

# INSPIRER

## Brief guidebook on global education

Prepared by Foundation for  
Development of Local Initiatives  
Qdowa

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**Inspirer - a brief guide to the global education** was designed for teachers, youth workers and trainers who want to broaden the horizons of their students, arouse critical thinking about the problems of today's world, connect local problems of their global context and learn independent thinking.

**Inspirer contains the following parts:**

- What is a global education? - General concepts
- The importance and role of global education in teaching - why talk about global interdependencies
- Thematic issues in global education
- Base materials and organization
- Global education and its relationship with development cooperation
- The Code on Images and Messages on the countries of the Global South
- Global Education Week



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We encourage all of you to use global education in educational work - you can weave it in classes implemented in the framework of the curriculum, educational lessons or educational student projects. We believe that the adventure of global education is also growing experience for you!!

**Global Education puts particular emphasis on:**

- Explanation of causes and consequences of global issues
- showing the impact of the individual to the global processes and the impact of global processes on us
- overcoming existing stereotypes and prejudices
- presenting the perspective of the Global South
- Developing critical thinking and changing attitudes

**Current global challenges are as follows:**

- ensuring peace and security in the world and reducing forced migration
- improve the quality of life in the countries of the Global South
- ensuring sustainable economic and ecological development
- building real economic and social partnership between the countries of the Global North and the Global South

## Introduction to global education

**The Maastricht Global Education Declaration (2002)** states that:

- Global education is education that opens people's eyes and minds to the realities of the globalized 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.

### Global Education fosters and encourages development of following attitudes:

- Responsibility
- Respect
- Honesty
- Openness
- Personal involvement
- Readiness for lifelong learning

### At the core of global education are the following values:

- Dignity
- Justice
- Solidarity
- Equality
- Peace
- Freedom



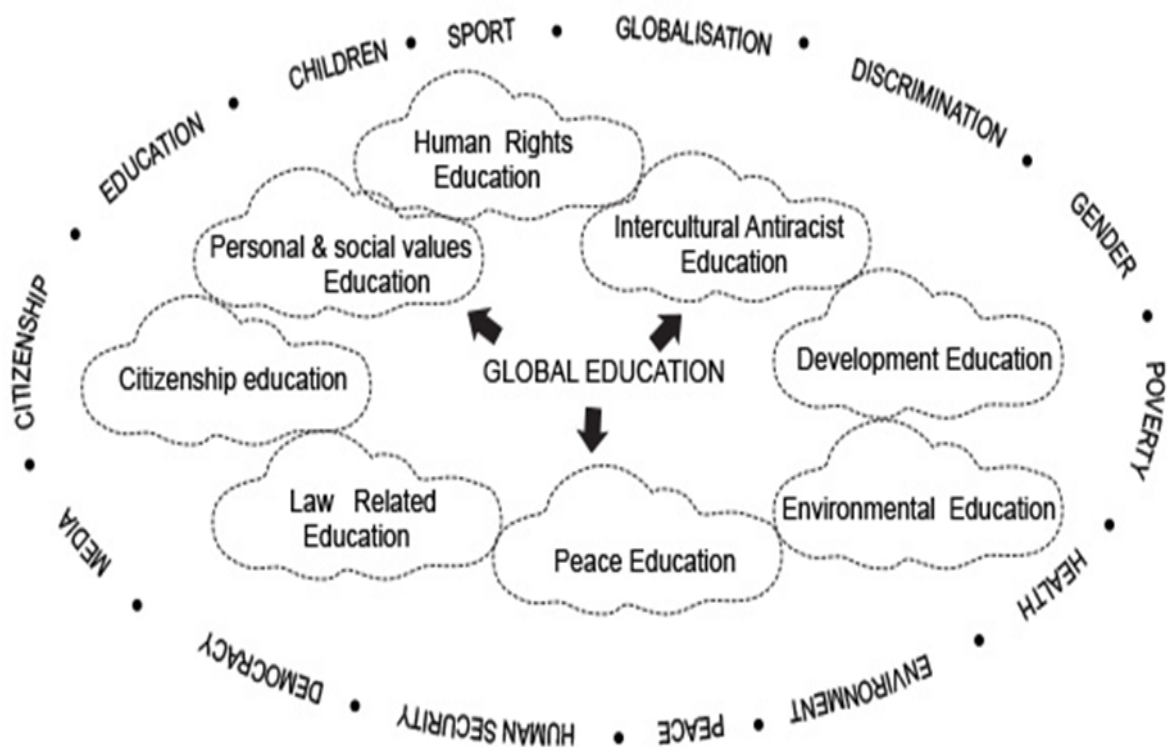
### The aims of the Global Education Week

