

GLOBAL EDUCATION GUIDELINES

CONCEPTS AND METHODOLOGIES ON GLOBAL
EDUCATION FOR EDUCATORS AND POLICY MAKERS

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

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FOREWORD & ACKNOWLEDGEMENTS

This document should be regarded as a guide for understanding and practising global education, also as a pedagogical coaching tool to help establish global education approaches where they do not yet exist and enrich existing ones. Its content was set up taking into account in-field practices and references and cultural, geographic, social and economic realities.

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

The authors wish to express their satisfaction with the participatory process leading to the writing of these guidelines and the opportunity to discuss and contribute to the development of Global Education, as the Global Education Guidelines reflect the perspectives of many different stakeholders. It was both challenging and enriching to incorporate different and sometimes opposing views and opinions into the document.

Thanks to all of those who have contributed in one way or another to make this document a reality, namely the members of the Global Education Week network and partners who have kindly accepted to act as critical friends.

INTRODUCTION

These Global Education Guidelines are the result of a need expressed by the North-South Centre's (NSC) network of global education practitioners – the Global Education Week network - to have a common tool, built on experience gained by the network and other partners, to support educators to comprehend and successfully implement global education initiatives.

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

The Global Education Guidelines are an initiative of the Global Education Programme of the North-South Centre of the Council of Europe, involving a team of educators from the Global Education Week network which constituted the drafting team with the mandate of drafting collectively the Global Education Guidelines. The writing process included a participatory method at several levels of consultancy amongst global education educators and practitioners actively involved with the North-South Centre global education and youth programmes. Moreover, a Group of Mentors was identified among NSC's European and international partners, which included, inter alia, a team of trainers from the NSC's University on Youth & Development.

Topics presented in the Guidelines aim at clarifying fundamental questions related to global education; it suggest strategies on how to build contents; put forward aims, skills, values and attitudes; offer guidance on methods, curricular design and evaluation and list useful contacts, links and bibliography.

The Guidelines should be regarded as an ongoing process of evolution, which should be regularly reviewed with new ideas, inputs and practices brought from a diversity of partners and their experiences.

There is a printed version of the Guidelines as well as an electronic version available on the North-South Centre's website www.nscentre.org The electronic version has an additional chapter displaying useful global education links, which are regularly updated.

BACKGROUND

THE NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

The North-South Centre, officially named the European Centre for Global Interdependence and Solidarity, is a Partial Agreement of the Council of Europe. It has 21 member states: Cyprus, Finland, Germany, Greece, the Holy See, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Montenegro, Morocco, the Netherlands, Norway, Portugal, San Marino, Serbia, Slovenia, Spain, Sweden and Switzerland. On the basis of Resolution (89) 14, adopted by the Committee of Ministers of the Council of Europe on 16th of November 1989, the European Centre for Global Interdependence and Solidarity opened in Lisbon in 1990.

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

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

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

THE GLOBAL EDUCATION PROGRAMME OF THE NORTH-SOUTH CENTRE

The North-South Centre's objective as regards global education is to develop, enhance and sustain strategies and capacity-building for global education, targeting institutions and practitioners in the field of global education in the formal, non-formal and informal sector. This work is based on the conviction that global education is a holistic "education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all"¹.

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

With this in view, “Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship”².

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

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

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

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

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

In the framework of the Global Education Guidelines process, the North-South-Centre decided that the Guidelines, together with previous initiatives, such as the Maastricht Declaration on Global Education, provide the basis for the North-South Centre to carry out a consultative process in 2008 that would lead to the adoption of a recommendation by the Council of Europe Committee of Ministers supporting global education in its member States.

² Maastricht Global Education Declaration, 15th-17th November 2002, see Appendix I

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

The Global Education Programme is also based on the recommendations of Resolution 1318 (2003) of the Parliamentary Assembly of the Council of Europe, which recommends that the member states “promote global education to strengthen public awareness of sustainable development, bearing in mind that Global Education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens”. This programme complements the actions carried out by Directorate General for Education, Culture, Youth and Sports of the Council of Europe in the field of Education for Democratic Citizenship and Human Rights Education.

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

CHAPTER A

WHAT IS GLOBAL EDUCATION?

DEFINITIONS AND DECLARATIONS

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

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

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

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

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

Universal Declaration of Human Rights

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

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

www.un.org/education

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

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

UNESCO, General Conference, Paris, 19 November 1974

www.unesco.org/education

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

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

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

www.un.org/esa/sustdev/documents

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

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

UNESCO, General Conference, Paris, November 1995

www.unesco.org/education

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

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

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

www.un.org/millenniumgoals

United Nations Decade of Education for Sustainable Development 2005-2014

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

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

www.unesco.org/education

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

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

http://ec.europa.eu/development/icenter/repository/PUBLICATION_CONSENSUS_EN-067-00-00.pdf

European Year of Intercultural Dialogue 2008

Article 2: Objectives

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

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

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

<http://ec.europa.eu/culture/portal/events/current/dialogue2008>

Council of Europe White Paper on Intercultural Dialogue, June 2008

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

<http://www.coe.int/t/dg4/intercultural>

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (adopted by the Committee of Ministers on 11 May 2010)

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

GLOBAL EDUCATION AS TRANSFORMATIVE LEARNING PROCESS

In these guidelines we want to look at the role of global education and question attitudes, moving from the culture of individualism, often associated with dominance, to a culture of partnership based on dialogue and cooperation. The first cultural model characterises educational systems in many countries where global themes and building consciousness of world realities are not thought to be relevant to national visions. On the other hand the partnership model can lead to international understanding and cooperation between nations and peoples.

Aspects of domination exist in so many different facets of our societies and are deeply rooted in the structures of education systems. The present model of education reflects this dominance to a large extent. Criticism against it underlines that this model leads to adversarial relationships between individuals and between peoples, particularly if they belong to different cultures, religions, social groups or ways of thinking.

By separating subjects and categorising them we have created hierarchies of knowledge and devalued other ways of learning. The detachment that is created by this process of compartmentalised education does not place us in a connected world and so we have been unable to build bridges to approach, get to know and understand others.

Global education is about implementing the vision required to move to a model of partnership between peoples, cultures and religions at micro and macro levels.

Transformative learning through global education involves a deep, structural shift in the basic premises of thoughts, feelings and actions. It is an education for the mind as well as for the heart. This implies a radical change towards interconnectedness and creates possibilities for achieving more equality, social justice, understanding and cooperation amongst peoples.

Three main stages of transformative learning are strongly linked to global education:

- *An analysis of the present world situation*
- *A vision of what alternatives to dominant models might look like*
- *A process of change towards responsible global citizenship*

Global education as transformative learning implies participatory decision-making processes at all these stages. The goal of this kind of learning is to foster mutual knowledge and collective self-awareness. Global education challenges greed, inequality and egocentrism through cooperation and solidarity instead of dividing people through competition, conflict, fear and hatred.

Global education as transformative learning offers a way to make changes at local levels to influence the global in the sense of building citizenship through participatory strategies and methods, so that people learn by taking responsibilities that cannot be left only to governments and other decision makers.

At both micro and macro levels global education brings together the agendas of different fields of education: Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention, Intercultural and Interfaith Education, the global dimension of Education for Citizenship etc. - in order to define the common grounds of global education.

This will create a real impact on both formal education and non-formal education, which has a huge role to play in bringing people towards a wider understanding of their real power to shape the future.

But global education is not only about global themes, world problems and how to find solutions all together. It is also about how to envision a common future with better life conditions for all, connecting local and global perspectives, and how to make this vision real and possible, starting from our own small spot in the world. Transformative learning enables people to shape a common vision for a more just, sustainable world for all. A focus on the kind of future we want is therefore crucial in such a transformative vision.

Global education can contribute to the visioning process, but it can also play a role in the creation of new methods where social movements and non-formal learning processes are essential as they make room for values, issues and approaches not central to formal learning and give voice to all people, including the marginalised ones.

By shifting the focus onto the transformation from a culture of reproduction and dominance to one of partnership based on dialogue and cooperation, global education modifies established global economy rules by restoring human dignity as a central value.

CHAPTER B

WHY GLOBAL EDUCATION?

OUR WORLD TODAY: A GLOBALISED WORLD

As a result of many ties of interdependence among countries, the world we live in has evolved into a globalised system. Recent history unquestionably shows that the lives of the men and women of this planet may be affected by events and processes thousands of kilometres away. World-wide economic, geopolitical and social relations, modern communications and technologies, media and transport allow a fast flow of information. People and goods are both causes and characteristics of globalisation as a process that leads to an interdependent world and to what nowadays is called glocalisation.

Globalisation is complex and ambivalent and its consequences can be regarded as both positive and negative.

Among the positive consequences of globalisation are the widening of peoples' horizons, access to knowledge and the products of science and technology, multiculturalism and intercultural views, an increase in opportunities, personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems.

The negative consequences are mainly on social, economic and environmental levels. On one hand there is increasing poverty in societies, a growing gap between developed and developing countries and between privileged and excluded people, low standards of living, disease, forced migration and human rights violations, exploitation of weak social groups, racism and xenophobia, conflicts, insecurity and growing individualism. On the other hand, there are many environmental repercussions such as the greenhouse effect, climate-change, pollution and the exhaustion of natural resources.

Many modern thinkers believe that the main causes for these negative consequences of globalisation are the unbridled activities of transnationals and the consequent political decisions mainly aimed at unilateral development, based mostly on market dominance, increasing consumption and competition and a decrease in social welfare.

Worldwide consciousness of global change towards more sustainable, fair development and the need for international cooperation have been increasingly addressed through covenants, declarations and campaigns promoted mainly by a growing civil society commitment and international organisations.

Hence, the need for global education as an international dimension in learning and teaching methods in both formal and non-formal education in order to move towards a better understanding of the current issues of the world, its impact at local and global level, is not only a need, but an ethical challenge in today's world.

LEARNING FOR OUR GLOBAL SOCIETY

Globalisation poses fundamental challenges for all areas of education in every country. It provides access to people, cultures, economies and languages in a new way. In this context education on global issues may be regarded purely in market driven terms as enhancing the skills and knowledge to be efficient consumers and workers in the global economy, for those who have access to the market.

However, the importance of education lies in helping people recognise their role and individual and collective responsibilities as active members of this global community in the sense of engagement for social and economic justice for all and the protection and restoration of the earth's ecosystems.

Global education is the pedagogical concept behind this vision.

As educators in the 21st century we are living in challenging times and in a controversial world. How can we prepare people to cope with such challenges? What are our responsibilities in a world of increased knowledge and technological developments? What are our responsibilities in a world of poverty, violence, prejudice and environmental damage?

Global education is a new approach which attempts to help answer these questions. It aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems. In these terms, global education is a process of individual and collective growth which allows transformation and self-transformation. Basically it is a social practice. It is also a permanent "preparation" for life, in which the acquisition of operative and emotional competences for analysing and thinking critically about reality, makes it possible for learners to become active social agents.

In this context, it is increasingly maintained that education should provide opportunities for realistic, informed appraisal of contemporary issues in our world without reinforcing negative images of an inevitable gloom and doom future. At the same time it is argued that there is a need for greater opportunities in curricular designs for creative and rational discussions of diverse views on alternative futures. This goes in line with contemporary movements for curriculum innovation in different countries that encourage a more flexible and open perspective by applying new content and using active methods and new resources. Global education corresponds to this movement.

AIMS

Global education aims at educating citizens in social justice and sustainable development.

Global education aims at opening a global dimension and a holistic perspective in education in order to help people understand the complex realities and processes of today's world and develop values, attitudes, knowledge and skills that will enable them to face the challenges of an interconnected world.

Global education helps learners to understand some of the complex processes leading to violence and conflict at individual, collective, national and global levels and be aware of some of the ways in which these conflicts can be prevented or resolved. By promoting an understanding of different cultures and fostering the role of people as dynamic players for a more just and equal world for all, global education aims at developing attitudes that lead to constructive, non-violent resolution of conflicts.

Global education aims at developing learning communities, in which learners and educators are encouraged to work cooperatively on global issues.

Global education aims at stimulating and motivating learners and educators to approach global issues through innovative teaching and pedagogy.

Global education aims at challenging formal and non-formal education programmes and practices by introducing its own content and methodology.

Global education aims at accepting otherness and interdependency and creating the conditions for others to express themselves and build behaviour of solidarity.

