

THINK GLOBAL

TEACHERS'
TRAINING
COURSE



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THINK GLOBAL

TEACHERS’ TRAINING COURSE



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INTRODUCTION

WHAT IS GLOBAL COMPETENCE, AND HOW CAN IT BE LEARNED EFFECTIVELY?

A group of seven European partners from Catalonia, Belgium, and Wales worked together on the Erasmus+ funded *Think Global* project on global competence. The project seeks to address the following research question through development and piloting of practical classroom activities: ***What is global competence, and how can it be learned effectively?***

The Think Global project explores, through international collaboration, how global competence is defined, taught, learned, and measured in the classroom. It offers a model of professional learning for teachers to support students in developing global competence and its relationship with ODS.

So, this training course is addressed to school teachers and other school stakeholders. The focus of the course is to empower school teachers to implement cross-curricular projects on global competence and it is delivered in an open online platform.

The course is divided into five modules. The first is an overview of cross-cultural theory on global competences, the theoretical framework and the research and studies developed on the topic. The second module is based on principles and strategies. The third module deals with methodologies and developing global competence programmes. The fourth module is about project-based learning. The last module of the course consists of designing a global competence project to be implemented in the classroom.

Teachers can decide what they need to work to achieve their objectives. In this way, they can decide which modules they need to work on, however it can be interesting to develop a final project to develop all the modules. It can provide teachers with a deeper understanding and reflections about our subjects and the development of global competence.

A digital version of this course is hosted in *Coursera*: <https://coursera.org/learn/thinkglobal-idp-ub> . Further information about the project can be found on the *Think Global* website: <https://blocs.xtec.cat/thinkglobal/> .



MODULE 1

INTRODUCTION TO GLOBAL EDUCATION, GLOBAL CITIZENSHIP EDUCATION AND GLOBAL COMPETENCE. General principles and strategies

INTRODUCTION

In our world everything is related to the global economy, politics, information, trade etc. People are moving around the world more and more, especially young people, interacting with people from different cultures or in interactions in their own communities. We become much more connected and interdependent. Decisions made in one part of the world can affect, and often affects, the rest of the world. Education in the current context is growing in complexity. Are we prepared for this new context? Do we prepare the new generations for the challenges they will confront in a more globalized and interconnected world? Probably the answer is that we are trying, but this is still a work in progress.

Since 1990 there is an ongoing trend to rethink education: How it has to be? What does it have to achieve? How do we develop it? For what? What do we need to do in order to provide education to prepare the new generations for this global, interconnected, complex and changing world? Perhaps these questions will encourage us to consider these issues.

Practitioners, pedagogies, academics and institutions have been working on the challenges that education is confronting and as result of their activity have been emerging several concepts that pretend to shift the way we understand education, among them two concepts interconnected Global education and global citizenship education focusing probably in what do we want to achieve as society and where the focus has to be put. Still, there is a third concept interconnected to them: global competence. This last concept is connected more with how global education and global citizenship can be achieved.

In this given context, the way professionals of education and institutions sound their practices have to be changed. Professionals should rethink their role and relation with students and with the learning proces-

ses. Institutions have to redefine their mission, their projects and the ways and resources needed to accomplish their new role.

Global education, global citizenship and global competence require an educational commitment that must be developed in various settings, combining various knowledge, facilitating the meeting of diverse cultural and ideological references, including critical thinking and building of perspectives.... All build from multiple interactions in diverse and changing realities.

We must think of education as a permanent process, where the school is one more actor in the community, the country, the world. We need to continuously explore and consider the approach of global education to develop global competences and global competence.

In this context, schools become a transcendental exchange space, based on the interactions that are established inside it but in dialogue with its local but also global context. This requires refunding the principles on which our daily work is based and seeking strategies that help us meet the new challenges we will find ourselves with. In this sense, the so-called non-formal education has to contribute together with other relevant actors in the local and global communities to global citizenship education.

We propose in this module to explore the approach of global education, global citizenship and its relationship with global competence. Considering this relation and the dimensions and domains of Global Competence (introduced here but developed in Module 2) we would consider that there are some common principles and strategies to take in consideration. In this sense, we propose that you reflect on some of them in order you can get some ideas to redefine your programs or classes.

OBJECTIVES

In this module, you will...

- Explore the concepts of global education, global competence and global citizenship.
- Reflect on the main principles that underpin global competence.
- Identify the main strategies that can support the development of global competence.
- Analyse the benefits of including these principles and strategies in your programmes.

CONTENTS

- Global education as a frame for global competences and global citizenship.
- Introduction to the concept of principles and strategies in this chapter.
- Main principles to support a shift in the way we build learning environments, programmes and classes in a context of global competence.
- Introduction to the main strategies to support global competence development.
- Key elements of relevant strategies to develop the principles and to contribute to global competence development.

1.1. Key Concepts: Global education, global citizenship education and global competences

Global education, global citizenship education and global competence, as we mentioned in the introduction, are related concepts that have been evolving since 1990. There are different approaches to these concepts depending on the part of the world where the concept is used. We will focus on the concepts developed in the European context.

The Council of Europe, through the North-South Centre, has been working for the development of global education since 1991. Their work led to the drafting of the Global Education Charter in 1997. Later, in 1999, the North-South Centre developed a networking mechanism for practitioners from Council of Europe member states to share strategies and practices for increasing and improving global education.

The Europe-wide Global Education Congress was held in the Netherlands in 2002 in the context of the Millennium Development Goals, where a definition of global education was originally formulated. Since 2002 until today, Global education has evolved and the focus on citizenship has been taking place. But what is global education? To define it we will consider *The Maastricht Global Education Declaration* (Council of Europe, 2002) that states that global education is a necessity and a right, in this declaration global education is defined as:

... 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. (Council of Europe, 2002, p. 2)

In this frame, the role of global education implies to move from a culture of individualism and dominance to a culture of dialogue and partnership based on dialogue and cooperation. Going beyond borders and building consciousness of world realities, it is about implementing the vision required to move from the actual model to a model of partnership between peoples, cultures and religions at micro and macro levels. This implies a radical change towards interconnectedness as a way to create possibilities for achieving more equality, social justice, understanding and cooperation amongst people. It challenges greed, inequality and egocentrism through cooperation and solidarity instead of dividing people through competition, conflict, fear and hatred. It involves a structural shift and implies relevant changes in the way we look at society, economy, and putting human beings in the centre, restoring human dignity as a central value.

Furthermore, it is considered as transformative learning that may allow a way to make changes at local level but aiming to influence the global context. One of the purposes of global education is to contribute to building a more responsive, committed citizenship through participatory strategies and methods, emphasizing that responsibilities in society cannot be left only to governments and other decision makers.

In this approach the responsibility includes the learners and all the actors and agents involved in any educational process (formal and non-formal). It builds on a learner centred approach to foster critical awareness of global challenges and engagement for sustainable lifestyles.

Since 2008, North-South Centre of the Council of Europe in consultation with the Global Education Network has published different editions of a participatory document on *Global Education Guidelines*. We recommend the following editions:

2012	https://rm.coe.int/global-education-guidelines-concepts-and-methodologies-on-global-educ/168070eb85
2019	https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101

These Guidelines pretend to be, on one hand, a guide for understanding and practising global education, in formal and non-formal education settings. On the other hand, a pedagogical coaching tool to establish glo-

bal education approaches or to improve existing ones, as they refer in the foreword of the document. This document written on the premise that the educational process has to support better understanding of a globalized world and foster participative civic engagement in finding solutions to common challenges. In fact, it opens the door to two important issues: Global Citizenship and Global Competences.

Moreover, it raises awareness on the role of professionals and institutions of formal and non-formal education. In the edition 2012 you can explore the relation between global education and global competences and in the edition 2019 you can explore the concepts of global education and global citizenship education.

Activity 1.1

First of all, start by defining what the following concepts mean to you: **global education, global citizenship education and global competence.**

<i>Global Education is...</i>
<i>Global Citizenship Education is...</i>
<i>Global Competence is...</i>

Then, read the Council of Europe's 2012 edition of *Global Education Guidelines* (pages 1 to 12) and fill in the gaps.

Fill in the gaps on the definition

Global education is education that _____
_____ and awakens them to bring about a world of _____
_____. 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 _____.

Finally, compare your definitions with those extracted from the document: **what do they have in common? How do they complement each other? What does the document add to your previous definition?**

Activity 1.2

Various international documents are related to the development of the concept of global education. Each one of them, in its own way, focuses and enriches this approach. Can you identify 5 main contents, dimensions, areas that are central for global education and why they are relevant? ...

Main contents, dimension areas

1. Respect for human rights and fundamental freedoms. Develop the capacity of appreciation of the value of freedom and the capacities needed for facing the challenges associated to it.
- 2.
- 3.
- 4.
- 5.

... Be aware that:

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 extracurricular 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. (Council of Europe, 2012, p. 81)

Activity 1.3

View the following video and complete the sentences below [<https://youtu.be/wdDMqVNkWEo>]. Then, select and justify the three characteristics that are most important to you in global education.

Global education aims at...

Global education arises from...

Global education searches to support the understanding and relation among 5 elements, which are...

The values we share one with another and that are relevant for global education are...

There are three dimensions to make possible Global education. One of them is related to the educator's role, which is...

The 3 characteristics that are most important in global education are...

- 1.
- 2.
- 3.

