflection:

1. Think about the morning sessions and all your past experiences with e-learning (non-formal education, university etc). How do you handle e-learning as an approach to education? Can you see yourself learning in this way? Are you motivated and enough self-disciplined?
2. Observe your behaviour during the free time. How do you benefit from it? Try to identify how do you learn in an informal way.

Friday:

Evaluation: usual dynamic.

Reflection:

- Discuss in pairs (work with someone who was not in your working group):
- How did you manage teamwork? How did you deal with differences, conflicts etc.? Are you willing to compromise your idea for the benefit of the team, even if you are convinced of its quality?
- How did you like having whole responsibility over your work today? How did you manage your time, engagement, energy levels?
- Are you satisfied with the outcome? Why so?
- Please note!
- Personal diaries shall be used during final evaluation.

Team assessment

Briefings before the sessions and debriefings after the sessions are fundamental to share personal perspectives, professional feedbacks, share tasks, appreciate the learning outcomes to re-modulate the following activities according to the needs of the group.

Possible topics of a team evaluation meeting:

- ▶ General remarks on the achievement of course's objectives
- ▶ Preparation of the activities
- ▶ Implementation of the activities
- ▶ Communication in the team
- ▶ Coordination
- ▶ Participation
- ▶ Recommendations for improvement

Follow Up

Developing communities of practices

*A community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly*³⁶ (Etienne Wenger 1992).

After a training course, learners might organise regular meetings over time (face-to-face or on line) to update and evaluate the planned actions and impacts, but also to share reflections about unpredicted positive or negative developments. The three intertwined key aspects of the communities of practices are: the domain (the themes that deserve to be improved), the community (the group defines the agenda and working teams), and, the practice (the learning resources produced by the interactions within the community).

Creating partnerships

Despite the fact that many educators and organisations act towards similar goals, everyone has different working styles and if we find a colleague, an institution or a group of peers that have a compatible approach, it is forward looking to co-design projects at local, national or international level.

36. Etienne Wenger 1992 <http://wenger-trayner.com/resources/what-is-a-community-of-practice/>

LEARNING THROUGH GLOBAL EDUCATION IN DIFFERENT CONTEXTS

|| *If you have an apple and I have an apple and we exchange these apples, then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.*

George Bernard Shaw

Global education can take place in a classroom, during an international youth exchange or in a training course for professionals and local authorities exploring the SDGs at local, national, or international levels, developing a campaign in a local community, defending social and economic rights or writing a blog advocating on social issues. Global education is everywhere and in every single discourse we approach, it just becomes visible the moment we realise that we are building bridges between different pieces of knowledge, thinking critically and moving towards possible solutions.

Formal education settings

|| *Refers to the structured education system that runs from primary school to university and includes specialised programmes for technical and professional training.*

COMPASS.³⁷

From pre-primary schools up to tertiary education in today's societies learners are exposed to dealing with sustainability and intercultural learning: classrooms are often culturally diverse with a variety of traditions, beliefs and languages, while sustainable development and climate changes are the main priorities to be tackled to guarantee equity towards future generations.

Many European countries are developing national strategies to update national curricula to include Global education concepts and approaches. For more information about policy development in European countries you can refer to GENE (Global Education Network Europe), which is the European network of Ministries, Agencies and other national bodies responsible for supporting, funding and policy-making in the field of Global Education.³⁸

Because educators act not only as members of the education system, but as individuals and members of a continuously changing society, innovative methods often appear in education as a result of bottom-up procedures. Being an educator dealing with global education certainly requires the developing of own methods, according to one's knowledge, skills, training, personality, self-confidence, ideas and motivation. As a result of self-assessment connected to a critical approach towards the conventional methods used in education, or as a simple human need for development and improvement, many educators search for new methods corresponding to the challenges of our days. Sometimes learners also demand new and innovative methods and are critical of the traditional ones. But very often, at least in formal education, educators looking for new methods through a training programme coming from educational authorities are in fact searching only for new tools. And very often the authorities offer new tools or equipment and consider that the use of such tools will change the methodology and then influence the lessons' efficiency, without reflecting on the coherence between tools, methods, aims and content (what, why, how).

37. From COMPASS manual on Human Rights Education of the Council of Europe
<http://www.coe.int/en/web/compass>
<http://www.eycb.coe.int/compass/>

38. for more references www.gene.eu/

IF YOU ARE A TEACHER, WITHOUT CHANGING YOUR TEACHING STYLE, THERE ARE SEVERAL WAYS TO APPLY GLOBAL EDUCATION IN CLASS:

Using gender sensitive revisions of teaching materials and adapting the language in a pluralistic approach and not just using a male discourse, while balancing the visibility and the role of women in historical, scientific and technological development.

Using maths, physics, technology teaching materials bringing more real-life case studies and statistics comparing different worlds' realities to develop problem based logical competences while developing empathy and understanding of other contexts and needs.

Getting the most of culturally diverse classrooms organising peer learning exercises and cultural exchanges exploring historical and religious traditions, cultural identities to create leadership, positive discrimination and openness among ethnic and social diversities while contrasting the phenomenon of bullying and cyberbullying.

Explaining the interconnections between local, national, European and international legislations to guarantee equal access to human rights and the role of citizen participation in maintaining or advocating for inclusive democratic political processes and participation in society, while raising awareness on refugees and asylum seekers status looking for protection in neighbourhood countries.

The Universal Declaration on Human Rights and all the following legislative provisions are the main references.

<http://www.un.org/en/universal-declaration-human-rights/index.html>

Showing the geographical differences, climate challenges, environmental issues and economic inequalities in the extraction of raw materials, production processes and financial contribution towards the global south.

Teaching the different levels of citizenship education to avoid Eurocentrism and develop multi- culture-oriented curricula characterised by a global vision and understanding of the world towards a sense of global responsibility.

Giving emphasis to the investigation of the causes of conflict and violence and the conditions of peace in individuals, institutions and societies, through a three-time dimension perspective, based on recognition of the historicity and interconnection of both the phenomena and knowledge of the phenomena.

Linking between the various subjects making it possible to investigate within a holistic approach the interdependence between the causes and consequences of poverty and increasing social gaps, conflict and violence, human repression and social exclusion, migration and xenophobia, unilateral development and ecological disasters, at local and global level.

Helping learners to develop social literacy skills for dealing constructively with worldwide problems on a variety of scales and levels from the personal to the global.

Incorporating participatory strategies and macro/micro perspectives in present world problems as a way of interactions, as a great development axis for working projects, as elements for discussion and analysis among learners, preparing them to be active members of society looking for solutions in solidarity.

Offering a range of learning opportunities for a future dimension including open-minded enquiry on issues related to building a more secure, just, peaceful and sustainable world society.

Giving particular importance to the development of lifelong learning skills which will strengthen the people's attitude to participate in synergies acting for social and sustainable development.

Giving to the learning group the possibility to discover knowledge through a dialectic approach based on research, doubts and questions to foster the evolutionary process of humanity towards solutions of common problems through partnership and solidarity.

Approaches

Problem-based learning

Problem-based learning methods encourage students to ask and answer questions, making use of their natural curiosity about specific events or themes. Students are invited to reflect on issues that do not have absolute answers or easy developments and that reflect the complexity of real-world situations. Problem-based learning opens the way for an active, task-oriented and self-controlled approach to the learning process.

Dialogue-based learning

Dialogue creates oral interactions between students that seeks to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space for developing thoughts, reflections and proposals even if they are opposed or different. Dialogue helps develop communication and active listening skills, so it promotes understanding of different issues according to different points of view. It is a crucial element of any global education learning process.

Suggested methods

The project method

Working around a common global theme, or aspects of it, is a very creative approach for learners in the formal and non-formal sector. The work can include certain elements, like informative texts, poems or prose, photographs, drawings, graphics, comic strips, cartoons, extracts from newspapers or magazines, collages, a class newspaper, music, role playing and even the production of audio visuals. Even if the project is carried out individually, it must have a collective dimension including a final presentation, discussion and evaluation by the class. However, it is better if it is the result of teamwork where the learners can contribute with some or all of the above elements according to their interests and talents. Field work is also welcome, starting, where possible, from local situations. The final result can be an exhibition of the whole project in the place where it was created or at a local community level³⁹.

A great opportunity for disseminating such projects is offered by the Global Education Week – the annual event initiated and coordinated by the North-South Centre of the Council of Europe⁴⁰.

The world-links method

This method can give real substance to the previous one. As generally stated above, bringing the global reality into the classroom (or any other learning space) for active cooperation is of vital importance in global education programmes, in the formal and non-formal sectors.

It can be done in many ways:

- ▶ bringing people from other countries to the educational process or even visiting other countries where a group visit is possible
- ▶ creating links and networks with people from different parts of the world through online platforms or e-mail correspondence
- ▶ welcoming visitors from different cultures, e.g. migrants living in your country, into the staffroom and classrooms of schools or the venue of the informal global education (GE) programme
- ▶ organising cultural events, feasts, exhibitions or other activities in schools or public spaces involving people from different cultures in such activities, including different styles of food, music, dance and, perhaps, drama
- ▶ bringing learners to areas where non-privileged people live, so that they experience the situation and, if possible, cooperate with them in confronting local problems
- ▶ involving learners in activities aimed at helping non-privileged people or volunteer work initiated by non-governmental organisations, particularly in formal education
- ▶ organising meetings of teachers, students and parents for learning sessions on themes about cultural diversity

International school partnerships

This practice completes the previous one. There are immense bilateral links between southern and northern and eastern and western schools. Several international school-linking organisations are in the process of establishing triangles and (eventually) networks of school links, which provide websites, ideas, written experiences and reports. In most European countries there are national agencies or non-governmental organisations that provide support for schools that are interested in international partnerships with schools. Especially north-south school partnerships offer many possibilities for Global education.

These partnerships allow for:

39. See North-South Centre website: www.nscentre.org, education link

40. <https://www.coe.int/en/web/north-south-centre/the-global-education-week>

- ▶ a better understanding of global interdependency through direct contacts between students and teachers in the partner countries and schools
- ▶ an overcoming of mutual stereotypes and prejudices
- ▶ an increase in students' and teachers' motivation
- ▶ a new teaching and learning culture e.g. by subject-connecting/overlapping teaching
- ▶ further development of important key-competences for all involved, e.g. modern communication technologies, project management, foreign-language skills, international communication between students and teachers.

From the methodological point of view, north-south school partnerships offer many possibilities for concrete classroom activities:

- ▶ exchanging communications using interactive websites (webinars, chatrooms, social media or emails)
- ▶ exchanging the results of project work with partner schools
- ▶ inviting an expert from the country of your partner school, who lives in your village or town to the classroom to get more information about partner countries
- ▶ planning mutual visits between the partner schools.

THE GLOBAL EDUCATION WEEK



The Global Education Week is a Europe wide awareness raising event, which takes place annually (in November) in formal and non-formal educational settings across the continent. It has a different theme every year.

The aim of the Global Education Week is to encourage educators and learners to explore education activities for global citizenship. In line with Target 4.7 of the United Nations Sustainable Development Goal 4, the Global Education Week addresses issues related to diversity and inequality at the local and global levels, and tries to foster:

- ▶ Awareness of the wider world and of our own role as world citizens

- ▶ Attitudes of respect for diversity and intercultural communication skills
- ▶ Responsibility for our own actions
- ▶ The ability to take action to make the world a more equitable and sustainable place

<https://www.coe.int/en/web/north-south-centre/the-global-education-week>

Non formal education settings

|| *Non-formal education refers to any planned and structured learning process that involves personal and social education for specific groups of people designed to improve skills and competences outside the formal educational curriculum. Non-formal education should be voluntary, ideally accessible for everyone, organised process with educational objectives, participatory, learner-centred, about learning life skills and preparing for active citizenship, based on involving both individual and group learning with a collective approach, holistic and process-oriented, organised on the basis of the needs of participants.*

Definition extracted from COMPASS

<https://www.coe.int/en/web/european-youth-foundation/definitions>

Formal, non-formal and informal educations are complimentary and mutually reinforcing elements of the lifelong learning process.