Global education helps learners to develop alternatives when taking personal or public life decisions and reflect on the consequences of their choices, thereby cultivating a spirit of "global responsibility of the citizens of the world".

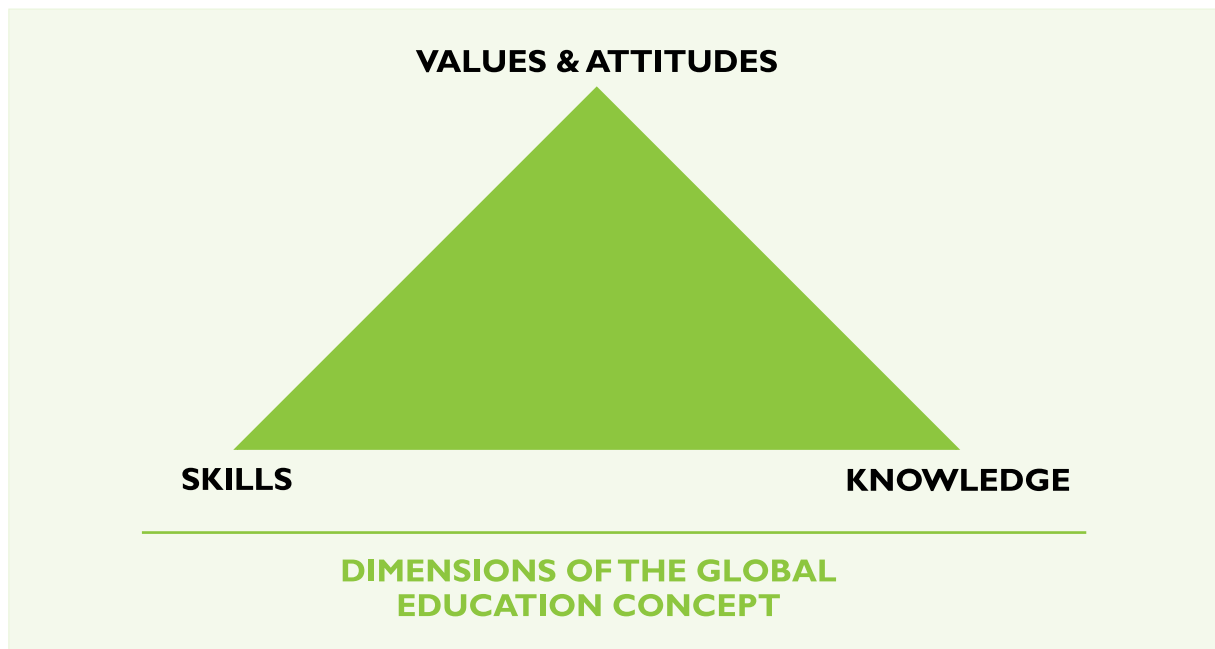
Global education promotes participation in action. In other words, it invites educators and learners to act dynamically for a more just and equal world for all.

CHAPTER C

CONCEPTS

Global education is an umbrella term for pedagogical concepts related to the realities of today's world. It is therefore an open, ongoing, multidimensional concept of timely general education. Beyond that, it is also regarded as a collective, holistic response to the historical challenge of supporting active global citizens in creating and recreating a different, more equal, just, peaceful and sustainable world based on solidarity.

Global education enables people to develop the **knowledge, skills, values and attitudes** needed for securing a just, sustainable world in which everyone has the right to fulfil his/her potential.



As mentioned in Chapter A, global education is not just concerned with different perspectives on globalised themes and *what you teach and learn* about them. It is also concerned about *how you teach and learn* and the *contextual conditions* in which you teach and learn. In fact there is a necessary unity between the content, form and context in which the learning process takes place.

If global education is the teaching that has to deal with the goal of change in order to set up education that does not reproduce the system but envisions social transformation and *opens people's eyes*³ it is evident that the traditional definition of content has to be replaced by a new perspective of the concept.

The global education contents proposed here do not come from abstract categories but from people's needs, captured in their own expressions.

The traditional concept of content is replaced by

- a) *an analysis of events and developments happening at micro level in the nearest reality*
- b) *selection of specific themes related to those events*
- c) *recognition of connections with the macro world and the emerging dialogue between them*

Therefore in a global education learning process students and educators go deeper into the *roots and causes of events and developments* and share ideas on possible solutions in a dynamic exercise of observation, analysis, reflection and exchange of information that creates a new circle of knowledge and interests.

Gender, social class, ethnic, religious, social-economic and cultural differences will flow through dialogue and figure among the items and problems discussed and also be part of the discussions on possible solutions. In this process *knowing is not accumulating knowledge, information or data on certain themes or problems*. Knowing means *everyday knowledge*, taking care of all aspects of life and thinking locally and globally in linked, interdependent understanding so that the outer world will be part of everyday life analysis, refuelling the learning process⁴.

The content is therefore a result of a constant interrelation between abstract knowledge of theory and concrete experience of everyday life. If, in the process of building this content, concrete behaviours in specific contexts are transformed, we call it praxis - *a phenomenon that eradicates the distinction between abstract content and behaviour in context*⁵.

Contents in global education bridge the problems in a micro context with global issues (which are also problems in macro context) and move from close reality (the family, the neighbourhood, the school, the city) to intermediate reality (the region, the state) and distant reality (the global world). It is therefore important to track the same problems and issues at all these levels in order to constantly investigate the relationship between micro and macro, one of the most important methodological approaches for understanding globalised themes⁶.

3 See "Maastricht Declaration" in *Chapter A*,

4 See "Micro/Macro Relationship" in *Chapter D, Methodology*,

5 See Paulo Freire - *Pedagogy of the Oppressed*. *Chapter 4* develops this concept

6 See "Maastricht Declaration" and other definitions of Global Education in *Chapter A*

KNOWLEDGE – SUGGESTED CONTENT AREAS

Global education does not introduce new contents, but it enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions.

Knowledge of the globalisation process and the development of world society

The focuses of global education are social justice and sustainable development to give life chances to everyone. Therefore the content areas from which global education can draw its themes include key issues such as living conditions at local level and in other parts of the world, multicultural societies, social, political, economic and cultural contexts, structural and direct violence, interdependencies between regions, countries and continents and limited natural resources, the information society and the media.

Knowledge of the history and philosophy of universal concepts of humanity

Global education provides knowledge about universal concepts of humanity like: Human Rights, Democracy and Good Governance, Economics, Social Justice, Fair Trade, Gender Equality, Peace and Conflict Transformation, Citizenship, Diversity, Intercultural and Interfaith Dialogue, Sustainable Development, Health and equal access to scientific and technological achievements.

Knowledge about communalities and differences

Global education provides knowledge about communalities and different lifestyles, cultures, religions and generations. People in all parts of the world have emotions, joys and sorrows. Understanding similarities and differences makes it easier to respect diversity.

SKILLS

Critical thinking and analysis

Global education should help learners to approach issues with an open, critical mind, reflect on them and be willing to consider their opinions in light of new evidence and rational argument. They should be able to recognise and challenge bias, indoctrination and propaganda.

Changing perspectives or multi-perspective approach

Global education should enable learners to change perspectives and look at situations from different points of view.

Recognise negative stereotypes and prejudices

Global education should enable learners to recognise negative stereotypes and prejudices and actively oppose them.

Intercultural competences in communication

Global education should help learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved. In today's mosaic-like cultures, we have to accept the idea that every socio-cultural group can contribute to the enrichment of our community life through the exchange of identity elements, dialogue and involvement of all the members of the multicultural community.

Teamwork and Cooperation

Global education should help learners to appreciate the value of cooperating in shared tasks and work together with other individuals and groups towards common goals.

Empathy

Global education should enable learners to understand sensitively the viewpoints and feelings of others, particularly those belonging to different groups, cultures and nations from their own.

Dialogue

Global education should develop dialogue skills, such as active listening, respect for others' opinions and constructive assertiveness.

Assertiveness

Global education should enable learners to communicate clearly and assertively with others i.e. neither in an aggressive manner that denies others' rights nor in a passive manner that denies their own.

Dealing with complexity, contradictions and uncertainty

Global education helps learners to understand the complexity of the world, be aware of contradictions and uncertainties and understand that there are no one-dimensional solutions for complex problems.

Dealing with conflicts and conflict transformation

Global education should enable learners to face conflicts and deal with them in a constructive, systematic way.

Creativity

Global education should stimulate imagination to think and work on global issues in a creative and enjoyable way.

Research

Global education should enable learners to search for knowledge on global issues by using different sources.

Decision Making

Global education should enable learners to participate in decision-making processes and take initiatives through democratic procedures.

Dealing with Media

Global education should enable learners to develop media awareness and approach information with a critical mind.

Dealing with Science and modern Technology

Global education should equip learners with the skills required for responsible use of new science and technology achievements.

VALUES AND ATTITUDES

Core values allow educators to clarify the basic principles of the learning process, guiding them in choosing the contents, identifying and using sources of information, designing teaching-learning-evaluating strategies and developing fields of practical intervention for the learner.

The ultimate purpose of global education is to develop values, based on knowledge of global issues and relevant skills in order to build attitudes for responsible global citizenship at individual and collective level. These values could include:

Self-esteem, self-confidence, self-respect and respect for others

Global education encourages learners to develop a sense of their own worth and pride in their own particular social, cultural and family backgrounds. It also encourages them to develop a sense of worth of others, particularly of those with different backgrounds to their own.

Social responsibility

Global education encourages learners to develop solidarity and a sense of concern for a more socially just, secure and peaceful world at local, national and international levels.

Environmental responsibility

Global education encourages learners to care for the natural environment balance at a local and global level.

Open-mindedness

Global education promotes approaching different sources of information, cultures and events with a critical, open mind.

Visionary attitudes

Global education encourages learners to develop various visions of what a better inclusive world might look like in our own community, in other communities and in the world as a whole.

Proactive and participatory community membership

Global education strengthens the sense of being part of a community (local-global) where individual and collective rights and responsibilities are known and respected by all, creating a feeling of mutual support and a need to participate in common decisions, thereby promoting the principles of pluralism, non discrimination and social justice.

Solidarity

Global education leads to active solidarity creating world citizens aware of global realities and engaged in working for a more sustainable world, based on human rights for all, dialogue and cooperation.

CHAPTER D

METHODOLOGY

METHODOLOGY

Methodology, as a system of principles and rules that precede and analyse praxis, systematically studies the relationship between methods and theory in each science.

A distinction between methodology and methods may help the discussion: Methodology, as the core of epistemology, is the scientific foundation and development of methods, in order to formulate fundamentals for the creation of new specific methods or for the study and analysis of existing ones. A method is a planned procedure that regulates a line of action undertaken to obtain defined objectives in a specific science.

Methodology in education, and especially in global education, is more than a discussion about teaching methods; methodology is an important pillar of education policy. More than how to teach, or how to develop learning activities, methodology includes all the issues of what education is. In this sense the content of any educational activity needs to be directly related to the methods that will be used within the learning group in order to accomplish the objectives of the chosen activity. This basic statement becomes crucial if we accept that each activity in each learning group, in formal and non-formal education, is the application of a wider ideological context. Therefore methodology issues have to be regarded not only in relation to particular learning activities, but as the framework of a continuous learning process related to the main objectives of education and in dynamic interaction with the evaluation process.

And if we agree that any form of education influences human beings' way of thinking, acting and living, we may conclude that any discussion about the role of methodology in education is close to the whole discussion about the role of education in our societies.

FUNDAMENTALS FOR GLOBAL EDUCATION METHODOLOGY

In order to reflect on the fundamentals of global education methodology, we need to go back to the main concepts in the Maastricht Global Education Declaration:

“Global education is education that opens peoples’ eyes and minds to the realities of the globalised world.”

Global education methodology has to be related to the realities of the world. This means, it is first of all based on the reality, contexts and needs of our learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnections between them. This requires first clearing all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (i.e. age, language knowledge, cultural background and physical capacities) and related to learning styles.

The objectives and the different steps of the activity have to be clear and understandable to everyone, in order to make sure that everyone can participate, but also in order to build a common understanding of the realities of the world and how they are interconnected.

