An Introduction to Global Learning

Tutor Guide

Welcome to the Tutor Guide to ***An introduction to global learning***

The purpose of this guide is to provide a framework for tutors offering this course.

DEA is making these course materials freely available in order to encourage provision of this course. DEA encourages educators who meet the recommended specifications for course tutors on page 8 to use these course materials if they wish. When running the course please acknowledge DEA. However, the fact of using this manual does not in any way imply that DEA is endorsing or accrediting any particular course. DEA would be grateful if you could inform us about how you have used the course and would also welcome feedback on the course to glcourse@dea.org.uk.

Potential tutors should read this guide prior to leading this course.

Section A sets the scene for the course and provides background information on:

• DEA
• Rationale behind 'An introduction to global learning'
• Target audience
• Course length
• Learning outcomes
• Approach to learning
• Course tutors
• Recommended resources

Section B provides an outline for the course, describing the core elements which should be included whenever the course is offered. A series of activities are described which tutors can select and use. Tutors are actively encouraged to adapt materials and design new activities in line with the intended learning outcomes, in response to the needs of a particular group and the changing context of global issues and education in the UK.

Contents

Acknowledgements

Section A   Background information for tutors

DEA

DEA is an education charity that promotes global learning. DEA has a national network of member organisations and supporters who share DEA's conviction that the role of education today is crucial in shaping a better tomorrow.

DEA has been in existence since 1993. Originally called the '*Development Education Association',* DEA has been a key player in promoting the importance of incorporating global perspectives in education and training, through bodies of knowledge and practice which have gone by a range of names including development education, global education, global learning, education for sustainable development etc. These all show a concern with the content of education (around issues such as global poverty, identity, diversity, citizenship, environmental sustainability) and with a range of pedagogical approaches.

In recent years, the debate has moved on. Whether 'development education' ever was a discrete, separate body of knowledge, remains contested. However, the intention was always to 'mainstream' global perspectives and there is now a widespread recognition, including in the National Curriculum that global perspectives are essential elements of formal and non-formal learning programmes.

DEA's updated mission focuses upon outcomes rather than pushing forward a particular approach such as 'development education'. DEA's mission is:

DEA believes that education should put learning in a global context, fostering:

- *critical and creative thinking;*
- *self-awareness and open-mindedness towards difference;*
- *understanding of global issues and power relationships; and*
- *optimism and action for a better world.*

See www.dea.org.uk for further information and debate.

Rationale behind 'An introduction to global learning'

This course has been developed in 2008 from a course offered by DEA originally called '*An Introduction to Development Education'.*

This manual is designed to provide a clear structure for a one day introductory course, whilst also enabling tutors to be adaptable and use their creativity. The course is applicable to a wide range of contexts.

This one-day introductory course is open to a wide range of groups in different contexts. It is particularly relevant where there is an active interest in enhancing learning, both formal and non-formal, by placing the concepts of a just and sustainable world at the core of the learning process.

The *primary aim* of the day is to introduce participants to concepts, knowledge and approaches to education for a just and sustainable world using DEA's mission. This will involve introducing new ways of looking at global issues and challenging existing attitudes.

The *secondary aim* is to assist participants to identify practical ways of incorporating their new insights into their own lives and professional roles.

Target audience

- Project leaders, community workers, volunteers and governors of DEA member bodies / partners
- School teachers, curriculum developers, head teachers, PTAs, governors
- Youth workers & youth tutors
- Tutors, lecturers, facilitators, curriculum developers and staff developers in FE Colleges, Adult Education Centres, Higher Education Institutions
- Programme managers, facilitators, trainers and interested groups in community based organisations
- Strategic planners, education managers, staff developers and project leaders of businesses, Learning and Skills Councils, Accreditation bodies.

The course is relevant to all of the above. The core content will be similar, however, the specific activities will be selected and adapted in response to the needs and interests of different groups.

Course length

An introduction to global learning is a short course of approximately six hours' contact time. It will usually be offered as a one day course, however, could be offered over two half-days or three two hour sessions, for example in the evening. The format described in this pack is for groups with up to 25 participants. Where the group size is larger than 16 it is advisable to have two tutors.

Learning outcomes

By the end of the day participants will

- have increased their ability to critique the **knowledge base and key concepts** associated with education for a just and sustainable world

- be able to identify a range of **different perspectives** and **question the assumptions** behind them

- have enhanced their understanding of the **approaches to learning** which promote critical literacy

- have developed **practical ideas** for incorporating new insights gained into their personal lives and work-related roles

Approach to learning

The approach to learning which underpins this course is equally as important as the content. This course is about applying critical literacy and creative thinking to the world, everyday and extraordinary, in all its complexity and interconnectedness, leading to actions underpinned by principles of social justice and sustainable development**.**

The course aims to create a learning environment where participants are actively encouraged to draw on their own knowledge and experience, to use their creativity, to challenge and be open to challenge from others. This is as important as providing stimulating, current information, from reliable sources on global issues and making local/global links.

The three principles, below, taken from Open Space for Dialogue and Enquiry (OSDE)[1], recognise the different worldviews and perspectives which different participants bring to the course. They also reinforce the fact that so many of the terms and underlying concepts which are used in relation to education for a just and

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[1] OSDE is a methodology to working with groups. The **OSDE** methodology supports the creation of **OPEN SAFE SPACES FOR DIALOGUE AND ENQUIRY** about **GLOBAL ISSUES** and **PERSPECTIVES** focusing on **INTERDEPENDENCE**. In these spaces, people are invited to **ENGAGE CRITICALLY** with their **OWN** and with **DIFFERENT PERSPECTIVES**, think **INDEPENDENTLY** and make **INFORMED** and **RESPONSIBLE** decisions about how they want to think and what they want to do. The **OSDE** methodology offers a **SET OF PROCEDURES** and **SUGGESTED GROUND RULES** that can be adapted to different age groups and contexts. See www.osdemethodology.org.uk

sustainable world are deeply contested. Potential tutors are recommended to visit the OSDE website www.osdemethodology.org.uk.