T-kits - The training kits of the Council of Europe are thematic publications written by experienced youth trainers. They are easy-to-use handbooks for use in training and study sessions.⁴¹

Approaches

Cooperative-based learning

In cooperative learning there is a positive interdependence between learners' efforts to learn. They strive for mutual support so that all group members gain from the efforts of each other. Team work and cooperation are the key elements to reach every objective and learn through interaction, enhancing learners' communication skills and strengthening their self-esteem.

In cooperative-based learning it is very important that the facilitator/teacher/trainer understands and is

41. <https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

attentive to the interactions that are going on within the different groups, because one of the most important principles of cooperative learning is: no child/learner is left behind. And supervising is the responsibility of the trainer, namely when dealing with younger learners.

EXPERIENTIAL PRACTICES	ACTION PRACTICES
<p>It involves the following characteristics:</p> <ul style="list-style-type: none"> learners follow their own curiosity and interest they learn through direct experience (learning by doing) the educator is more a learning facilitator or mediator than the only source of knowledge there is no formal evaluation of learning the learners reflect on their learning afterwards 	<p>This is a goal-oriented process organised as a rule in the form of a project with precise outcomes. To carry out the project trainers/teachers have to:</p> <ul style="list-style-type: none"> formulate learning goals explicitly help learners to choose their own learning strategies motivate learners in such a way as to make them take responsibility for their own learning develop a concrete project that can be carried out entirely by learners encourage a gradual increase of learners' independence let learners understand their own action through reflection (learning by reflective practice)

All the methods presented throughout this chapter are based on non-formal education principles and methodological approach.

THE NETWORK OF UNIVERSITY ON YOUTH AND GLOBAL CITIZENSHIP



The Network on Youth and Global Citizenship is a partnership facilitated and coordinated by the North-South Centre of the Council of Europe that gathers youth-led organizations, youth platforms, governmental and intergovernmental institutions from Europe, the Southern Mediterranean and beyond.⁴² The Network was set up in 2011 as an informal platform aiming at promoting dialogue and cooperation between youth and relevant institutions on youth policies related issues at regional, multilateral and global level. The Network advocates for youth participation and encourage their meaningful inclusion in decision and policy-making processes. The organisations part of the network joined their effort for the definition of a common agenda and the implementation of activities aiming to foster democratic participation and global citizenship among young people; uphold the universal principles, values and standards of the Council of Europe; implement the UN 2030 Agenda for Sustainable Development.

The Network also provides space for youth empowerment, offers non-formal education capacity building activities and endorses policies, mechanisms and tools for youth development, in order to increase the recognition of youth as agents for positive change.

<https://www.coe.int/en/web/north-south-centre/university-on-youth-and-development>

42. Members of the Network: Instituto de la Juventud (INJUVE, Spain); Observatoire National de la Jeunesse (ONJ, Tunisia); European Youth Forum (YFJ); Pan-African Youth Union (PYU); Network of International Youth Organisations in Africa (NIYOA); Foro Latino-Americano y Caribeño de la Juventud (FLACJ); Consejo de la Juventud (CJE, Spain); Consell Nacional de la Joventut de Catalunya (CNJC, Spain); Forum Nazionale dei Giovani (FNG, Italy); Conselho Nacional de Juventude (CNJ, Portugal).

Informal education

|| Refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from educational influences and resources in his or her own environment and from daily experience, as well as from daily experience. This education takes place mainly in family, neighbourhood, marketplace, library, mass media, work, play and other settings.

Definition extracted from COMPASS
<https://www.coe.int/en/web/european-youth-foundation/definitions>

Approaches

Participative arts

Participative arts [PA] have the role of an interface where facilitators (artists and/or other persons with an arts-related background) and non-artists interact using rules and instruments specifically for the performance. This collective educational experience leads learners to another kind of self-improvement by promoting principles creating a common, secure space of physical and mental comfort. In this space, educators (trainers, teachers, psychologists, artists) and learners will work together in a partnership based on respect and equality. This kind of artistic-formative activity comes as an answer to group needs, previously identified and established through specific procedures. Relating to the educational goal, in participative arts, the process is as important as the final result (performance, happening, graffiti, social theatre, etc.).

PA methods will dissolve any inhibitions and replace them with satisfaction about affirming possibilities/personality and personal achievements.

Community learning

This technique involves community services and reflection on those services. It nurtures social responsibility and commitment towards closer reality. Community learning can also be used to apply knowledge and skills to specific issues or to learn how to transfer specific situations. It is related to the idea of practical actions linked to the process of building knowledge. Contents are learnt not only from a theoretical approach but also from an added value coming from a new component – field work and practices — that deepens the concepts learnt in the theory by strong notions experienced in real life.

Community learning is an excellent practice in global education learning, providing information and developing skills for training in real daily life situations and society.

Soft skills training

Theory of change, constructive leadership, corporate social responsibility, teambuilding skills are concepts and tools that human resources managers deal with on a daily basis to keep cohesion among different department of public institutions, private companies and third sector organisations.

Components of this chapter can be adapted for specific training modules focusing on internal and external factors influencing organisational culture and development.

Internal factors often refer to capacity building and cooperation among staff, while external factor often refer to what enables or prevents the organisations to flourish.

The targets of UN Agenda 2030 will only be met if business and corporate stakeholders take the lead and contribute to establishing socially, environmentally and economically sustainable workplaces. This broadening of the educators' field of work is a new and expanding challenge.

Lifelong learning

This presupposes the constant integration of an individuals' learning in the system of cultural and civic references of the group, community or society he/she belongs to or identifies with. To stimulate this meaningful learning, the players involved in projects have focused on:

- ▶ helping learners to get an overview of learning goals and strategies
- ▶ encouraging learners; and, clarifying the values and identities they assume
- ▶ using learners' prior experience and knowledge
- ▶ encouraging learners to expand, test and apply new experiences in their daily lives
- ▶ letting learners draw their own conclusions
- ▶ fostering a global vision of society

ANNEX

Simulation: The Global Market

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

7th Global Education and Youth training course for Youth Multipliers

Training Session Outline (TSO)

TITLE:	SIMULATION - THE GLOBAL MARKET
TIME:	4 HOURS
OBJECTIVES:	<p>Allow participants to experience unequal distribution of resources and its structures/forms, as well as different reactions to power;</p> <p>Experiment the consequences of injustice;</p> <p>Reflect on participants' reactions to inequality;</p> <p>Put participants in a setting where they have the ability to reinvent the system of power distribution in order to reflect on the values that have been kept by their actions;</p> <p>Allow participants to reflect on the bridge with reality, concerning their real relation to power and to privilege</p> <p>Exploring root causes of migration in relation to unequal distribution of resources and the role of migrant population in host/original communities.</p> <p>To explore the role of media in a global context</p>
SDGS	No Poverty, Zero hunger, Clean water and sanitation, Life on land, Life below water, Partnership for the goals, Quality education, Industry innovation and infrastructure, Responsible production and consumption, Reduced inequalities, Gender equality, Peace justice and strong institutions, Sustainable cities and communities.
ADAPTATIONS	<p>The simulation can be adapted to different age groups and lengths by simplifying the roles and numbers of groups participating.</p> <p>This simulation has been used during a joint session among two training courses of the Council of Europe in the Framework of the 18th University on Youth and Development in Mollina 2017.</p> <p>There are 37 participants' roles and 7 trainers' roles available.</p>

	ACTIVITY'S DESCRIPTION
00'	<p>Country allocation</p> <ul style="list-style-type: none"> • Participants are divided into the planned groups. The facilitator reads the general instructions and distributes the individual rules. The facilitator gives participants a minute to read and asks them to embrace their role without sharing it with other participants. Finally, the facilitator takes participants to their place within the simulation area. • Each country has a location in the room and according to their reality. Items are assigned to them: <ul style="list-style-type: none"> • Money (which is represented by the fictional currency Global) • Technology (represented by scissors, markers, crayons) • Raw material (represented by sheets of paper and /or cartoon) • Education (provided by the World Bank) • 20 minutes • Hidden rules • Countries can cooperate with each other, create alliances, strategies, protocols (but this should not be mentioned during the experiment); • There may also be forthcoming catastrophes during the game (for example inflation crisis, an earthquake destroys much of the raw material of a country, floods destroying raw materials and technology, etc..).
20'	<p>General Instructions</p> <p>The world consists of the north and the south, the north is industrially developed, while the south is facing several challenges; Both need to produce and sell to The World Bank. The borders separating them are strict. However, the media carries the information to the countries, tries to inform countries about what is going on in the world; The situation of resources, raw materials, infrastructures vary among the different countries; The World Bank manages and facilitates all the economical dynamics. In order to earn money, countries should produce geometric shapes (triangles, squares and circles with specific measures) and sell to the Bank, it is obvious that the bank only want to buy quality products and according to the needs of consumers; The Bank also has the responsibility to make a commitment to education and training with these countries, train and instruct them for their development.</p> <p>110' Simulation</p>
140'	<p>5' Deroling</p> <p>The debriefing of the session is done after a break</p>
150'	<p>Debriefing:</p> <p><u>Facts (Take notes on a flipchart!)</u></p> <ul style="list-style-type: none"> • What happened? • Ask participants to explain what the situations in the different countries were • Ask participants if they have perceived these differences. • Ask participants about the role of the bank and register different descriptions between the north and the south. • Which disasters happened and how did they influence the productivity and competitiveness of the countries? • Which were the major issues concerning global injustice that you could identify in this exercise? • Was there any cooperation? • How did people move / migrated? • How was migration influenced by inequalities?

150'

Emotions (Take notes on another flipchart!)

- How did you feel during the game?
- How did it feel to belong to a country with fewer financial resources than you are used to?
- How did you feel moving to another country?
- I felt privileged/ disadvantaged?
- How I felt towards the others?
- Do you think that your position in the game was anyhow similar with the position in your everyday life?
- How did you react to this maintenance/ change of role?

Parallel with reality

- Can you create/find similarities between this simulation and reality?
- What are the boundaries that exist in intercultural/ international dialogue and cooperation?
- How can dynamics and understanding between countries on this world be improved? How can people's movement contribute to it?
- What is our role in that change?
- What can be the role of the SDGs in mitigating this situation?

ROOM SETTING
AND DISTRIBUTION
OF MATERIALS

THE NORTH

Germany

Table, 4 chairs, Juice, water;

Full resources, A4 Papers;

Germany starts with 100 Globals money

Enough space identified on the floor to allow people to sit comfortably.

USA

Table, 4 chairs, various food, water;

Full resources, full raw materials;

The US starts with 80 Globals money

Enough space identified on the floor to allow people to sit comfortably.

Bulgaria

Old table without chairs

Full resources thanks to EU grants programme

Newspapers for production

10 Globals money to invest

THE SOUTH

Egypt

Two chairs (one for the media officer);

Raw materials of medium quality;

One scissors;

Due to international ban for breaking human rights they can only sell to other Southern countries;

Tight space identified on the floor not allowing people to be comfortably sitting;

None can travel to Egypt due to the ban;

Egyptians leaving the country cannot come back.

**ROOM SETTING
AND DISTRIBUTION
OF MATERIALS**

Bangladesh

One chair no table;

They have a scissor, templates;

They have only newspapers;

Bangladesh has a trash bin;

One male has a diplomatic pass.

Tight space identified on the floor not allowing people to sit comfortably.