Activity 1.4

To reflect on the challenges this approach can bring to educators and institutions read the pages 81 to 83 of the *Global Education Guidelines* (Council of Europe, 2012). From the pedagogical challenges, **which one do you think can be developed by you and your school?**

1.2. Global Citizenship Education

As it happens in the case of global education, there is not a widely accepted definition for global citizenship education. In this case, complexity arises from the concept of citizenship and specially with the emerging concept of global citizenship. In fact, citizenship is related to political and legislative aspects, and usually tends to evoke allegiance to one's town or nation. Now it has taken a new meaning, a new dimension from its historical usage as it has gone "global". On the other hand, the notion of global citizenship has been debated in the sense that it can bring some challenges to national levels and has complex political implications. Education has been confronted for a long time with challenges to contribute to a development of committed citizens, and now again with global citizenship as a need of our society and consequently a mission for our schools.

Related to the concept of global citizenship and the need of supporting their development emerges global citizenship education in line with the concept of Global Education while global education focuses on

opening people's eyes and minds to the realities of the globalized world and awaken them to bring about a world of greater justice, equity and Human Rights for all global citizenship education implies more than global knowledge and care about local and global issues, is related to attitudes and values.

The **focus of Global Citizenship Education** is to support citizens in the development of capacities and competencies to face their global and interconnected world, being thoughtful about the problems their world is facing, being able to place global happenings, and understanding the impact of local and global context.

Global Citizenship Education is a strategic area of UNESCO's Education Sector programme as a response to the challenges that the world is facing. The idea is to empower learners of all ages to understand that peace, human rights and sustainability are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies. It aims to promote and develop the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development. The Sustainable Development Goals were adopted in 2015 and Global Citizenship Education is part of them as targets 4.7 and 12.8 (UNESCO, 2017).

Not only UNESCO is concerned about global citizenship in the Council of Europe. The concern is present too at the 2nd Summit of Heads of State and Government of the Council of Europe held in Strasbourg on 10 and 11 October 1997, where the member states decided to "launch an initiative for education for democratic citizenship with a view to promoting citizens' awareness of their rights and responsibilities in a democratic society" (cited in Council of Europe, 2010, p. 15). Moreover:

This decision reflected the growing awareness of the role of education in the promotion of core values of the Council of Europe –democracy, human rights and the rule of law, and in the prevention of human rights violations. More generally, education was increasingly seen as a defence mechanism against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. It was also broadly acknowledged that education makes a major contribution to social cohesion and social justice. (Council of Europe, 2010, p. 15)

The sustainable development goals (SDG 4 – Quality Education) mention specifically the role of global citizenship and education in developing individual competences to reach the defined targets of the agenda:

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. (Council of Europe, 2022, par. 1)

The *Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4* (UNESCO, 2015) states:

The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education which includes peace and human rights education as well as intercultural education and education for International understanding. (p. 49)

On UNESCO's (2013) publication *Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective*, a reference to competences is made identifying the following **core competencies**:

- a) **A deep knowledge** of global issues and universal values such as justice, equality, dignity and respect;
- b) **Cognitive skills** to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues;
- c) **Non-cognitive skills** including social skills, such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
- d) **Behavioural capacities** to act collaboratively and responsibly, and to strive for collective good.

Since 1990 the way we consider education and global education have evolved until the moment where UNESCO and all participants in the World Education Forum 2015 in Incheon recognized the important role of education as a main driver of development, and in achieving the other proposed Sustainable Development Goals. Education is crucial in promoting democracy, human rights and enhancing global citizenship, tolerance and civic

engagement as well as sustainable development. Education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice. Global Education and Global Citizenship Education share the need of contributing to help people to grow in a more just and equal world through broaden their horizons and promoting a responsible, active and engaged citizenship concerned aware of the interconnected world they live in.

Activity 1.5

Watch the following videos and identify the main aspects of Global Citizenship Education:

- <https://youtu.be/tPdtGrnj7sU>
- <https://youtu.be/T7Oiq2g4r-c>
- <https://youtu.be/Bb6lfkMbYZU>

Main aspects of Global Citizenship Education

1.3. Global Education and Global Citizenship Education as interconnected concepts

Global education implies a radical change towards interconnectedness and creates possibilities for achieving more equality, social justice, understanding and cooperation amongst peoples. It pretends to be a preparation for life enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems This relates to the concept of responsible global citizenship. In both cases competences are needed for

analysing, thinking, acting critically at a local- and global levels supporting them to become active social agents, more than that engaged and active global citizens. So Global Education and Global Citizenship Education should promote the building/development of competencies for responsible citizenship supported by an understanding of individual rights and responsibilities in and for a global interconnected world.

1.4. Global competencies approach

As in the previous concepts explored in this module there is no single, agreed-upon definition of global competence, and there are many terms and purposes that overlap, such as “education for global citizenship”, “global mindedness”, and “global education” (Engel, Rutkowski & Thomson, 2019).

As we mention in the introduction of this module, we must consider that our society is becoming more and more complex, more and more global and interconnected and that we face global challenges. It seems obvious that we need to prepare citizens for this context. The shift in the way that education is understood under the umbrella of global education and global citizenship education is a step forward in this direction. Inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. This setting allowed the development of a framework for global competences as a way to prepare people, citizens, especially young people, for this context.

In the global competences’ framework, the term “competence” is defined as the ability to mobilize and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context.

OECD defines global competence as the capacity to examine local, global and intercultural issues, understand and appreciate the perspectives and world-views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

Global competence is considered multidimensional capacities that are the result of the combination of four dimensions: examining issues, understanding perspectives, interacting, and acting, each of which needs a combination of knowledge, skills, attitudes, and values.

Global Education and Global Citizenship Education share the common goal of the empowerment of learners as autonomous social agents capable of choosing and pursuing their own goals in life within the framework that is provided by democratic institutions and respect for human rights; this empowering process implies changing the self and changing society. Moreover, there is a concern about knowledge and care for global issues. It is related to attitudes and values to foster critical awareness of global challenges and engagement for sustainable lifestyles. It is in this context that competences have a role to play to make possible Global education and Global Citizenship Education.

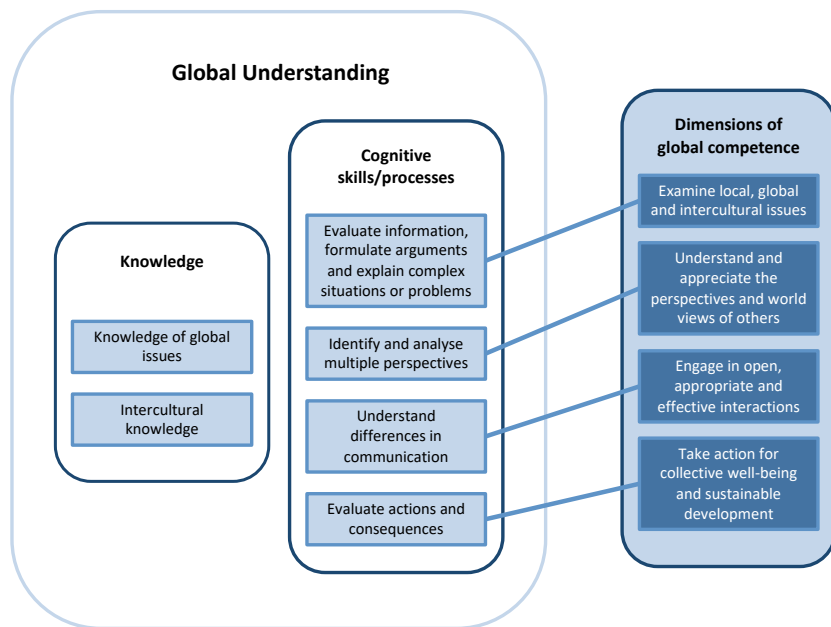
It is important to recognise the limitations to the OECD definition and to the current frameworks on global competence, particularly with regards issues of representation. It is argued (Grotlüschen, 2018; Sälzer & Roczen, 2018) that the PISA Framework for Global Competence (OECD, 2018) reflects a neoliberalism that is culturally biased towards white, Western, “scientific” discourse. The focus on the Sustainable Development Goals in particular reflects a European perspective on what can be considered ‘globally responsible’ behaviour and does not take into consideration issues of culture, socio-economic status, geography, or political situations in many countries.

Educating for global competence allows learners to care about global issues and to critically understand the local consequences of such issues; it also enables learners to actively address local issues that have global impacts. Global competence unpacks the complex web of interrelationships existing between people, places, issues and events in the world today. Global education develops the values, skills, attitudes and knowledge and critical understanding that equip young people to work together to bring about change and take control of their own lives (Council of Europe, 2019, p. 39).

You will find more information about global competences and how to develop them in the following modules. All these approaches focus on developing a global understanding in a complex world. Develop global competencies is necessary, as defined in the graph of the following page.

1.5. Some principles and strategies for Global education, Global citizenship education and Global competences

From this perspective education professionals’ have to reconsider some of the principles and strategies that may support the development



Global Understanding and dimensions of Global Competence.
Adapted from OECD (2018, p. 26).

of global education and global citizenship education and that are relevant when developing global competence in a complex, global and changing world confronted with multiple, diverse and global challenges.

1.5.1. Main principles

If you are doing this training, you are probably a professional in the field of education, and you are already familiar with pedagogical principles. There are several pedagogical principles related to different ways in which education is understood. Probably some of them you already know or will sound familiar to you, perhaps you will identify some nuances or new ones. The important thing is to be aware that all of them are interconnected and all of them are needed to be able to achieve the objectives of Global Education and Global Competence Education.

