



Bringing Global Competence into the Classroom

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Global citizenship involves...	It is not...
✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole-school environment	✗ limited to the classroom

Content-based approaches to teaching global competence

Content knowledge

- The PISA assessment framework describes 4 areas of content knowledge that are relevant for global competence:
 1. Culture and intercultural relations
 2. Socio-economic development and interdependence
 3. Environmental sustainability
 4. Global institutions, conflicts and human rights
- Might also explicitly add the following areas:
 - Diversity (understanding and respecting differences, and relating these to our common humanity)
 - Social justice (understanding importance of social justice for sustainable development and improved welfare for all)
 - Values and perceptions (developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's perceptions and attitudes)

What might these look like in the classroom?:

- Rights and responsibilities
- Fairness and sharing; Fair Trade
- Classrooms relationships, bullying and prejudice
- Eco schools, waste
- Deciding what to do

Examples of integrating content within existing curricula

Language and literature

Language and literature teachers may opt to select texts that deal with societal issues such as discrimination, race, gender and violence, looking at the ways writers and poets approach social and political issues and thus set in motion social and moral inquiry. Reading comprehension exercises can be based on texts that support the examination of issues from multiple perspectives. Other texts may help learners gain awareness of psychological phenomena that they may be enacting unknowingly, for example, helping them reflect on their relationship to (and blind observance of?) authority, group or mob behaviour, or peer pressure. Written assignments and debates can also focus on social issues.

Science

Science teachers may integrate various areas of the curriculum in order to approach topics and issues relating to discrimination and social justice. Environmental issues tend to lend themselves well to such reflection. For example, a teaching unit on air quality might allow learners to compare and analyse differences and inequalities in air pollution-related morbidity and mortality, based on factors such as class and race that determine where we live, work and go to school. Students can study scientific concepts such as the Air Quality Index (AQI), conduct research on the AQI of different cities, relate it to temperature, reflect on whether there is a cause-and-effect relationship or a correlation and so on – all methods of comparison and analysis that learners will be able to transpose to the social issues of justice and equity.

Examples of integrating content within existing curricula

Geography

Geography teachers may address the topic of tolerance vis-à-vis immigration by innovative methods: for example, taking the journey of a person leaving his/her country for a better life, students can study the person's homeland (economy, topography, demographics), trace their voyage, study the maps and topography of countries he/she travels through, and so on. These activities can encourage learners to appraise how their own country was formed by the struggles of many peoples. Without knowledge of geography, we naturally tend to perceive ourselves as being the centre, thus putting the rest of the world at the periphery. Looking at old maps in which the mapmakers of the Middle Ages embellished the vast lands unknown to them with what they imagined to be there can raise awareness of issues such as stereotyping and insight on decentring our perspectives. Follow-up activities can suggest that students investigate their towns and neighbourhoods to identify and understand their ethnic and socio-economic divides, invisible borders as well as the history of their making.

Process-based approaches to teaching global competence

Active, enquiry-based learning

From	To
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler'
Subject-specific focus	Holistic learning focus

The active, participatory classroom should result in a shift in the role of pupils, too:

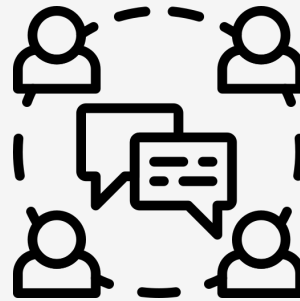
From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being spoon-fed	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

Teachers as facilitators for... *...learning with the head, hands and heart!*

- **Experience.** A key way to develop attitudes of openness, respect and empathy is to provide opportunities for learning through experience – which can be either real (face-to-face interactions, correspondence, online communication or events) or imagined (games, books, reconstructions).
- **Comparison.** Learners can benefit from exposure to “difference” – but, “difference” can often lead to comparisons of value (“yours is weird, mine is better than yours”). Students should be encouraged to engage in comparisons for understanding (seeing similarities and differences in a non-judgemental manner, taking others’ perspectives). In this way, students will engage in a conscious comparison of their own attitudes and values, and recognise how these construct their version of reality.
- **Analysis.** Behind all similarities and differences, there are explanations for practices, thoughts, attitudes and values. Careful examination of these explanations can help students to understand why similarities and differences exist.
- **Reflection.** Experience, comparison and analysis need to be accompanied by reflection in order to develop a critical awareness and understanding.
- **Action.** Reflection should be the basis for taking action. Teachers should facilitate, encourage and even manage opportunities for co-operative action.