Brazil

3 chairs, no table;

They have all raw materials but only one scissor.

Tight space identified on the floor not allowing people to sit comfortably.

Burundi

They only have cartoon as raw materials. With no resources;

Burundi has a big trash bin.

Tight space identified on the floor not allowing people to sit comfortably.

MATERIALS

A4 papers white and coloured, trash bags, markers, paints and sprays, strong cartoon papers, newspapers. Scissors, paper cutters.

Facilitators decide on groups formation among themselves, after observing the team during the teambuilding exercises and on the following days, concerning their geographical distribution (in order to have some people in the simulation living a similar experience to what they live in real life and the opposite as well), gender, personality, ...

To prepare:

- Global money
- room setting
- divide tasks
- joint meeting of trainers
- print participants' roles
- countries' names
- VISA APPLICATION
- VISA BADGES

FACILITATORS' ROLES

- 2 observers who will be leading the debriefing. You also create conditions from environmental disasters (Flood in Brazil, etc.)
- 1 migration officer

The Migration Office:

The South can't go to the North without a visa. the North can move freely. South to South migration is free.

Border control should be placed after a specific challenging pathway which divides the room in two different unequal areas.

Each person has to fill in a form and provide different obligations to Apply for a VISA:

Germany

- 10 G
- Letter of recommendation from the North
- Write down 3 words in German

USA

- 25 G
- Write a non-terrorist commitment
- To name 10 Presidents of the USA

Bulgaria

- 5 G

The diplomatic passport is only valid to talk to the world bank;

The immigration office has forms participants must fill in in order to control demands, with the following fields to fill in (DEMAND, AMOUNT, DURATION);

- ▶ 1 International Environmental Agency to monitor and fine polluting countries
- ▶ 1 World Bank Development Training programme officer: to assess Southern needs and provide training assistance for economic development. After the flood in Brazil, the bank will start a development program to train Brazilians to produce Stars;
- ▶ 2 World Bank Trade Commissioners: to test, buy and pay products from different countries

The World Bank:

The one that regulates the market; the end buyer.

Has the ability to sanction and fine;

The south is not allowed to sell Stars to the World Bank.

Prices:

- 250 Globals money for 15 Stars
- 100 Globals money for 15 circles
- 70 Globals money for 15 triangles
- 50 Globals money for 15 squares

Rule: every 100 Globals money earned by the country have to be distributed as follows:

50% is the profit of the country

50% has to be divided among workers

1 facilitator reporting the debriefing!!!

**PARTICIPANTS'
ROLES**

GERMANY: 3 participants

Male

You control the resources and the raw materials;

The ultimate goal of Germany is profit;

Seek cooperation to maximize your profit;

The working force only knows how to produce old traditional triangle;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half;

Get rid of the garbage of your production, otherwise you will be fined;

With new changes in the market, phase out old production lines

Female

The ultimate goal of Germany is profit. Seek cooperation to maximize your profit;

The working force only knows how to produce old traditional triangles;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half;

Get rid of the garbage of your production, otherwise you will be fined.

Female

The ultimate goal of Germany is profit. Seek cooperation to maximize your profit;

The working force only knows how to produce old traditional triangles;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half;

Get rid of the garbage of your production, otherwise you will be fined.

USA: 3 participants

Person 1

Get rid of the garbage of your production, otherwise you will be fined;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half.

Person 2

Get rid of the garbage of your production, otherwise you will be fined;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half.

Person 3

Your family is from Malawi and once a year you go to visit them.

Get rid of the garbage of your production, otherwise you will be fined;

Migrants sit on the floor, they don't get water or food, they need to produce really fast and they get paid half.

BANGLADESH: 7 participants

Male 1

Women do not have any experience producing anything, they should always be aside and the men own the production;

Keep the environment clean, otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders

Male 2

Women do not have any experience producing anything, they should always be aside and the men own production;

You have a diplomatic passport;

Keep environment clean, otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders.

Male 3

Women do not have any experience producing anything, they should always be aside and the men own production;

Keep environment clean, otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders.

Female 1

Keep the environment clean otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders

Female 2

Keep the environment clean otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders.

Female 3

Keep the environment clean otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders.

Female 4

Your boyfriend is living in Germany; you haven't got the family reunion Visa because according to EU legislation you have been together for less than 2 years.

Keep the environment clean otherwise you are sanctioned by the World Bank;

Due to power electricity breaks, every 5 min you have to stop for 10 minutes;

The world is big, seek opportunities beyond borders.

MALAWI: 5 participants

Male 1

You own all the resources

Female 1

You are the only qualified person, you must be the boss at any price.

Male 2

You need to stand up for your rights at any price.

Female 2

You need to stand up for your rights at any price. You are a women rights activist fighting for equal opportunities

Female 3

You need to keep your job to *feed your* family at any price.

BRAZIL: 6 participants

Same instructions for all 6 participants:

Due to sanctions you can produce only squares and triangles.

Be open and cooperative with other nations;

Keep environment clean;

You have a diplomatic passport (just 1 participant).

EGYPT: 4 participants

Male

You are the Media officer in charge by the Ministry of External Communication. You need to improve the image and the reputation of your country in the global market. One of the chairs is yours.

Female

You have a master's degree in finance, but you couldn't find a job. You are stressed and looking for better opportunities.

Female 2

You have a big family to take care of, but you are the only one of the family working and you want to work hard to get a better job position in your company.

Female 3

You took part in the Egyptian Revolution and you were an activist in Tahir Square. You still believe that there is a way for a better future in your country.

BULGARIA: 4

Same instructions for all 4 participants:

There is a big opportunity for economic growth in your country, you need to grab it before Southern countries will be able to compete with you.

You need to produce at least 15 items every 5 min otherwise you will be paid half price for your products. More migration to Germany means less opportunities for you.

MEDIA: 5 participants

Right wing: 2 reporters

You work for a capitalist agency and you highlight the opportunities for growth that capitalism offer. You deny climate change and you are concerned about the high criminality and terrorist risks that migration implies for Western world.

You have to keep the world informed about global issues you observe every 15 minutes.

You can create breaking news and twitter hashtags on the dedicated Facebook group

Left wing: 2 reporters

Reporter 1:

you are an American human rights activist leading a global newspaper on workers' rights, inequalities and environmental issues. You believe you have a role to play in changing the reality.

You have to keep the world informed about global issues you observe every 15 minutes.

You can create breaking news and twitter hashtags on the dedicated Facebook group.

Reporter 2:

You are an Indian human rights activist leading a global newspaper on workers' rights, inequalities and environmental issues. You believe you have a role to play in changing the reality. You need VISA to enter the North.

You have to keep the world informed about global issues you observe every 15 minutes.

You can create breaking news and twitter hashtags on the dedicated Facebook group

Far right wing:

You are a far-right wing nationalist reporter working for an independent media agency in Germany. You are supporting the migration ban, denying climate change, blaming Southern countries for their situation.

You want to make sure that Germany's identity and quality of life is protected from the foreign invasion.

You have to keep the world informed about global issues you observe every 15 minutes.

You can create breaking news and twitter hashtags on the dedicated Facebook group

CHAPTER E

MEDIA LITERACY

CRITICAL THINKING AND MEDIA CONTENT: AND DECONSTRUCTION OF MEDIA MESSAGES	125
Understanding the media environment / addressing the information crisis	126
Elevating our perception: knowledge and belief	127
Breaking stereotypes and bias transmitted by the media	127
EMPOWERING CITIZENS' PARTICIPATION THROUGH SOCIAL MEDIA	128
Learning about the engagement on social-media	128
Online extremism and hate speech	128
Tools for online participation and activism	128
Responsible online participation and ethics: human rights, respect, and personal ethics	129
UNDERSTANDING MAIN ELEMENTS OF DIGITAL CITIZENSHIP	129
Copyright: sharing of online content	131
CONCLUSION	131

The developments and innovations in the field of information and communication technologies (ICT) have changed the world we live in. The impact of these exceptional breakthroughs can be seen in our life at many different levels. The rapid development of ICT has made information, communication and knowledge more globalized and implicitly caused an expansion of the mass media. The rise of social media and its by-products⁴³ increased the amount of information available on the Internet, including by transforming everyday people into content producers. These fundamental changes have both exceptional opportunities as well as risks. It has never been easier to access information, share knowledge, ideas, opinions and collaborate in taking action. Moreover, technological advancements and social media gave certain groups a chance to express their voice and engage in new ways. At the same time, there are risks involved, some of them related to privacy, security or finding trustworthy content. While it is easier than ever to access information, people often lack competencies to recognize misinformation, disinformation and mal-information, all elements of the information disorder, which will be explained further in the chapter.

“This ecosystem is dominated by increasingly partisan radio, television and social media; exaggerated emotional articulations of the world; quick delivery via algorithmically derived feeds on smartphones and audiences that skim headlines to cope with the floods of information before them.” (CoE, 2017, pg.14).

Within this context lies an exceptional possibility to use the information crisis to effectively focus on media literacy. Addressing it requires multiple dimensions: policy, education, regulators, media platforms etc., and here the focus is on pedagogical approach within global education, as well as the importance of development of individual information strategies, habits and behaviour.

Media literacy is an important part of global education, a life-long set of skills that enables informed decision

making and thus conscious living. This improves the quality of life and contributes to the effective implementation of Sustainable Development Goals (SDGs), goal 4 and 16 in particular.

Critical Thinking and Media Content: Construction and Deconstruction of Media Messages

Online media platforms and social media in particular, shape our perceptions of reality and the way we see the world. Sometimes, this happens implicitly, without our own recognition. Adding to all these new realities, research shows that young people are one of the most vulnerable groups, being disproportionately affected by the new technologies.

Media literacy education, which implies raising critical skills, is key to an unpredictable and rapidly changing society, where young people can easily be affected by many negative factors, but equally influenced positively by new opportunities. There is a need for teaching and learning – in formal and non-formal environments – about how media produce their messages on behalf of different power holders and how audiences internalize the messages. In order to raise critical thinking, young people need to face these challenges as well as to take advantage of the very potential they offer.

Media literacy is an emerging, evolving and growing concept. As defined by the EU commission:

“Media literacy is an umbrella expression that includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access the media, to have a critical understanding of the media and to interact with it. All these capacities enable the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process. «Media» is to be understood in a broad way: including all kind of media (television, radio, press) and through all kind of channels (traditional, internet, social media).