We understand pedagogical principles as the main pedagogical conditions that are needed to develop our practice. In this context, besides

the general principles that each one of your institutions already applies, we have to consider some main principles to be able to develop Global competencies. If you already have included them in your projects, it will be very easy to work on this topic. If this is not the case, perhaps this can open windows to new horizons.

There is a need to change the way we look at our students and the way we look at the world as much as the role we play in learning processes in order to build our programmes in relation to this new approach. Keeping in mind some principles, you already observe some suggestions.

We propose 9 guiding principles that can support the development of global education and contribute to the dimensions of global competence. These are principles that may underpin your practices.

- **Holism:** recognizes the self and the social context involved in the learning process of learning and teaching, and recognizes the needs of the individual learner in the interaction with a context that is becoming wider and more complex. Its premise is that the social context of the interaction is significant. It understands that the context includes people, relations, systems, processes... simultaneously. It takes in account the several levels (micro-, meso- and macro-, local and global). Likewise, it recognizes that the exchanges that take place within this social interaction in a complex context are the foundation for developing critical learners, thus including experiential knowledge of learners and teachers to improve the quality. Holism in the learning environments and process will contribute to critical, confident, independent students.
- **Complexity of the Context:** consider the context as a central element related to the learning environment but as part of the learning process. The context is more than what is near daily life. The context is wider and includes global, national, regional, and local culture, dynamics and politics. Take in account the individual context of the students, but in dialogue with the global context. The impact it has and how it shapes daily life and how our actions contribute to it too. It is important to continuously explore the interconnections and relations existing among the different components of this complex context and make it visible for the students. Share their experiences and put them in relation with the world Dynamics will enhance their comprehension of the role it plays.
- **Learners-driven but global focused:** learning processes have to be learner-driven and have to offer learners choices and participation

opportunities. These processes must take in account the learners' interest and perspectives, focusing on engaging individuals in collective actions that consider global issues and interconnections. The idea is to balance individual and global perspectives, concerns and interest with global ones. Putting students in the centre and making them aware of their role in the local and global environment. Education is a learning process to bring changes in their lives and in the societies' they live in, not only at local level but at a global level too.

- **(Cultural) Diversity Recognition and Awareness:** recognizing diversity implies the recognition of others not only as culture but as individuals or groups. Accepting and recognizing “the other” means being aware that there are multiple perspectives built in different contexts and cultures. Learning environments have to be able to show the existing diversity of approaches, to offer knowledge about differences and similarities of beliefs and practices and to promote a dialogue in order to create connections, build bridges among several cultural perspectives. Learning processes have to encourage participants to be aware of cultural practices as an integral part of sustainability issues. Being aware of diversity but especially recognizing it and introducing it as a dimension in all learning processes and environments will improve conviviality enrich creativity, broaden horizons and foster mutual respect. This will allow engaging in open, appropriate and effective interaction across cultures.
- **Interdependency:** in a globalized world, we are interdependent and related. Interdependency has several dimensions, political, social, economic and personal. In fact, in a more global world the things we do in one place have an impact in another, the decisions made influence others. Interdependency can link us to mutual support too. We have to develop the pedagogical context, showing the students the value and the effects of this interdependency in its local and global dimensions. For instance, selecting a topic of local and global significance, linking the experience of the students with global issues or vice-versa. They have to be able to recognize that their classroom, their school, their community and their city or country are all connected with the world and that they are citizens of the world. Their actions can contribute to making the world a better place. This will allow acting for collective well-being and sustainable development.
- **Critical thinking at the core of learning processes:** build context that empowers learners to take informed decisions and actions on real

life sustainability and global issues. They have to examine their assumptions, knowledge, and experiences, in order to develop critical thinking, and to be open to change. Support them to revisit assumptions, world views and power relations in mainstream discourses and to be aware that there are people/groups that are systematically underrepresented, excluded and become aware of the causes that generate these situations.

- **Integrate a global perspective into the existing curriculum:** it can help by creating cross-cutting themes that are then explored from the perspective of each subject area and bringing topics to discussion that are relevant for the students. Encourage learners to analyse real-life issues critically and to identify possible solutions creatively and innovatively. Encourage students to share stories of their achievements, failures, and values, and relate them to global stories to learn from them.
- **Building Wide Partnerships:** education needs a holistic approach that demands collaborative work from formal and non-formal sectors that involve multiple stakeholders. Building local but international partnerships can support the process. It implies to move from a culture of individualism and sectoral developments to a more dialogic and open process, including those outside the formal learning environment, open to the community and to the wider society building, bonding and linking connections between our learning environment and other places that provide opportunities for learning, for action, for engagement and that can bring in new perspectives. Encourage participants to work together actively and involve their communities in collaborative solutions. Going beyond borders and building consciousness of world realities, it is about implementing the vision required to move from the actual model to a model of partnership between peoples, cultures and religions at micro and macro levels. Partnership supports the change towards interconnectedness and can play a role creating possibilities for achieving more equality, social justice, understanding and cooperation amongst people.
- **Promote Participation:** the learning environments should help to build participatory and realistic visions of diverse futures with a realistic link with social needs and world issues. They have to be able to construct alternative futures and find new solutions to challenges. This can be developed in relation with the world they live in, participating actively in the complex context they belong to. Being part of the community, taking part in common actions, prepares them to take actions

for change. Moreover, this will contribute to developing awareness of social and political responsibilities. It encourages them to explore possibilities. It requires the recognition of students' capacities to act in a global world and of course in its own learning process. Recognition that students already have capacities, and they use, develop and improve them in their daily life, in the interaction with others, in the learning environments where they are, in the community and within the world. These capacities can be improved in the context of a long life learning and in a context of permanent change where they have to face new common challenges. Their capacities allow them to act as global citizens, with rights and responsibilities, and become an active part of their learning processes in a changing global context. All this will enhance their capacities and the ownership of the process.

1.5.2. Strategies

When referring to strategies in this context, as probably you are aware of, we refer to main elements that interconnected can contribute to build an optimum environment designed to offer students the opportunity to achieve learning objectives and facilitate the development of their competences. There are general strategies that combined in the planning of our programmes or classes will facilitate and contribute to global competence development. One isolated strategy is not enough: it is with the combination of them together, with other strategies that you may already use, that this will be possible. Taking in account, for example, Tichnor-Wagner et al. (2016; 2019), we propose different relevant strategies:

- **Take a wider perspective and act locally. Global to Local:** issues that are relevant in the global context as hunger, poverty, climate... And that can be easily related to the local context. Analyse it in a wider context in order to be explored locally. What does poverty look like in my town? How can I reduce it where I live? Does my solution have the possibility to be transferred to communities around the world?
- **Participation in diverse and plural teams that can be composed by different stakeholders:** opening the learning environment and having partnership with others can allow us to build groups where students can participate and share knowledge, perspectives. For instance, participating in the definition of a sustainable public space can contribute to their learning process but to the general purpose too.

It will allow us to discuss global issues, consider others needs and perceptions, value diversity and enhance commitment.

- **School as part of a wider community. Community as a classroom. Use projects:** connections are very important in our society. The feeling of belonging to the learning environment, to the community, to the world is what makes people feel part of it and responsible for it. The responsibility for global educated citizens cannot rest solely within schools and some other institutions; the community has a role to play and will benefit from this relation too. Collaboration among the different learning environments and the wider community will promote shared learning, increase learning opportunities and contribute to develop an inclusive learning community. Moreover, it will develop shared social responsibility about learning and community development.
- **Collaborative and shared actions connected to real world and to project based learnings:** projects allow students to develop realistic experiences, learning by doing in a local-global context and including diversity of perspectives. Projects built in a democratic and global environment will provide students connections to bigger issues and drive community engagement and engage real-world projects. Placing students in their local heritage, cultures, landscapes, opportunities and experiences but looking at other contexts, cultures and experiences, listening to other voices will facilitate the construction of links, bonds and bridges with others.
- **Take a big view. Incorporate a global view every day in every subject:** intentional integration of global topics and multiple perspectives into and across the standard curriculum; Ongoing authentic engagement with global issues; Connecting teachers' global experiences, students' global experiences, and the curriculum.
- **Include Diversity in the school:** schools that serve diverse populations have a gift that can be used and explored to build global competence. Building relations or partnerships with other schools will promote intercultural connections and help to unpack their own cultural backgrounds, beliefs and norms.
- **Promote exchange and travelling:** exchange with other communities and Travel introduces students to other cultures and builds way-finding (adaptive problem solving) skills. Allowing us to value communication as an important skill, being aware of world languages, developing fluency but searching for other diversity of communication tools and strategies.

Activity 1.6

The Asia Society Center for Global Education (2022) proposes different reasons why global competence matters and we should be engaging young people in learning experiences that focus on developing these skills, attitudes and dispositions. To achieve some of these challenges, **which principles or strategies contribute the most? And why do you think they contribute?** Fill in the following table.