The Global Education Week encourages pupils and teachers as well as youth groups to explore educational activities for global citizenship. It is a matter of addressing issues of diversity and inequality at the local as well as at the global level with an understanding of the core issues of global citizenship:

- awareness of the wider world and of our own role as a world citizens;
- attitudes of respect for diversity and intercultural communication skills;
- ability to take action to make the world a more equitable and sustainable place;
- responsibility for our own actions.

**Dates of GEW: always third week of November (in 2015: 16th—23rd Nov.2015)**

**Global education encompasses other types and dimensions of education.**



Source: Adapted from *Compass* p.27

Yet, around the world, there exist many other ways of defining and of practicing global education. Some definitions emphasize the qualities needed to become a global citizen, being aware of the world and taking responsibility for action, whether individual or collective. Others focus on respect for diversity, human rights, social justice and sustainability, and on valuing them.

In this sense, **global** education encompasses those all types of education that encourage social change at local and global levels, that educate for justice and that promote commitment to building a more equitable world. These different types of education have emerged in response to global challenges, but they vary from country to country. By bringing them under one umbrella, strategies can be shared, lessons learned and resources gathered.

Another aspect of global **education** refers to the fact that many countries accept the need to consider global realities within education: formal, non formal and informal.

In a globalised world, to consider oneself 'educated' requires that one can understand global processes and can interpret global realities – and that requires access to quality global education. How to include the global aspects of culture, economics, society and even politics and political systems is a challenge for contemporary educational systems.

Nevertheless, there is increasing recognition in the policy making community that the global dimension of the educational process is essential to its relevance and that issues of global development, interdependence and solidarity are inherent to any curriculum for citizenship education in a global society. This recognition is gaining ground, but requires strengthening, as do mechanisms for supporting global education.

International organizations, governments and civil society all have a role to play, particularly ministries responsible for education, development, environment; development agencies and development NGOs; national curriculum development bodies, teacher support structures, teachers and educators; and various kinds of NGOs.

### Where does the concept of global education come from?

The concept of global education did not emerge as a result of academic or theoretical work, or during classes in the philosophy of education. On the contrary, it was developed as a response to the demand by practitioners of education and development assistance for a re-definition of education in the context of ['glocalisation'](#).

Given the fact that global education emerged from policy and practice, it is important to understand its implicit link to development education, which has a longer tradition and was developed to address the need to inform the public about development cooperation issues. There are institutions and even countries that consider [development education](#) to be the core of global education. This position relates to their national interests and their perception of the need for education about development assistance and humanitarian aid.

Development education, focusing understanding relationships between the global 'North' and the global 'South', is not only an integral part of global education, but also of development cooperation. As a result, in many countries the agendas of global and development education are intertwined.

But, development education is not the only influence that can be found at the national level. In different contexts, other traditions pre-dominate, such as education for sustainable development in the Czech Republic or humanitarian education in Poland. Global education is sometimes also referred to as global development education or even considered synonymous with development education, or education for sustainable development.

Illustrative of this is also that in many countries, 'global education' only came into usage very recently – often the term in the local language is simply a translation of the English 'global education', for example in 'éducation à la citoyenneté mondiale' in French or 'Globales Lernen' in German.

**Glocalization** - a combination of globalization and localization - expressed by the famous slogan: *"Think locally, act globally"*. These dynamics imply the interconnectedness between the local and global and the importance of the ways one impacts on the other in the context of family, school, work, community, as well as the national, regional and global levels. This involves new alliances and partnerships.