<https://ec.europa.eu/digital-single-market/en/media-literacy>

43. For example, content marketing—a strategy concept adopted by business and some non-for-profit organizations.

Understanding the media environment / addressing the information crisis

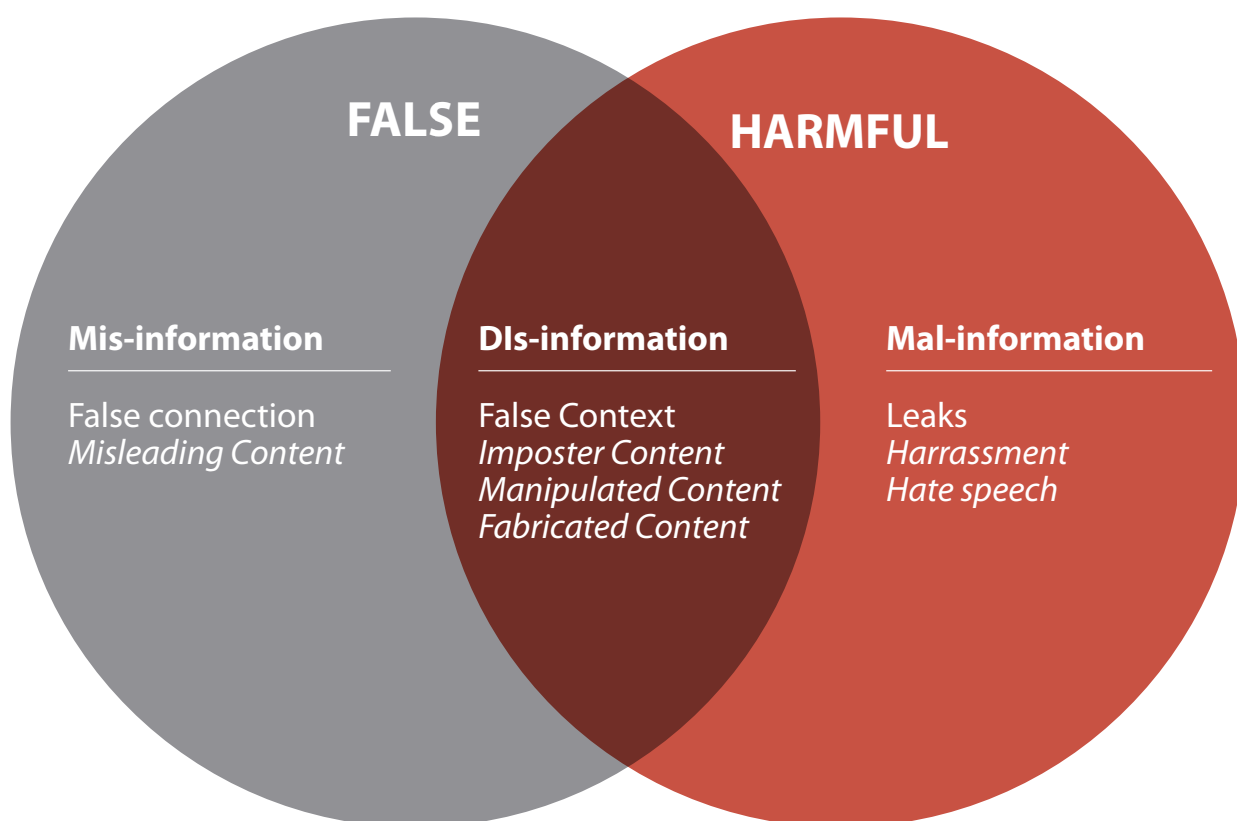
In the process creating and consuming information, consequently and inevitably, people encounter harmful content. Most prominent and characteristic of information crisis are false or fake news, coupled with fabricated information, propaganda, speculations and rumours, conspiracy theories, etc. A phenomenon also described as information pollution at a global scale.

What is information pollution? The term information pollution was first used by Jakob Nielsen in 2003 as a way to describe irrelevant, redundant, unsolicited and low-value information. (CoE, 2017, pg. 10)

Addressing this crisis begins with understanding it and finding effective responses. None of the techniques that are characteristic of information crisis are new nor are they specific to digital environment, however, the amount and penetration is unmatched. This is generated by several factors but mainly due to accessible, cheap and easy to use publishing technology, speed by which the information is shared, as well as means of sharing it – often through trusted circle of friends and peers that leave the information unchallenged.

Concepts that explain the context of the information crisis in a substantive way are:

- 1. DISINFORMATION: deliberate use of false information created with harmful intent,*
- 2. MISINFORMATION: use of false information without malicious intent,*
- 3. MAL-INFORMATION: use of information based on reality with harmful intent. (CoE, 2017, pg. 20)*



Source: CoE, Information Disorder report, 2017

While fake news became a widely used term, it is inadequate mainly due to two reasons:

- a. it doesn't describe the complex phenomenon of information pollution
- b. it has been appropriated, and used misleadingly, by various actors (including politicians) to describe news organizations whose coverage they find disagreeable (EC, 2018; CoE 2017)

The rise of misinformation and disinformation is dangerous. In order to create informed opinions and hence make informed decisions, people need to have factual, verified and substantiated information. However, often, many don't even realize they are exposed to false, unverified or misleading content. As mentioned above, these practices have many different faces, different motivations that are not easy to be recognized even with a dose of healthy scepticism. This, consequently, leads to increased dissatisfaction and mistrust in media and information content.

According to Polizzi (2017), this is the "post truth era where facts and objectivity are overshadowed by personal beliefs and emotions; while the Internet is not the ultimate cause of post-truth, it multiplies the possibilities of producing and consuming misinformation."

Elevating our perception: knowledge and belief

Raising media literacy knowledge implies a better understanding of how media messages are produced, but also how people internalize media messages.

TWO IMPORTANT ASPECTS RELATED TO MEDIA MESSAGES:

Confirmation bias refers to the tendency people have to search, favour and remember information that is in accordance to that person's prior beliefs. People tend to interpret the information they read with bias, favouring the line of reasoning that is in accordance to their own prior beliefs.

Selective exposure describes how people prefer to expose themselves to the information which reinforces their own beliefs and avoid the information that is opposed to it. For example: a right-wing person buying a right-wing newspaper but not a left-wing newspaper (or vice versa).

With digital and social media, as search algorithms became personalized, new concerns arose and these two theories gained another dimension. The information retrieved through a search browser or social media platform such as Google, Facebook or Twitter for example, may end up reinforcing even more the pre-existing beliefs. Accordingly, social media now function as echo-chambers reinforcing even more one's own confirmation bias. This is particularly unsettling since many of us are getting political information from social media platforms.

Being aware of the difference between knowledge and belief is therefore fundamental, as misinformation is often used to alter people's perception about certain scientific topics. The gateway belief model is the theory which explains how misinformation is used to change one's perception by creating doubt. Two examples are the polemics concerning vaccines and climate change – two topics which despite having hard scientific evidence to back them up, are still being questioned by many people who do not believe in such evidence.

ALGORITHM AND BUBBLES: THE FACEBOOK EXAMPLE

Facebook collects data about what you post, the pages you like and everything your friends have posted. On average, that may be over one thousand posts. Then, Facebook presents to you a news feed based on that collected data and on a secret formula which supposedly ranks the news in the order of what you like more. That means that while scrolling through Facebook you tend to be exposed to the news which you already agree with and not to other points of view. In the end, that may have an impact on your view of the world and actions.

Breaking stereotypes and bias transmitted by the media

Stereotypes and biases can be incorporated directly and indirectly by content creators, whether in traditional or new media.

Stereotypes are "generalised, oversimplified or exaggerated beliefs about a group of people. A stereotype is "an image in our mind", that determines how we come to hold certain beliefs about a person, just because that person belongs to a certain group." Sandu, Bajja, 2017

Although stereotypes generally have a negative connotation, to a certain extent, they are a mental shortcut. However, this comes with the disadvantage of overlooking the differences between individuals and groups of individuals and consequently make generalizations, forming ideas about people that are not necessarily true.

People learn how to critically evaluate messages and agents while learning how to spot bias in the news, but they also need to learn how to become better interpreters. Scholars have demonstrated how the way the media portrays certain groups can have an effect on how people perceive those groups⁴⁴. Learning how to spot

44. Florian ARENDT and Temple NORTHUP, Effects of Long-Term Exposure to News Stereotypes on Implicit and Explicit Attitudes, in International Journal of Communication 9(2015), 2370–2390: <https://ijoc.org/index.php/ijoc/article/viewFile/2691/1325>

stereotypes and prejudices in media messages, related to issues about gender, race, multiple identities, minority groups such as refugees, and so on, is a way of improving an ethical and responsible interpretation of media use.

Ask yourself these questions:

- ▶ What are the sources? And what are other sources telling about this?
- ▶ Do the sources tell me what to think or do they let me form my own critical opinion?
- ▶ Is there any reference about the source of information in the article?
- ▶ How is the reported news being framed? From which point of view? Does the content show any opposing arguments?
- ▶ Is there enough context provided by the news?
- ▶ Do the headlines and stories match?
- ▶ Who is the writer/author?

Empowering Citizens' Participation Through Social Media

Participatory media culture enabled mainly by platforms like YouTube, and social media such as Facebook, Instagram or Twitter, means that "everyday people can create do-it-yourself (DIY) media products and directly communicate with experts, journalists, celebrities, politicians and other audience members. While this makes media culture infinitely more complex - it also affords audience agency."⁴⁵ This is an opportunity to take advantage of through media literacy education and its pedagogical dimension.

Learning about the engagement on social-media

Online extremism and hate speech

Looking in particular at the youngest generation, some specific phenomena are identified to disproportionately affect them - online hate speech and radicalization being some of the most visible.

«Hate speech covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or

other forms of hatred based on intolerance, including intolerance expressed" (CoE).

In order to respond to all these, and more, in 2016 the Council of Europe has published the Guide to Human Rights for Internet⁴⁶, dedicated to all stakeholders: citizens, public institutions and private companies. It defines and addresses some of the most important issues in the new digital era: access and non-discrimination, freedom of expression and information, freedom of assembly, association and participation, privacy and data protection, education and literacy, protection of children and young people, right to effective remedies for violations of human rights.

Particularly through the No Hate Speech Movement⁴⁷ Campaign, the first youth-led initiative, the Council of Europe aimed to support the process of informed online participation and citizens' responsibility of taking action when identifying acts of hate speech.

Tools for online participation and activism

In online environments, individuals may often consider participation as any form of online expression (such as engaging with other people's posts/opinions through comment, like, share). However, in this context, "full participation in contemporary culture requires not just consuming messages, but also creating and sharing them"⁴⁸, thus focusing on two main principles:

- ▶ Reflection: reflect on one's own conduct and communication behaviour by applying social responsibility and ethical principles - both online and offline;
- ▶ Action: take action, at individual or group level, by sharing knowledge, contributing to solving problems and participating as an active member of various platforms - joining local, regional, national or international movements (ranging from community-based organisations, to civic, political or even faith based).

In order to take advantage of all opportunities offered by online platforms, it is the practitioners, in both formal and non-formal settings, who have an essential role in providing the media literacy skills, necessary for an effective participation - from engagement in online consultations/campaigning, organizing online petitions or getting involved in Internet Governance Forums⁴⁹.

45. Cabbage J. (2018), Handbook of Research on Media Literacy in Higher Education Environments, Bowie State University, USA, p. 324

46. The guide is based on existing human rights contained in the European Convention on Human Rights and other CoE conventions and legal texts, as well as on certain interpretations of these rights by the European Court of Human Rights. Available at: <https://www.coe.int/en/web/freedom-expression/internet-users-rights>

47. No Hate Speech Movement. www.nohatespeechmovement.org/

48. Hobbs, Renee (2010). Accessed online. Available at: Media Literacy Fundamentals

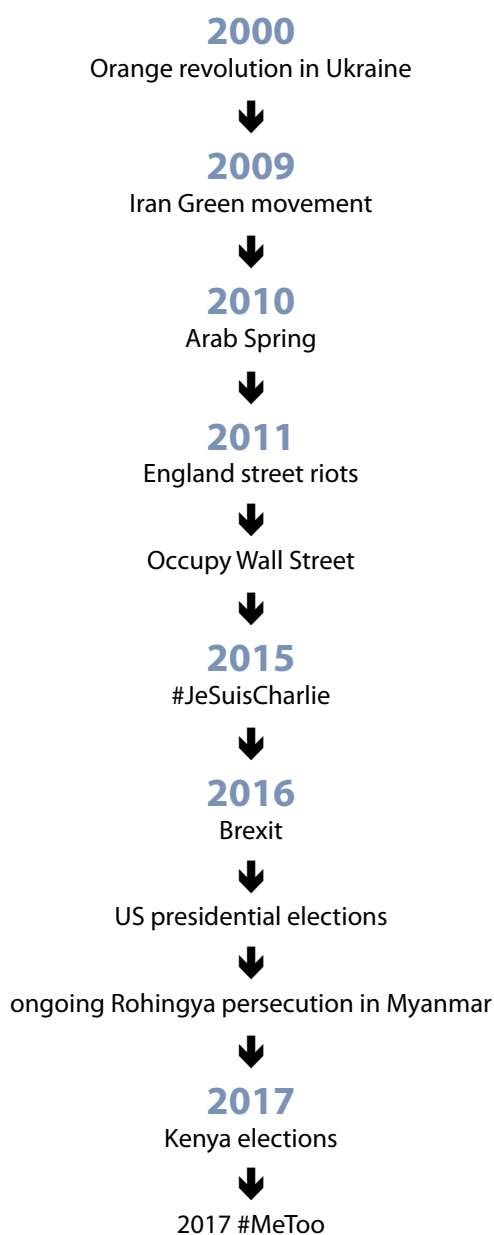
49. Internet Governance Forum (IGF) is a multi-stakeholder forum for policy dialogue on issues of Internet governance: www.intgovforum.org

Online participation is also one of the best opportunities, not only to support causes, but to empower young people in becoming creators and generate content through tools such as citizen journalism and media production - vlogging, blogging etc.