Challenge	Principle/Strategy
<i>Students have to investigate the world, consider a variety of perspectives, communicate ideas and take meaningful action.</i>	
<i>Students have to learn that the world needs them to act, and that they can make a difference.</i>	
<i>Students have to be globally competent citizens, need to have knowledge of the world, exhibits habits like critical thinking, rational optimism, innovation, empathy and awareness of the influences of culture on individual behaviour and world events.</i>	
<i>Students have to enhance their own understanding and constructs (both mental and social).</i>	
<i>Students have to be engaged in their own learning and motivates them to strive for knowledge and understanding.</i>	
<i>Students prepare to approach problems from multiple perspectives and to thrive in a global future to solve the world's problems cooperatively.</i>	
<i>Students have to develop curiosity, and inspired students strive to learn more in school and beyond.</i>	

<i>Students have to develop the ability to thrive in this new and rapidly changing environment.</i>	
<i>Students have to meet the problems and opportunities of the world.</i>	
<i>Students have to be aware that individual actions reach around the globe.</i>	
<i>Students need to be able to work with and build relationships with people who have different background, this adds meaning, depth and joy in their life.</i>	

Activity 1.7

Building final thoughts: **Which one of the strategies presented do you use in your programme or class? Which aspects did you not consider? Which strategy or aspects do you think you can include? And why?**

Final thoughts

MODULE 2

THEORETICAL FRAMEWORK: Overview of cross-cultural theory on Global Competences

INTRODUCTION

Students live and will continue to live in a diverse and rapidly changing world (e.g. with emerging economies, fast-changing digital culture etc.) that is qualitatively different from the 20th century industrial world. It is clear that new skills are needed to deal with the challenging demands of the 21st century.

This complex environment provides an opportunity to educate students in global competence. This is not a new idea; many educators and academics have been advocating for education in global competence for some time. However, in 2018, the Organisation for Economic Co-operation and Development (OECD) formalised this form of education through launching a new assessment of global competence as part of PISA (OECD, 2018). This fulfils the global competence requirements set out by the United Nations' Sustainable Development Goals, previously adopted by member states in 2015.

The purpose of the 17 SDGs is to “unite the UN countries around a shared agenda focused on reducing poverty and increasing the quality of life in a sustainable way” (Asia Society & OECD, 2018, p. 11). Education for sustainable development, aims to enable the development of competencies “that empower individuals to reflect on their actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective” (UNESCO, 2017, p. 7).

In this sense, global competence plays an important role in making these objectives possible to live harmoniously in multicultural societies, to thrive in a changing labour market, and to use media platforms effectively and responsibly. Furthermore, “schools are also uniquely positioned to enhance young people’s ability to understand their place in the community and the world, and improve their ability to make judgments and take action” (Hanvey cited in OECD, 2018, p. 4).

It is therefore evident, that, an effective education for global competence gives students the opportunity to mobilize and use their knowledge, attitudes, skills and values through exchanging ideas on a global issue in and outside of school or interacting with people from different cultural backgrounds (for example, engaging in a debate, questioning viewpoints, asking for explanations or identifying directions for deeper exploration and action).

OBJECTIVES

In this module, you will...

- Define the concept of global competence and its implications for education.
- Identify the dimensions of global competences.
- Analyse the students building blocks of global competence: knowledge, skills, attitudes and values.

CONTENTS

- Concept of global competence and its implications for education.
- Dimensions of global competence and students building blocks of global competence: knowledge, skills, attitudes and values.

2.1. What is Global Competence? Why do we need Global Competence?

Read these definitions of Global Competence:

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD, 2018, p. 7)

Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions. (Boix Mansilla & Jackson, 2011: xiii)

Activity 2.1

Now, think about and argue about global competence and its role for education nowadays. After organizing your ideas, rephrase the definition with your own words and connect it with its role for education.

Global competence is...

2.2. Dimension of Global Competence for being globally competent

Education for Global Competence builds on the ideas of different models of global education, such as intercultural education, global citizenship education and education for democratic citizenship. Despite differences in their focus and scope (cultural differences or democratic culture, rather than human rights or environmental sustainability), these models share a common goal to promote students' understanding of the world and empower them to express their views and participate in society. PISA contributes to the existing models by proposing a new perspective on the definition and assessment of global competence. These conceptual foundations and assessment guidelines will help policy makers and school leaders create learning resources and curricula that approach global competence as a multifaceted cognitive, socio-emotional and civic learning goal (Boix Mansilla & Jackson, 2013). They will also facilitate governments' ability to monitor progress and ensure systematic and long-term support.

“Competence” is not merely a specific skill but is a combination of knowledge, skills, attitudes and values successfully applied to face-to-face, virtual or mediated encounters with people who are perceived to be from a different cultural background, and to individuals’ experiences of global issues (i.e. situations that require an individual to reflect upon and engage with global problems that have deep implications for current and future generations). Acquiring global competence is a life-long process –there is no single point at which an individual becomes completely globally competent. PISA will assess at what stage 15-year-old students are situated in this process, and whether their schools effectively address the development of global competence. The PISA 2018 assessment uses the following definition of global competence:

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (OECD, 2018, p. 7)

This definition outlines four target dimensions of global competence that people need to apply successfully in their everyday life (OECD, 2018, p. 9):

1. The capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes).
2. The capacity to understand and appreciate different perspectives and worldviews.
3. The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.
4. The capacity and disposition to take constructive action toward sustainable development and collective well-being.

These four dimensions are strongly interdependent and overlapping, justifying the use of the singular term “global competence”. For example, students from two different cultural backgrounds who work together for a school project demonstrate global competence as they: get to know each other better (examine their cultural differences); try to understand how each perceives his or her role in the project and the other’s perspective (understand perspectives); negotiate misunderstandings and clearly commu-

nicate expectations and feelings (interact openly, appropriately and effectively); and take stock of what they learn from each other to improve social relationships in their classroom and school (act for collective well-being).

Activity 2.2

Thinking about your personal context and curriculum: try to identify opportunities to develop the four global competence dimensions from OECD (2018) and highlight any connections to the Sustainable Development Goals (UNESCO, 2017).

Dimensions	Curriculum opportunities	SDGs
<p>1. The capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes).</p>	<p><i>E.g.: In her history course, a student learns about industrialisation and economic growth in developing countries, and how these have been influenced by foreign investments. She learns that many girls of her age work in poor conditions in factories for up to ten hours a day, instead of going to school. Her teacher encourages each student to bring one item of clothing to class and look at the label to see where it was manufactured. The student is surprised to notice that most of her clothes were made in Bangladesh. The student wonders under what conditions her clothes were made. She looks at the websites of various high-street brand shops to see if the websites can tell her about their manufacturing standards and policies. She discovers that some clothing brands are more concerned with human rights in their factories than others, and she also discovers that some clothing brands have a long history of poor conditions in their factories. She reads different journalistic articles about the issue and watches a short documentary on YouTube. Based on what she discovers, she starts to buy fair-trade clothing and becomes an advocate for ethically responsible manufacturing.</i></p>	<p>1. No poverty</p> <p>8. Decent work and Economic growth.</p>

<p>2. The capacity to understand and appreciate different perspectives and worldviews.</p>		
<p>3. The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.</p>		
<p>4. The capacity and disposition to take constructive action toward sustainable development and collective well-being.</p>		

2.3. Supporting the four dimensions for global competence

The four dimensions of global competence are supported by four inseparable factors: **knowledge, skills, attitudes and values**.

For example, examining a global issue requires knowledge of a particular issue, the skills to transform this awareness into a deeper understanding, and the attitudes and values to reflect on the issue from multiple cultural perspectives, keeping in mind the interest of all parties involved. Effective education for global competence gives students the opportunity to mobilise and use their knowledge, attitudes, skills and values together while exchanging ideas on a global issue in and outside

of school or interacting with people from different cultural backgrounds (for example, engaging in a debate, questioning viewpoints, asking for explanations or identifying directions for deeper exploration and action). A school community that wishes to nurture global competence should focus on clear and manageable learning goals. This means engaging all educators to reflect on teaching topics that are globally significant, the types of skills that foster a deeper understanding of the world and facilitate respectful interactions in multicultural contexts, and the attitudes and values that drive autonomous learning and inspire responsible action (OCDE, 2018).

2.3.1. Dimension of knowledge

As stated in OECD (2018, p. 14), on integrating global and intercultural issues in the curriculum:

Research on global education tends to focus on social studies and foreign language classes, often in the upper grade levels (Gaudelli, 2006; Karamon & Tochon, 2007; Merryfield, 2008; Myers, 2006; Rapoport, 2010; Suarez, 2003). However, the local, global and intercultural issues that students should learn about, in order to take responsibility for and act upon them, cut across education levels and academic disciplines (Gaudelli, 2003; O'Connor and Zeichner, 2011). For global education to move from abstraction to action, many advocates recommend integrating global issues and topics into existing subjects (Klein, 2013; UNESCO, 2014). In practice, several countries are pursuing a dual approach, where content knowledge related to global competence is both integrated into the existing curriculum and also taught in specific subjects or courses (e.g. human rights education).

The age of the pupils should not be a barrier, and very young children can explore local, global and intercultural issues when presented in developmentally appropriate ways (Boix Mansilla & Jackson, 2011; UNESCO, 2015). For teachers, the framing of a topic curriculum can significantly shape its contribution to global competence. For example, teachers may consider the ways in which a topic addresses local and global dynamics, how it can enable students to understand broad global patterns, and the impact on their local environment. A mathematics teacher might invite students to decide whether linear or exponential functions best fit the data on world population growth, or a music teacher may explore how today's hip hop is expressed differently around the world. OECD (2018, p. 4) asserts:

In order to avoid the risk that global education becomes a catch-all curriculum where everything fits, teachers must have clear ideas about the global and intercultural issues that they want students to reflect upon. Teachers need to collaboratively research topics and carefully plan the curriculum, giving students multiple opportunities to learn about a core set of issues that increase in complexity throughout their education (Gaudelli, 2006).