Process-based instructional approaches & links to 21st century skills

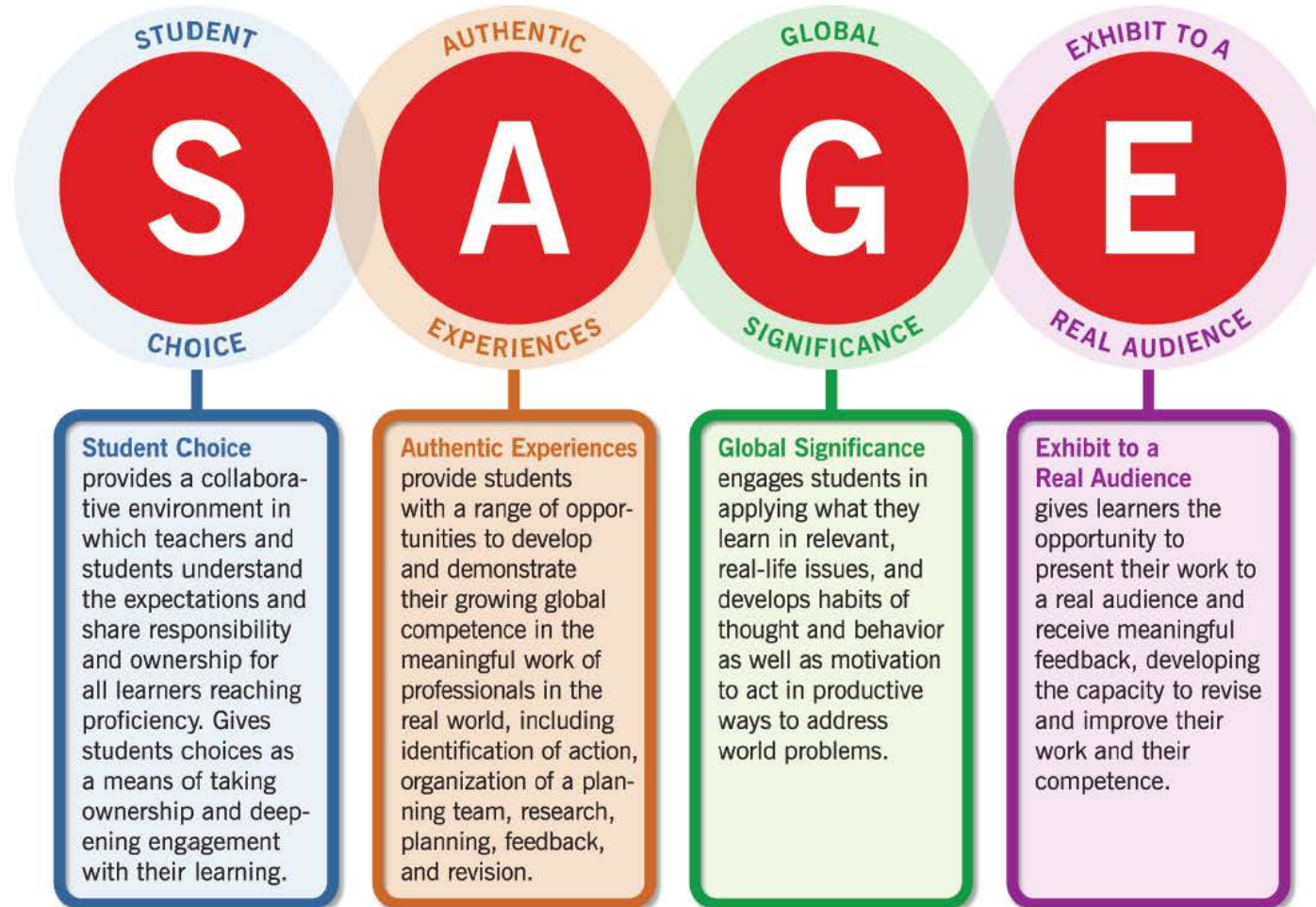
- Structured debates
- Organised discussions
- Learning from current events
- Project-based learning
- Service learning



21st Century Skills

- Critical thinking
- Collaboration
- Communication
- Creative thinking
- Problem solving
- Social and emotional learning (empathy, engagement, etc.)

Project-based learning



Example of project-based learning activity: "Project Citizen"

Project Citizen is a project-based method used in many countries in the context of civic education and which contributes to the development of a large number of elements of CDC.