Key events impacted by the Internet and social media

Social media can be used to ignite civic movements with a political, economic or social focus, requesting more rights and freedom; but social media can also be used for the opposite: to manipulate, sway public opinion away and ignite hate speech, for example.

Timeline of key events which have been strongly ignited by the use of the Internet or social media



Responsible online participation and ethics: human rights, respect, and personal ethics

The integral part of media literacy is knowing how to behave ethically in online environments. This is especially relevant for issues of hate speech, cyberbullying, protecting own and privacy of others and accessing/sharing content such as music and video that has copyright issues attached.

ETHICAL JOURNALISM NETWORK⁵⁰ PRESENTS THESE CORE VALUES OF RESPONSIBLE COMMUNICATION:

- ▶ Accuracy and fact-based communications - Avoiding malicious deception and untruth – and understanding the exceptions, such as humour and satire
- ▶ Humanity and respect for the Other - Challenging hate-speech, incitement and discrimination in all its forms, including misogyny
- ▶ Transparency and Accountability - Challenging plagiarism and understanding the right to anonymity and respect for sources of information and the need to correct errors

<https://ethicaljournalismnetwork.org/resources/publications/ethical-journalism/media-literacy>

As of 25th of May 2018 the EU General Data Protection Regulation (GDPR⁵¹) a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union has come into force, thus enhancing the regulation of consent from users when their data is accessed, more transparency on how the data is used, stronger rights for users and consequently its stronger enforcement, as well as clear language in privacy policies.

Understanding main elements of Digital Citizenship

Being a Digital Citizen goes beyond using the Internet, and in an ideal situation it should imply being able to benefit of equal economic opportunities and access to universal human rights, but also assuming responsibilities and duties.

OVERALL, DIGITAL CITIZENSHIP MAY BE SAID TO REFER TO:

- ▶ competent and positive engagement with digital technologies (creating, working, sharing, socialising, investigating, playing, communicating and learning)

50. Cf. Ethical Journalism Network <https://ethicaljournalismnetwork.org/>

51. EU General Data Protection Regulation (2018). Available at: <https://www.eugdpr.org/>

- ▶ participating actively and responsibly (values, attitudes, skills, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural)
- ▶ being involved in a double process of lifelong learning (in formal, informal, non-formal settings), and
- ▶ continuously defending human dignity
- ▶ Digital Citizenship Education Series: Literature Overview, CoE, Volume 1:

<https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a>

Privacy, safety and security online

Since the youngest generation has access to the Internet through computers, and mostly mobile devices - far away from parents or other adults' eyes - this requires:

1. constant research on understanding how the youngest generation is engaging with technology⁵²
2. proposing new forms of intervention and education, for both children and grown-ups.

Even though the current focus is on children and young people, the role of adults - from tech industry representatives to parents, family and educators - should not be neglected, since they are the first responsible for how the younger generations perceive the importance of technology and later engage with it. A series of actors took active roles, among them:

1. the European Commission (EC), through the Strategy for a Better Internet for Children⁵³;

Based on a multi-stakeholder assessment, the EC strategy promotes measures that need to be addressed in all societies and that can be inspiring for grass-roots activities:

- ▶ scaling up awareness and empowerment, including by teaching digital literacy and online safety in all schools
- ▶ creating a safe environment for children through age-appropriate privacy settings, wider use of

parental controls and age rating or content classification

- ▶ combating child sexual abuse material (online) and child sexual exploitation

2. the Council of Europe, which through the intergovernmental project Digital Citizenship Education⁵⁴ successfully contributed to defining and reshaping the role that education plays in enabling all children to acquire the competences they need as digital citizens.

Online identity and digital footprint

Identity is a diversely defined concept depending on the perspective. People have multiple identities in a situated interaction. This means having different cultural outlooks in your life and different values and beliefs. Online identity is one form of identity.

Online identity is the impression that one creates about his/her identity in online environments and societies. It is not only the information about persons' attributes (such as name, nickname, age or occupation), but also the persons' personality in different online forums. It is formed by the facts about that person and by his/her actions. It is also formed by the partial identities - the subset of the characteristics that make up the identity - that one has.

Identity is fundamental for social interaction and in online environments, it comes essential in interaction with others. By one's online identity, other members of a society can predict the actions and attitudes towards certain issues. While acting in online environments, people always leave a trail of data, which is called digital footprint.

Digital footprint consists of information that people have left behind unintentionally or intentionally. This kind of information can be, for example, IP addresses, search history or the publicly shared information.

People's digital footprint can be used, for example, for commercial purposes. Online identity, together with

52. The EU, through Eurostat, is constantly gathering data about how the overall population and young people engage with technology and Internet, highlighting the different skills as well - from programming to searching engines or posting on social media: https://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_digital_world

53. European Commission: The Strategy for a Better Internet for Children. Available at: www.betterinternetforkids.eu; <https://ec.europa.eu/digital-single-market/node/286>

54. Council of Europe, Digital Citizenship Education. Available at: <https://www.coe.int/en/web/digital-citizenship-education/home>

digital footprint are a kind of portrait of who you are. There's a difference between online identity and digital footprint, but they are both build up in a similar way: from pieces of data that people leave while acting online.

It is essential to be aware and develop skills to consciously consider the meaning of online identity and the traces left behind.

What is the picture that others form about you and what is its relation to your real identity?

What kind of emotions and impressions your online identity evoke in others?

What kind of effect your online identity causes in online environments and activities, is it encouraging or threatening?

Copyright: sharing of online content

The content Internet users share has started to become a growing concern on a global scale; thus, new initiatives related to digital copyright try to create awareness on how we use and share content and what are the legal infringements deriving from that. Regions like EU took a step further and advanced legal framework regulating the rights and responsibilities of Internet users and private companies⁵⁵.

In this context it is crucial to educate the young people on the benefits of Internet - as an open education tool, free space of information or content creation, but also on how to interact with the content retrieved through various channels, on the one hand by verifying the accuracy of information, but on the other hand by also ensuring that rights of authors and creators are equally recognized. If human rights are the same in offline and online environments, then all rights should be considered and respected at all times.

Conclusion

Media literacy is an umbrella concept and its importance is growing in the field of global education. A pedagogical dimension is elaborated in T-Kit 4: Intercultural Learning specifically designed for youth multipliers who work with the global education concept. The tool-kit offers both information and practical guidelines on how to design, organize and implement media literacy activities in the context of Global Education, and also offers some theoretical background context to support those activities.

55. European Commission: Modernization of the EU Copyright rules. (accessed at: 2018-08-31). Available at: <https://ec.europa.eu/digital-single-market/en/modernisation-eu-copyright-rules>

12 Ramarajan, L. 2014. Past, Present and Future Research on Multiple Identities: Toward an Intrapersonal Network Approach.

https://www.hbs.edu/faculty/Publication%20Files/Ramarajan-2014-Annals-Multiple%20identities-intrapersonal%20network%20approach_b2358fa9-050f-46c2-b57a-d855b4a14d22.pdf

REFERENCES⁵⁶

Council of Europe Publications and Websites

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

- ▶ Info on the project:
<https://www.coe.int/en/web/education/competences-for-democratic-culture>
- ▶ Downloading the different volumes:
 - Volume 1 Context, concepts and model
<https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>
 - Volume 2 Descriptors
<https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>
 - Volume 3 Guidance for implementation
<https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>

COMPASS

COMPASS has been produced within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe. The programme aims to put human rights at the centre of youth work and thereby to contribute to the bringing of human rights education into the mainstream.

- ▶ Compass website:
<https://www.coe.int/en/web/compass>

TEACHING CONTROVERSIAL ISSUES, TRAINING PACK

<https://rm.coe.int/16806948b6>

PUBLICATIONS RELATED WITH EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION (EDC/HRE),

including the link to the fully revised and updated version of COMPASS

<https://www.coe.int/en/web/edc/publications>

White paper on intercultural dialogue: living together as equals in dignity, Committee of Ministers of Foreign Affairs, Council of Europe, 2008

https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

MANUALS AND HANDBOOKS TO DOWNLOAD

(in a variety of languages):

We can! Taking it Seriously, Compass, Compasito, Have your Say, Mirrors, Bookmarks, Barabaripen, Young people's access to rights through youth information and counselling, Right to Remember, Youth Information Starter Kit, Manual for Facilitators in non-formal Education, Gender Matters, Companion, Don't Judge a book by its cover, Domino, Education Pack (rev.2016)

<https://www.coe.int/en/web/youth/manuals-and-handbooks>

PUBLICATIONS ON CITIZENSHIP EDUCATION, PARTICIPATION, ROMA, SOCIAL INCLUSION, SOCIAL RIGHTS, TRAINING KITS, OTHER

https://www.coe.int/en/web/european-youth-foundation/coe-publications#portlet_56_INSTANCE_vhwIXSx63hWs

GLOSSARY ON YOUTH

<https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

T-KITS

13 thematic easy-to-use training kits written by experienced youth trainers and other experts

1.Organisational Management; 2. Methodology in Language Learning; 3. Project Management; 4. Intercultural Training; 5. International Voluntary Service; 6. Training Essentials; 7. European Citizenship in Youth Work; 8. Social Inclusion; 9. Funding and Financial Management; 10. Educational Evaluation in Youth Work; 11. Mosaic for Euro-Mediterranean Youth Work; 12 Youth Transforming Conflict; and, 13. Sustainability and Youth Work

<https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

RESOURCES FOR NON-FORMAL EDUCATION

[International Youth Foundation]

<https://www.coe.int/en/web/european-youth-foundation/non-formal-education>

NO HATE SPEECH CAMPAIGN

<https://www.coe.int/en/web/no-hate-campaign>

DOCUMENTS PRODUCED BY YOUTH NGOS WITH THE SUPPORT OF THE EUROPEAN YOUTH FOUNDATION

[they do not necessarily reflect the official position of the Council of Europe]

https://www.coe.int/en/web/european-youth-foundation/publications#portlet_56_INSTANCE_HkbGSx9VSpSg

56. The references included in the different chapters, in footnotes, in the body of the text, and in this list, favoured the digital access.

SIGNPOSTS

Policy and practice for teaching about religions and non-religious world views in intercultural education (can be downloaded in different languages)

https://www.coe.int/en/web/education/newsroom/-/asset_publisher/ESahKwOXlcQ2/content/signposts-policy-and-practice-for-teaching-about-religions-and-non-religious-world-views-in-intercultural-education?inheritRedirect=false

THE PESTALOZZI PROGRAMME

the training resources are online and can be downloaded from:

<https://www.coe.int/en/web/pestalozzi>

<https://www.coe.int/en/web/pestalozzi/publications>

Information disorder: Toward an interdisciplinary framework for research and policymaking

<https://rm.coe.int/information-disorder-report-november-2017/1680764666>

DIGITAL CITIZENSHIP EDUCATION, VOLUME 1 OVERVIEW AND PERSPECTIVES

<https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a>

HOW TO DEVELOP THE ABILITY OF STUDENTS TO ASSESS INFORMATION FROM MEDIA AND SOCIAL NETWORKS?