Professional learning communities can be highly effective to engage all teachers and to facilitate collaboration and peer learning. For example, Lee et al. (2017) show that highly motivated teachers in Thailand followed a training course on global competence promoted by the Ministry of Education, and then created professional learning communities in their school to engage other teachers, help them integrate global and intercultural topics in their courses and promote school-wide projects (Lee et al., 2017).

Teaching about minority cultures in different subject areas requires accurate content about and comprehensive portrayals of ethnically and racially diverse groups and experiences. Curricula should promote the integration of knowledge of other people, places and perspectives into the everyday workings of the classroom throughout the year (UNESCO, 2014a), rather than using a “tourist approach”, giving students a superficial glimpse of life in different countries every now and then.

Textbooks and other instructional materials can also distort cultural and ethnic differences (Gay, 2015). Teachers and their students should thus critically analyse their textbook and teaching resources, and compensate for inadequacies when necessary.

Connecting global and intercultural topics to the reality, contexts and needs of the learning group is an effective methodological approach to make them relevant to adolescents (North-South Centre of the Council of Europe, 2012). People learn better and become more engaged when the content relates to them, and when they can see the parallels between many global issues and their immediate environment. For example, students can become aware of the risks related to climate change by studying the effects that natural phenomena (e.g. hurricanes, floods) have on their own community. Capitalising on local expertise and the experience of young people in culturally responsive ways is particularly relevant when teaching less privileged or immigrant youth (Suárez-Orozco, Suárez-Orozco and Todorova, 2008).

A curriculum should pay attention to the following four knowledge domains:

- Culture and intercultural relations;
- Socioeconomic development and interdependence;
- Environmental sustainability and global institutions;
- Conflicts and human rights.

Teaching these four domains should highlight differences in opinions and perspectives, questioning concepts such as “truth” and “information”.

Activity 2.3

Scope curriculum mapping of your subjects in your country and create a forum to share and exchange ideas with your colleagues under this topic: **What can we adapt to our own school and its context?** Use the ideas collated on the document to take forward your own thinking and practice.

Text main ideas	Which of them do not integrate into the curriculum of my country?	Which of them integrate into the curriculum of my country?
<p><i>Students of all ages can come to understand local, global and intercultural issues across ages, when such issues are presented in developmentally appropriate ways.</i></p>		

Text main ideas	Which of them do not integrate into the curriculum of my country?	Which of them integrate into the curriculum of my country?

2.3.2. Dimension of skills

Skills are defined as the capacity to carry out a complex and well-organised pattern of thinking (cognition) and/or behaviour in order to achieve a particular goal. Global Competence requires both cognitive and behavioural skills, numerous skills, including reasoning using information, communication skills in intercultural contexts, perspective taking, conflict resolution skills and adaptability (OECD, 2018):

1. Students are able to reason with information from different sources, i.e. textbooks, peers, influential adults, traditional and digital media.
2. Students are able to communicate effectively and respectfully with people who are perceived to have different cultural backgrounds.
3. Perspective taking refers to the cognitive and social skills individuals need in order to understand how other people think and feel.
4. Taking an active part in conflict management and resolution requires listening and seeking common solutions.

5. Adaptability refers to the ability to adapt one's thinking and behaviors to the prevailing cultural environment, or to novel situations and contexts that might present new demands or challenges.

Activity 2.4

Reflect on your particular subject about which skills can be used to develop global competence.

My subject's skills	How might they be used to

2.3.3. Dimensions of Attitudes and Values

Teaching attitudes and values related to global competence by allocating specific teaching time to dealing with human rights issues and non-discrimination is an important first step in cultivating values for global competence. However, even more can be achieved by mainstreaming the principle of respect for human dignity and cultural diversity across all subjects. As explained in OECD (2018, p. 20):

Teachers can use multi-ethnic and multicultural examples to illuminate general principles and concepts, or emphasise the contributions of people from different ethnic groups to our collective knowledge and quality of life. Teachers thus need to develop repertoires of culturally diverse examples, the skills to use them fluidly and routinely in classroom instruction, and the confidence to do so.

Values and attitudes are partly communicated through the formal curriculum but also through the ways in which educators and students interact, how discipline is encouraged and the types of opinions and behavior that are validated in the classroom. For example, a history lesson on the American Civil War may emphasise valuing racial equality; however if the teacher disciplines minority students more severely, he or she communicates a contradictory value system. It is likely that students will assimilate the culture of the classroom more readily than they will learn the curriculum. Therefore, recognising the influence of the school and classroom environment on developing students' values, can help educators to become more aware of the impact of their teaching. For example, a teacher might reconsider the seating plan of the classroom if he is hoping to promote racial and gender integration among his students.

Teachers can be instrumental in replacing stereotypes of minority and disadvantaged students with more positive ones. However, teachers often find it difficult to engage in open discussions about diversity and discrimination. Part of the problem is a lack of experience with people who are different, and the assumption that conversations about discrimination and ethics will always be contentious. Consequently, teachers may concentrate only on "safe" topics about cultural diversity, such as cross-group similarities, ethnic customs, cuisines, costumes and celebrations, while neglecting more troubling issues such as inequities, injustices and oppression (Gay, 2015).

These difficulties can be overcome by giving educators access to continual professional development throughout their career. Specific training programmes and modules can help teachers to acquire: a critical awareness of the role that different subject and teaching approaches can play in the struggle against racism and discrimination; the skills to acknowledge and take into account the diversity of learners' needs, especially those of minority groups; and a command of basic methods and techniques of observation, listening and intercultural communication (UNESCO, 2007).

Activity 2.5

The text (OECD, 2108) highlights some difficulties that teachers find when they try to teach the attitudes needed to reflect on Global Competence. What are your experiences of any challenges or difficulties? Write about them below giving some examples if possible.



MODULE 3

METHODOLOGIES:

Developing Global Competence programmes

INTRODUCTION

Globally, the purpose, mission and expectations of education are changing amidst a world full of both opportunities and challenges. In this context, change is also needed for school cultures and organizations, and teaching and learning methodologies if students are to be successful. The concept of Global citizenship education and global competences are one way of supporting these changes through innovations in school planning, organization and methods.

In this module. We will explore the fundamental elements for thinking and planning suitable methodologies for global citizenship education and specially for the development of global competences. Before starting, we would like to review the two main concepts.

- **Global Citizenship Education:** Global Citizenship Education aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.
- **Global Competence:** Global Competence as the capacity to examine local, global and intercultural issues, understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

Taking these approaches into account there are a number of new requirements that schools may like to consider. The school culture and the ways in which planning and organisation take place need to be reframed through a commitment to develop globally competent individuals.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions. (Boix Mansilla & Jackson, 2011: xiii)

Considering that people living in our society require new competence and skills in order to be successful citizens, schools need to rethink their models of teaching and learning to create a different learning environment. There is a need to review, renew and experiment with practices and methodologies that can facilitate participatory, coeducational, intercultural teaching-learning processes which support the official curriculum, but are oriented to global justice, human rights, gender equity and sustainable development. These offer students the tools to be able to act in the world with a global and local perspective.

In this module, a brief introduction to the culture and organization of the school, will be followed by a focus on issues that can support you to build the methodologies and choose the strategies that best support global competence development in your own context.

OBJECTIVES

In this module, you will...

- Explore main pedagogical principles to ground new methodologies for Global Competence development.
- Identify the role of educators and students.
- Analyse the key elements that have to be taken in account to choose the most appropriate methodologies that can promote Global competencies development.
- Be introduced to some methodologies that are relevant and pertinent for global competencies development.

CONTENTS

- Methodological aspects of the process. Role of the context.
- The role of the educator.
- Micro and macro dimensions.

- Power relations.
- Different methods and strategies to develop the programmes (Project-Based Learning, Problem solving and others introduction).

3.1. School context as an important key to support new methodologies

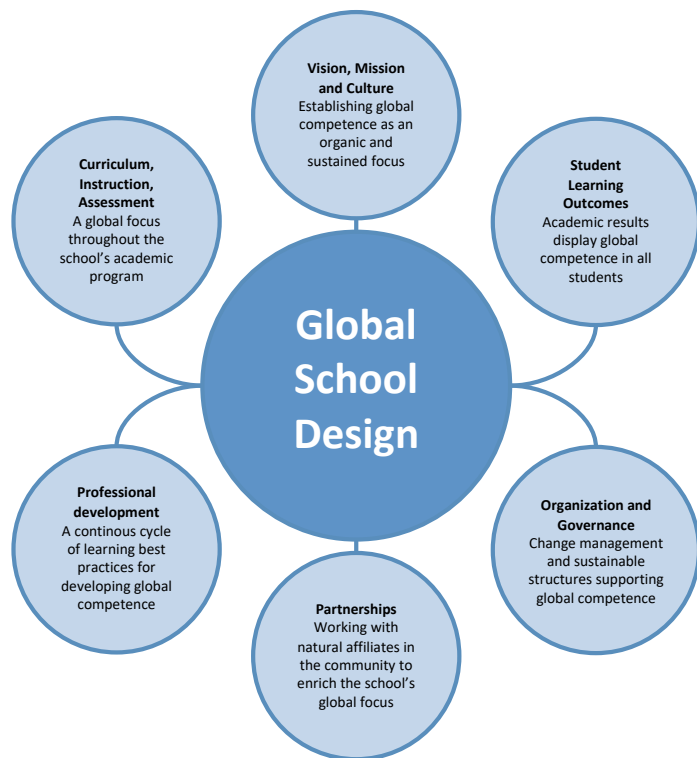
As a starting point, we would like to reflect on the importance of methodologies in relation to the context –where these methodologies develop can be both a facilitator or potentially present some challenges. Hence, the culture of a school together with its policies, planning and organisation are relevant issues to consider.