## Additional resources on the North-South Centre's Global Education Framework

Global Education Guidelines	<a href="http://nscgloaleducation.org/index.php/resource-center/item/126-global-education-guidelines">http://nscgloaleducation.org/index.php/resource-center/item/126-global-education-guidelines</a>
Global Education newsletters	<a href="http://www.coe.int/t/dg4/nscentre/Resources/Newsletters/OneWorldpresentation_en.asp">http://www.coe.int/t/dg4/nscentre/Resources/Newsletters/OneWorldpresentation_en.asp</a>
Global Education publications	<a href="http://www.coe.int/t/dg4/nscentre/Resources/Publications/Publications_en.asp">http://www.coe.int/t/dg4/nscentre/Resources/Publications/Publications_en.asp</a>
Global Education Week	<a href="http://nscgloaleducation.org/index.php/ge-week">http://nscgloaleducation.org/index.php/ge-week</a>
Council of Europe - The North South Centre Global Education Program	<a href="http://nscgloaleducation.org/">http://nscgloaleducation.org/</a>
Global Education Network Europe – GENE	<a href="http://www.gene.eu/">http://www.gene.eu/</a>
European Congress on Global Education	<a href="http://www.gecongress2012.org/">http://www.gecongress2012.org/</a>
Development of European's Engagement for the Eradication of Global Poverty – DEEP	<a href="http://www.deeep.org/">http://www.deeep.org/</a>

## Organisations and movements that work with global education

North South Centre of the Council of Europe	<a href="http://www.nscentre.org">http://www.nscentre.org</a>
Alice O (in Dutch)	<a href="http://www.aliceo.nl/">http://www.aliceo.nl/</a>
American Forum for Global Education	<a href="http://www.globaled.org">http://www.globaled.org</a>
Centre for Citizenship and Human Rights Education (CCHRE)	<a href="http://www.education.leeds.ac.uk/about/news/2006/democracy-and-diversity-conference-2006">http://www.education.leeds.ac.uk/about/news/2006/democracy-and-diversity-conference-2006</a>
Centre for Global Education - CGE	<a href="http://www.centreforgloaleducation.com">http://www.centreforgloaleducation.com</a>
CICSENE	<a href="http://www.cicsene.it/">http://www.cicsene.it/</a>
CONCORD	<a href="http://www.concordeurope.org/">http://www.concordeurope.org/</a>
Coordination SUD	<a href="http://coordinationsud.org/">http://coordinationsud.org/</a>
CRID	<a href="http://www.crid.asso.fr/">http://www.crid.asso.fr/</a>
Cyber Schoolbus	<a href="http://www.un.org/Pubs/CyberSchoolBus/">http://www.un.org/Pubs/CyberSchoolBus/</a>
Development Education Association -UK	<a href="http://www.dea.org.uk/">http://www.dea.org.uk/</a>
DEEEP	<a href="http://www.deeep.org">http://www.deeep.org</a>
Developing Citizenship	<a href="http://www.teachingexpertise.com/articles/developing-citizenship-project-1026">http://www.teachingexpertise.com/articles/developing-citizenship-project-1026</a>
Development Cooperation Ireland	<a href="http://www.dci.gov.ie/">http://www.dci.gov.ie/</a>
Education for Democracy Foundation	<a href="http://www.tydzienedukacjiglobalnej.pl/">http://www.tydzienedukacjiglobalnej.pl/</a>
European Schoolnet	<a href="http://www.eun.org">http://www.eun.org</a>
Eurostep	<a href="http://www.eurostep.org/wcm/index.php">http://www.eurostep.org/wcm/index.php</a>