Some sample questions may help us to reflect step by step on the learning procedure:

- *Who are the people in this group (educators and learners)?*
- *Where do they come from (cultural background, etc)?*
- *How are their cultural identity/identities perceived in the group and the society they live in?*
- *Why are they here?*
- *How do they feel in this group?*
- *How do they behave towards each other?*
- *How does each one react to the educator's behaviour?*
- *How does the educator feel and react to the learners' behaviour, as individuals and as a group?*

Understanding the learning group is a *sine qua non* condition for all educators, especially when they are dealing with global education issues.

Bearing in mind that no personal or collective cultural identity is static in our globalised world, it is crucial to understand people in the learning group.

Defining the area of knowledge we will deal with, according to the needs of the learning group, is extremely important.

Equally important is how we will deal with and create the appropriate learning atmosphere, build bridges of communication and trust and create an encouraging, safe and pleasant space for *learning from* and *learning with* the others, where everyone feels self-confident and has a sense of belonging.

How do we, as educators, achieve this objective? What procedure do we follow?

The answer is again a question. *Is it possible to understand each different personality and bring his/her part of life into a group, by using **one** method, **one** activity and **one** tool?*

The answer can be **various**, attractive, participative, creative and flexible activities that involve all the learners and respect their wishes, personality, life, cultural background and dignity.

Global education inspires people to bring about a world of greater justice, equity and human rights for all.

Discussing the fundamental concepts of justice, equity and human rights with people requires methods that lead to critical thinking and analysis - research procedures, activities based on investigation, study, exploration and enquiries. At the same time, the content of the learning activity has to be related to

peoples' lives, real situations and human experiences in order to raise the learners' awareness of injustice and inequity. It is also important to recognise and study acts of justice, conditions of equality and respect for human rights in peoples' everyday lives, in order to reflect on the context that permits or creates such values in our societies.

Obviously a real democratic dialogue between all players involved in the learning process is necessary to keep up a continuous process of critical and creative exploration of the world, in order to facilitate the building of a collective knowledge and common understanding of the world we live in. The integration of various relevant components of given systems of values and power and the discussion of the interdependence between peoples' realities are necessary.

A holistic approach seeks to understand direct and indirect relationships between forms of power, violence and injustice at all levels, as well as the values, practices and necessary conditions needed to overcome them. Moving from ignorance and indifference to knowledge and awareness on global issues can be a result of a learning process linking the personal to the collective and the local to the global context. Moving from knowledge and consciousness to action, in order to *bring about a world of greater justice, equity and human rights for all*, can be a result of a learning process that seeks to develop critical empowerment and fosters learners' capacity to participate in a collective decision-making process and actions for transformation at local level in that direction.

It is equally important to connect theoretical knowledge with the social realities of the past and the present, to understand the fundamental principles of the historical process so as to realise how and why humanity has arrived at the complex present situations at local and global level and to develop positive visions of the future.

METHODOLOGICAL APPROACHES IN GLOBAL EDUCATION

Cooperative-based learning

In cooperative learning there is a positive interdependence between participants' efforts to learn. They strive for mutual support so that all group members gain from each other's efforts. There is a positive interdependence among participants' commitment to working together. The method permits learning through interaction, enhances participants' communication skills and strengthens their self-esteem.

Problem-based learning

Problem-based methodologies encourage people to ask and answer questions, making use of natural curiosity about specific events or themes. Participants are invited to reflect on issues that do not have

absolute answers or easy developments and that reflect the complexity of real-world situations. Problem-based learning opens the way for an active, task-oriented and self-controlled approach to the learning process.

Dialogue-based learning

Dialogue creates oral interactions between participants that seeks to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space for developing thoughts, reflections and proposals even if they are opposed or different. Dialogue helps develop communication and listening skills, so it promotes understanding of different issues and points of view. It is one of the most important methods in global education.

CRITERIA FOR CHOOSING AND EVALUATING GLOBAL EDUCATION METHODS			
GLOBAL EDUCATION METHODS HAVE TO BE:		GLOBAL EDUCATION METHODS:	
<ul style="list-style-type: none"> • Interesting • Attractive • Motivating • Challenging • Participative • Collaborative • Realistic but Optimistic • Promising 	<ul style="list-style-type: none"> • Reflective • Targeted to different people • Diverse and variable • Learner-centred • Creative • Interactive • Democratic • Dynamic 	<ul style="list-style-type: none"> • Are based on good resources • Are coherent with GE content • Do not "teach" but educate • Raise awareness • Promote the dialogue • Give the sense of belonging • Bring up everyone's responsibility • Involve people 	<ul style="list-style-type: none"> • Respect the learners • Are based on human values • Develop critical thinking • Link local to global • Stimulate actions • Link the content to the praxis • Are micro/macro based • Promote human-values

IMPORTANT POINTS IN PRACTISING GLOBAL EDUCATION

In formal and non-formal global education the following points are considered important.

Defining and understanding the learning group:

As in all forms of education, considering the situation and the background of the learning group is fundamental; in global education this is crucial. Age, number of participants, social and cultural diversities in connection with the themes chosen, time, materials and space available must be primarily taken into account in designing a global education programme and choosing the appropriate methods. Starting from the learner's contexts and exploring their needs co-operatively is a primary element as well. This is particularly essential in order to design global education programmes when curricula are not prescribed.

Relevant discussions and baseline questionnaires are the most usual methods for identifying these needs and base the themes and the actions of the educational programme on them.

Choosing the appropriate learning environment:

A learner-centred environment is based on the principles of democratic, participative, cooperative and experiential learning. In such an interactive environment, critical thinking, democratic dialogue and a holistic view are valued and encouraged throughout the whole educational process.

THE GLOBAL EDUCATION LEARNING ENVIRONMENT NEEDS TO BE:	THE GLOBAL EDUCATION LEARNING ENVIRONMENT:
<ul style="list-style-type: none"> • Democratic and dialogical • Participative • Caring and warmly supportive • Pleasant and hopeful • Stimulating and inspiring 	<ul style="list-style-type: none"> • Creates self-confidence • Supports mutual understanding and trust • Stimulates learning from each other • Can be a micro-cosmos of the world

The conceptual aspect:

The main concepts related to the global issues we are dealing with have to be adequately addressed. These concepts will form a good concrete background on which interactive learning will be based.

Developing critical thinking:

Critical thinking is developed through the different steps and levels of learning. Firstly, learners need to recognise the realities in order to be aware of the global society and develop values regarding the right of every single person to a life of dignity. Then, they need to understand them through analysis and synthesis. Translating situations in their own reality and daily lives is essential for understanding.

Analysing the situation by breaking it down into parts paves the way for questions about what and why instead of answers, dialogue based on arguments and openness towards difference. Synthesising by putting together different parts of the world puzzle is an important step towards understanding the political, social, economic and cultural dimensions of any situation and the interdependence of different people's realities and developing a sense of responsibility.

Applying information and knowledge to new situations opens perspectives for a better world through active participation. Evaluating knowledge on explicit criteria, related to the result of analysis and synthesis, develops attitudes and skills for a citizen with a critical mind.

Stimulating curiosity:

Stimulating curiosity is a very important presupposition for developing critical thinking. This can be mainly done through searching for the right questions rather than the right answers, which might not exist in an uncertain world of complex issues.

Stimulating creativity:

Stimulating creativity is also a very important presupposition for developing perspectives and possibilities for a peaceful, sustainable world.

The micro-macro approach:

Main forms:

- *From local to global*, e.g. from pollution or poverty in our area we are led to the global dimension of these problems and back to the local level (glocalisation).
- *From personal to collective*, e.g. from personal stories and experiences presented by the participants in a multicultural global education programme, we are led to confront the migration problem on a collective basis.
- *From emotional to rational*, e.g. from the emotions raised on an individual level after the above migration stories, we are led to explore the general aspects of the migration problem.

Interdisciplinary approach:

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

The three time dimensions:

Dealing with all three dimensions is very important in approaching a global issue. For instance, initially we are naturally focused on how a problem appears at present. However, we also need to see its past and explore possibilities for the future.



Historicity of knowledge:

Moreover, it is important to recognise the historicity and the limits of the individual and social processes, the different stages of development of phenomena, the genesis and deterioration, the limits and the possible exhaustion and destruction of any system (ecological, social, economical, political) to achieve a reasonable comprehension of situations.

Dealing with controversy:

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

Confronting the issues of national or cultural identity:

These issues are usually connected with migration, xenophobia, stereotypes and human rights and can therefore be very controversial and have to be treated very delicately. Although global education means

resistance to the status quo, it should never be considered a threat but always a positive challenge that can enrich and broaden national and cultural identity.

Introducing the element of change:

Constant change and, hence, uncertainty and instability are the reality in our world. Global education should prepare its learners to face this reality and adapt in a positive, constructive way. This means seeking ways of achieving a kind of good balance between stability and change. For this purpose a more holistic approach is needed which links the different dimensions of being (physical, intellectual, emotional and spiritual) with the different dimensions of the environment (natural, social, cultural, economic and political).

Inspiring Optimism and Enjoyment:

Global education is optimistic and brings hope. There are many modern “prophets” who, Cassandra style, seem to prophesy the end of the world. How do we deal with pessimism? One positive way is to emphasise faith in human nature. Go back in history even two or three generations and see the progress that has been made, for example, in social security or the spread of education, in order to open positive perspectives. Global education has, also, to be enjoyable – an element related to its optimism. Humour also helps in creating a happy atmosphere. Use active, enjoyable methods that can have a drastic effect on developing global skills and values and lead to action.

Building on personal experiences or simulations:

Personal experiences or simulations are forms of experiential learning. Pedagogical theories say that “people learn most powerfully through their own experience, in situations that involve cognition, emotion and action”. Global education simulation activities may provoke strong emotions that are not easy to deal with. That’s why the educator has to be prepared to deal with strong emotions and needs to know and understand each person in the group. Emotional activities have to be used very carefully, in a specific time schedule, either as starting points or as part of a whole programme. Otherwise, too many emotions may distance the group work from reason and reflection. Methods allowing for both experience and reflection and balancing cognitive, emotional and action level are the most efficient for learning in global education.

Stimulating active involvement:

Stimulating active involvement is very important for a change of values and attitudes. Activities may be designed by learners, for a group of learners and for the local community, based upon an assessment of their realities and needs. Participants may try to propose solutions or even undertake collective action to promote transformation in their environment, at a micro level (classroom, school, community, village, etc), e.g. linking formal education with non governmental organisations (NGOs). Through these processes, learners can recognise how participation and the ability to respond to authentic needs improve quality of life in the community and will hopefully lead to a lifelong ethic or service and civic engagement.

Networking among peoples:

While practising global education, creating links with other countries, cultures and societies is very important. These links mean visible, concrete solidarity of groups working together. They can, for example, assist people in developed regions to appreciate village versus town life and people in less developed countries to understand that not all people in developed countries were born with a silver spoon in their mouths. On the other hand, migrants from various countries exist everywhere. By involving them in the education process we bring in different voices, thereby actively showing our interdependence and the need for solidarity.

Using multiple resources:

Educators practising global education should use a wide variety of resources, according to the realities of the learning environment (where, when, who, what, and also content and context of the programme). Very often objective difficulties eliminate the possibility of choosing resources. Global educators have to be flexible and adapt their activities to existing resources and the activity. What is important in global education is not the tool, but how you use it.

Using the media:

Getting information from the media (press, TV, internet) is part of our everyday lives. Global education through the media is both a means and a goal - a means because of the huge quantity and diversity of information coming from various complementary sources and a goal because learning about the world through mass media sources is the best way to develop media awareness, which is absolutely necessary for global citizens today.

Understanding the media is a goal for global education: Media education is directly related to global education, as it fosters critical thinking through a critical approach to a specific source of information (objective or subjective, ideologically and cultured oriented), through decoding the signs and symbols of any transmitted information (wording, images, sounds, etc) and through the analysis, the differentiation and the comparison of what is an event and a real situation and what is an opinion and a comment. Media education supports global education, because it is related to different subjects within formal and non-formal programmes. A *sine qua non* condition for using the media in any subject in education is to distinguish information from knowledge.

Using the media as a resource in global education: Using information from the media in a learning process can be extremely interesting at micro level - knowing about the micro-cosmos surrounding the learning group, understanding how the local community reacts to the realities of the world and analysing how people living around us perceive information about the global context. It is also a challenging source of information at macro level to understand the interdependence of the world we live in. In global education an educator using the media may encourage learners to become aware of global problems, to be a critical audience for any form of given information, to deconstruct stereotypes, to develop a culture of understanding and to be active citizens.