The culture of the school as an organisation comprises assumptions, attitudes, values and beliefs that are reflected in the practices and relationships of the school community for example, in the way problems are identified and solved. A school culture defines its identity and has an impact on the day-to-day life of teachers, students and parents. Such a cultural framework has an impact for policy development in school and has close links to decision-making processes, forms of participation, roles of the agents, use of space, dynamics, etc.

The facilitation of the school culture, together with its policy making, can create the right conditions for growth and development. Such growth includes academic rigour, sensitivity and a willingness to commit to social transformation. It also contributes to positive relationships, the roles of all participants, the decision-making processes, the participation styles, the distribution of spaces, the ways of communicating, the resources enabled, the openness to the community and the inter or transdisciplinary work. Working towards this kind of culture takes place gradually dependent on the leadership and context of the school. All these elements will play a role in facilitating a cultural change or presenting barriers to new initiatives. In order to strengthen the opportunities for facilitation, these cross-cutting issues are very important: **Autonomy, Intra-disciplinary work, Participation, and Securing permanent learning.**

School model is also very relevant together with the approaches and perspectives that characterize the culture of a school. Pedagogical choices have to be made in harmony with the values and principles that define your organization and meet the needs and demands of our society. The Asia Society (2018) recommends a similar process, embodied in its Global School Design, which provides a comprehensive vision of a school grounded in a global mission and purposefully creating a school culture that embraces

global competence. With more than 30 specific key indicators of school practice and organization that support teaching for global competence, the Global School Design provides a useful framework for considering strategic changes.



Global School Design Framework.
Adapted from Asia Society & OECD (2018, p. 29).

Nevertheless, teachers in their classrooms and in collaboration with each other can begin the process of change although global citizen education needs to be fully integrated into the curriculum and cannot be an add-on. For this reason, school leaders have to be committed to the vision of change. Some examples can be found in Asia Society & OECD (2018) *Teaching for Global Competence in a Rapidly Changing World*. In order to make genuine progress in developing global competencies and becoming a global

citizen education school, the school community should be aware of how its culture influences the promotion of values. This can be seen by reflecting on the dynamics in the relationships, the sense of autonomy and leadership and the school's relationship with the wider community.

Activity 3.1

In order to assess whether your school is ready to support the development of global competencies, please complete this questionnaire: [<https://www.surveymonkey.com/r/AFSIndex>].

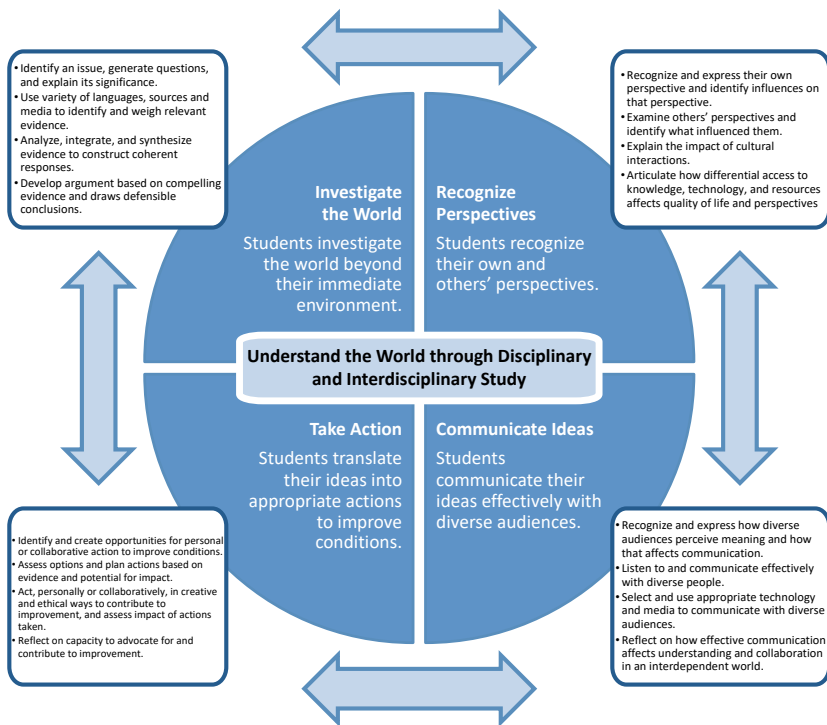
Activity 3.2

Watch the following video taking in account a global issue as children rights. Identify the strategies, practices, activities that influence the whole school [<https://youtu.be/xk8TTi9pEvE>].

3.2. Dimensions, domains and skills for designing, programming and developing global competences in the school

In the framework of global citizenship education and global competences we need innovation but bearing in mind that education is a political action that will contribute to change our world and that society requires global committed citizens to confront the challenges of our world today. For these PISA (OECD, 2018) identifies the four domains and four interdependent and overlapping dimensions that people need to apply successfully to their everyday life in order to be “globally competent”.

While it is important to examine the four capacities above individually, global competence is best seen as an integrated outlook on the world—not a collection of independent skills. (See Appendices for a general matrix characterizing elements of global competence, as well as a series of subject-specific matrices outlining how the four competences can be interpreted for language arts, mathematics, science, social studies, and the arts.) The graphic depicts the dynamic interaction among dimensions of global competence. (Boix Mansilla & Jackson, 2011, p. 11)



Dynamic interaction among dimensions of global competence.
Adapted from Boix Mansilla & Jackson (2011, p. 12).

Different approaches have been considered by the Council of Europe when thinking that the global citizens have to be educated under a frame of a democratic culture and there is a *Reference Framework of Competences for Democratic Culture* (Council of Europe, 2019). In the next page you can see the 20 competences of this framework model: values, attitudes, skills and knowledge and critical understanding.

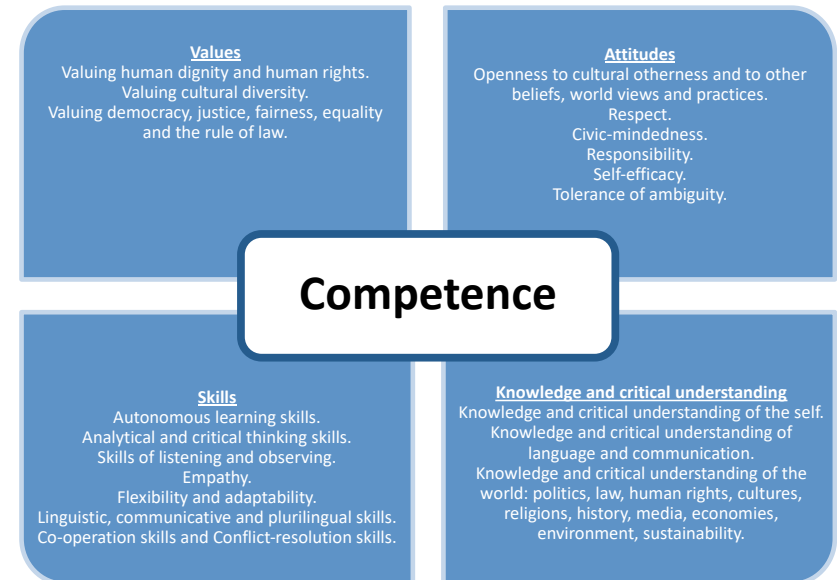
Regarding the skills, we would like to consider the 21st Century Skills identified following comments from a number of stakeholders, including teachers, educational researchers, policy makers and politicians. Notably, the viewpoint of employers is that the current century will demand a very different set of skills and competencies from people in order for them to function effectively at work, as citizens and in their leisure time. Such 21st Century Skills are: **Critical thinking, Creativity, Collaboration, Communi-**

ation, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productivity and Social skills.

These skills are considered relevant for global competence. As we can see, there are different actors that emphasize different areas or different aspects. Nevertheless, there are common elements.

Activity 3.3

Looking at the four dimensions listed in the page before, do you think one dimension is more important than the others when considering Global Competence and citizenship education? Try and think of examples that justify your answer.



Reference Framework of Competences for Democratic Culture.
Adapted from Council of Europe (2019, p. 40).

Activity 3.4

These domains, dimensions and skills have to be integrated and interconnected in order to achieve global competent citizens. Nevertheless, it is not easy to interconnect all of them. Identify the competences and skills that are being developed in the project *Pathways. Game Changers* [<https://youtu.be/J72-yDMEhVE>]. Get inspired in this example and read the information you will find in its project sheet [<https://blocs.xtec.cat/thinkglobal/files/2022/01/GC-school-practice-Game-Changers.pdf>].

3.3. Methodological dimensions to achieve the objectives and to develop the competences and skills

Achieving an integrated curriculum where global and local issues help students develop an intercultural perspective is not easy. This can be achieved through the development of a clear methodology.