Future World Centre	<a href="http://www.futureworldscenter.org">http://www.futureworldscenter.org</a>
Global Campaign for Education	<a href="http://www.campaignforeducation.org">http://www.campaignforeducation.org</a>
Global Dimension	<a href="http://www.globaldimension.org.uk">http://www.globaldimension.org.uk</a>
Global Education Foundation	<a href="http://www.globaleducation.ch">http://www.globaleducation.ch</a>
Global Footprints (global environment education)	<a href="http://www.globalfootprints.org">http://www.globalfootprints.org</a>
Global Gateway (global school -partners)	<a href="https://schoolsonline.britishcouncil.org/Global-Gateway">https://schoolsonline.britishcouncil.org/Global-Gateway</a>
Global Policy Forum	<a href="http://www.globalpolicy.org">http://www.globalpolicy.org</a>
Global.no (In Norwegian)	<a href="http://www.global.no/">http://www.global.no/</a>
Human Rights Education Association	<a href="http://www.hrea.org">http://www.hrea.org</a>
International Association of Educating Cities	<a href="http://www.bcn.es/edcities/aice/estatiques/angles/sec_educating.html">http://www.bcn.es/edcities/aice/estatiques/angles/sec_educating.html</a>
ITECO	<a href="http://www.iteco.be/">http://www.iteco.be/</a>
La Semaine de la Solidarité Internationale	<a href="http://www.lasemaine.org">http://www.lasemaine.org</a>
OIKOS	<a href="http://www.oikos.pt/">http://www.oikos.pt/</a>
One World Austria	<a href="http://www.oneworld.at/globaleducationweek/">http://www.oneworld.at/globaleducationweek/</a>
One World Week Ireland	<a href="http://www.youthdeved.ie/bouncingback">http://www.youthdeved.ie/bouncingback</a>
One World Week	<a href="http://www.oneworldweek.org/">http://www.oneworldweek.org/</a>
Oxfam-Cool Planet for teachers	<a href="http://www.oxfam.org.uk/coolplanet/index">http://www.oxfam.org.uk/coolplanet/index</a>
People to People Europe	<a href="http://www.ptpe.org/">http://www.ptpe.org/</a>
People to People International	<a href="http://www.ptpi.org/">http://www.ptpi.org/</a>
Sudwind Agentur	<a href="http://www.suedwind-agentur.at/start.asp?ID=14479&amp;b=241">http://www.suedwind-agentur.at/start.asp?ID=14479&amp;b=241</a>
TeachGlobalEd.net	<a href="http://www.teachglobaled.net">http://www.teachglobaled.net</a>
The Globalist (magazine)	<a href="http://www.theglobalist.com">http://www.theglobalist.com</a>
Trialog	<a href="http://www.trialog.or.at">http://www.trialog.or.at</a>



## Global education and its relationship with development cooperation

[Official Development Assistance \(ODA\)](#) (both national and international) is the result of a decision on the part of the international community and individual countries in the so-called 'developed world' to pursue a policy of support and assistance to countries in the so-called 'developing world' struggling to fight poverty, hunger, disease, and social and environmental injustice.

Ensuring that this support is distributed to those in need, and not to those in power, has been a challenge. Ensuring the transparency and credibility of development assistance requires that broader publics have knowledge of what development cooperation is, and it requires monitoring of how development assistance is conducted and distributed.

As development assistance is provided from public funds, it is important to ensure public support and commitment to solidarity and global justice. Based on public opinion polls in Europe, it has become clear that while public support for development assistance is strong, public knowledge of the causes and effects of global development challenges is very weak. This gap between strong public support and weak public knowledge can lead to a 'democratic deficit', in which citizens lack the knowledge and competence to hold power-holders to account for what is happening in development assistance. This calls for learning, educational strategies, stronger public knowledge and increased civic engagement.

## Who practices global education?

As mentioned earlier, global education at the national level is usually promoted by the Ministries of Education, which are responsible for the development of education policies and eventually **S** for curriculum reform, and the Ministries of Foreign Affairs, which are responsible for development cooperation policies, of which global education is an integral part.

Increasingly, other ministries have become involved in the policy development related to global education, such as, among others, ministries of the environment or sustainable development, finance, interior affairs, culture, sports and youth. Furthermore, departments within ministries responsible for gender equality and human rights are also increasingly engaging with global education and related issues.

Other governmental agencies and civil society organizations, such as unions of teachers, methodological centres and educational institutes, (development) NGOs dealing with diverse global themes, social and trade unions, teachers and trainers in formal and non-formal education, youth and community leaders, churches and interfaith organizations – in brief all those involved in education and learning – are also engaging in global education and with its issues.