Learners using the media in a global education learning process can be active researchers of information and collaborative participants in a process towards discovering knowledge.

Using the media as a means to act as global citizens: Using the media is a challenging way not only of getting, but also of spreading information from the group to the local or global community, if the group goes on from the learning activity to action in the real life or in cyber space. The media can be used to raise people's awareness and to give visibility to individuals or collective actions of common interest (e.g. actions of solidarity or cooperation for the well-being of the community, protests against violations, multicultural events, activities for the sustainability).

Dynamic process:

Global education activities follow a process of continual preparation, action and reflection. All participants of this type of education will conduct needs assessments, develop proposals, create action plans and reflect on and share the results of their action with their peer group. Internal evaluation is an important pillar of the whole process, based on reflection and linked to the objectives of the activity. Evaluation results can be the starting point for re-designing an activity or a project, for new perspectives and plans. Global education is not a static, repetitive procedure, but a continuous and dynamic process of reflection and action, that is to say praxis.

METHODS FOR PRACTISING GLOBAL EDUCATION

Global education, with its wide spectrum of issues and dynamic aspirations, indeed offers many opportunities for various methods to be used when practising it – from, so to say, more “classical” to more “innovative” ones. What educators need to remember is that a method is a learning approach, directly related to the objectives and in coherent, dynamic interaction with the content of every issue and activity. Moreover what matters more is not the acquisition of knowledge itself, but the process by which learners learn how to learn.

The important thing in global education is that, in any case, we use the methodological proposals presented above. Thus, a learner-centred environment generally excludes the very “classical” method of a lengthy lecture directed at passive learners, even if modern technology is used during this lecture. Similarly, worksheets cannot be very effective if they are based on long, dry scientific texts followed by numerous “academic” questions demanding an individual answer. On the other hand, stories (narrated or given in the form of comic strips) or cartoons, both accompanied by some inspiring questions, can better motivate learners to search for answers in groups and discuss aspects of global issues in a participative, cooperative, experiential and, above all, democratic learning environment.

On this basis anything interactive is welcome: icebreakers and energisers, simulation activities and games, role playing, brainstorming, problem-solving exercises, debates, group discussions, panel or round table discussions, pair group exercises, exchange of experiences, research and presentations, study visits, participative arts, case studies, art activities including music and/or dance and activities based on stories and tales or visual arts / iconography (photos, movies, collages, comics, drawings, etc.). There are numerous methods of this kind and trained educators know them. A great number of printed and on-line materials exist today, provided by European and international organisations, describing concrete examples and ideas for such methods⁷.

In all of them the main message must be one, that the place where global education is practised should metaphorically resemble a hive in which all bees have a role to play around a common purpose, the only difference being that the educator is not an autocratic kind of queen!

It is understood that in the case of non-formal education, related to youth groups or more mature adults, care should be taken for the educator to resemble a kind of a conductor in an orchestra in which he/she and the players democratically decide the details of their programme, as well as each one's individual and collective roles in order to achieve a final harmonious symphony!

EDUCATORS, LEARNERS AND EDUCATIONAL AUTHORITIES FACE NEW METHODS

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

⁷ See North-South Centre website: www.nscentre.org, education link

RECOMMENDED PRACTICES

a) The project method

Working around a common global theme, or aspects of it, is a very creative task for learners in the formal and non-formal sector. The work can include certain elements, like informative texts, poems or prose, photographs, drawings, graphics, comic strips, cartoons, extracts from newspapers or magazines, collages, a class newspaper, music, role playing and even the production of audiovisuals or of a CD-ROM. Even if the project is carried out individually, it must have a collective dimension including a final presentation, discussion and evaluation by the class. However, it is better if it is the result of team work where the participants can contribute some or all of the above elements according to their interests and talents. Field work is also welcome, starting, where possible, from local situations. The final result can be an exhibition of the whole project in the place where it was created or on a local community level⁸.

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

b) The world-links method

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

It can be done in many ways:

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

⁸ See North-South Centre website: www.nscentre.org, education link

c) International school partnerships

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

From our point of view these partnerships permit:

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

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

- *exchanging letters (handwritten, emails)*
- *designing and using interactive websites (including discussion forums and chat rooms)*
- *exchanging the results of project work with partner schools*
- *inviting an expert from the country of your partner school, who lives in your village or town to the classroom to get more information about partner countries*
- *planning mutual visits between the partner schools*

d) Debate competitions

Debate competitions are a very attractive method through which learners in formal or non-formal education can be made aware of contemporary global education issues. They can be organised on a group, school, local, national or international level, according to funds available.

Aims of the competition:

- *To develop speech and argumentation skills based on critical thinking*
- *To sensitise students on contemporary issues and lead them to raise questions through exploration of these issues*

- *To cultivate a critical mind*
- *To be critical receivers of messages and develop critical resistance to manipulation*

Evaluation Criteria:

- *Content (persuasion, arguments, speech level)*
- *General presence (voice, posture, gestures, expression)*
- *Time (keep to the time limits).*

General comment: the most important element in this kind of competitions is not winning but participating. Participants have to understand that the merit is in the stimulating journey itself, not in the destination. Through this journey they gain experience and knowledge which upgrade them as enlightened global citizens.

e) Participative arts

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

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

Theatre–forum, as PA is a method in different contexts and for diverse problems that confront different groups, with different interests, coming from different socio-professional categories.

Trainers use PA as an efficient way to stimulate activism/involvement at social, political and educational levels. The method is based on the language of theatre and on aesthetic space in order to stimulate the interactivity of all participants. They become spectators and actors (spect-actors), united in exploring, analysing and reconsidering most of the problems of the group to which they belong.

To begin with, we show a scene containing a problem (model) which will show action as a stimulant and make spect-actors respond and try to find solutions or possible alternatives by replacing the main character and/or other characters, therefore bringing new developments to the action. The model scene/problem must contain at least one unacceptable approach (violence, discrimination, non-participation, etc), which will be changed and replaced by a normal approach by the participants.

The forum proves to be useful in analysing the situation, even if the possible solutions are not developed to the end. Yet positive approaches are already a satisfying result. In any case, the debate, forum and the process itself are more important than the proposed solution because the simple confrontation of ideas and the exchange of reasons and arguments stimulate and train the participants for action in real life. The forum simulation will be a valid solution for real life.

f) Community learning

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

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

g) Learning to live together by⁹

Experiential practices

It involves the following characteristics:

- *learners follow their own curiosity and interest*
- *they learn through direct experience (learning by doing)*
- *the educator is more a learning facilitator or mediator than the only source of knowledge*
- *there is no formal evaluation of learning*
- *the learners reflect on their learning afterwards*

Collaborative practices

This is social and interactive learning where group processes prevail over individual learning. From this perspective, GE site activities have encouraged the development of skills such as:

- *setting a mutual goal*
- *teamwork*
- *assigning roles to each group member*
- *establishing shared responsibility*
- *arranging division of labour*

⁹ Delors, J. Apprendre - *Un trésor est caché dedans*, Paris, Ed. Odile Jacob, 1996

- *setting up shared resources*
- *creating a capacity to learn from and with each other.*

Intercultural practices

Many GE sites encourage this form of learning, which is based on two principles:

- *cultural relativism, according to which there is no hierarchy of cultures (one culture cannot be applied to judge the activities of another culture)*
- *reciprocity, in other words the interaction and cross-information of cultures in the context of our multicultural societies.*

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

- *overcoming ethnocentrism*
- *acquiring the ability to empathise with other cultures*
- *developing a means of cooperation across cultural boundaries and in a multicultural environment*
- *acquiring the ability to communicate across cultural boundaries, e.g. through bilingualism*
- *shaping of a new collective identity that transcends individual cultural differences*

Action practices

This is a goal-oriented process organised as a rule in the form of a project with precise outcomes. To carry out the project trainers/teachers have to:

- *formulate learning goals explicitly*
- *help learners to choose their own learning strategies*
- *motivate learners in such a way as to make them take responsibility for their own learning*
- *develop a concrete project that can be carried out entirely by learners*
- *encourage a gradual increase of learners' independence*
- *let learners understand their own action through reflection (learning by reflective practice)*

Contextual practices

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

- *helping learners to get an overall picture of learning goals and strategies*
- *encouraging learners and clarifying the values and identities they assume*

- *using learners' prior experience and knowledge*
- *encouraging learners to expand, test and apply new experiences in their daily lives*
- *letting learners draw their own conclusions*
- *fostering a global vision of society*

h) Sports

Sports can promote equality, participation and inclusion and enhance the social values and goals of individuals such as hard work, fair play, character development and team work. Participation in sports has been shown to create an increased commitment to the community, improved interpersonal relationships and a greater tendency to assume leadership roles. Because sports also promote social cohesion and mutual understanding and respect, they can also be used to communicate messages of understanding in diversity and to help find non-violent means when facing difficult situations¹⁰.

Global education also has to enrol sports activities as a major resource based on the interest and enthusiasm they create in children and youth and the possibilities this interest opens for creating open spaces for dialogue, research and study in between groups of diverse cultural, religious and ethnic backgrounds characteristic of the globalised world¹¹.

CRITERIA FOR PLANNING AND EVALUATING GLOBAL EDUCATION ACTIONS

As mentioned before, in global education a great variety of methods and materials are used and a wide range of educational settings and actions are possible.

For the planning, implementation and evaluation of actions, based on global education methodology, the following list of questions may provide some guidance:

I. Clarification of goals

- *What kind of message would I like to give to my audience / target group at the end of the action?*
- *What are the goals (in number of participants and strategy) for the action?*
- *The process of organising a global education action is often more important than the outcome!*

¹⁰ More on sports as a method at: www.toolkitsportdevelopment.org

¹¹ More on practices in: Birzea, César - *Education for democratic citizenship: a lifelong learning perspective*, Council for Cultural Co-Operation (CDCC). Council of Europe, Strasbourg, June 2000

2. Involvement of partners and stakeholders

- *Who (colleagues, experts, organisations) could be a partner in organising a global education action?*
- *Is it possible to involve people from different social and cultural contexts (e.g. communities, religious groups)?*
- *How and in what form could all the partners be involved in the planning and implementation of the global education action?*
- *What role should the different partners play? Do they have the capacity to do their tasks?*
- *How is the cooperation process organised? Is there an atmosphere of respect and participatory cooperation?*
- *Is it certain that all partners can identify with the process and the outcome?*

3. Format of actions

- *Is there an appropriate relationship between the content and the type / format of the action?*
- *Does the type / format of the action make active involvement of participants possible?*
- *Are the location and environment during the global education action adequate?*

4. Logistics

- **Timing:** *Is the global education action planned well in advance? Has the date (weekday, related to other events the same day) of the action been adequately chosen?*
- **Budget:** *Is external funding or fundraising necessary (e.g. for room hire, fees)? The budget issue should be clarified between all the partners.*
- **Human resources:** *Is there sufficient support from people for the action?*

5. Public Relation and Media

- *What kind of promotion (e.g. flyers, posters, radio or TV spot) is planned for the global education action?*
- *Is it possible to involve local, regional or national media in promotion?*

6. Sustainability

- *What kind of documentation (for the participants) is planned?*
- *Is any kind of follow up activity expected?*

7. Evaluation

- *What kind of evaluation of the action is planned?*
- *Is evaluation of the teamwork planned?*

CRITERIA FOR SELECTING AND EVALUATING RESOURCES

As mentioned before, there is no one method for all target groups. In the same way, not all resources can be used in all learning groups; and a resource cannot be used in the same way with a different group or under different conditions. These have to be in our minds whenever we want to choose resources for use in a specific lesson or activity.

However, some criteria for the selection of useful resources for global education can be recommended to all global education practitioners in formal and non-formal sectors. Similar criteria can be used to evaluate resources, in relation to global education aims and according to the impact on the learning group. Of course, as educators, we must not expect to find resources with all the characteristics mentioned below because otherwise we will never decide to test or apply them.

1. Using a resource with a learning group

Choose your resources according to your learning group. This means according:

- To the learners' **age group** - not too simple, not too complicated, not too childish, not too serious.
- To the learners' **language level** - if they do not understand the instructions of a resource, they cannot participate. If the instructions are too simple, they will feel that you do not consider them clever enough or old enough to use the resource.
- To the **abilities** of all learners, especially in mixed-ability groups. It is not useful to try a resource, if one is not sure that learners can do it.
- To the group's **culture diversity** - not too oriented to a specific culture, especially if the group is multi-cultured, as learners may not understand or may misunderstand the content.
- To the group's **interests** - a resource which is very interesting to the educator or trainer may be boring for the learners.