In this context, methodology is defined as the pedagogical framework for the teaching and process; the way in which the learning objectives are met through an interaction with the students and a clear understanding of the assessment process. The Council of Europe (2019) proposes some dimensions that the methodological process has to consider:

- **The micro-macro dimensions.** From local to global, focuses on the interconnection between the global dimension of issues and the effects at local level (glocalisation). From personal to collective, it takes personal experiences and life stories to reflect upon the bigger issues affecting a group of people. From emotional to rational, reshapes emotional responses into rational reflections towards the action.
- **The three times dimensions.** Dealing with all three dimensions is very important when approaching global issues. For instance, initially we are naturally focused on how a problem appears at the present. However, we also need to see its roots in the past and explore possible or preferable futures to act towards. Avoid the tendency to interpret past events in terms of modern values and concepts.

- **Power relation dimensions.** Dealing with global issues implies connecting the dots among several different groups of interest based on power and profit or on human and environmental well-being.
- **Historicity of knowledge dimensions.** 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, economic, political) to achieve a reasonable comprehension of situations. History is also based on cultural perspectives.

Coherence and ethics in the teaching-learning processes are very important in these dimensions and the principles you can find in *Module 1* have to be considered together with other relevant aspects.

Activity 3.5

Read the project *When something BIG happens* [https://blocs.xtec.cat/thinkglobal/files/2021/08/GC_School_Practice_Coleg_Cymunedol.pdf]. Do you think this activity can take in account the four dimensions mentioned above?

3.4. Aspects to take in account when choosing the most appropriate methodology

Before thinking about which is the best methodology to work in our school we have to be able to adapt it to the diversity of students and group of students we have. There are some relevant things to consider as: **1.** Situation and background of the learning group; **2.** Composition of the group age, number of learners, social and cultural diversity in the group; **3.** Interests and needs of the group and the individual learners; and, **4.** Resources available (time, material, space, humans).

Together with these points, the disposition of the school community to create space for inter/interdisciplinary work, and for participation to create a collaborative and dynamic environment should be considered. Apart from these basic elements, the Council of Europe (2019) emphasises

zes three further aspects that have to be considered. Any methodology must allow (pp. 73-74):

- **Dealing with controversy.** Taking in account the contents of global citizenship education controversy will be present in the topics, so 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.
- **Confronting the issues of national or cultural identity.** Although Global education means resistance to the status quo, it should not be considered as a threat but rather as a positive challenge that can enrich and broaden national and cultural identity.
- **Including everybody.** When developing educational programmes, if it is not possible to know in advance the group composition, it is fundamental to foresee a flexible structure in the designing process to have always an available plan B. Be ready to change your plans, inclusion is at the core of Global Education.
- **Building a learning process.** Understanding that this is a learning process and there are different ways to achieve the goals. Learners create emotional connections towards an issue through a concrete experience, these emotions have to be reorganised and processed through reflection and observation. Consequently, debriefing and sharing perspectives within a group of peers allows to conceptualise and abstract the experiences visualising learning achievements and creating direct connections with the wider society to think about possible active experimentations to test in order to find alternative solutions over that specific issue.

Taking in account these 4 aspects mentioned by the Council of Europe we can add the need of having a holistic view that states that all components of reality have a systemic relationship to each other and that all the elements are intrinsically related to all that exists at global and local level. Teaching should not be fragmented; this leads us to build a more integrated curriculum.

Activity 3.6

Reread the project and re-watch the video on *Pathway Game Changers*. How might the aspects discussed be reflected in the project?

Pathway Gamechangers (Example)

Description: The *Game Changers* program brings together secondary school students from different language communities and socio-cultural backgrounds to build problem-solving negotiation skills based on methodology developed at the Harvard Negotiation Project. The workshop promotes joint-learning and meaningful exchange between schools, and empowers students to become leaders in collaborative negotiation and problem-solving.

Learning Outcomes: With this workshop students learn together to gain capacity and confidence in problem-solving negotiation, an essential life skill, while fostering positive encounters, links, and leadership by students from diverse backgrounds that challenge isolation and build a collective sense of possibility. The workshop is taught in English based on a methodology developed at Harvard University that is taught at leading law, business and political science schools around the world.

3.5. What can help us to develop global competences?

Other issues we have to consider when establishing a methodology that supports global competencies development are:

- **Student-centred approaches.** There should be an inclusive approach that recognises all aspects of education (physical, cognitive, affective, social, spiritual, etc.) and is linked to the students' life experiences. Students are active participants able to produce knowledge and take actions.
- **Rethink curricula with global-local lenses.** The approach needs to make clear connections between facts, experiences and reflections through taking a critical-constructive view. The diversity of all viewpoints and cultures should be considered.
- **Significative learning.** Meaningful and socio-emotional learning should be based on students' interest and global-local issues involving research, reflection and action.
- **Meeting and dialogue with others.** Construction of knowledge and transformation takes place in the meetings by listening to others and establishing a dialogue between all people concerned.
- **Learning in action.** The approach should strengthen students' leadership skills and their identity as active citizens by triggering actions. These actions should invite students to look again at problems and propose a transformation that involves the whole community.
- **Participation of all the agents and allow ownership of the learning process.** The approach should encourage bridging, bonding and linking

the world, the community, the classroom, the group and individuals, for an informed and critical examination of issues and to boost action.

- **Global and intercultural mindedness.** Openness towards people from other cultural backgrounds and respect for cultural differences is essential. Care should be taken to avoid mistakes and all kinds of stereotypes and superficiality in the processes of construction, exchange and transmission of knowledge.
- **Collaborative and cooperative dynamics.** There needs to be a critical awareness of power relations. A more interactive, democratic, problem-based and student-centred methodology focused on research inquiry, reflection and action is to be encouraged.

3.6. Role of educators and students

Teachers are constantly making decisions that involve choosing and prioritising some values over others (including decisions about learning environments). In this sense it is important to question ourselves in order to analyse our situation as teachers, as a team, and as a school. asking some key questions can help identify our own viewpoint. For example:

- *What do we understand a global competent citizen to be? Which are the global competences we have to work on?*
- *What professional learning might be needed? What goals do we pursue?*
- *What methodologies and strategies do we deploy? What type of content do we explore in depth? What types of activities do we develop more widely?*
- *Do we have contacts with the community to establish relations or complicities?*
- *How can we apply our proposal to all the different educational spaces we have in school and outside the school?*
- *How do we develop our evaluation processes?*
- *Which role do we play and how do we manage power relations? How aware are we of the hidden curricula?*

These are questions that any teacher might be asked but are more significant for teachers of global competence. Becoming a globally competent teacher doesn't require you to be an expert in international affairs or be multilingual or multicultural. It does require having the desire to learn about the world and think in ways to improve it. It requires having an open

mind, appreciating diversity (diverse people, cultures, places, and perspectives), and the will to develop the ability to translate that into everyday professional life, so that you can support students to become global competent citizens able to see why what they are learning matters. This learning matters to themselves, their communities, and the wider world. A global competent teacher has to be aware that they are not the only ones with responsibilities in the educational processes; the wider community has a role to play.

Global competent teachers...
... Are familiar with global conditions and current events
... Are aware how the world is interconnected
... Have experiential understanding of diverse cultures
... Understand intercultural communication

Understanding should be central to the teaching agenda. Teachers should use real-world problems, propose multiple perspectives, integrate multi-ethnic and multicultural examples in classrooms, teach responsible action and engage in respectful dialogue. It implies to choose, develop or participate in positive experiences to share with the students and the wider community that connects with an approach of a collaborative culture in which all agents can contribute. All participate and learn throughout dialog, sharing, confronting challenges, taking action, having success and making mistakes. The role of the teacher as facilitator is very relevant. Not only the role of the teacher is important: the role of the students is very important too.

The Role of the Teacher in Active and Enquiry Learning	
From...	To...
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a "doer" for children	Teacher as an "enabler"
Subject-specific focus	Holistic learning focus

The Role of the Teacher in Active and Enquiry Learning.
Adapted from Oxfam Great Britain (2015, p. 11).

Global citizens education and global competences development are part of a transformative learning process where educators and learners critically examine the present reality and facts and explore how to move beyond it. The goal of this kind of learning is to develop connections between people in order to foster mutual knowledge and understanding and as a collective.

The active, participatory classroom should result in a shift in the role of pupils	
From...	To...
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being spoon-fed	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

The Role of the Teacher in Active and Enquiry Learning.
Adapted from Oxfam Great Britain (2015, p. 11)

This ensures educators understand global competence and how this relates to 21st century skills. Teachers should take time to coordinate projects with other schools in different communities or countries. A whole school approach is essential and the concern for human development should be central to all that is done. The project plans should focus on transformative education and incorporate all of the key elements e.g. a consideration of power relations, openness to the community, and the ability of the participants to act.

Based on the role the educator enacts within a group, he/she establishes different types of power relations and is expected to provide different types of support to meet the learning objectives of a group. Depending on the role he plays there will be more or less room for participation and for other agents. Nevertheless, the different roles can be sometimes interconnected, and the distinctions might not always be so clear. In the following page is a reference framework used in the Training of Trainers to stress the main qualities and competences in action when playing different roles within a group of peers.

Educators have to be aware that the education responsibility is shared with different actors, so they have to be able to think in methodo-

logies that involve community and bridge, bond and link school and the community. The school is always part of a community and towns and cities are part of the learning space. The educators have to play a role building experiences for learning from the community, for acting in the community and for transforming it. Building structures and processes or just being part of existing ones, introducing lenses of social justice, sustainability, human rights, and a global-local approach into the realities they are part of will allow them to put in practice the skills that will allow them to develop the global competences.