Open Space for Dialogue and Enquiry (OSDE) principles

1. That every individual brings to the space valid and legitimate knowledge constructed in their own contexts
We look at the world through lenses constructed in a complex web in our contexts, influenced by several external forces (cultures, media, religions, education, upbringing), internal forces (personality, reactions, conflicts) and encounters and relationships. The image these lenses project represent our knowledge of ourselves and of the world and therefore, whether they are close or far from what is considered 'normal', they have a history and their validity needs to be acknowledged within the space.

2. That all knowledge is partial and incomplete
As our lenses are constructed in specific contexts, we lack the knowledge constructed in other different contexts and therefore we need to listen to different perspectives in order to see/imagine beyond the boundaries of our own lenses.

3. That all knowledge can be questioned
Critical engagement in the project is defined as the attempt to understand where perspectives are coming from and where they are leading to (origins and implications). Therefore, questioning is not an attempt to break the lenses (to destroy or de-legitimise perspectives), but to sharpen and broaden the vision.

In this course, participants are encouraged to 'cast the camera around' and explore their own and others' perspectives, identifying the underlying assumptions and the associated power relationships and bias.

Models and frameworks will be presented, but participants will be encouraged not to just accept them, but to critique them, selecting or adapting the most appropriate to their context, or developing their own alternative models.

Finally, having gained new insights, this course provides space for participants to identify specific ways in which they can make a difference in their own lives and work situations.

Course tutors

DEA suggest that course tutors should aim to have the following knowledge, skills and approach to facilitating groups:

- a sound knowledge of a broad range of global issues, combined with an ongoing commitment to extending this knowledge

- practical experience of developing and adapting local and global materials to raise development awareness

- the ability to structure learning sessions, selecting activities to meet intended learning outcomes, using a range of teaching strategies and evaluating the session against intended learning outcomes

- a commitment to the three OSDE principles

- an approach to teaching which challenges learners and enables them to gain new insights and make their own sense, building on their experiences, as opposed to seeing learning as transferring knowledge from the trainer to learners as empty vessels

- the ability to encourage connectivity both global / local and among group members

- the ability to distinguish between campaigning and developing critical literacy and to make appropriate choices as a trainer

- a commitment to encouraging reflective learning among participants

- the ability to be a co-learner within a group, as well as trainer or facilitator, and to reflect on the learning process as well as the content of training sessions.

Recommended resources

Websites

DEA website Contains policy briefings and discussion papers, think pieces and research	www.dea.org.uk
Development Education Project, Manchester	www.dep.org.uk
Open Space for Dialogue and Enquiry	www.osdemethodology.org.uk
Oxfam's five key areas of	www.oxfam.org.uk/education/gc/curriculum/key_elements

knowledge and understanding for Global Citizenship	
Paulo Freire and other education theories and thinkers	www.infed.org/thinkers/et-freir.htm
Global Dimension School specific:	www.globaldimension.org.uk
Seven key teaching and learning concepts for Education for Sustainable Development	www.dep.org.uk/scities/teachinglearning/keyconcepts.php
TIDE for models of global learning	www.tidec.org

Books / reports

Dower Nigel (2003) *An Introduction to Global Citizenship.* Edinburgh University Press

Hick D and Holden C (2007) *Teaching the Global Dimension: Key principles and effective practice.*   Routledge

Sterling S (2001) *Sustainable Education: revisioning learning and change.* Green Books Ltd.

Young Helen and Shah Hetan (2008) *Questioning Education: a discussion paper.* DEA www.dea.org.uk/sub-556268

Materials

Education cartoons   www.borg.com/~rjgtoons/edu.html

The cartoons included in this pack are reproduced with the permission of the author.

Images can be found by searching for images with Creative Commons Licensed content at, for example, www.flickr.com/search/advanced/.

Courses

The DEA has an events page on its website www.dea.org.uk/events.shtml.

Section B   An Introduction to Global Learning

How to use Section B

This section provides a broad outline and example activities for the one day workshop *An Introduction to Global Learning*. Tutors are encouraged to use the materials in this pack as a guide as this course is offered to a wide range of people including teachers, community development trainers, staff in DEA member organisations and businesses.

DEA actively encourages tutors to adapt the activities to meet the specific needs and interests of different groups and to incorporate their own activities, whilst remaining true to the learning outcomes and core elements of the course.

The following **learning outcomes** underpin the course and tutors should therefore bear these in mind when they select activities or adapt those described in this pack.

By the end of the day participants will

- have increased their ability to critique the **knowledge base and key concepts** associated with education for a just and sustainable world

- be able to identify a range of **different perspectives** and **question the assumptions** behind them

- have enhanced their understanding of the **approaches to learning** which promote critical literacy

- have developed **practical ideas** for incorporating new insights gained into their personal lives and work-related roles

We recommend the format below for the day.

Morning

- Welcome, introductions and ice-breaker
- Introduce learning outcomes
- Participative activity which explores "What education is for?"
- An introduction to some of the key concepts and frameworks
- Information and an opportunity to explore how the key concepts relate to current educational policy

Afternoon

- Practical activities for participants to devise and adapt materials for specific target groups
- An evaluation of the day
- Information on next steps for participants

The rationale for each of the core elements is explained below together with specific examples.

Handouts and additional information for tutors are provided which can be used directly or adapted. Alternatively, tutors might want to use their own activities which fit into the overall framework of the day and the learning outcomes.