2. Format

If the resource is a pack or tool, big or small, one piece or many pieces, we should check if it is:

- easily packed
- easily transported by hand or in luggage
- easily opened, set-up, ready for use
- easily used in the space provided for the purpose
- easily applicable in the time frame of the activity

If the resource is in electronic format, we should check if:

- *there is available equipment (computers, internet connection, etc) in the learning environment*
- *the format is compatible with the unit available for the activity*
- *the resource can be quickly and easily installed*
- *data are easily accessible to everybody*

3. Format and content

A good resource:

- *is flexible for use in different situations*
- *can be adapted to different situations*
- *can be easily modified, if needed*
- *can be easily translated, if needed, into another language*

4. Content

A global education resource:

- *raises issues for discussion on global education themes*
- *provokes questions on stereotypical points of view*
- *gives realistic but positive perspectives*
- *includes others' perspectives*
- *improves the learning environment*

5. Objectives and expectations

A good resource during the activity:

- *challenges both the educator and the learner group to use it*
- *helps educators to achieve their objectives in a more interesting, stimulating way*
- *helps learners to meet the objectives and gain knowledge*
- *corresponds to educators' and learners' expectations, but may surprise in a pleasant way*
- *stimulates creativity*
- *is appropriate to the content and the context of the activity*

A good resource after the activity:

- *gives an appetite for learning more*
- *opens prospects for new activities*

- *inspires the use of another global education resource*
- *helps to develop a critical view (positive or negative) on other resources*
- *helps to build criteria for selecting resources*
- *enables learners and educators to reflect and improve their learning methodology*

6. Impact

A good resource is enjoyable if:

- *it may be funny or serious*
- *it may contain simple or complicated ideas*
- *it may make us laugh or cry*
- *but it surely provokes critical reflection*

7. How to use it

A good global education resource:

- *provokes participation*
- *can be used by everyone*
- *is presented in a way that respects the user*
- *awakens users' creativity*
- *seeks interactivity*
- *shows you how to take care of it*

8. Before choosing a resource

- *If possible, ask the opinion of other educators who have used it. But do not forget that the use of the same resource is never the same, because it depends on different learning conditions and unanticipated factors*
- *Try it first in small groups to test that it works. It is less inconvenient to change your plans in a smaller than in a bigger group, if something goes wrong*
- *Put yourself in the learner's position and think if you would like to learn from this resource*
- *Calculate the cost of the resource and the budget needed for your whole project*

9. After using a resource

- *think if it helped you achieve your objectives*
- *reflect on the questions raised*
- *measure the impact on your learning group*
- *find the added value of your activity, in terms of global education issues.*

CRITERIA FOR CURRICULUM DESIGN FOR FORMAL AND NON-FORMAL SETTINGS

What maybe needs to be clarified and agreed upon is that designing the curriculum for global education does not mean the incorporation of a new specific discipline in an existing or new curriculum. Firstly, this is because global education cannot be limited to one discipline, especially if the whole curriculum follows other directions in terms of educational objectives. Secondly, global education cannot be restricted to the isolated will of one educator, coordinator or decision maker, especially if all the others feel they are not concerned. And, finally, global education is essentially a *cross-curricular perspective*, which promotes the incorporation of global issues in any education programme and enables educators to approach such issues through any subject.

Criteria for global education curriculum design could be set on two axes, (a) criteria on the content of the curriculum itself and (b) criteria on the procedure followed when designing the curriculum. It is, of course, necessary for both axes to be in accordance with the aims of global education.

Criteria on the content of a GE curriculum

The content of a curriculum includes not only cognitive and ethic, but also methodological issues, as described before. That means first of all that global education perspectives must run through all aspects of the learning procedure, i.e. learning environment, methods, activities, textbooks and other resources. A number of questions may help us to define what distinguishes the global education perspective in the curriculum, in order to design the content and then evaluate the effectiveness of global education curricula with the same criteria:

- Does the curriculum foster international understanding and develop a sense of global responsibility?
- Is the curriculum mostly ethnocentric, national or European oriented or is it multi-culture oriented and characterised by a global vision and understanding of the world?
- Does it give emphasis to the investigation of the causes of conflict and violence and the conditions of peace in individuals, institutions and societies, through a three-time dimension perspective?
- Is it based on recognition of the historicity and interconnection of both the phenomena and knowledge of the phenomena?
- Are there links between particular issues of each science/subject and general knowledge, with a global and historical perspective that fosters fundamental human values?

NEVER FORGET THAT A RESOURCE IS JUST A RESOURCE. THE BENEFITS OF A RESOURCE DEPEND ON:

- How you use it
- How long you use it
- How often you use it in within the same group
- How it is received by your group
- What you achieve after you have used it

- Are there possibilities of links between the various subjects making it possible to investigate within a holistic approach the interdependence between the causes and consequences of poverty and increasing social gaps, conflict and violence, human repression and social exclusion, migration and xenophobia, unilateral development and ecological disaster, at local and global level?
- Is it based on fundamental knowledge and human values, while investigating communalities and diversities between different perspectives?
- Does it take into consideration the different cultural backgrounds of the learners and educators, in a positive and constructive way of building on existing knowledge coming from different sites of our global world?
- Does it help learners to develop social literacy skills for dealing constructively with worldwide problems on a variety of scales and levels from the personal to the global?
- Is theory clearly connected to praxis, opening prospects for learners to act as responsible global citizens?
- Does it incorporate participatory strategies and macro/micro perspectives in present world problems as a way of interaction, as a great development axis for working projects, as elements for discussion and analysis among learners, preparing them to be active members of society looking for solutions in solidarity?
- Does it include strict guidelines for teaching methods, selecting resources, good practices or is it favourable to a large variety of resources and methods, while proposing a great spectrum of examples of good practices and resources?
- Do various subject areas offer a range of learning opportunities for a future dimension, including open-minded enquiry on issues related to building a more secure, just, peaceful and sustainable world society?
- Is there a flexible framework allowing the exercise of various methods and the use of multiple resources? Does it give possibilities for interaction and learning from each other?
- Are there possibilities for working towards a “unity of learning” between the formal and non-formal curriculum?
- Is there enough space and liberty for extracurricular activities, compatible with the aims of the curriculum?
- Does it give particular importance to the development of lifelong learning skills which will strengthen the people’s aptitude to participate in synergies acting for social and sustainable development?
- In each part of the curriculum, is the knowledge of the only truth given, or is it possible for the learning group to discover knowledge through a dialectic approach based on research, doubts and questions?
- Does it investigate the progressive, dynamic development of knowledge at global level? Moreover, does it foster the evolutionary process of humanity towards solutions of common problems through partnership and solidarity?

Criteria on the procedure followed when designing a GE curriculum

Global education methodology issues are expected to be reflected in the procedure when designing a global education curriculum. The following questions may help us to identify these issues in the curriculum design process and set criteria for this process:

1. Is the whole process participatory, cooperative, inclusive, democratic and dialogical? Are all players in education invited to get involved in the decision process? Especially:

Are the educators actively involved?

Are they considered not just as the multipliers or executors of a pre-decided programme, but as partners in the decision-making process?

Is it obvious that the educators need to take the responsibility of participating in the process of curriculum design, as equal interlocutors with other relevant players in educational policy?

Are the learners actively involved?

If global education aims to create responsible global citizenship through active participation, isn't it necessary for learners to be considered as partners in the decision-making process on curriculum design in both formal and non-formal education?

Are different culture and social groups equally represented?

If global education aims to develop respect towards cultural and social-economic differences and educate people to learn to live with others, how can we include in the curriculum the real aspects and issues of our globalised world, if not by involving representatives of different groups in the decision-making process? Contributions from different points of view coming from people with different cultures and social backgrounds are fundamental for a multi-perspective view, especially in our multi-cultural, fragmented societies.

2. Do the following sentences characterise the people involved in the curriculum design?

- *critical towards information, stereotypes and conventional resources*
- *non-dogmatic and open-minded*
- *capable of dialogue and respect for different opinions*
- *skilled in analysing global realities and recent social data*
- *gifted with values and attitudes of global citizens*
- *disposed to evaluate existing resources and search for new ones*
- *responsible for undertaking such a task*
- *inspired by and committed to global education challenges*

3. Is the curriculum design process coherent with global education aims? Are the curricula for different disciplines or subjects designed independently from the whole programme or within a global education framework? Are there different interdisciplinary and also subject committees working in closed cooperation with each other? Is it evident that links between various subjects can be drawn only within synergies between people qualified in different sciences and from different levels of education, able to work in a collaborative, interactive and holistic approach?
4. Is the curriculum design process relevant to the global education learning environment? Is it reflective and stimulating, interactive, creative and promising? Moreover, is it based on investigation, analysis and synthesis?
5. Does the curriculum design process include evaluation criteria and methods based on the philosophy and aims of global education? Have criteria been defined (a) for initiative, formative and final evaluation (b) for internal and external evaluation and for self-evaluation?
6. Does the curriculum design process in the formal or non-formal sector incorporate a training programme for educators?
7. Are there any criteria for evaluating the curriculum design process itself?
8. Is there a mechanism for a following-up process, providing a framework for continuous, sustainable updates of the curricula, based on evaluation of the learning process and in coherence with global education aims and methodology?

EVALUATION

Evaluation is a necessary process in global education, which empowers practitioners by raising their awareness of the effectiveness of the global education programme they are involved in. Evaluation is not an end itself. It has to be a continuous, never-ending reflection/action process, related to global education methodology and goals, enabling people to continuously learn, improve the quality of their methods and strengthen global education in their environment.

The evaluation process can be implemented in different ways, on some or all aspects of global education activities or projects, responding to multiple functions and a large, variable spectrum of needs.

What is the subject of the evaluation process?

All aspects of global education may be evaluated - learning methodology, resources, tools, learning environment, curriculum issues, educators' competences, learners' knowledge, type of actions, planning,

communication strategy, people's involvement, impact on local realities, etc. What is important in the end is to recognise within our learning group tendencies or signs of a shift from the culture of individualism to a culture of partnership based on dialogue and cooperation, as described in the relevant chapter.

People often ask what makes a global education evaluation process different from any other evaluation process on education. It is not necessary to look for the answer outside the borders of the contemporary pedagogical and evaluation theories. The answer can be found in the coherence between global education aims, objectives and methodology and the “why, what for and how” a global education evaluation process is taking place.

A. WHY DO WE NEED EVALUATION IN GLOBAL EDUCATION?

Is evaluation really necessary for practitioners in global education?

Developing an evaluation culture within all people involved is a challenge for global education. Obviously, the evaluation process needs to be in accordance with global education issues. Global education enables people to develop skills of critical thinking and analysing, of research and multi-perspective approach on common problems, to deal with contradictions and stereotypes. It helps people to develop values and attitudes of self-knowledge and vision, of dialogue and cooperation, of open-mindedness and responsibility towards our common world. It encourages people to develop a global vision and a positive approach on how to make the world we all live in better. Parallel to that, developing an evaluation culture means that both educators and learners become able to cooperate for self and group improvement through a critical, multi-perspective approach to their work. Because evaluation involves a self-assessment dimension, not only learners but also educators need to be encouraged to improve their own skills and competences to play their role as responsible, diligent educators in our globalised world. And because evaluation demands a complex, multi-prismatic and non-linear approach, people involved in an evaluation process become more aware of the complexity of factors related to education and of the need to interconnect different elements, in order to understand and improve the world we live in.

How do practitioners often feel about evaluation?

Even though people recognise the need for evaluation, many practitioners do not like getting involved in an evaluation process and sometimes resist the process or ignore evaluation results. Because evaluation is often conceived as a control of their own work, and sometimes even related to that, they are afraid that it may call into question their professional competences and even threaten their work. And this is because evaluation is often perceived as an external, time-consuming, sometimes difficult, boring and not-inspiring bureaucratic procedure. Educators complain that they spend more time reporting than acting. That is why evaluation cannot be a “forced” process coming from an “up-down” decision. On the contrary, the global education evaluation process needs to be decided and designed through a “bottom-up” procedure,

where practitioners discover the need to get involved in the evaluation process, because they realise that evaluation is a part of their methodology that enables them to make their work better in a systematic way and be aware of all the factors influencing its efficiency.