<https://pjp-eu.coe.int/documents/42126069/42762131/How+to+develop+the+ability+of+students+to+assess+information+from+media+and+social+networks+-+a+methodological+tool.pdf/353e08f2-6722-4bb0-b905-4ce567b6596d>

YOUTH PARTNERSHIPS

- ▶ Volume 1 – 2020 – What do you see?
- ▶ Volume 2 – Connections and disconnections
- ▶ Volume 3 – Healthy Europe: confidence and uncertainty for young people in contemporary Europe
- ▶ Volume 4 – Young people in a digitalized world

<https://pjp-eu.coe.int/en/web/youth-partnership/perspectives-on-youth>

MULTIMEDIA WEBSITE

videos and podcasts

<https://www.coe.int/en/web/edc/multimedia>

UNESCO Publications and Websites

Global citizenship Education - website

<https://en.unesco.org/themes/gced>

Global citizenship education: topics and learning objectives

<https://unesdoc.unesco.org/ark:/48223/pf0000232993>

Journalism, fake news & disinformation: handbook for journalism education and training

<https://unesdoc.unesco.org/ark:/48223/pf0000265552?posInSet=29&queryId=N-d5ae87f5-00f9-4b98-8824-8670f6f53796>

Getting climate-ready: a guide for schools on climate action

<https://unesdoc.unesco.org/ark:/48223/pf0000246740>

Schools in action, global citizens for sustainable development: a guide for teachers

<https://unesdoc.unesco.org/ark:/48223/pf0000246888>

Making textbook content inclusive: a focus on religion, gender, and culture

<https://unesdoc.unesco.org/ark:/48223/pf0000247337>

UNESCO digital library – Open Access resources

<https://unesdoc.unesco.org/search/72a71bb0-74c9-4ef5-a26b-934dd8b90ab8/N-d5ae87f5-00f9-4b98-8824-8670f6f53796>

OECD Publications and Websites

OECD Global Competency Framework

<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

OECD Education

<http://www.oecd.org/education/>

OECD iLIBRARY

<https://www.oecd-ilibrary.org/>

Joint OECD UNESCO and Council of Europe publication

Addressing Islamophobia through Education - Guidelines for Educators on Countering Intolerance and Discrimination against Muslims

<https://www.osce.org/odihr/84495?download=true>

OTHER INSTITUTIONAL and NGOs Websites & Links

CONCORD

<https://concordeurope.org/>

European Commission. A multi-dimensional approach to disinformation, Report of the independent High-level Group on fake news and online disinformation. March 2018. Retrieved from:

<https://ec.europa.eu/digital-single-market/en/news/final-report-high-level-expert-group-fake-news-and-online-disinformation>

FAO - Change the future of migration. Invest in food security and rural development

<http://www.fao.org/zhc/detail-events/en/c/896068/>

FAO - Change the future of migration. Activity book

<http://www.fao.org/3/a-i7323e.pdf%20and%20%E2%80%9C2018>

FAO - The state of food security and nutrition in the world

<http://www.fao.org/state-of-food-security-nutrition/en/>

GENE – GLOBAL EDUCATION NETWORK EUROPE

<https://gene.eu/>

Global peace index

<http://visionofhumanity.org/indexes/global-peace-index/>

Oxfam Education

<https://www.oxfam.org.uk/education/resources>

Sustainable Development Goals – United Nations

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

SDGs in action (mobile app)

<https://sdgsinaction.com/>

Teach about the global goals – UNICEF

<https://www.unicefyouth.com/globalgoals>

Websites [sustainability, consumerism, human rights-, citizenship-, and global- education]

Ethical Journalism Network

<https://ethicaljournalismnetwork.org/>

Etienne Wenger, Community of practice

<http://wenger-trayner.com/resources/what-is-a-community-of-practice/>

Pew Research Centre (2015), “Millennials and Political News”:

- <http://www.journalism.org/2015/06/01/facebook-top-source-for-political-news-among-millennials/>
- <http://www.theboycottlist.org/>
- <http://www.ethicalconsumer.org/boycotts.aspx>
- <https://www.buycott.com/campaign/browse>
- <http://www.triplepundit.com>
- <http://www.fairtrade.net/>
- <https://www.rainforest-alliance.org/>
- <https://www.rainforest-alliance.org/business/>
- <https://ic.fsc.org/en/solution>
- www.thegoodtrade.com
- www.rankabrand.org
- www.slowfood.com
- <https://enoughproject.org/reports/demand-the-supply>
- <http://www.greenpeace.org/international/en/campaigns/detox/electronics/Guide-to-Greener-Electronics/>
- <https://cleanclothes.org/resources/publications/factsheets>
- <http://labourbehindthelabel.org/get-involved/take-action/>
- <http://features.peta.org/cruelty-free-company-search/index.aspx>
- <http://www.eatnoshit.org/>
- http://www.veganpeace.com/sweatshops/responsible_shopping.htm
- <https://www.publiceye.ch/en/>

- <https://www.amnesty.org/en/human-rights-education/>
- <http://teach4diversity.ca/multicultural-childrens-literature/>
- <http://wegrowteachers.com>
- <https://euroclio.eu/resource-centre/educational-resources/>
- www.edutopia.org
- www.learnchange.eu/blog/
- www.salto-youth.net
- www.teachthought.com
- www.tolerance.org

BOOKS

Boal, Augusto, Games for actors and non-actors

<https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf>

CABEZUDO, Alicia; HAAVELSRUD, Magnus (2013). “Rethinking Peace Education” [online article].

Journal of Conflictology. Vol. 4, Iss. 1, pp. 3-13. Campus for Peace, UOC. [Consulted: 06/06/2019].

<file:///Users/luisa/Downloads/Dialnet-RethinkingPeaceEducation-5589709.pdf>

CABEZUDO, Alicia; HAAVELSRUD, Magnus (2012). State of Peace Conference & Peace Report 2012 “Democracy in Crisis: The Dynamics of Civic Protest and Civic Resistance”

https://www.friedensburg.at/uploads/files/Cabezudo_Haavelsrud_StoP2012_paper.pdf

Delors, J. Apprendre - Un trésor est caché dedans, Paris, Ed. Odile Jacob, 1996

<file:///Users/luisa/Downloads/115930fre.pdf>

Fukunaga, Y. - Teaching Global Issues through English Movies, Global Issues in Language Education Newsletter. No. 30, March 1998, Tottori, Japan

<http://gilesig.org/30Mov.htm>

Galtung, Johan - Conflict Transformation by Peaceful Means, Geneva, ONU, 2000

<https://gsdrc.org/document-library/conflict-transformation-by-peaceful-means-the-transcend-method/>

https://www.transcend.org/pctrcluj2004/TRANSCEND_manual.pdf (Trainers' Manual)

GENE-Global Education Network Europe – The State of Global Education in Europe (2018)

<https://gene.eu/wp-content/uploads/State-of-Global-Education-2018-with-cover.pdf>

McLeod, S. A. (2017). Kolb - learning styles.

Retrieved from www.simplypsychology.org/learning-kolb.html

Paulo Freire, Pedagogy of the Oppressed

https://www.researchgate.net/publication/260297860_Paulo_Freire%27s_Pedagogy_of_the_Oppressed

Potter, James (2015), “Media Literacy”, Sage

APPENDIX 1

MAASTRICHT GLOBAL EDUCATION DECLARATION	139
European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2025	139
Europe-wide Global Education Congress, Maastricht, The Netherlands, November 15th – 17th, 2002.	139
1. Recalling	139
2. Profoundly aware of the fact that	139
3. Recognising that	139
4. Agreeing that	140
5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent	140
THE EUROPEAN STRATEGY FRAMEWORK DOCUMENT	141

MAASTRICHT GLOBAL EDUCATION DECLARATION

European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2025

Europe-wide Global Education Congress, Maastricht, The Netherlands, November 15th – 17th, 2002.

It has been,

- ▶ Achieving the Millennium Goals
- ▶ Learning for Sustainability
- ▶ Increased commitment to global education for increased critical public support

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1. Recalling

- ▶ International commitments to global sustainable development made at the recent World Summit on Sustainable Development, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- ▶ International, regional and national commitments to increase and improve support for Global Education, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all
- ▶ The Council of Europe's North-South Centre definitions of Global Education (2002)
 - Global Education is education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all.
 - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

2. Profoundly aware of the fact that

- ▶ Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- ▶ Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- ▶ The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- ▶ Well-conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that

- ▶ Europe is a continent whose peoples are drawn from and are present in all areas of the world.

- ▶ We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- ▶ Challenges to international solidarity must be met with firm resolve.
- ▶ Global Education is essential for strengthening public support for spending on development co-operation. All
- ▶ citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- ▶ There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- ▶ The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that

A world that is just, peaceful and sustainable is in the interest of all. Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right. This will require

- ▶ Increased and improved co-operation and co-ordination between international, national, regional and local level actors;
- ▶ The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) which are involved in the ongoing useful political discussion in the framework of the North-South Centre;
- ▶ Significantly increased additional funding, on national and international levels;

- ▶ Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels;
- ▶ International, national, regional and local support and co-ordination mechanisms;
- ▶ Greatly increased co-operation between North and South and between East and West

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to

5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.

5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

5.3 Increase funding for Global Education.

5.4 Secure the integration of Global Education perspectives into education systems at all levels.

5.5 Develop, or where developed, improve and increase national structures for funding, support, coordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.

5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.

5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

EUROPEAN STRATEGY FRAMEWORK DOCUMENT

Building on Existing Consensus Regarding the need to Increase and Improve Global Education, we recall:

- ▶ The agreement made at the World Summit on Sustainable Development 2002 including recognition that “the achievement of the internationally agreed development goals, including those contained in the Millennium Declaration...will require...significant increases in the flow of financial resources...to...education and awareness raising...” (par 75), and to “integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change” (par 104), as well as the adoption of a decade of education for sustainable development, starting in 2005;
- ▶ Chapters 35 and 36 of Agenda 21 concerning “Promoting Education, Public Awareness and Training;
- ▶ The Global Education Charter of the North-South Centre of the Council of Europe, encouraging the development of synergies between varieties of Global Education – human rights education, peace education, development education, environmental education, learning for sustainability;
- ▶ The Aarhus Convention on the Right to Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental matters, with its rights-based approach to learning for sustainability;
- ▶ Commitments to the right to human rights education contained in international and regional human rights instruments, including the Council of Europe Recommendation on Teaching and Learning about Human Rights in Schools (1985); the UNESCO Montreal declaration on HRE (1993); the Vienna Declaration (1993); the UNESCO Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995); and the Plan of Action of the UN Decade of HRE : 1995 – 2005;
- ▶ The “Declaration and programme on Education for Democratic Citizenship, based on the rights and responsibilities of citizens” of the Committee of Ministers of the Council of Europe (Budapest, 1999);
- ▶ The recent Recommendation of the Committee of Ministers of the Council of Europe to member states regarding Education for Democratic Citizenship, and the Council proposals to designate a European year of Citizenship through Education (July 2002);
- ▶ The Development Education Resolution of the Council of Development Ministers of the European Union (November 8, 2001), encouraging “increased support for development education” and “exchange of information and experience on development education between governments and civil society actors”;
- ▶ The OECD DAC Senior Level Meeting (December 2000) proposals that DAC encourage member states to develop national targets on development education spending as a percentage of ODA spending;
- ▶ The conclusions of the Nordic Council of Development and Education Ministers meeting, Oslo, May 2001 “Nordic Solidarity, committing to greater co-operation between development and education Ministries for global solidarity;
- ▶ The Baltic 21 Co-operation, the Haga Declaration commitment that “education for sustainable development be pursued at all levels of education...” and the Baltic 21E (January 2002) Agenda 21 strategy for Education in the Baltic region;
- ▶ The Earth Charter;
- ▶ The Copernicus Charter (1993) signed by over 250 Universities in Europe stating that Sustainable Development should be incorporated in all curricula;
- ▶ Luxembourg declaration of Universities;
- ▶ National declarations on Global Education, such as the German Final Declaration by Participants in the Conference on “Education 21; Learning for fair and sustainable future development”; 28 -30 September 2000 in Bonn;
- ▶ Final declaration adopted on Education For All (EFA) by the World Education Forum (UNESCO, Dakar, 26-28 April 2000) and the final declaration adopted by the High Quality
- ▶ Group on Education For All (UNESCO, Paris, 29-30 October 2001);
- ▶ The Johannesburg Local Government Declaration.