Welcome, introductions and ice breaker

The course is based on participative learning, recognising that participants are valuable resources bringing their experiences, knowledge and opinions. Ice-breakers, or an introductory round with each participant invited to contribute, are a good way of enabling people to get to know each other and to begin the process of people sharing experiences with each other, taking turns and listening to each other. These introductory activities can enable the tutor to gain information about the group and carry out informal needs analysis.

Example Ice-Breakers

- **Global issues**
  Materials: inflatable globe

  The group forms a circle. The trainer says their own name and a global issue which is important to them then rolls the balls across the circle. The person on the receiving end says their name and another global issue and so on.

- **Hopes and fears**
  Materials: flipchart and pens

  Each member of the group in turn says their name followed by one thing which they hope to get out of the day and one fear that they have. The tutor writes these briefly on the flipchart to refer to during the day and at the end of the day.

- **Move if**
  Materials: trainer provides a set of 10-20 small pieces of paper with statements on like 'Move if you travelled to this event by public transport', 'Move if you teach in primary school' etc.

  A circle of chairs is formed with one less chair than there are people. The trainer reads out the first statement. Everyone for whom the statement is true must move from their seat to another. The person left standing without a chair reads out the next statement.

Introducing the learning outcomes

The learning outcomes (on p10) are the central backbone to the course and should be formally introduced. Some groups may want to comment, most will not. However, by explicitly introducing the learning outcomes this sets the scene for the end of course evaluation.

'What is education for?'

This activity starts from the participants' own experiences, beliefs, perceptions and (mis)conceptions of education. It encourages them to question the explicit and implicit purposes of education, the assumptions behind education, the intended outcomes and how these might vary in different contexts.

There are two principles behind this activity.

Firstly, it locates this course as directly relevant to education in all its forms and styles: formal and non-formal including community, school, adult, further and higher education, vocational and business.

Secondly, it introduces the contested nature of the debate from the outset and encourages people to explore the *assumptions behind* different perspectives.

The approach recommended for this activity comes from ***Open Space Dialogue and Enquiry (OSDE) methodology (***www.osdemethodology.org.uk***).*** OSDE is a participatory approach which 'creates 'safe' spaces for dialogue and enquiry to enable learners to develop 'critical literacy' and independent thinking' (www.osdemethodology.org.uk/keydocs/osdebooklet.pdf page 3). Trainers are recommended to visit the OSDE website and try out some of the OSDE on-line materials themselves. Introductory OSDE sessions are available for those who are interested which are usually advertised on the website.

Example activity 'What is education for?'

There are two sheets for this activity:

Sheet A (on p27) provides six different perspectives on the purpose of education to be used as a handout for participants.

Sheet B (on p29) takes the group through the steps of the activity

- discussing and agreeing the principles of OSDE
    o There are three principles for OSDE in groups of adults which should be introduced at the beginning of the activity, giving the group a chance to discuss them and inviting them to commit to them.

- reading the stimulus materials with participants reflecting on their own
- discussing the stimulus materials in pairs with each pair selecting one question and writing this on a sheet of paper
- voting by the whole group to select one or two questions for discussion, depending on the interest, the closeness of the votes and the length of time available
- small group discussion
- sharing of learning points
- debriefing, concentrating on the learning from the activity as a whole and the usefulness of OSDE as a technique.

Throughout this activity participants are encouraged to explore the assumptions behind different perspectives and therefore to understand *why* each perspective is valid for those holding these opinions.

During the debate links can also be made to current government policy.

Frameworks and key concepts in global learning

A number of frameworks or models have been developed to define and structure the global dimension to learning, including

- Eight key concepts: global citizenship, interdependence, conflict resolution, social justice diversity, sustainable development, human rights, values and world views (see www.dfid.gov.uk/Pubs/files/GlobalEd4Escot.pdf)

- **D**ispositions & values, **I**deas & understandings, **C**apabilities & skills, **E**xperiences & actions (see www.tidec.org/Aims/WM-coalition.html)

Each of these frameworks has been developed by experienced educators and practitioners and attempts to make sense of this complex field from their perspective.

There is no single correct framework and different educators, trainers and teachers find different frameworks valuable.

Notes for tutors: frameworks and key concepts (on p18) provides background information and some activities and discussion points relating to conflict resolution linked with social justice, interdependence, and sustainable development.

The important aspect of this part of the course is that participants become aware that there a number of frameworks, each with advantages and disadvantages. Participants should have a chance to discuss at least two frameworks and to grapple with contested concepts like; sustainable development, global dimension, identity/culture, community cohesion, justice, democracy, civic responsibility.

Example activity Frameworks and Key Concepts

1. Select one or two of the images on **Sheet C** (on p31) or any other powerful image (see Materials on p9)

2. Invite people to ask questions which come to mind as they look at the photograph. The questions can be written on post-it notes, brainstormed on flipchart or scribbled directly onto the image.

3. Provide participants with one or more of the frameworks, for example the eight key concepts from the Global Dimension in the Curriculum, or the Compass Rose and invite them to relate their questions to the categories / concepts.

4. Discuss which categories have most questions, and why. Consider the value of a framework in opening up new areas of questioning and debate.

Note: How a framework is used is more important in practice than which framework is selected.

If any framework is used with a tick box approach then there is a danger that learning will be limited, whereas if a framework is used to raise awareness of new areas this can greatly enhance a learning opportunity.

For example, when thinking perhaps about climate change a group might focus on the science of climate change, thinking about environmental issues and impact. By referring to the eight key concepts from ***The Global Dimension in the School Curriculum*** (2005) (www.teachernet.gov.uk/_doc/9325/22859%20Global%20Brochure.pdf) the discussion and activities could be broadened out to include issues relating to human rights, or sustainability, or global citizenship.