What is the purpose of an evaluation process?

The purpose of evaluation is related to the strategy, the methods and the aims of our activities. Global education practitioners need to evaluate their work in order:

- *to be more aware and reflect on their methodology or strategy*
- *to check the appropriateness of the project to the learning group*
- *to understand the impact of the resources they apply in the learning process*
- *to measure the effectiveness of their methods*
- *to measure changes in skills and knowledge*
- *to measure changes in attitudes and behaviours*
- *to analyse and synthesise the relationship between aims and methods*
- *to get feedback and improve future activities*
- *to reconsider and then try to solve a problem in a cooperative way*
- *to re-think their practices and make necessary changes*
- *to feel valued and be more inspired for further actions*

At an institutional level, more than the previous requirements, evaluation results can be extremely useful for:

- *measuring the effectiveness of a process in relation to its aims and objectives*
- *measuring changes in skills and knowledge in relation to methods and resources*
- *measuring changes in attitudes on people's behaviour in relation to methods and resources*
- *achieving recognition and visibility for a project*
- *collecting good practices*
- *enhancing the experience from one project to other*
- *conducting a comparative analysis of different methods used in a project*
- *building a common understanding of the project*
- *analysing the results in relation to past experiences*
- *sharing the results with different groups of people concerned (i.e. partners) to maximise the potential of experiences*
- *fund-raising purposes*

- *comparing similar activities in other countries which are closed to similar situations*
- *enhancing the demand for policy changes at local, regional or national level*
- *strengthening institutional work in terms of quantity and quality*
- *inspiring more and better action and networking*
- *increasing the capacity for development via qualitative criteria*

B. WHAT KIND OF EVALUATION IS APPROPRIATE TO OUR WORK?

There are different evaluation procedures and also different evaluation methods according to the people involved, the time schedule, the tools used, objectives and especially the context of our educational project. Different tools are used to evaluate different kinds of processes. It is not the same to evaluate a learning process and learning outcomes or the impact of a project as to evaluate a strategic plan for a project or organisational performance and management.

However, all evaluation procedures in general take into consideration the following distinctions between:

Self-evaluation, internal and external evaluation

An important distinction is made between self-evaluation and internal evaluation for group work and also between internal and external evaluation.

Self-evaluation

Self-evaluation is absolutely necessary to review and improve our own methods. It demands skills of self-knowledge and self-criticism. It is based on the natural will for self-development and life-long learning. When people conduct a self-evaluation, they have a sense of engagement and responsibility towards the whole of their work.

Self-evaluation is never enough for an evaluation process but it is necessary for practitioners in order to be aware of their own work. It is a starting point in the process of evaluation - re-thinking our own commitments and performance related to a specific activity. Furthermore, we need to remember that a practitioner acts within a context, in interconnection with other factors related to his work. So self-evaluation has its own limitations and is more dynamic when combined with other forms of evaluation, measuring other elements of the learning process.

Self-evaluation concerns not only practitioners but also learners. While the learning process is under way, learners analyse their personal development in terms of awareness on global issues. Global education, as learning that transforms, enables learners to be aware of their own thoughts, feelings and actions and also understand their level of social responsibility and commitment towards the challenges of our globalised world.

Internal evaluation

Internal evaluation can help teamwork within the learning or working group and supports institutional networking and development. It demands trust and confidence, continuous cooperation and encouragement between people in the group. The obstacles are often people's resistance, competition within the group, lack of time or unwillingness. That is why clear, objective indicators need to be set up by the team and also why participatory methods during the entire process are more convenient. People must get involved in the internal evaluation process with the feeling that the whole process belongs to them, so they become reflective practitioners.

Learners, as members of the global education learning group, have an important role to play in the internal evaluation process. They need to participate on an equal basis giving their own point of view on the learning process, according to their expectations and needs.

The external evaluation

The external evaluation is more objective and has to be based on widely accepted norms and standards. Sometimes external evaluation frightens people, because weaknesses of their work cannot be hidden. In that case, people should be encouraged to understand that evaluation is undertaken with the only purpose of improving and not criticising the work done. If the evaluator is seen not only as "a critical friend" with methodological competences in global education, but also as somebody that, due to his or her role, needs to keep the necessary professional distance and to coordinate the different processes, the external evaluation will provide the team with the necessary inputs to improve its work.

In both internal and external evaluation, the subject of the evaluation, methods, criteria and indicators, as well as consequences must be clearly explained to the team and accepted by its team. It is extremely important for the external evaluator to hold consultation meetings with the group before setting up the indicators, so s/he can take the realities of the team into consideration. Last but not least, the evaluation process must respect self-autonomy and personal views and lives.

A combination of internal and external evaluation can be very fruitful for a comparative analysis of the results, according to criteria, indicators and methods. Interaction between both forms of evaluation is highly beneficial and increases the validity of the process.

Initial, formative and final evaluation

Another distinction is made between initial, formative and final evaluation. Conduct an initial evaluation before starting your project, to get information needed to identify problems, measure knowledge and skills, understand values and attitudes and set your strategy.

Use the formative evaluation in the early stages of your project or activity to support its implementation and development and then during your project or activity to identify problems and explore solutions and adapt and improve your programme according to the results of the evaluation process.

Use the final evaluation after your project or activity has been completed to measure the effectiveness and reflect on and improve your methodology for the future.

If possible use both processes for continuous follow-up of your work. In that case, you must bear in mind that the results of each process are related to the time schedule and feedback from the formative evaluation of your work. If there is interaction between the formative evaluation and your work, the results of the final evaluation are encouraging and promising.

A post-evaluation process can be very useful in measuring the efficiency of the evaluation process itself in relation to our work.

Qualitative and quantitative evaluation

An important distinction is made between qualitative and quantitative evaluation. Even though quantitative is easier than qualitative evaluation, both are necessary to ensure quality in a systematic way. That is why when we implement a global education methodology, we need to assess evidence of both a quantitative and qualitative nature. Moreover, quantitative often gives us indicators of qualitative evaluation. For example the numbers of participants in a project or activity, the number or frequency of actions, events, press releases, publications, used materials etc are indicators for quantitative evaluation. However, these measurements may give us indicators for qualitative evaluation, if for example we use criteria concerning the origin of the collected data on people's interest or criteria concerning the reason for these numbers within the social context or within the learning group related to the impact or our project. This kind of combination between quantitative data and qualitative criteria may lead us to a more comprehensive analysis of the value and the effectiveness of a project. More than that, qualitative evaluation is necessary for the formative evaluation process, in order to continuously improve our education process, while quantitative evaluation is often used in the final evaluation to collect measurable data.

C. HOW TO CONDUCT THE EVALUATION?

As already said, there are different evaluation methods, related to 'why', 'when', 'to whom' and 'how' the process is applied. Nevertheless, the evaluation process presents common characteristics regarding the necessary steps to follow:

Identifying the subject

Firstly we need to identify what we want to evaluate and what it is possible to evaluate. Bearing in mind that it is easier to assess changes in knowledge and skills than long-term changes in values and attitudes, the 'subject' of the evaluation has to be specific and measurable, within the context of our work. Values and attitudes are not easily measurable, so we may define topics for evaluation in relation to them (i.e. changes in specific behaviour). More than that, we can evaluate some of the issues of our activity or project related to our aims and objectives, and not necessarily the whole programme. Therefore, in public policies and long-term programmes, in the evaluation of

the whole it is often necessary to analyse the impact of global education within a specific context, and then reflect on education policy and improve the whole programme within a holistic approach.

Defining criteria and indicators

Criteria and indicators have to be decided before selecting the evaluation method. It is also necessary to distinguish between criteria and indicators. A criterion is set up by questioning ourselves about the issues of our subject in relation to the quality of our work, when an indicator is set up by answering the question 'how do we measure this criterion?'. For example, a criterion on the impact of a simulation activity is the degree of reflection provoked, which has to be related to our aims. The relevant indicator may be the number of questions asked by the participants or the number of participants who reacted by questioning or by expressing themselves.

Selecting method and collecting data

There are different methods of evaluation related to a global education methodology. Choose what is appropriate to your work within a wide spectrum of methods, preferably participatory. Peer reviews, pilot evaluation, case studies, context analysis, S.W.O.T. analysis, impact assessment may give you the framework. Then apply to your evaluation process interviews, consultations, team visits, participatory activities, discussion workshops, debates and observations followed by discussion group work. Ask your learning group to answer questionnaires, write learning diaries, organise a portfolio, prepare individual or group reports or other documents, collect data or make an evaluation photo or a poster. When evaluating a global education project or activity, it is essential to use evaluation methods in accordance with the learning methods. Participatory activities, like a 'World café' or 'moving in space to express our opinion', or round-table discussions are particularly encouraged.

Interpreting and analysing information

The next step after collecting data is the interpretation and analysis of the information within the areas of performance we have chosen to focus on and in relation to our criteria and aims. When analysing the information coming from an evaluation process, it is important to distinguish between the aims of the evaluation and the aims of the project or activity evaluated. It is also important to try to understand the unseen and unsaid in the information coming from people involved, also in relation to the learning environment and our methods.

Communicating the results

A participative process means that all people concerned should learn the results of the evaluation process, discuss them and cooperate for the next step.

Developing strategies for improvement

As already mentioned, evaluation is not an end in itself. The result of the evaluation should be used to reflect on our methodology, generate new perspectives and new objectives and develop strategies for the improvement of our work.

CHAPTER E

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COMPASS

COMPASS has been produced within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe. The programme aims to put human rights at the centre of youth work and thereby to contribute to the bringing of human rights education into the mainstream.

<http://eycb.coe.int/compass>

DOMINO

A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance.

See also Alien 93, Youth organisation combating racism and xenophobia.

<http://eycb.coe.int/domino>

EDUCATION PACK

Idea, resources, methods and activities for informal intercultural education with young people and adults.

<http://eycb.coe.int/edupack>

EXPLORING CHILDREN'S RIGHTS, *Lesson sequences for primary schools*

<http://www.coe.int>

HUMAN RIGHTS EDUCATIONAL FACT SHEETS

The European Convention on Human Rights - starting points for teachers

<http://www.coe.int>

T-KITS : TRAINING KITS

The training kits are thematic publications written by experienced youth trainers and other experts. They are easy-to-use handbooks for use in training and study sessions. T-Kits are produced by the Youth Directorate.

<http://www.coe.int>

EUROPEAN CHARTER FOR DEMOCRATIC SCHOOLS WITHOUT VIOLENCE

Upon the initiative of the Council of Europe, young people from across Europe have prepared the European Charter for Democratic Schools without Violence on the basis of the fundamental values and principles shared by all Europeans, in particular those set forth in the Council of Europe's Convention for the Protection of Human Rights and Fundamental Freedoms.

<http://www.coe.int>

More under: www.nscentre.org

APPENDIX 1

MAASTRICHT GLOBAL EDUCATION DECLARATION

EUROPEAN STRATEGY FRAMEWORK
FOR IMPROVING AND INCREASING GLOBAL
EDUCATION IN EUROPE TO THE YEAR 2015

THE “MAASTRICHT GLOBAL EDUCATION DECLARATION”

Europe-wide Global Education Congress, Maastricht, The Netherlands, November 15th – 17th, 2002

- *Achieving the Millennium Goals,*
- *Learning for Sustainability,*
- *Increased commitment to global education
for increased critical public support*

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations’ Decade for Education for Sustainable Development.

I. Recalling:

- International commitments to global sustainable development made at the recent World Summit on Sustainable Development, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- International, regional and national commitments to increase and improve support for Global Education, as education that supports peoples’ search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix I).
- The Council of Europe’s North-South Centre definitions of Global Education (2002)
 - *Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
 - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that:

A world that is just, peaceful and sustainable is in the interest of all. Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right. This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors;

- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) which are involved in the ongoing useful political discussion in the framework of the North-South Centre;
- Significantly increased additional funding, on national and international levels;
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels;
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to:

5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.

5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

5.3 Increase funding for Global Education.

5.4 Secure the integration of Global Education perspectives into education systems at all levels.

5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.

5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.