APPENDIX 2

GLOBAL EDUCATION CHARTER - NORTH-SOUTH CENTRE – COUNCIL OF EUROPE	145
1. Facing globalisation:	145
2. International support to global education	146
3. Defining Global Education and Global Learning	146
4. Objectives	147
5. Pedagogical Challenges	149
6. Institutional Challenges	150
ANNEX - INTERNATIONAL DOCUMENTS SUPPORTING GLOBAL EDUCATION	151

GLOBAL EDUCATION CHARTER⁵⁷ - NORTH-SOUTH CENTRE – COUNCIL OF EUROPE

Global Education concerns school and out-of-school activities. This Charter focuses on the implications of Global Education for bodies responsible for school policies in Europe. Global Education shall be made a principle in schools, in the curriculum and in teacher training courses, taking into account the fact that working in the formal sector is a very strategic and important way to influence overall educational changes.

The Charter presents a series of arguments for political and educational decision makers to take up the challenges we have to face today and will have to face tomorrow. It is intended to stimulate the debate about how education should be organised, how the curriculum should be formed in order to keep up with rapid changes in a more and more interdependent society, by translating the globalisation issues into school programmes.

The aim of this Charter is to attract as well as encourage policy makers and educators to support the ideas and ideals of global education in formal school programmes. We consider that an essential dimension of school curriculum reform now and in the future is to integrate global issues into the formal curriculum⁵⁸.

1. Facing globalisation:

Globalisation is an obsessively recurring word in every type of discourse which tries to describe and explain social, economic and political developments in the world today. In the past few decades, processes related to globalisation induced major changes - economic, technological, cultural, demographic, environmental and political - which require a definition of responsible global citizenship. The world we live in has evolved into a single social system as a result of many ties of interdependence among various countries. Recent history unquestionably shows that the lives of men and women of this planet may be influenced by facts, processes, organisations and networks thousands of kilometres away.

While globalisation may be said to have begun hundreds of years ago with the expansion of western influence to various parts of the globe, it was not until this century - after World War II more particularly - that it

became a fact. World-wide economic relations - largely through the activity of multinationals - as well as social relations, modern communications and transport allowing a fast flow of information, persons and goods are both causes and characteristics of globalisation as a process that led and leads to an interdependent world.

However, globalisation did not develop evenly: indeed, it was accompanied by inequality and conflict. The global development of economic and social relations has been paralleled by wide disparities between North and South. The prevalence of market economy tenets, and economic and technological advances worldwide are countered by unequal world economic growth, imbalanced distribution of cognitive and material resources, the spectre of damage caused by an unwise development of resources and hazardous uses of technological progress. If the development of our planet into a planet village is accepted as a fact, the assessment of the benefits and costs of globalisation, the interpretation of the process as such is a highly controversial issue. In different contexts, in various parts of the world and in respect of various sides of globalisation, the phenomena and processes that help building today's (and increasingly obvious tomorrow's) global/planet village are perceived ambivalently as positive or negative, good or bad, beneficial or damaging, profit-making or loss-making.

Global education may help people realise that globalisation expresses the course of the future social development and that it depends on us all whether developments benefit only a privileged part of the globe's population or humanity as a whole. Global education (and global learning) is an answer to globalisation processes and their chances as well as risks.

Major political changes in recent years such as the opening of the Berlin Wall and the rising tide of democratisation in Central and Eastern Europe, in the Republic of South Africa, in Central and South America, etc. seem to support an optimistic view of globalisation and its effects. However, this has also been a time when ethnic and religious conflicts deteriorated into cruel wars in various parts of the world. While there has been growing awareness of the common needs and wants of people the world over, how exactly can the

57. Working document by Dakmara Georgescu, Institute for Education Sciences, Bucharest, 1997

58. The idea of a global Education Charter relevant for Council of Europe member countries emerged at an international workshop on Partnership on Global Education - Global Education in Secondary Schools organised by the North-South Centre of the Council of Europe jointly with the Ministry of National Education and Religious Affairs of the Hellenic Republic in Athens on 15-17 March 1996.

different views on giving access to the Earth's resources be reconciled is still an open question.

We strongly consider that some of the questions raised by globalisation processes could and should be addressed by education. In order to function in an adequate and respectful way in our society, young people and adults have to remember through education and constantly consider the fundamental equality in diversity of human beings, the need for respecting other cultures and races and for condemning violence, coercion and repression as social control mechanisms

2. International support to global education

Global awareness and global consciousness has been documented in more than one way in recent decades.

Firstly, it was the media that gave access to globalised information, culture and life styles. Consciousness of global change as growing interdependence and the need for international cooperation was complemented by a systematic response to change promoted mainly by international organisations such as the United Nations, UNESCO, the Council of Europe, OSCE. More and more, individuals and organisations, supporters of global education realise that people and their leaders clearly need developing attitudes and behaviours conducive to the acceptance and promotion of interdependencies and cooperation among nations.

Many international covenants and declarations prepared and enacted by these institutions over time contain suggestions, recommendations and lines of action for both the design and the implementation of professional global education programmes, seen as relevant educational responses to the challenges of the contemporary world⁵⁹. Such covenants and declarations, conveying the firm belief in the educational potential of school, include outstanding statements for global citizenship that sum up values and principles seen as a foundation for a world where cooperation among persons equal in rights and dignity may eventually be a fact.

Educators should be aware that such values and principles must constantly be reinvented, changed and asserted through learning processes. Decision makers and educators should also be highly sensitive to the fact that these values and principles cannot be taken for granted to be universal: this is a major challenge. Empathising and valuing different cultural perspectives

in the context of other values system is a demanding requirement of global education.

Reference to such international documentation reveals intellectual and political perspective changes across the world in recent decades, and illustrates the fact that various phrases advanced by the specific action of international organisations (e.g. environmental education, human rights education, peace education, holistic education, preventive education, etc.) convey in different ways a common awareness of educational priorities which are in line with changes in the world we live in.

3. Defining Global Education and Global Learning

Global education⁶⁰ as a movement of ideas and an educational trend is seen as an attitude and a response to the increasing globalisation in every realm of modern life. The scope of global education has grown steadily for the past twenty years. The American and Canadian experience provided the impetus. Although different from development education, human rights and peace education, inter- and multicultural education, global education gives a broader perspective to what has traditionally been referred to by these special education areas and stresses the strong interdependencies and links between the economic, technological, socio political, demographic and cultural aspects of social life.

Educators concerned with the way global education programmes are made and carried out may benefit from the ideas and suggestions embedded in several documents which are seen as educational texts in the Annex in a list which does not claim to be exhaustive.

Global education, as a style of learning and way of thinking, encourages people to identify links between the local, the regional and the world-wide level and to address inequality

It is concerned with four main fields of research and action:

- ▶ Interdependency within a global horizon
- ▶ Sustainable development
- ▶ Environmental awareness and concern
- ▶ Human rights (including anti-racism), democracy, social justice and peace

Global education stresses their interrelationship for humanity as a whole and the close link with

59. Educators concerned with the way global education programmes are made and carried out may benefit from the ideas and suggestions embedded in several documents which are seen as educational texts in the Annex in a list which does not claim to be exhaustive

60. The definition of Global Education has to be seen as an open and instrumental one, trying to describe a consensual core of ideas which reflect the understanding of the existing concepts and practices at a particular point in time, helping us to better communicate them.

international contexts. It addresses issues according to an interdisciplinary approach and gives central importance to all aspects of interdependency, based on active and participative educational methods

As a special educational action, global education is characterised first of all by interdisciplinarity and by its intercultural-oriented approach, by the above-said theme focus and by the learning objectives which pursue to develop the competencies required of global citizenship

Advancing new opportunities for education, global education is promoted as giving an insight into globalisation phenomena, allowing the acquisition and development of skills and competencies required by individuals to adjust to the challenges of a changing society. Global education, more than just a strategy of enabling people to understand the world we live in, is also a specific way of action for reshaping the world, for helping human beings to achieve personal and community empowerment.

Global education is centred on global learning which develops the abilities to understand, to feel and to act against the background of multiple interdependencies, and which is future-oriented. While global learnings cannot be achieved without specialist knowledge, knowledge acquisition is not its foremost aim. Global learning mainly aims to develop the abilities to make decisions on one's own life, competently to take part in social practice and express solidarity with those whose fundamental rights are violated

Global learning is defined as comprehensive, anticipatory, participative, person-centred, situational, based on the stimulation of thinking apt to cope with interdependencies. It is a kind of learning focussed on issues, based on self-motivation and independent effort.

As a learning process, global education facilitates development of the abilities to feel, to think, to judge and to act so that young people may cope with the intellectual and emotional challenges of a global existence⁶¹.

Global learning aims to master tensions, particularly those occurring, subject to context, between:

- ▶ Globalisation and local potential for action
- ▶ Complexity and inevitable oversimplification
- ▶ Life experience universalization and individualism
- ▶ Uncertainty and the need for certainty
- ▶ Future orientation and the confrontation with historically determined events and processes

- ▶ Knowledge acquisition and development of social competences

Global education, as a perspective of thinking, judging, feeling and acting incorporates the dimensions of learning, life style and action, stressing the relationship of values and standards for humanity as a whole, emphasising international contexts, and enabling children to actively participate in the construction of their future.

4.Objectives

Global education meets the training needs of young people and contributes to their moral education by trying to provide consistent and competent answers to such questions as:

- ▶ In what ways and to what degree are our lives influenced by global processes, operating at a local level, and how well aware are we of this?
- ▶ How and to what extent can global processes be influenced locally, from access to resources to responsibility-sharing?
- ▶ How can sustainable growth and a sustainable society be ensured now and in future?
- ▶ How is the global-local interdependence likely to be modelled so that globalisation may not be a threat to everything that is local?
- ▶ How can we avoid a globalisation that goes in the wrong direction, when reasons are selfish and "wrong"?
- ▶ How can ethnic-centred education models be overcome when we pursue the preservation of local identity in a global perspective?
- ▶ How can the local concepts of global citizenship be identified?

Global education is aiming at providing orientation in the present and future world. To develop the skills for understanding the world we live in and for competent and moral action therein, global education must facilitate:

- ▶ knowledge of others and acceptance of life in a pluralistic world;
- ▶ awareness of the fact that global relations are complex and that we have to understand globalisation from different perspectives;
- ▶ an analysis of how global relations affect us through the cause-effect and purpose-means relationship;

61. There is still the risk that global education be diverted to a charity or paternalistic approach, which perpetuates clichés and stereotypes particularly about Third World countries and creates or maintains images and attitudes which are false and dangerous, given these countries' potential and effort for access to the levers of development.