From theory to practice

The purpose of these activities is for participants to devise practical and creative activities which connect the frameworks and key concepts discussed earlier with their own lives and professional roles. Where groups are new to the concepts of sustainable development and global interdependence the activities might focus on supporting participants in seeing the connections between their own everyday activities and education for a just and sustainable world. However, where participants are reasonably familiar with the concepts the focus might be on developing activities for use in their professional roles e.g. as teachers, trainers or staff developers. In other words participants need to see the relevance of the concepts to their own lives *before* they adopt a role of raising awareness among others.

Example activity From theory to practice

Notes for tutors: From theory to practice provides an outline of a participative session where participants devise activities for use with specific groups linked to selected key concepts. When undertaking this kind of activity it is important that participants have the chance to:

- examine, discuss and try out examples from the wealth of materials already available through DECs[2] and other organisations in this field

- adapt materials and / or devise activities themselves with a particular target group in mind
- present the activities they have devised and *how* they anticipate using them to the group
- receive constructive feedback from the group and trainer.

Evaluation

There are three main purposes behind the evaluation for this course, namely

- to evaluate the day in terms of reaction, learning, relevance
- to gain commitment to actions in participants own lives
- to develop reflective skills.

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[2] A list of DECs is available on www.globaldimension.org/localsupport. These centres are sources of resources, advice and training opportunities relating to education for a just and sustainable world.

Course tutors are encouraged to carry out evaluation activities to help participants consider their learning and new initiatives they could develop as a result.   See **Notes for Tutors: Evaluation** (on p26)

Example Evaluation activities

Evaluation against learning outcomes
A target is drawn up, like a darts board, with each of the intended learning outcomes as one segment of the target.

At the beginning of the course participants are asked to put a mark on the target which reflects how comfortable they feel in relation to each of the learning outcomes.

At the end of the course participants are invited to look again at each of the learning outcomes and indicate where they are now. The group then share and discuss any movements, the reasons for them and the implications for the course and the lives of the participants.

Evaluation through images
The trainer provides a collection of visually stimulating materials for example photographs or postcards. Each participant is invited to consider a specific question and then to select an image which appears relevant. When all have selected images each participant explains their image and why they chose it to the rest of the group.

Useful questions include

- How do you feel about the course?
- What are you going to do as a result of this course?
- What, if any, difference will this course make to how you carry out your job?

The advantage of using creative images is that this often triggers deeper thoughts and a high level of honesty among participants.

Peer evaluation
Where participants have been working closely as a group throughout a course it can be useful to gain feedback from them through peer-led discussion. If facilitated effectively, the depth of group discussion can often lead to much more valuable feedback than through the usual written evaluation sheets.

The group are asked two or three quite open questions, for example

- What have been the strengths of the course?
- In what ways could it have been improved?
- What changes might you make if any, as a result of today's course?

The group are given time to discuss these questions on their own. A spokesperson provides feedback to the tutor from the group as a whole. (It is important that the tutor simply listens to the feedback and does not try to explain at this stage. After hearing all of the feedback the tutor might ask for clarification or explain aspects.)

Next steps

Trainers should provide some information on possible courses or events for participants who want to investigate more about global learning (see references section A).

Notes for Tutors: Frameworks and Key Concepts

There are a number of frameworks related to global learning[3] These notes provide information on two.

The eight key concepts of the Global Dimension

These provide the centre spread of ***Developing the global dimension in the school curriculum***[4] They are:

- Global citizenship
- Conflict resolution
- Diversity
- Human rights
- Interdependence,
- Social justice
- Sustainable development
- Values and perceptions

Each of these key concepts can be explored and linked to everyday and global events. They "provide a conceptual framework for thinking about the global dimension and building it into the curriculum". The concepts themselves, whilst useful for developing understanding of the global dimension, need to be engaged with critically. Below are a few examples of how some of these concepts may be seen from different perspectives.

Conflict resolution / Social justice:

Conflict tends to be associated with fighting and bullying. The curriculum guidance on Conflict Resolution includes: "Recognising conflict can act as a potentially creative process". Some would argue that conflict 'resolution' is neither possible nor desirable, in that it prevents creativity and change. However, Open Spaces for Dialogue and Enquiry methodology seeks to develop learning from difference. "We are conditioned to believe that conflict is negative and destructive and that it needs to be controlled and avoided. However, it is difference that creates conflict and without conflict there is

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[3] See Oxfam's 5 key areas of knowledge and understanding for Global Citizenship at www.oxfam.org.uk/education/gc/curriculum/key_elements and the seven key teaching and learning concepts for ESD at www.dep.org.uk/scities/teachinglearning/keyconcepts.php

[4] www.teachernet.gov.uk/_doc/9325/22859%20Global%20Brochure.pdf

only sameness. Without conflict there is no newness, no growth, no change."[5] The challenge is to manage conflict and "to live with and learn from difference and conflict and to prevent conflict from escalating to aggression and violence"[6]

How does conflict resolution fit in with one of the other concepts, 'Social Justice'? The curriculum guidance on Social Justice includes: "Valuing social justice and understanding the importance of it for ensuring equality, justice and fairness for all within and between societies". What happens when we put an end to a playground fight, by perhaps punishing all those involved, but do not address fairly the issues that led to the conflict, or give equal weight to the testimony of different participants and witnesses? Does the "No blame" approach to bullying ensure 'justice'?