A class or group of learners will engage over a period of 10-12 weeks in a process consisting of the following steps and focusing on addressing a local community issue which can be solved by a public policy adopted at local level:

- ▶ Understanding the concept of public policy and making a list of issues affecting the local community.
- ▶ Selecting one community issue which can be solved by a local public policy to be studied in depth. The choice is made by the learners using democratic decision-making procedures.
- ▶ Collecting information about the selected issue from various sources, including the local authorities with relevant responsibilities, citizens affected by the issue, experts, civil society stakeholders, internet, etc. The information is organised in order to make an analysis of possible solutions, decide on a proposed public policy to address the issue and design an advocacy plan to promote the chosen solution.

Example of project-based learning activity: "Project Citizen"

- ▶ Production of a portfolio and a presentation consisting of four parts:
 - description of the issue and explanation of why it is important and who is responsible for addressing it;
 - analysis of a few possible solutions, pointing out advantages and disadvantages;
 - description of the proposed public policy, its expected impact, cost, procedure of adoption and the fact that it is compatible with the principles of human rights, as well as with the national and European legal frameworks;
 - outline of an advocacy plan explaining what citizens can do to persuade the responsible authorities to adopt the public policy proposed.
- ▶ Presentation of the result in a local meeting organised by the learners and possibly in larger public events.
- ▶ Reflection on the values, attitudes, skills, knowledge and critical understanding that have been developed through the whole process.

In various stages learners have to work together in small groups, interact in different ways with various community stakeholders, communicate and explain to the others their findings and proposals, and manage the process together.

Teaching global competence: key messages

- 1 Teaching must be more interactive, democratic, problem-based and student centered. Focus on research and inquiry.
- 2 Understanding should be central to the teaching agenda. Employing different pedagogies in order to ensure students understand what they are learning, rather than restating it on demand is crucial.
- 3 Teachers should use real-world problems, propose multiple perspectives, integrate multiethnic and multicultural examples in classrooms, teach responsible action and engage in respectful dialogue.
- 4 Ensure educators understand global competence and how this relates to 21st century skills. Teachers should take time to co-ordinate projects with other schools in different communities or countries.

Real examples of projects/approaches by domain

Example projects

Dimension 1. Examine issues of local, global and cultural significance (1/2)



Australia; Eltham High School

- Students research a variety of issues and develop solutions for those issues
- Discuss with members of community, university faculty, representatives of the local or national government
- In some cases, students continued working to make a difference in their community
- Topics explored: world hunger, investment in preventing and treating AIDS, benefits of recycling

Project outcomes:

- Learning how to solve real-world problems
- Understanding both sides of an issue
- Making informed judgements

Example projects

Dimension 1. Examine issues of local, global and cultural significance (2/2)



Scotland; Craigie High School

- Aim: exploring the issue of gender inequality through religious education classes
- Students investigate issues related to girls' access to education through various case studies, and discuss possible solutions
- Students produce an "issue tree" to identify the impacts and root causes of gender inequalities in education, and possible solutions

Project outcomes:

- Developing students' ownership of the issue
- Promoting critical thinking skills
- Promoting empathy

Example projects

2. Understand and appreciate the perspectives and world views of others



United States; 10th grade World Literature class

- Aim: understanding faith and identity
- A majority Christian class of students study a graphic memoir of an Iranian girl who grew up under the shah and who lived through the 1979 revolution
- Students research Iranian history, politics, culture and Islam before and after the revolution during the course
- Students study various multimedia sources to understand the main character's journey and identity struggle as a daughter, woman, Iranian and Muslim.

Project outcomes:

- Making connections with people from other religions
- Understanding others' world views
- Considering how people portray their own religion and that of others
- Promoting empathy

Example projects

3. Engage in open, appropriate, and effective interactions across cultures



Norway; English and social studies classes

- Aim: Communicating across cultural divides
- Students communicate with students in other countries
- Students collaborate by researching an issue, developing questions and discussing together via computer.
 - *Example:* Students read about the challenges for girls in India to receive education. After researching the issue using multimedia sources, students spoke with an all-girl school in India to discuss the questions they developed.