- ▶ admission and acceptance of interdependencies and interferences that shape our local, regional and national identities in a global context;
- ▶ development of concern for justice, for sharing rights and responsibilities in the perspective of global citizenship;
- ▶ opening/diversifying the forms of learning, including critical media literacy;
- ▶ evidence that people can influence life through participation against injustice, exploitation and repression;
- ▶ readiness for personal and group action;
- ▶ awareness of implications of present choices/decisions and actions;

Given the dimension of intercultural education incorporated into/subjacent to global education, we consider global education to comprise four major areas on the art and knowledge of living together on Planet Earth (“Savoir vivre ensemble”):

- a. Empathetic education (to learn to understand the others, to learn to put ourselves in the place of others, to see problems with the eyes of others, to be empathetic to others)
- b. Solidarity education (to develop a sense of community that transcends group, state, or race limits, to work/campaign for an end to inequality and social injustice)
- c. Mutual respect and understanding education (to open up to other cultural areas/worlds, to invite others to participate in/join one’s own culture)
- d. Education against nationalism (to open up to other nations, to communicate, to avoid attitudes/expressions/behaviours rooted in prejudice and stereotypes).

Global education broadens the horizons of knowledge and allows a critical reflection on one’s own and others’ identities and life styles, and by so doing it helps avoiding misinterpretations and stereotypes. The learning processes specific of global education aim at developing a permanent global-local relationship in an attempt to meet the need to build our lives by acting

4.1 The body of knowledge and the process of learning

Knowledge and awareness of global processes are no aims in themselves. They make no sense unless they are aimed at developing attitudes and competences apt to foster sensitivity and social participation in young people.

Through a specific body of knowledge students must be introduced to the language and issues of global

education. They have to be confronted with core concepts, such as:

human rights, world communication, sustainable future, work and employment, new economic alliances and new power blocs, supremacy, development, division, international trade, population increase, pressure of resources, habitat destruction and preservation, inclusion, exclusion, mass poverty, migrations, nationalism versus internationalism, conflicts, social movements, education.

The factual information supplied to students should be substantive and verifiable, all while linking up different cultural, historical, gender-related and ideological perspectives. Furthermore, it should be accompanied by an analysis of the implicit and explicit assumptions and values on which these perspectives are set. Global education should stress structural interdependencies between North and South, and between development trends in the North and in the South.

Learning processes, rather than providing knowledge as such, should pursue to integrate attitudes, skills and knowledge, also taking into account the relationship between knowledge and context

The body of knowledge should be so conceived as to allow students to explore and use the interdisciplinary and cross-curricular links provided by the school programme (e.g. links between history and environmental studies, between geography, history and civic and political studies, etc.).

4.2 Attitudes and skills

Political and educational decision makers and educators have to understand the need for and potential of global education. School programmes clearly need to promote attitudes and behaviours conducive to the acceptance and development of interdependencies and cooperation between nations. The spiritual, emotional and physical capabilities needed today to master the reality and complexity of our lives are intellectual and socio-emotional instruments that must be oriented to a globalising perspective of the art and knowledge to live together.

The development of attitudes and skills that global education is supposed to support and stimulate pursues to make children able to avoid indifference and the lack of concern. It avoids a simplistic and one-sided thinking which maintains clichés, bias and stereotypes, allowing their negative social effect to persist. The aim of global education is to bridge the gap between knowledge (and even understanding) and responsible action, helping young people develop political skills and confidence to use them.

Comprehensive global education efforts which emphasise the relationship between global and local

issues should enable students to develop and express their concern for equity, social justice and personal and environmental well-being. Thus, students should develop attitudes of tolerance and respect, solidarity, collaboration and cooperation, fair competition, care, patriotism without paternalism or nationalism.

The intellectual skills developed through global education are to give students competent access to the complex and interdependent fields/aspects of human rights, sustainable development, peace, citizenship and the environment. They should enable students to grasp the multi- and intercultural dimensions of our identities and the complex interdependencies of contemporary life in their positive or negative instances designed and assessed in context. Critical thinking and critical approaches essentially mean comparing local and global phenomena and processes, and analysing their causes and reasons thereof. Students should use as much as possible approaches involving contrast, comparison, assessment by their recourse to criticism.

Students should also learn to deal with new information technologies, which are linking us daily with the world. A special place should be assigned to the critical literacy and critical analysis of the media, given their potential to promote and induce stereotypes and misinterpretations. Students would have to develop their social communication, decision-making and conflict-solving skills. They have to learn to share responsibilities, to accept different perspectives as a source of mutual enrichment and empowerment. Such skills are the basis for access to and use of strategies for participation and involvement in local, national and international affairs. These skills should develop awareness of the interrelationship between human action and decision-making. They should also help creative adjustment to change.

5. Pedagogical Challenges

The introduction and promotion of global education in schools, as a new dimension of learning, can and should entail important curriculum changes perceived as good innovative or reform actions.

Global education is identifiable in pedagogical practice as a cross-curricular approach, as a disciplinary approach with special emphasis on globalising aspects, or as special extra-curricular projects or programmes. Practitioners realised the need for methods and strategies that combine feeling, thinking and doing, as well as balance play and learning, the student's actor-spectator status, learning and action through sharing.

By developing the emotional value of learning in addition to its cognitive one, global education relies heavily on interactive techniques which help adjust

the content and form of learning to the aims of global education.

The teaching and learning about global issues in formal education raise important pedagogical challenges, as summarised below

- ▶ How can school succeed in creating closeness to events, causes and effects which are geographically far away and how can it foster awareness and attitudes which do not yet generally exist at the level of decision makers, nor in most of our media?
- ▶ How can global education design meaningful school projects which focus on local-global interaction but are not exclusively community-oriented?
- ▶ How can balance be achieved between the recourse to "conventional" methods of traditional pedagogy and the new methodologies advanced by modern educational sciences, such as interactive strategies, partnership or project work, collaboration, exchanges and direct interpersonal contacts between schools and countries, and modern communication systems (fax, email, Internet)?
- ▶ How can school and out-of-school activities be interrelated to allow mutually beneficial interactions which prevent school from fully and artificially being severed from family, community and other socio-political influences with potential educational benefits?
- ▶ What time can global education be allocated in school programmes?

These challenges have to be considered with respect to everything that is linked with school activities, including teaching materials, consulting and training.

We take the view that, by its many good practice cases, global education has proved its reforming potential and that in as much as education is concerned, there is not one pedagogy, but different pedagogies adjusted to specific contexts. In this way, cultural and political pluralism as a global education principle shows in school practice as pedagogical pluralism. It is this pedagogical pluralism that must give students, too, a voice in the definition of programmes and specific activities.

We strongly believe that more discussion and further dialogue between practitioners will help better knowledge of curriculum process and good practice cases from all over the world.

Global education as a wide-ranging tool of intervention has to be promoted in a special learning environment, which facilitates the gradual development of the sense of curiosity and pleasure of discovery, and allows the acquired knowledge to be put to practice.

6. Institutional Challenges

Global education is seen by its proponents and practitioners not only as a valuable source of social learnings and socialisation, but also as a reservoir of institutional change and improvement of school in order that what happens within be less academic and better adjusted and integrated to real-life changes.

Global education is emerging as a challenge and chance to the institutional development of schools, which means the need for a more open and flexible curriculum, as well as for the development of a democratic climate in school and a learning environment.

Educational policy makers will have to reconsider the role of school which, rather than being seen as an instrument of perpetuating nationalistic goals, should open children to a world perspective and enable them to live together in a world facing chances but also threats never known before.

Policy makers and school authorities are called upon to give institutional support to global education in school by:

- ▶ introducing/stimulating global education projects and programmes through the formal curriculum;
- ▶ facilitating the establishment and cooperation of Centres for global education;
- ▶ facilitating partnership networks between North and South institutions and persons, school links with global education-oriented national or international Centres;
- ▶ providing pre- and in-service teacher training in order to stimulate teachers to take an interest in access to professional global education culture.

Many global education projects have proved that different aspects, like fund-raising or partnership, can

turn palpable, particularly if there is cooperation with public authorities, and with national and international centres specialising in global education. Good examples to this effect are countries like the Netherlands, Switzerland, Great Britain and Germany, where one can already speak about an extensive cross-curricular global education tradition incorporated into school programmes through the efforts and concerns of the Ministries of Education and certain NGOs specialising in curriculum development.

Effective partnership between persons and/or institutions as a prerequisite and outcome of global education depends in turn on information, documentation and financing opportunities to which access is provided by the specialised services of national and international centres which are active and competent in global education. Global Education Centres have to enhance coordination and the flow of ideas and information, orienting also teacher teams to incorporate the action dimension of global education into schools, by giving their respective schools a distinctive profile.

In order to improve the institutional support for the introduction into the formal curriculum of comprehensive global education programmes, we strongly recommend that global education be incorporated into national, regional and local legislation and that curricula and guidelines for all forms and levels of school be produced, enabling teachers and students to develop efficient strategies for global socialisation and education for global citizenship.

School programmes have to become a good start to lifelong learning, facilitating the long and sustained educational effort of the cultural transition towards a global (learning) society

ANNEX - INTERNATIONAL DOCUMENTS SUPPORTING GLOBAL EDUCATION

List of international documents relevant for promoting and supporting global education:

- ▶ The Universal Declaration of Human Rights (1948) and the United Nations Charter on Human Rights
- ▶ European Convention on Human Rights and Fundamental Freedoms (1950)
- ▶ UNESCO Recommendation - (1974)
- ▶ The Helsinki Accords (1975)
- ▶ International Covenant on Civil and Political Rights (1976)
- ▶ International Covenant on Economic, Social and Cultural Rights (1976)
- ▶ Council of Europe's Recommendation No. 85/1985 on Teaching and Learning about Human Rights in Schools
- ▶ Declaration on the Rights to Development (1986)
- ▶ UN Convention on the Rights of the Child (1989), e.g. Art. 29
- ▶ The Maastricht Treaty (1992)
- ▶ Agenda '21 (Post-Rio Declaration - 1992) on sustainable development
- ▶ The Vienna Declaration of Heads of State and Government of the Council of Europe Member States (1993)
- ▶ The Vienna Declaration and Programme of Action adopted 25 June 1993 by the World Conference on Human Rights
- ▶ Resolution of the Standing Conference of the European Ministers of Education on Democracy, Human Rights and Tolerance (1994)
- ▶ Conclusions and Recommendations of the UNESCO European Conference on Curriculum
- ▶ Development: Civic Education and Eastern Europe - Vienna (1995)
- ▶ Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, adopted at the UNESCO General Conference (1995)
- ▶ Rapport a l'UNESCO de la Commission internationale sur l'éducation pour le vingt et unième siècle présidée par JACQUES DELORS: L'EDUCATION - UN TRESOR EST CACHE DEDANS, Editions Odile Jacob, (1996) / Delors Commission Report to UNESC: "Education in the XXIth Century" – EDUCATION - Learning - The Treasure Within, (1996)
- ▶ European Commission White Paper on Education and Training (1996) on the initiative of Edith Cresson, Commissioner for Research, Education and Training, and Pdraig Flynn, Commissioner for Employment and Social Affairs, in cooperation with Martin Bangemann, Commissioner for Industry, Telecommunication and Information Technology
- ▶ Amsterdam Appeal on conflict prevention and peace-building. Action Plan for European Leaders and Civil Society (1997)

Many other such declarations, covenants and recommendations have been made available by international meetings, e.g. those on environmental education or future education venued by Stockholm 1972, Tbilisi 1977, Copenhagen 1982, Moscow 1987, Rio de Janeiro, 1992.

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



Implemented
by the Council of Europe