Social justice also recommends: "Understanding how past injustices affect contemporary local and global politics". How does it seem to countries and peoples who suffered from the Slave Trade and colonial exploitation that those countries who most profited from these activities are now most involved in 'peace keeping' and 'spreading democracy' around the world? As the Jamaican musician Peter Tosh sang:

> "Everyone is crying out for peace, yes
> None is crying out for justice
> I don't want no peace
> I want equal rights and justice."[7]

Should we talk of conflict resolution or conflict management? Are we in danger of missing the opportunity of engaging with and learning from our differences? Should we need to recognize, as with the notions of *yin* and *yang* (dark/light – *see diagram below*) the value of opposing but complementary forces being important creative tensions in working towards "unity in diversity"?

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[5] www.osdemethodology.org.uk/agenda.html

[6] www.osdemethodology.org.uk/keydocs/pdresourcepack.pdf

[7] *Equal Rights* Peter Tosh, Columbia Records 1977

Discussion point: Should we engage with conflict resolution or conflict management? What are the implications of peace without justice?

Activity: Think of a conflict situation you have been involved in. How was it resolved (or not)? How could it have been better managed to give redress to all parties?

Interdependence

This is described in the curriculum guidance as: "*Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale."* The word interdependence implies that we depend on each other. We are increasingly being made aware that our needs as consumers depend on other people in distant parts of the world, from food and clothing to the manufacture and disposal of electronic goods. The implication is that their dependency on us relates to our purchasing power. How mutual is this dependency? Is it an exchange of equals? Supermarkets depend on farmers to provide the food that they sell, but such is their range and power, that if a farmer or group of farmers demand a higher price for their produce, supermarkets are likely to stop dealing with them and find other farmers willing to accept their custom.

Wikipedia defines interdependence as 'a dynamic of being mutually responsible to and sharing a common set of principles with others. This concept differs distinctly from "dependence" in that an interdependent relationship implies that all participants are emotionally, economically, and/or morally "interdependent"[8]. The relationship between a master and slave is one of mutual dependence, but has no notion of mutual responsibility or moral interdependence. This is implied in the curriculum guidance definition which refers to understanding not just how '*people, places, environments and economies are... interrelated'* but that '*choices and events have repercussions on a global scale."*

A recent report on 'UK's Interdependence' notes the paradox of our sense of independence as a nation and our increasing dependence on the rest of the world:

"Ideas of independence are part of the national psyche, so acute that UK politics is divided by how we relate to Europe. Being an island nation bequeaths us a paradox. Geographical separation feeds our self-image as a country apart, but also makes us more vulnerable and dependent on the rest of the world for things that we cannot produce at home."[9]

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[8] Wikipedia http://en.wikipedia.org

[9] UK Interdependence Report, New Economics Foundation 2006 www.neweconomics.org

The report shows clearly how we are becoming more and more dependent on other countries to provide for even our basic needs such as food and energy supply. Whilst this has the benefit of increasing international trade, due to our high consuming lifestyles it means we are using up more than our fair share of resources. Interdependence is closely tied to the concepts of Social Justice (fair share), Global Citizenship (accepting mutual responsibility) and Sustainable Development (understanding ecological limits).

Discussion point: The UK Interdependence report asks: "Is the UK's current pattern of global interdependence a force for good, an enlightened modern *pax Britannica*, or does it place a burden on the rest of the world and set a lifestyle example that, if copied, would be environmentally disastrous? [10]
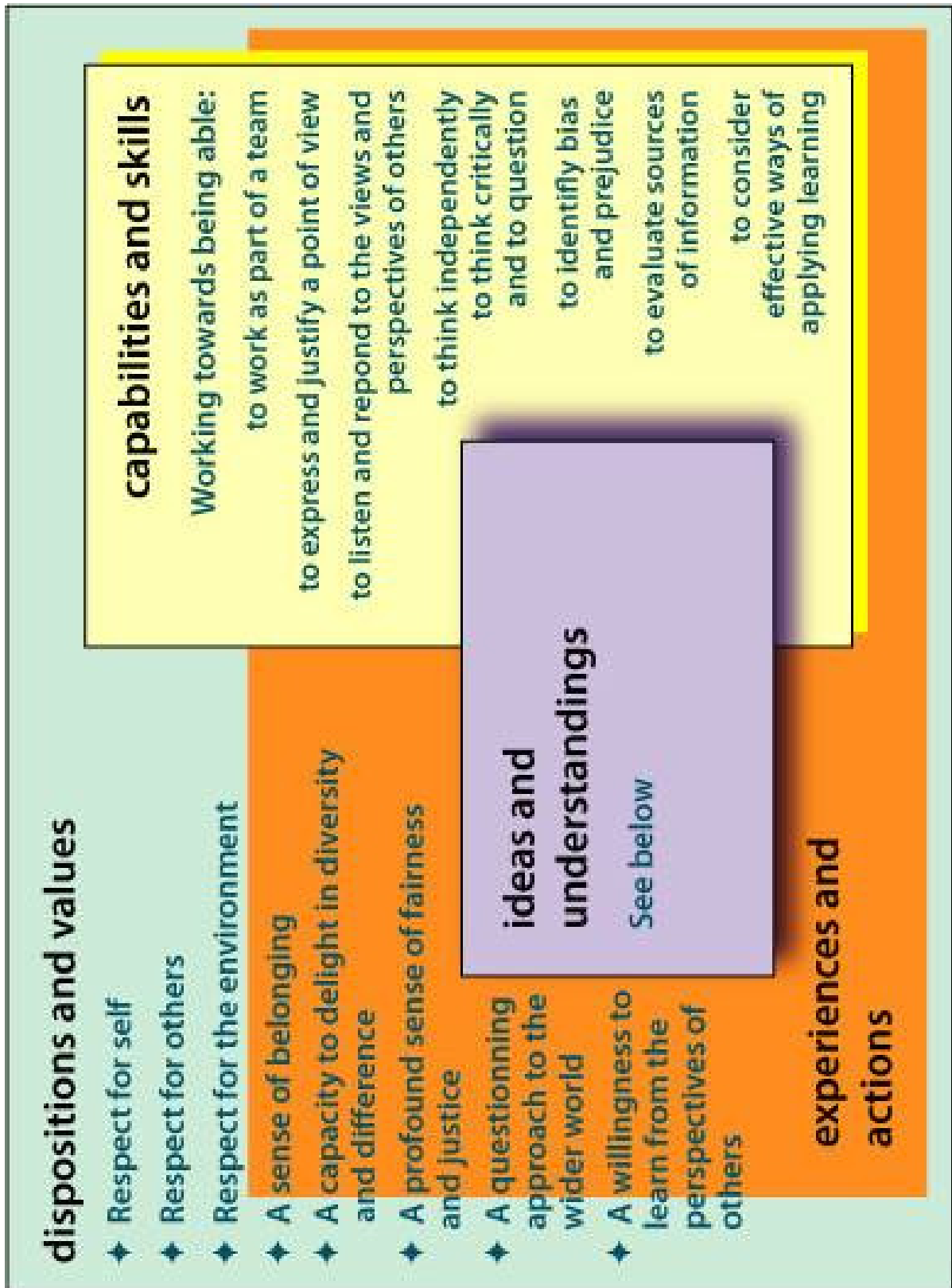
Activity: Put the word 'interdependence' into an internet search engine. How many organizations, projects and definitions you come across refer to / imply interdependence as being 'interconnected' or 'interrelated'? How many refer to / imply "mutual responsibility or moral interdependence"?

