

Think Global!

Fostering Global Competence in Schools

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Project summary

The escalating levels of social and economic complexity present challenges for education policy-making in today's globalized world. To tackle with this, learners have to be globally competent; this means that they have to be able to examine local, global and intercultural issues, to understand the perspectives and world views of others, to engage in open and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. This is how PISA 2018 defined GLOBAL COMPETENCE and this is why Global Citizenship Education is needed because it empowers learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

Fostering Global Competence in Schools implies supporting individuals in acquiring and developing basic skills and key competences, and strengthening the profiles of the teaching professions. These reasons let us set two general objectives of this project and several specific objectives.

- 1.To support the deployment of Global Competence in different European education Systems
 - 1.1.To set a framework to guide the education systems in accordance with the national curriculums
 - 1.2.To embed global competence in the professional development plans of teaching professions and other stakeholders
- 2.To foster learners' achievement of 21st century skills and topics for a deeper learning, a stronger European citizenship and a better integration in global society
 - 2.1.To identify school good practices on global competence
 - 2.2.To enable and empower teaching staff on global competence
 - 2.3.To develop cross-curricular projects that enhance learners' global competence

In a European project, it is important to generate and share new knowledge collaboratively; this is why we have created a partnership with different stakeholders: schools, universities and educational authorities, from 3 different countries with different schools systems and different school traditions. The partnership is formed by 7 institutions from Belgium, Spain and the UK. The coordinator is the Barcelona Inspectorate of Education, a local educational authority, which supervises and evaluates equity in schools. In terms of educational authorities with similar competencies, we have as partners, GO! Scholengroep Brussel. We also count with 3 schools who have successfully tackled with cross-curricular global projects. Finally, the University of Wales Trinity Saint David and the Institute of Education Science at University of Barcelona (IPD-ICE) have expert knowledge on professional development,

curriculum and key competences and are essential to set theoretical frameworks and publish good quality materials.

The target participants of the project are:

- Students. They will improve their global competence through cross-curricular projects and they will participate in a short-term exchange. They will also participate in awareness activities (logo and audiovisual competitions).

- Teachers and school leaders are the key to spread good school practices in schools, to implement global competence and to supply a bottom-up perspective.

- University researchers will provide the theoretical knowledge of the topic and advice on professional development.

- Educational authorities staff will enhance policies on global competence in the schools within their area of influence.

To achieve the objectives of the project, we will produce:

- General activities: project website, logo and audiovisual competition, erasmus+ corners, term newsletters.

- Intellectual outputs: global competence toolkit for teachers, teacher training course on global competence and an academic global competence portal with theoretical framework, bibliography and recorded good practices.

We expect the following results:

- Students will improve their communication skills, their knowledge on 21st century issues and on social, European and global citizenship.

- School teachers will be empowered to deal with global competence in their schools due to professional development course and the availability of tools to implement classroom projects.

- Educational stakeholders will become more aware of the importance of global competence due to the availability of the project's intellectual outputs and the dissemination activities: meetings, newsletters and multiplier events.

- All the staff in the project institutions will increase their knowledge and expertise on global competence thanks to their participation in the project

We also expect a very important outcome, which is an increase of the number of schools that implement classroom practices on global competence through cross-curricular projects within the project's area of influence. We have set a dashboard of output and outcome indicators to measure the results and the impact. The availability of all the products developed in the project in different open platforms will ensure the sustainability and the longer term benefits of it.