At the international level, there are several inter-governmental and international nongovernmental institutions that are involved in the design and support for global education.





## The need for intercultural learning in a globalised world?

The degree of diversity in contemporary societies is increasingly seen as unprecedented. It is also seen as ever growing. The emergence of this perception has taken place in parallel with and in response to the increasing interaction of people, institutions, corporations and markets worldwide, and of their respective values, attitudes and interests – in other words in response to their increased interdependence, also referred to as the process of globalisation. People have come to recognise that the actions of others, living thousands of kilometres away, even on the other side of the planet, can affect them and their neighbours, where they live, in very direct ways.

"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,  
Pedagogy of the Oppressed*

Traditional policies, programs and even educational approaches have been challenged by this new, complex and fast-changing reality, for which many are considered inadequate. This reality is so challenging because it is characterised by:

- unending expansion of the scope and speed of information and communication technologies (ICTs),
- reduced national barriers to trade, investment and mobility,
- increased capital flows across borders,
- increased interdependence between financial markets,
- ongoing population flows across the world,
- increased awareness of the multicultural nature of societies and of their inherent diversity

### Increased mobility and faster communication:

The internet, satellite TV and mobile phone technology have made real and virtual travel more accessible to more people and they have made communication faster. In some parts of the world, the opening up of borders and the low-fare air travel phenomenon also have increased possibilities for people to travel. As a result, opportunities to get to know different cultures and societies have been widened. New sources of knowledge have come to challenge what has traditionally been considered valuable learning in education, both formal and non-formal. For many, life without a cellular phone and internet has become impossible. The speed of contemporary communication has both positive and negative impacts on peoples' lifestyles. The benefits of increased mobility and faster communication are also accompanied by increased stress and the pressure to constantly adapt to new realities and deal with increasing volume of information

**Expanded diversity:**

The traditional understanding of minorities in many societies has been expanded. Today it commonly includes second and third generation descendants of migrants, a variety of groups that define themselves on the basis of a common identity, whether that be sexual orientation, new age spirituality or a common interest and people with multiple senses of belonging. Diversity is often celebrated in the political discourse and in education, where people are taught that diversity is 'good' – often expressed by an appreciation for diverse food and music. Nevertheless, diversity also continues to be associated with 'otherness' and 'foreignness', especially in the media. There are many negative connotations associated with diversity in mainstream society including alienation from all those 'foreigners who take OUR jobs' and 'violent young people', who happen to be black or Muslim, among others. While many local identities have been strengthened, their understanding of, empathy towards and solidarity with those, whose human rights are violated, has been weakened.

**Global citizenship:**

The emergence of a global dimension to citizenship is increasingly recognised as a further consequence of globalisation. It implies and responds to a growing sense that people, no matter their citizenship, also belong to a global human community. Yet, there is no reflection of this awareness in formal legal terms – no clear understanding about the rights and responsibilities of the global citizen and no relevant regulations to enshrine these legally.

Educating for global citizenship represents a key element of global education. The awareness of the interconnectedness of citizens' actions at the global level is a prerequisite for social transformation towards more equal relationships and social justice.

Civil society plays a key role in promoting global citizenship through campaigns and educational actions, both formal and non-formal.

**Dominance of the market and consumption:**

The commoditization of all things and the omnipresence of goods, services and transactions is today commonplace. This is just one consequence of the increased importance accorded to financial markets in our societies. These have come to prevail over social, identity and environmental concerns. The development of a country, locality or sector is increasingly being measured by success in the economic and financial spheres based on the principles of consumption and competition.

**Reduced state sovereignty:**

Governments have come to exert less control over key decisions that affect national economies. Multinational corporations, intergovernmental institutions and private financial agencies have gained influence and power to act in similar ways as the state. New forms of domination have appeared, while people feel more and more manipulated and disempowered. If until now, citizens felt secure in their role of holding the state to account for its actions, the power of non-state actors to dictate development and progress has become so strong in some parts of the world, that citizens no longer know who to turn to when wishing to express their grievances.