Tide's Framework for Global Learning[11]

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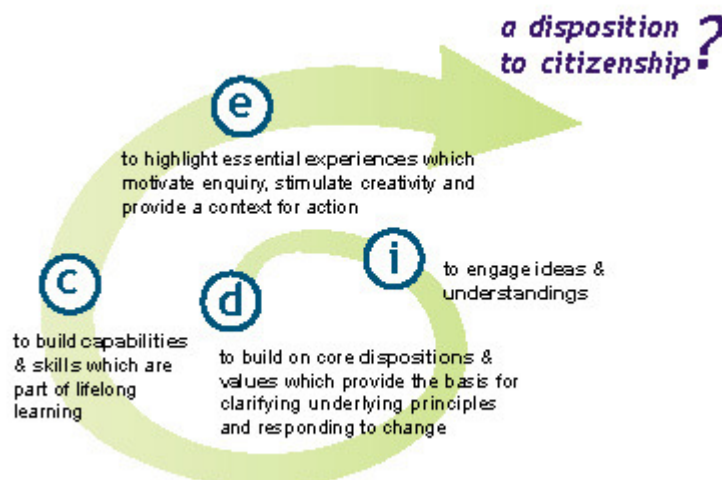
[10] Compare with the questions quoted in the report by Sicco Mansholt, the President of the European Commission in 1972: "Will the EEC become a powerful agent for improving living standards and opportunity in solidarity with less fortunate countries? Or will it remain a select inward-looking club of some of the world's richest nations? Will it continue to produce 'bigger, faster and more' for 'some' to the detriment of the global environment and the welfare of the 'rest'?"

[11] www.tidec.org/Aims/WM-coalition.html

capabilities and skills

Working towards being able:

to work as part of a team

to express and justify a point of view

to listen and repond to the views and perspectives of others

to think independently

to think critically and to question

to identifly bias and prejudice

to evaluate sources of information

to consider effective ways of applying learning

ideas and understandings

See below

dispositions and values

◆ Respect for self

◆ Respect for others

◆ Respect for the environment

◆ A sense of belonging

◆ A capacity to delight in diversity and difference

◆ A profound sense of fairness and justice

◆ A questionning approach to the wider world

◆ A willingness to learn from the perspectives of others

experiences and actions

1: Global citizenship

✦ Notions of 'place' are important for our sense of citizenship - they contribute to our sense of identity and belonging as part of a wider community

✦ We live in an interdependent world, where events in one place affect events and people in other places

✦ Change and development are part of every community and place

✦ We all experience issues in common with people in other places

✦ 'Citizenship' in any locality is dynamic, not static ... and needs to be continually built upon

✦ 'Citizenship' is integral to processes of development and has environmental, economic, social and political dimensions

✦ To make sense of our own 'local citizenship' requires that we understand it in its wider global context

2: Sustainable development

✦ The interdependence of people, the environment and the economy on a variety of scales from local to global

✦ The importance of taking responsibility and action for a better world

✦ Meeting basic needs for all, now and in the future

✦ Respecting, understanding and valuing human and biological diversity

✦ Global equity and justice as essential elements of sustainability

✦ The finite nature of resource use and the impact of development, including implications for lifestyles, commerce and industry

✦ The uncertain nature of 'everyday complexity' - and thus the need for caution and a range of perspectives in an ever-changing context

3: Diversity and commonality

✦ As a society we need to work towards an inclusive sense of belonging for all

✦ We live in a diverse society and this diversity encompasses: culture, belief, ethnicity, gender, ability, life experiences, perspectives and opportunities

✦ We live in a global and interdependent society

✦ We should build a stronger sense of common humanity

✦ We each have evolving 'multiple identities'

✦ Our own sense of identity is informed and shaped by our relationship to others in this diverse society

✦ Our sense of identity and belonging contributes strongly to our sense of citizenship, locally and globally

Notes for Tutors: From Theory to Practice

Stimulus

The trainer should provide a range of materials exploring global dimension to learning. These might include teaching packs on climate change, human rights, games on fair-trade, newspaper articles on governance and elections etc (see for examples www.risc.org.uk/readingroom/).