5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

APPENDIX TO THE EUROPEAN STRATEGY FRAMEWORK DOCUMENT:

Building On Existing Consensus Regarding the Need to Increase and Improve Global Education, we recall:

- *The agreement made at the World Summit on Sustainable Development 2002 including recognition that “the achievement of the internationally agreed development goals, including those contained in the Millennium Declaration...will require...significant increases in the flow of financial resources...to...education and awareness raising...” (par 75), and to “integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change” (par 104), as well as the adoption of a decade of education for sustainable development, starting in 2005;*
- *Chapters 35 and 36 of Agenda 21 concerning “Promoting Education, Public Awareness and Training;*
- *The Global Education Charter of the North-South Centre of the Council of Europe, encouraging the development of synergies between varieties of Global Education – human rights education, peace education, development education, environmental education, learning for sustainability;*
- *The Aarhus Convention on the Right to Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental matters, with its rights-based approach to learning for sustainability;*
- *Commitments to the right to human rights education contained in international and regional human rights instruments, including the Council of Europe Recommendation on Teaching and Learning about Human Rights in Schools (1985); the UNESCO Montreal declaration on HRE (1993); the Vienna Declaration (1993); the UNESCO Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995); and the Plan of Action of the UN Decade of HRE : 1995 – 2005;*
- *The “Declaration and programme on Education for Democratic Citizenship, based on the rights and responsibilities of citizens” of the Committee of Ministers of the Council of Europe (Budapest, 1999);*
- *The recent Recommendation of the Committee of Ministers of the Council of Europe to member states regarding Education for Democratic Citizenship, and the Council proposals to designate a European year of Citizenship through Education (July 2002);*
- *The Development Education Resolution of the Council of Development Ministers of the European Union (November 8, 2001), encouraging “increased support for development education” and “exchange of information and experience on development education between governments and civil society actors”;*

- *The OECD DAC Senior Level Meeting (December 2000) proposals that DAC encourage member states to develop national targets on development education spending as a percentage of ODA spending;*
- *The conclusions of the Nordic Council of Development and Education Ministers meeting, Oslo, May 2001 “Nordic Solidarity, committing to greater co-operation between development and education Ministries for global solidarity;*
- *The Baltic 21 Co-operation, the Haga Declaration commitment that “education for sustainable development be pursued at all levels of education...” and the Baltic 21E (January 2002) Agenda 21 strategy for Education in the Baltic region;*
- *The Earth Charter;*
- *The Copernicus Charter (1993) signed by over 250 Universities in Europe stating that Sustainable Development should be incorporated in all curricula;*
- *Luxembourg declaration of Universities;*
- *National declarations on Global Education, such as the German Final Declaration by Participants in the Conference on “Education 21; Learning for fair and sustainable future development”; 28 -30 September 2000 in Bonn;*
- *Final declaration adopted on Education For All (EFA) by the World Education Forum (UNESCO, Dakar, 26-28 April 2000) and the final declaration adopted by the High Quality*
- *Group on Education For All (UNESCO, Paris, 29-30 October 2001);*
- *The Johannesburg Local Government Declaration.*

APPENDIX 2

GLOBAL EDUCATION CHARTER

NORTH-SOUTH CENTRE - COUNCIL OF EUROPE

GLOBAL EDUCATION CHARTER

Working document
by Dakmara Georgescu
Institute for Educational Sciences, Bucharest

1997

- *Facing Globalisation*
- *International Support to Global Education*
- *Defining Global Education and Global Learning*
- *Objectives*
- *Pedagogical Challenges*
- *Institutional Challenges*
- *Annexe - International Documents supporting Global Education*

Global Education concerns school and out-of-school activities. This Charter focuses on the implications of Global Education for bodies responsible for school policies in Europe. Global Education shall be made a principle in schools, in the curriculum and in teacher training courses, taking into account the fact that working in the formal sector is a very strategic and important way to influence overall educational changes.

The Charter presents a series of arguments for political and educational decision makers to take up the challenges we have to face today and will have to face tomorrow. It is intended to stimulate the debate about how education should be organised, how the curriculum should be formed in order to keep up with rapid changes in a more and more interdependent society, by translating the globalisation issues into school programmes.

The aim of this Charter is to attract as well as encourage policy makers and educators to support the ideas and ideals of global education in formal school programmes. We consider that an essential dimension of school curriculum reform now and in the future is to integrate global issues into the formal curriculum¹.

I. FACING GLOBALISATION

Globalisation is an obsessively recurring word in every type of discourse which tries to describe and explain social, economic and political developments in the world today. In the past few decades, processes related to globalisation induced major changes - economic, technological, cultural, demographic, environmental and political - which require a definition of responsible global citizenship. The world we live in has evolved into a single social system as a result of many ties of interdependence among various countries. Recent history unquestionably shows that the lives of men and women of this planet may be influenced by facts, processes, organisations and networks thousands of kilometres away.

While globalisation may be said to have begun hundreds of years ago with the expansion of western influence to various parts of the globe, it was not until this century - after World War II more particularly - that it became a fact. World-wide economic relations - largely through the activity of multinationals - as well as social relations, modern communications and transport allowing a fast flow of information, persons and goods are both causes and characteristics of globalisation as a process that led and leads to an interdependent world.

However, globalisation did not develop evenly: indeed, it was accompanied by inequality and conflict. The global development of economic and social relations has been paralleled by wide disparities between North and South. The prevalence of market economy tenets, and economic and technological advances world-wide are countered by unequal world economic growth, imbalanced distribution of cognitive and material resources, the spectre of damage caused by an unwise development of resources and hazardous uses of technological progress. If the development of our planet into a planet village is accepted as a fact, the assessment of the benefits and costs of globalisation, the interpretation of the process as such is a highly controversial issue. In different contexts, in various parts of the world and in respect of various sides of globalisation, the phenomena and processes that help building today's (and increasingly obvious tomorrow's) global/planet village are perceived ambivalently as positive or negative, good or bad, beneficial or damaging, profit-making or loss-making.

¹ The idea of a global Education Charter relevant for Council of Europe member countries emerged at an international workshop on Partnership on Global Education - Global Education in Secondary Schools organised by the North-South Centre of the Council of Europe jointly with the Ministry of National Education and Religious Affairs of the Hellenic Republic in Athens on 15-17 March 1996.

Global education may help people realise that globalisation expresses the course of the future social development and that it depends on us all whether developments benefit only a privileged part of the globe's population or humanity as a whole. Global education (and global learning) is an answer to globalisation processes and their chances as well as risks.

Major political changes in recent years such as the opening of the Berlin Wall and the rising tide of democratisation in Central and Eastern Europe, in the Republic of South Africa, in Central and South America, etc. seem to support an optimistic view of globalisation and its effects. However, this has also been a time when ethnic and religious conflicts deteriorated into cruel wars in various parts of the world. While there has been growing awareness of the common needs and wants of people the world over, how exactly can the different views on giving access to the Earth's resources be reconciled is still an open question.

We strongly consider that some of the questions raised by globalisation processes could and should be addressed by education. In order to function in an adequate and respectful way in our society, young people and adults have to remember through education and constantly consider the fundamental equality in diversity of human beings, the need for respecting other cultures and races and for condemning violence, coercion and repression as social control mechanisms.

2. INTERNATIONAL SUPPORT TO GLOBAL EDUCATION

Global awareness and global consciousness has been documented in more than one way in recent decades. Firstly, it was the media that gave access to globalised information, culture and life styles. Consciousness of global change as growing interdependence and the need for international cooperation was complemented by a systematic response to change promoted mainly by international organisations such as the United Nations, UNESCO, the Council of Europe, OSCE. More and more, individuals and organisations, supporters of global education realise that people and their leaders clearly need developing attitudes and behaviours conducive to the acceptance and promotion of interdependencies and cooperation among nations.

Many international covenants and declarations prepared and enacted by these institutions over time contain suggestions, recommendations and lines of action for both the design and the implementation of professional global education programmes, seen as relevant educational responses to the challenges of the contemporary world². Such covenants and declarations, *conveying the firm belief in the educational potential of school*, include outstanding statements for global citizenship that sum up values and principles seen as a foundation for a world where cooperation among persons equal in rights and dignity may eventually be a fact.

² Educators concerned with the way global education programmes are made and carried out may benefit from the ideas and suggestions embedded in several documents which are seen as educational texts in the Annex in a list which does not claim to be exhaustive.

Educators should be aware that such values and principles must constantly be reinvented, changed and asserted through *learning processes*. Decision makers and educators should also be highly sensitive to the fact that these values and principles cannot be taken for granted to be universal: this is a major challenge. Empathising and valuing different cultural perspectives in the context of other values system is a demanding requirement of global education.

Reference to such international documentation reveals intellectual and political perspective changes across the world in recent decades, and illustrates the fact that various phrases advanced by the specific action of international organisations (e.g. environmental education, human rights education, peace education, holistic education, preventive education, etc.) convey in different ways a common awareness of educational priorities which are in line with changes in the world we live in.

3. DEFINING GLOBAL EDUCATION AND GLOBAL LEARNING

Global education³ as a movement of ideas and an educational trend is seen as an attitude and a response to the increasing globalisation in every realm of modern life. The scope of global education has grown steadily for the past twenty years. The American and Canadian experience provided the impetus. Although different from development education, human rights and peace education, inter- and multicultural education, global education gives a broader perspective to what has traditionally been referred to by these special education areas, and stresses the strong interdependencies and links between the economic, technological, socio-political, demographic and cultural aspects of social life.

Educators concerned with the way global education programmes are made and carried out may benefit from the ideas and suggestions embedded in several documents which are seen as educational texts in the Annex in a list which does not claim to be exhaustive.

Global education, *as a style of learning and way of thinking*, encourages people to identify links between the local, the regional and the world-wide level and to address inequality.

It is concerned with four main fields of research and action:

- *interdependency within a global horizon*
- *sustainable development*
- *environmental awareness and concern*
- *human rights (including anti-racism), democracy, social justice and peace*

³ The definition of Global Education has to be seen as an open and instrumental one, trying to describe a consensual core of ideas which reflect the understanding of the existing concepts and practices at a particular point in time, helping us to better communicate them.

Global education stresses their interrelationship for humanity as a whole and the close link with international contexts. It addresses issues according to an interdisciplinary approach and gives central importance to all aspects of interdependency, based on active and participative educational methods.

As a special educational action, global education is characterised first of all by interdisciplinarity and by its intercultural-oriented approach, by the above-said theme focus and by the learning objectives which pursue to develop the competencies required of global citizenship.

Advancing new opportunities for education, global education is promoted as *giving an insight into globalisation phenomena, allowing the acquisition and development of skills and competencies required by individuals to adjust to the challenges of a changing society*. Global education, more than just a strategy of enabling people to understand the world we live in, is also *a specific way of action for reshaping the world, for helping human beings to achieve personal and community empowerment*.

Global education is centred on global learning which develops the abilities to *understand, to feel and to act* against the background of multiple interdependencies, and which is future-oriented. While global learning cannot be achieved without specialist knowledge, knowledge acquisition is not its foremost aim. *Global learning mainly aims to develop the abilities to make decisions on one's own life, competently to take part in social practice and express solidarity with those whose fundamental rights are violated*.

Global learning is defined as comprehensive, anticipatory, participative, person-centred, situational, based on the stimulation of thinking apt to cope with interdependencies. It is a kind of learning focussed on issues, based on self-motivation and independent effort.

As a learning process, global education facilitates development of the abilities to feel, to think, to judge and to act so that young people may cope with the intellectual and emotional challenges of a global existence⁴.

Global learning aims to master tensions, particularly those occurring, subject to context, between:

- *globalisation and local potential for action*
- *complexity and inevitable oversimplifications*
- *life experience universalisation and individualisation*
- *uncertainty and the need for certainty*
- *future orientation and the confrontation with historically determined events and processes*
- *knowledge acquisition and development of social competencies*

⁴ There is still the risk that global education be diverted to a charity or paternalistic approach, which perpetuates clichés and stereotypes particularly about Third World countries, and creates or maintains images and attitudes which are false and dangerous, given these countries' potential and effort for access to the levers of development.

Global education, as a perspective of thinking, judging, feeling and acting incorporates the dimensions of learning, life style and action, stressing the relationship of values and standards for humanity as a whole, emphasising international contexts, and enabling children to actively participate in the construction of their future.