**Lack of transparency / accountability:**

Corruption scandals, public investments motivated by personal or political interests and an ever growing tax burden for the ordinary citizen have all resulted in a lack of trust in the political elite, their decision making and in the effectiveness and legitimacy of public services. The power of the political elites who, in times of crisis, have preferred to protect banks rather than citizens, is being questioned by many. In spite of the attempts of some international civil society organisations to ensure that standards for transparency in public spending, are adopted and monitored, many national and local governments persist in not providing satisfactory answers to the questions posed by their electors, to whom they owe their power positions.

## **Disputes over global ethical and legal standards in trade:**

Increased liberalisation in trade and the institution of more flexible rules regulating the mobility and employment of workers between some countries have been accompanied by stricter regulation of worker mobility between others and a worsening of working conditions globally. The implementation of labour legislation has become more lax and welfare expenditures such as health care and pension benefits have been cut.

## **Increased gaps between the rich and the poor, included / excluded:**

Whether in the global "South" or the global "North", gaps between the 'haves' and the 'have nots' have become wider and more accentuated. This increased vulnerability is the result of economic and financial factors and discrimination on the basis of ethnicity, religion, race, and gender, among others. Migration and asylum have become hot political and social issues, although the result of such visibility has not been increased dialogue between those whose rights are respected and those many others whose rights are ignored.

## **Climate change:**

The climate is changing as a result of the energy consumed in the service of individual lifestyles. The emission of greenhouse gases is causing the polar ice and glaciers to melt, the occurrence of extreme weather events, impacting on water reserves, causing the migration of animals to cooler places, the warming of the oceans, and the spread of new diseases, among others. Discussions around sustainability have become important in the search for alternative approaches to development.

## **Patterns of world development:**

Patterns of world development have been changed by these phenomena. These have naturally impacted on needs for and in education. Globalisation poses new challenges for national education systems, training structures and the ways in which education is conceived.

In contemporary societies, new knowledge, skills and attitudes, in other words, new competencies, are required to engage effectively with increased access to ICT, and the increased variety of languages, cultures, goods and economies that we come into contact with on a daily basis.

As the world comes to be interconnected in ways that were unthinkable previously, the need for understanding different cultures, languages, ways of thinking and communicating, ways of life and social realities has become stronger.

The re-definition of education so that it can respond to the needs implied by globalisation has gradually become a priority for individuals, groups and institutions that care about the future of this planet. Yet important questions remain:

- How to respond to these multiple challenges emerging at all levels from local to global?
- How to ensure that the complexities involved in educating about, such as:
  - change and interdependence, identity and nationality,
  - human rights, sustainability and global justice,
  - culture and diversity,
  - rights and responsibilities and citizenship and participation,

## The Code on Images and Messages on the countries of the Global South

The Code on images and messages related to the countries of the Global South was created by Polish NGOs dealing with global education, development cooperation and humanitarian aid in 2008. This document helps organizations in planning and implementing their communication strategies through the formulation of practical rules on information on the countries of the global South.

The signatories of the Code are aware of the many challenges and difficulties in raising awareness of the injustice, poverty and other problems of the contemporary world, but they are convinced that we should talk about them in a manner consistent with their own values and reliably.

### a. Basic principles

Selection of images and messages will be made based on the paramount principles:

- Respect for the dignity of the people we are talking about;
- Belief in the equality of all people;
- the need to promote fairness, solidarity and justice.

All messages and where justified by the need to reflect reality, we want to:

- Choose images and related messages based on values of equality, solidarity and justice;
- Truthfully represent any image or depicted situation both in its immediate and in the broader context of efforts to improve public understanding of the realities and the complexity of the development process;
- Avoid images and messages that potentially stereotype, sensationalise or discriminate against people, situations or places;
- Use images, messages and case studies with the full understanding, participation and permission (or their parents' guardian);
- Ensure those whose situation is being represented have the opportunity to tell their stories in person;
- Establish and record whether they agree to reveal their personal details and face and always act in accordance with their wishes;
- To act according to the highest standards in human rights and the protection of weaker.
- To act according to the highest standards in the field of children's rights in accordance with the provisions of the Convention on the Rights of the Child, because it is children who are the most presented.