Selecting the target group and key concepts

In small groups participants selects a specific target group with whom they work, for example primary school children, IT trainees, the board of trustees of a specific organisation. They also select one or two key concepts for example conflict resolution, interdependence, global migration.

Groups might for example be looking at

- global migration in relation to secondary school geography
- interdependence in relation to a local manufacturing business

Devising activities

The group examine the resources provided in relation to their group and devise an activity or activities relevant to the key concept they have selected.

They are encouraged to consider

- the aim and intended outcomes of the activity
- the materials required including how they might need to be adapted
- how they would use them with the group, including stimulating and creative approaches
- how they would evaluate the impact of the activity

Presentations to the group, with constructive feedback

Each group in turn presents their activities to the group.

Other groups, and the trainers, are encouraged to provide feedback to each group. A good way of doing this is to feedback on 2 positive aspects and one suggestion for improvement from each group. By formalising the process it usually focuses all participants on gaining the most from the process.

Debriefing

Brief whole group reflection on this specific activity considering

- how effective was the activity?
- what have individuals learnt from the process?
- what knowledge has been gained?
- what might individuals do as a result?

Notes for Tutors: Evaluation

Trainers might find it useful to consider Kirkpatrick's Evaluation Triangle which has four levels of evaluation http://coe.sdsu.edu/eet/Articles/k4levels/index.htm. A more extensive framework for evaluation is provided by Royal Melbourne Institute of Technology (RMIT) University www.lts.rmit.edu.au/renewal/evaluate/. Other useful literature on evaluation is included in the resources section of section A.

Kirkpatrick's Four Levels of Evaluation

Level 1 Reaction: This level refers to how participants *feel* at the end of the course; whether they have enjoyed the course and feel positive about the activities. Whilst this level is important, often evaluation sheets concentrate on this level of evaluation and ignore the other levels.
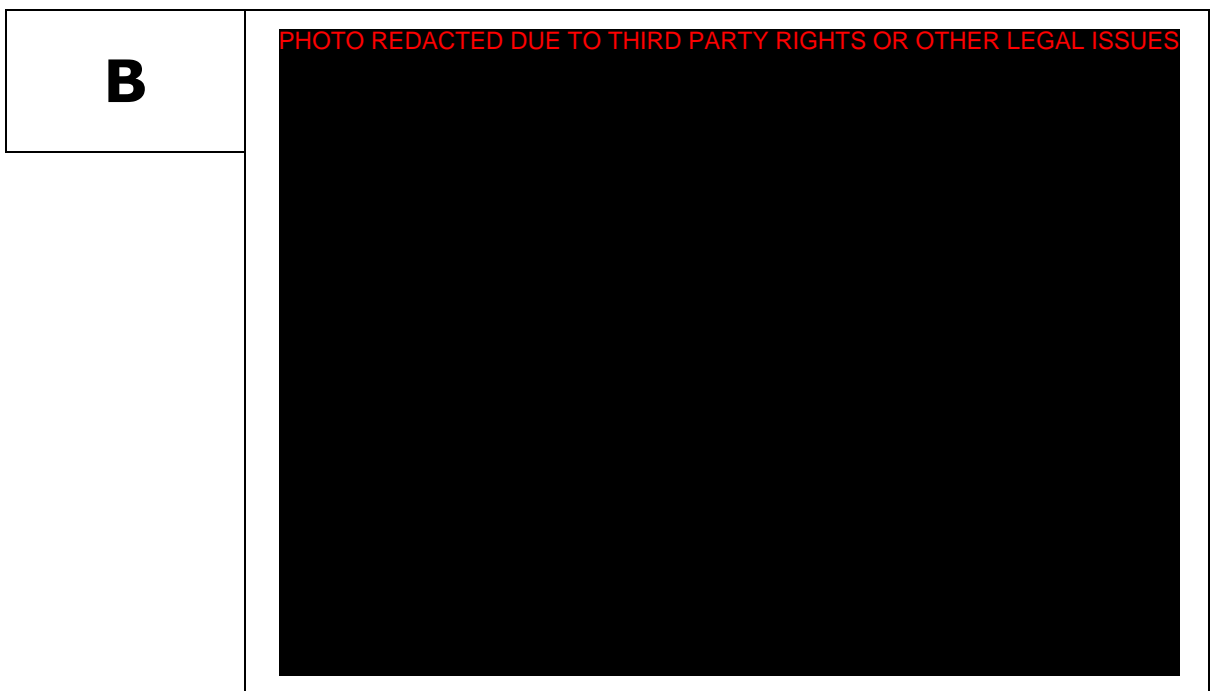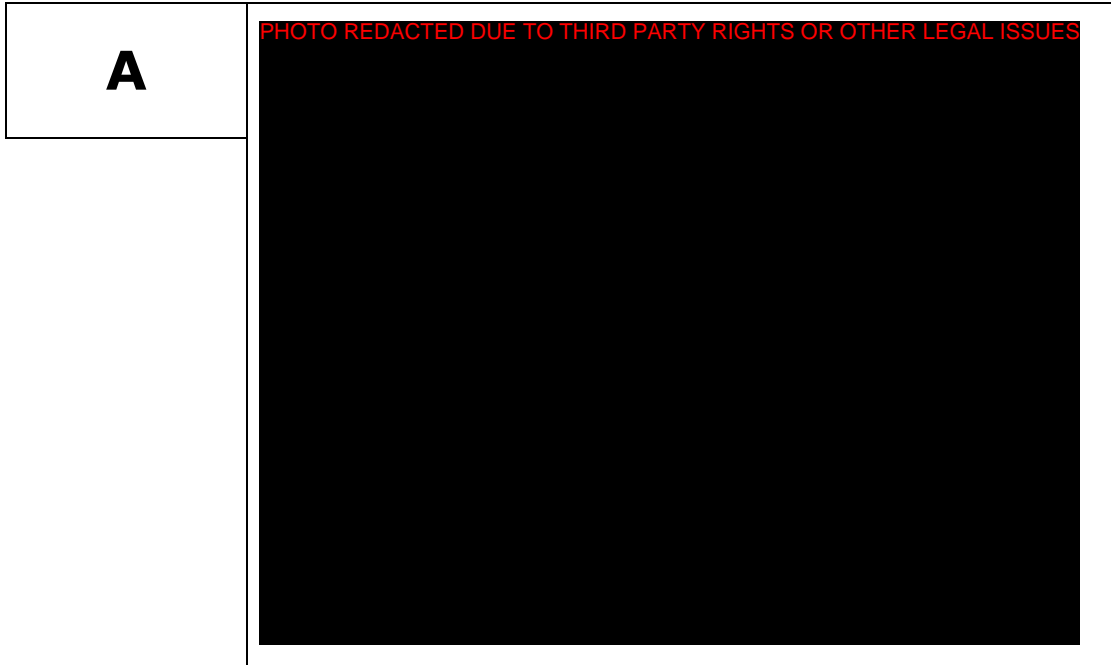
Level 2 Learning: This refers to whether participants have gained new knowledge and experiences from the course. Is there knowledge base now higher than previously? Have they changed their attitude about key concepts?