4. OBJECTIVES

Global education meets the training needs of young people and contributes to their moral education by trying to provide consistent and competent answers to such questions as:

- *In what ways and to what degree are our lives influenced by global processes, operating at a local level, and how well aware are we of this?*
- *How and to what extent can global processes be influenced locally, from access to resources to responsibility-sharing?*
- *How can sustainable growth and a sustainable society be ensured now and in future?*
- *How is the global-local interdependence likely to be modelled so that globalisation may not be a threat to everything that is local?*
- *How can we avoid a globalisation that goes in the wrong direction, when reasons are selfish and “wrong”?*
- *How can ethnic-centred education models be overcome when we pursue the preservation of local identity in a global perspective?*
- *How can the local concepts of global citizenship be identified?*

Global education is aiming at *providing orientation in the present and future world. To develop the skills for understanding the world we live in and for competent and moral action therein, global education must facilitate:*

- *knowledge of others and acceptance of life in a pluralistic world;*
- *awareness of the fact that global relations are complex and that we have to understand globalisation from different perspectives;*
- *an analysis of how global relations affect us through the cause-effect and purpose-means relationship;*
- *admission and acceptance of interdependencies and interferences that shape our local, regional and national identities in a global context;*
- *development of concern for justice, for sharing rights and responsibilities in the perspective of global citizenship;*

- opening/diversifying the forms of learning, including critical media literacy;
- evidence that people can influence life through participation against injustice, exploitation and repression;
- readiness for personal and group action;
- awareness of implications of present choices/decisions and actions;

Given the dimension of *intercultural education* incorporated into/subjacent to global education, we consider global education to comprise four major areas on the art and knowledge of living together on Planet Earth (“Savoir vivre ensemble”):

- Empathetic education** (*to learn to understand the others, to learn to put ourselves in the place of others, to see problems with the eyes of others, to be empathetic to others*)
- Solidarity education** (*to develop a sense of community that transcends group, state, or race limits, to work/campaign for an end to inequality and social injustice*)
- Mutual respect and understanding education** (*to open up to other cultural areas/worlds, to invite others to participate in/join one’s own culture*)
- Education against nationalism** (*to open up to other nations, to communicate, to avoid attitudes/expressions/behaviours rooted in prejudice and stereotypes*).

Global education broadens the horizons of knowledge and allows a critical reflection on one’s own and others’ identities and life styles, and by so doing it *helps avoiding misinterpretations and stereotypes*. The learning processes specific of global education aim at developing a permanent global-local relationship in an attempt to meet the need to build our lives by acting.

4.1 The body of knowledge and the processes of learning

Knowledge and awareness of global processes are no aims in themselves. They make no sense unless they are aimed at *developing attitudes and competences apt to foster sensitivity and social participation in young people*.

Through a specific body of knowledge students must be introduced to the language and issues of global education. They have to be confronted with core concepts, such as:

human rights, world communication, sustainable future, work and employment, new economic alliances and new power blocs, supremacy, development, division, international trade, population increase, pressure of resources, habitat destruction and preservation, inclusion, exclusion, mass poverty, migrations, nationalism versus internationalism, conflicts, social movements, education.

The *factual information* supplied to students should be substantive and verifiable, all while linking up different cultural, historical, gender-related and ideological perspectives. Furthermore, it should be accompanied by an analysis of the implicit and explicit assumptions and values on which these perspectives are set. Global education should stress structural interdependencies between North and South, and between development trends in the North and in the South.

Learning processes, rather than providing knowledge as such, should pursue to integrate attitudes, skills and knowledge, also taking into account the relationship between knowledge and context.

The body of knowledge should be so conceived as to allow students to explore and use the interdisciplinary and cross-curricular links provided by the school programme (e.g. links between history and environmental studies, between geography, history and civic and political studies, etc.).

4.2 Attitudes and skills

Political and educational decision makers and educators have to understand the need for and potential of global education. School programmes clearly need to promote attitudes and behaviours conducive to the acceptance and development of interdependencies and cooperation between nations. The spiritual, emotional and physical capabilities needed today to master the reality and complexity of our lives are intellectual and socio-emotional instruments that must be oriented to a globalising perspective of the art and knowledge to live together.

The development of attitudes and skills that global education is supposed to support and stimulate pursues to make children *able to avoid indifference and the lack of concern*. It avoids a simplistic and one-sided thinking which maintains clichés, bias and stereotypes, allowing their negative social effect to persist. The aim of global education is to bridge the gap between knowledge (and even understanding) and responsible action, helping young people develop *political skills* and confidence to use them.

Comprehensive global education efforts which emphasise the relationship between global and local issues should enable students to develop and express their concern for equity, social justice and personal and environmental well being. Thus, students should develop attitudes of: tolerance and respect, solidarity, collaboration and cooperation, fair competition, care, patriotism without paternalism or nationalism.

The *intellectual skills* developed through global education are to give students competent access to the complex and interdependent fields/aspects of human rights, sustainable development, peace, citizenship

and the environment. They should enable students to grasp the multi- and intercultural dimensions of our identities and the complex interdependencies of contemporary life in their positive or negative instances designed and assessed in context. *Critical thinking and critical approaches* essentially mean comparing local and global phenomena and processes, and analysing their causes and reasons thereof. Students should use as much as possible approaches involving contrast, comparison, assessment by their recourse to criticism.

Students should also learn to *deal with new information technologies*, which are linking us daily with the world. A special place should be assigned to *the critical literacy and critical analysis of the media*, given their potential to promote and induce stereotypes and misinterpretations. Students would have to develop *their social communication, decision-making and conflict-solving skills*. They have to learn to *share responsibilities, to accept different perspectives as a source of mutual enrichment and empowerment*. Such skills are the basis for access to and use of strategies for participation and involvement in local, national and international affairs. These skills should develop awareness of the interrelationship between human action and decision-making. They should also help creative adjustment to change.

5. PEDAGOGICAL CHALLENGES

The introduction and promotion of global education in schools, as a new dimension of learning, can and should entail important curriculum changes perceived as good innovative or reform actions.

Global education is identifiable in pedagogical practice as a cross-curricular approach, as a disciplinary approach with special emphasis on globalising aspects, or as special extra curricular projects or programmes. Practitioners realised the need for methods and strategies that combine feeling, thinking and doing, as well as balance play and learning, the student's actor-spectator status, learning and action through sharing.

By developing the emotional value of learning in addition to its cognitive one, global education relies heavily on interactive techniques which help adjust the content and form of learning to the aims of global education.

The teaching and learning about global issues in formal education raise important pedagogical challenges, as summarised below:

- *How can school succeed in creating closeness to events, causes and effects which are geographically far away and how can it foster awareness and attitudes which do not yet generally exist at the level of decision makers, nor in most of our media?*

- *How can global education design meaningful school projects which focus on local-global interaction but are not exclusively community-oriented ?*
- *How can balance be achieved between the recourse to “conventional” methods of traditional pedagogy and the new methodologies advanced by modern educational sciences, such as interactive strategies, partnership or project work, collaboration, exchanges and direct interpersonal contacts between schools and countries, and modern communication systems (fax, email, Internet)?*
- *How can school and out-of-school activities be interrelated to allow mutually beneficial interactions which prevent school from fully and artificially being severed from family, community and other socio-political influences with potential educational benefits?*
- *What time can global education be allocated in school programmes?*

These challenges have to be considered with respect to everything that is linked with school activities, including teaching materials, consulting and training.

We take the view that, by its many good practice cases, global education has proved its reforming potential and that in as much as education is concerned, there is not one pedagogy, but different pedagogies adjusted to specific contexts. In this way, cultural and political pluralism as a global education principle shows in school practice as pedagogical pluralism. It is this *pedagogical pluralism* that must give students, too, a voice in the definition of programmes and specific activities.

We strongly believe that more discussion and further dialogue between practitioners will help better knowledge of curriculum process and good practice cases from all over the world.

Global education as a wide-ranging tool of intervention has to be promoted in a *special learning environment, which facilitates the gradual development of the sense of curiosity and pleasure of discovery, and allows the acquired knowledge to be put to practice.*

6. INSTITUTIONAL CHALLENGES

Global education is seen by its proponents and practitioners not only as a valuable source of social learning and socialisation, but also as a reservoir of *institutional change and improvement of school in order that what happens within be less academic and better adjusted and integrated to real-life changes.*

Global education is emerging as a challenge and chance to the institutional development of schools, which means the need for a more open and flexible curriculum, *as well as for the development of a democratic climate in school and a learning environment.*

Educational policy makers will have to reconsider the role of school which, rather than being seen as an instrument of perpetuating nationalistic goals, *should open children to a world perspective and enable them to live together in a world facing chances but also threats never known before.*

Policy makers and school authorities are called upon to give institutional support to global education in school by:

- *introducing/stimulating global education projects and programmes through the formal curriculum;*
- *facilitating the establishment and cooperation of Centres for global education;*
- *facilitating partnership networks between North and South institutions and persons, school links with global education-oriented national or international Centres;*
- *providing pre- and in-service teacher training in order to stimulate teachers to take an interest in access to professional global education culture.*

Many global education projects have proved that different aspects, like *fund-raising or partnership*, can turn palpable, particularly if there is *cooperation with public authorities, and with national and international centres specialising in global education*. Good examples to this effect are countries like the Netherlands, Switzerland, Great Britain and Germany, where one can already speak about an *extensive cross-curricular global education tradition incorporated into school programmes through the efforts and concerns of the Ministries of Education and certain NGOs specialising in curriculum development*.

Effective partnership between persons and/or institutions as a prerequisite and outcome of global education depends in *turn on information, documentation and financing opportunities* to which access is provided by the specialised services of national and international centres which are active and competent in global education. *Global Education Centres have to enhance coordination and the flow of ideas and information, orienting also teacher teams to incorporate the action dimension of global education into schools, by giving their respective schools a distinctive profile.*

In order to improve the institutional support for the introduction into the formal curriculum of comprehensive global education programmes, we strongly recommend that global education be incorporated into national, regional and local legislation and that curricula and guidelines for all forms and levels of school be produced, enabling teachers and students to develop efficient strategies for global socialisation and education for global citizenship.

School programmes have to become a good start to lifelong learning, facilitating the long and sustained educational effort of the cultural transition towards a global (learning) society.

ANNEXE

- *List of international documents relevant for promoting and supporting global education :*
- *The Universal Declaration of Human Rights (1948) and the United Nations Charter on Human Rights*
- *European Convention on Human Rights and Fundamental Freedoms (1950)*
- *UNESCO Recommendation - (1974)*
- *The Helsinki Accords (1975)*
- *International Covenant on Civil and Political Rights (1976)*
- *International Covenant on Economic, Social and Cultural Rights (1976)*
- *Council of Europe's Recommendation No. 85/1985 on Teaching and Learning about Human Rights in Schools*
- *Declaration on the Rights to Development (1986)*
- *UN Convention on the Rights of the Child (1989), e.g. Art. 29*
- *The Maastricht Treaty (1992)*
- *Agenda '21 (Post-Rio Declaration - 1992) on sustainable development*
- *The Vienna Declaration of Heads of State and Government of the Council of Europe Member States (1993)*
- *The Vienna Declaration and Programme of Action adopted 25 June 1993 by the World Conference on Human Rights*
- *Resolution of the Standing Conference of the European Ministers of Education on Democracy, Human Rights and Tolerance (1994)*
- *Conclusions and Recommendations of the UNESCO European Conference on Curriculum*
- *Development: Civic Education and Eastern Europe - Vienna (1995)*
- *Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, adopted at the UNESCO General Conference (1995)*
- *Rapport a l'UNESCO de la Commission internationale sur l'éducation pour le vingt et unième siècle présidée par JACQUES DELORS: L'EDUCATION - UN TRESOR EST CACHE DEDANS, Editions Odile Jacob, (1996) / Delors Commission Report to UNESCO : "Education in the XXIth Century" - EDUCATION - Learning - The Treasure Within, (1996)*

- *European Commission White Paper on Education and Training (1996) on the initiative of Edith Cresson, Commissioner for Research, Education and Training, and Pdraig Flynn, Commissioner for Employment and Social Affairs, in cooperation with Martin Bangemann, Commissioner for Industry, Telecommunication and Information Technology*
- *Amsterdam Appeal on conflict prevention and peace-building: Action Plan for European Leaders and Civil Society (1997)*

Many other such declarations, covenants and recommendations have been made available by international meetings, e.g. those on environmental education or future education venued by Stockholm 1972, Tbilisi 1977, Copenhagen 1982, Moscow 1987, Rio de Janeiro, 1992.

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