Project outcomes:

- Learning to be culturally sensitive
- Communicating openly and appropriately across cultures
- Promoting empathy
- Appreciating multiple perspectives on an issue

Example projects

4. Take action for collective well-being and sustainable development



Mexico; “Mexico and the Global Agenda” class

- Aim: Examining the effects of corruption in order to learn about the rule of law and social justice
- Students work with counterparts from another secondary school that serves lower-income students
- Students create and administer a public survey about attitudes and experiences with corruption
- Given the high levels of reported experiences of corruption, students devise a plan to reduce corruption in the community and present it to local officials

Projects outcomes:

- Empowering students to take action and effect change to improve collective wellbeing
- Practicing democracy
- Promoting participation in one's community
- Appreciating multiple perspectives on an issue

Brainstorming / Templates for projects for Erasmus+

Contextualising content areas/examples of guiding questions for a project

A key challenge is to help students and teachers ask appropriate socially-critical questions, for example, about who benefits from particular systems and actions.

However, it is clearly possible to tailor a project to the level and appropriate focus.

Examples might include looking in appropriate detail at the following international issues:

- the use of child labour in the clothing industry in east Asia
- the working conditions in smart phone manufacture across the world
- who really benefits from the extensive cut flower industry in East Africa
- human exploitation in the diamond business
- where the most money is made in the production and sale of coffee

Other examples might focus on more domestic issues such as whether:

- your government's overseas aid programmes is effective
- your tax system really helps the poorest people in your country

And then there are more global questions such as whether:

- sustainable development is impossible because development (i.e. economic growth on the Western global-capitalist model) cannot be sustained?
- 'free trade' is a good thing
- trade is a better poverty eradication strategy than aid
- personal freedoms need to be curtailed in order to limit destabilising changes; for example, to climate?
- the free movement of people across the EU can be maintained

Topic idea: Researching Fairtrade

Fairtrade is now a popular theme for campaigning organisations and in schools, and buying Fairtrade goods can be seen as a desired behaviour and an end in itself. But if teachers and schools want to help learners think for themselves, weigh arguments and justify their opinions, and think critically about the world they live in, then the idea that they may be encouraged to support Fairtrade as an unquestionably 'good thing' seems a problem. After all, a student who is taught to support Fairtrade in a blind fashion will be ill-equipped to deal with the many challenges to it, such as these:

Fairtrade agreements can tie indigenous peoples into a market economy controlled by foreign companies rather than having the freedom to control their own land and resources.

Fair trade policies can have other disastrous effects...
...when (non-governmental organisations) demanded a higher price for bananas to help raise the cost of living for the Guatemalan banana producer, banana companies relocated to Ecuador where wages were lower.
... under the Fairtrade system, it is consumers in the North who are being exploited by large retailers, not impoverished farmers.

Taking on such challenges to Fairtrade provides a context in which to explore a range of themes that are central to sustainable development, such as entrepreneurship, economics, international trade, marketing and environmental protection. It also offers alternative perspectives to more usual accounts of such mainstream themes.

Practical activities with children are possible. For example, who actually benefits can be illustrated by a simple shopping activity with plastic money exploring

where money is being made in the value chain. It also allows an exploration of alternative labelling schemes such as the Rainforest Alliance and schemes such as Equitrade which aims to "end poverty through sustainable commercial international trade".

One potential problem is that exploring such approaches can make us feel frustrated that it is so difficult to do the 'right thing'. But this is the key point: doing the 'right thing' is not simple – and trade itself offers a powerful, if simplified, example of the complexity, uncertainty and risk that is characteristic of life on Earth. At the end of the day, students may feel that, on balance, buying Fairtrade is likely to be better than buying non-Fairtraded goods; though some may not. But, in educational terms, this doesn't matter; the point is that the students have arrived at (i.e., learned) their views by thinking and deliberating about it.

Other ideas / interesting methods

Promoting students' understanding and empathy for local diversity and the experience of newly arrived refugees, in collaboration with a local NGO that works on the issue

Storylines allow learners to “become” characters within a community affected by a particular global issue.

The pedagogical approach uniquely combines traditional methods of Storyline, with research, process drama and reflection.

This experiential and participatory learning provides the motivation for teachers and learners to research the issue outside of the story and make connections to what is happening in the real world, locally and globally.

Excellent resources

Reference Framework for Competences for Democratic Culture. Volume 3. *Guidance for Implementation.*

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

Global Citizenship: Activities for Ages 7-11. Oxfam. <https://www.oxfam.org.uk/education/resources/global-citizenship-key-stage-two>

Education for Global Citizenship: A guide for schools. (2015). Oxfam.

<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-schools-guide-091115-en.pdf?sequence=11&isAllowed=y>

Teaching for Global Competence in a Rapidly Changing World. (2018). Asia Society/OECD.

<http://www.globalstorylines.org/impact>