Level 3 Transfer: This level refers to the relevance or potential application of the learning to people's lives and livelihoods. For example participants might say they have learned a great deal about climate change, however, not see this as relevant to their own lives or their professional roles.

Level 4 Results (Impact): This level refers to the actual changes which take place *after* the course where participants have used their new knowledge and insights in their lives and/or professional roles. It is not possible to identify the impact of a course until a period of time has elapsed, however, asking participants about their *intentions* at the end of a course can provide some insight. Evaluation at this level can also trigger participants into being more pro-active in implementing new learning following a positive learning experience.

Trainers should bear in mind the intended learning outcomes of the course and evaluate progress towards these intentions, whilst also considering which level of evaluative feedback is being requested.

What is Education For? – Sheet A

| A | PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES |

| B | PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES |

C

Education is the backbone of our culture. It is a way of people knowing how to behave in the UK, what our expected standards are and how to be a decent citizen, but also how to succeed in the world today.

--

D

The global dimension is increasingly being seen as an integral part of supporting the up-skilling of our citizens. Skills both empower the individual and lay the foundations for a successful economy; by extension, skills enable employers to compete in the global market and help lay the foundations of an inclusive society where social mobility and opportunity are open to all. We need to look to the future. If we fail to do so our competitors will not.

--

E

It is very complex even deciding which language we want our children to be educated in. If they learn in their mother tongue, they acquire our values and understand our history and share our identity. If they learn in English they might be so fortunate to be employed by an NGO and their family will succeed and grow strong. But will they still have our values? Or would it be better for them to think wider and teach us western ways of thinking?

--

F

Values? Morals? Languages? Being a global citizen? Whatever next? I came into teaching to teach physics and maths. That is what I am good at. There are so many changes taking place in the curriculum it's enough to completely swamp any teacher. Where does my role as a teacher stop? Is education really the answer to everything?

--

How is education understood in the quotes and cartoons above?

What assumptions and pressures inform those perspectives?

What are the implications of these assumptions?

Adapted with permission from *Notions of Education OSDE 2007.*

See also www.osedmethodology.org.uk

Cartoons reproduced with permission from Randy Glasbergen.

What is Education For? – Sheet B

Principles of OSDE:

- Every individual brings to the space valid and legitimate knowledge constructed in their own contexts

- All knowledge is partial and incomplete

- All knowledge can be questioned

Stimulus: Read the different perspectives on sheet A

Informed thinking

Consider the following questions as you read: What informed your current perspective on this topic? What shapes the mainstream perspective available to the public? Where can you find out about different perspectives? How do you make your decisions about what you think about it?

Reflective questions

Take a few minutes in silence to reflect about the following:

1. How has education changed in your lifetime? How do you feel about it? Where do you think these changes are leading?
2. How do your views about the purpose of education affect your choices?
3. How was your perspective constructed? How often has it changed in recent years?
4. What would you change in education if you had the chance?

Group dialogue questions

Read through the list of questions below. In pairs, *select one of these or devise your own question*.

1. What do you think the role of education in society is? What should it be?
2. Is there one universal view on the purpose of education? Or does it depend on culture, place, time, context, need?
3. What is the role of the teacher? What should it be?
4. Is there a tension between formal education (schooling) and lifelong learning?
5. How far should schools be expected to address issues of wider society?
6. Do you think it is important for students to be able to construct their own perspectives / values, or should we teach them the values that we (or the government / their parents / the wider community) think are appropriate? Who should decide? What are the implications in each case?
7. How and where do people acquire values? Can they be 'taught' formally?

Group discussion

Write your question on a sheet and place it with the others. The group chooses one or two questions for small group discussion by voting.

At the end of the discussion each group is invited to present three learning points, briefly.

Debriefing

Think about your learning process this session. What have you learnt about yourself? What have you learnt about others? What have you learnt about knowledge and learning? What could be done to improve the learning process of the group and the relationships within the space? How might you use or adapt OSDE to your own context?

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Frameworks and Key Concepts – Sheet C

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>Finbarr O'Reilly, Canada, Reuters.

World Press Photo of the Year: 2005

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Spencer Platt, USA, Getty Images.

World Press Photo of the Year: 2006

Human Rights

and World Views

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