Teacher	Trainer	Facilitator
In relation to the classroom, teachers are totally in charge of the learning environment. They are responsible for developing lesson plans to reach standardised results according to the national curricula and to assess the proficiency level students' knowledge and skills about the subject. Evaluation mainly takes place in forms of written or oral tests, but teachers might use also other observation tools to determine if students have met the learning objectives.	Trainers have both the knowledge over a specific topic and practical facilitation skills, to develop content-based sessions through participatory active methods based on the non-formal education approach. Trainers are a mix between a teacher and a facilitator because they are both result-oriented, to meet the learning objectives of the course, and process-oriented adapting the sessions to the needs of learners. Learning outcomes can be observed over time by monitoring changes in individual attitudes and collective behaviours.	Facilitators do not need to be experts on a specific topic to run a session, as their role is to support the process of peer learning among a group of people. Their focus is on group dynamics: team building, conflict resolution, strategic planning and decision-making processes mainly using non-formal education methods. Facilitators support the group of learners in determining common rules, setting learning objectives, raising the relevant questions, and assessing the group learning process.

Educators must facilitate cooperation and collaboration with others introducing other perspectives and diversity of actors in an open dialogue - able to question the status quo showing inequalities and injustices and find common agreed ways to transform them. This requires the global competence and skills mentioned at the start of this module. Main role of educators:

- Provide students with opportunities to learn about global developments that affect the world and their own lives.
- Promote the analysis and critique of present world situation and have a vision of alternatives.
- Teach students to develop a fact-based and critical worldview.
- Equip students with an appreciation of other cultures and an awareness of their own cultural identities.
- Engage students in experiences that facilitate international and intercultural relations.
- Promote the value of diversity, which in turn encourages sensitivity, respect and appreciation.
- Facilitate students to take action for transforming their context with global local vision.

Activity 3.7

At this point we will propose to rate your practice. **In a scale from 0 to 7, in your practices you...**

	1	2	3	4	5	6	7
Recognize the value of all aspects of education (physical, cognitive, affective, social, spiritual, etc.).							
Link your educational proposals to the students' life experiences.							
Promote that students become active participants able to produce knowledge and take actions.							
Make clear connections between facts, experiences and reflections through taking a critical-constructive view.							
Consider diversity of all viewpoints and cultures.							
Show and promote openness towards people from other cultural backgrounds and respect for cultural differences.							
Develop meaningful and socio-emotional learning based on students' interest and global-local issues.							

Propose actions that involve research, reflection and action.							
Encourage and provoke Meeting with others in open and respectful dialogue involving all the parts concerned in a topic.							
Bridge, bond and link students and community for an informed and critical examination of issues and to boost action.							
Build context where community and students to look upon issues and find options for transformation and development.							
Use collaborative and cooperative dynamics, being aware of power relations.							
Promote an interactive, democratic, problem-based and students' centred methodology and environment.							

...If answering these questions your average rate is under 4, you need to reconsider if you are ready or not for global competence. Nevertheless, this does not imply that you cannot work on it. Look at the actions, modification, changes that may help you to improve your rate and get ready for global competence development!

3.7. How to achieve global competences? Building a positive learning environment

In the first edition of *Global Education Guidelines* (Council of Europe, 2008) there is already an emphasis on the need to develop appropriate learning-centred environments 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. Objectives for an environment that supports learners:

1. 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;

2. To understand them through analysis and synthesis;
3. To translate situations in their own reality and daily lives essential for understanding;
4. To analyse the situation by breaking it down into parts paves the way for questions about what and why instead of answers;
5. To establish dialogue based on arguments and openness towards difference.

The global education learning environment needs to be ...	The global education learning environment ...
Democratic and dialogical	Creates self-confidence
Participative	Supports mutual understanding and trust
Caring and warmly supportive	Stimulates learning from each other
Pleasant and hopeful	Can be a micro-cosmos of the world
Stimulating and inspiring	

Putting together different parts of the world puzzle is an important step towards understanding the political, social, economic and cultural dimensions of any situation. This synthesis leads to a sense of responsibility which empowers learners to act to transform the world.

The Asia Society (2008) advocates integrating international knowledge and skills into each subject across the curriculum in order to support students in learning to be globally competent. The organisation argues that while there will be a multitude of different methods, there are common approaches across all curriculum areas. These include (p. 24):

- Motivating students through engaging, relevant content;
- Combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives;
- Exploring cultural universals and common themes as well as deepening appreciation of cultural differences and diversity;
- Demonstrating interconnectedness —connecting the local to the global and the past to the future; using purposeful inquiry into large questions;
- Using primary sources from the United States and other countries;
- Emphasizing interaction with people in other parts of the world as part and parcel of the learning process; and

- Placing a strong value on the ability to communicate across cultures and in languages other than English.

Some ideas to make it possible:

- **Create a classroom environment that values diversity and global engagement.** Incorporating global issues, connections, and perspectives into everyday instruction helps students see the relevance of the content you have to cover as part of your standard course of study. Put on “global glasses” as you plan, asking yourself where global connections and perspectives might naturally fit in.
- **Build opportunities to experience the world.** There is increasing awareness of the complexity of the educational process and of the importance of not underestimating the life experience of students. This is because what they learn is the product of the integration of their different experiences. We have to support the development of the ability to integrate their world, from a global, local, problematic, critical and vital perspective. The school becomes a space for meeting, learning and exchanging knowledge beyond that of the students’ immediate context.
- **Develop local and global partnerships and connect formal, non-formal and informal education.** Education is not neutral but is an act of compromise. Educators do not teach any type of learning in a vacuum, but we encourage a certain type of learning because schools are not isolated from the world: the school is a hub of influence within an extensive educational network.
- **Look for international partners.** Providing contexts for collaboration across physical and imagined borders helps learners address global issues and make connections with others feeling connected and interconnected by building relationships.

3.8. Strategies

There are different strategies that can be used in our classes or in the activities and projects we develop:

- **Build through experience.** A key way to develop attitudes of openness, respect and empathy is to provide students with opportunities for learning through experience – which can be either real (face-to-

face interactions, correspondence, online communication or events) or through simulation (games, stories, case studies).

- **Comparing without judging.** Learners can benefit from exposure to “difference” –but, “difference” can often lead to comparisons of values (“yours is weird, mine is better than yours”). Students should be encouraged to engage in comparisons for understanding (seeing similarities and differences in a non-judgemental manner, taking others’ perspectives). In this way, students will engage in a conscious comparison of their own attitudes and values, and recognise how these construct their version of reality.
- **Analysing.** Behind all similarities and differences, there are explanations for practices, thoughts, attitudes and values. Careful examination of these explanations can help students to understand why similarities and differences exist.
- **Reflecting.** Experience, comparison and analysis need to be accompanied by reflection in order to develop a critical awareness and understanding.
- **Acting.** Reflection should be the basis for taking action. Teachers should facilitate, encourage and even manage opportunities for co-operative action.
- **Participating.** Learners need to be involved in the design of the educational project as well as its execution. Participation generates a sense of belonging that allows for commitment and encourages a sense of diversity in the process. Inviting other agents from the community is a way of collaboration, cooperation and building a sense of belonging to the wider world. Thus, it is necessary to generate spaces and opportunities for coordination and participation between teachers from the same centre, learners and the rest of members of the educational community, to redefine and develop the centre project and the activities.
- **Sharing leadership.** Learners have to be able to experiment with leadership because it is fundamental in taking, but this needs to be from a perspective that leadership does not have to reside in certain formal positions or in certain specific persons. Institutions should be more democratic through shared and distributed leadership.

3.9. Pedagogies

The pedagogical approaches and methods can be chosen by schools and teachers to encourage learners to become actively involved in life experien-

ces, in discovery, to confront challenges, to analyse at global and local level, be able to establish comparisons and develop informed reflections and, last but not least, be able to collaborate, co-operate and get involved. Learners have to be considered as whole people engaged cognitively, emotionally and in their experiences promoting their contact with a diverse world.

- **Organised discussions:** a guided discussion in which students present evidence, express their views, listen for understanding, and are willing to change opinion when confronted with new information.
- **Structured debates:** students must argue in support of, or in opposition to, a polemic point of view, prompting them to delve deeply into a particular issue and nonetheless understand both sides.
- **Group-based co-operative project work:** authentic tasks in which students must work, communicate, learn & evaluate progress together.
- **Service learning:** learners participate in organised real-life activities, strongly linked to what they have learnt in the classroom, and apply them in ways that can benefit their communities.
- **Democratic processes in the classroom:** Use different spaces in the school or in the activities developed to promote a participatory decision making processes where everybody is involved through democratic processes.
- **Co-operative learning:** invite learners in small teams of different backgrounds, experiences, levels and abilities and promote, using diversity of techniques, build a shared knowledge or develop a shared activity or project.

Activity 3.7

Take some time to answer the following questions that will help you to organize your ideas.

Question	<i>To what extent would you say your teaching contributes towards learners becoming active citizens/respecting human rights?</i>
Answer	

Question	<i>How often do your students have an opportunity to express their own ideas/ listen to different views, discuss their differences in class?</i>
Answer	
Question	<i>How often do you encourage students to bring about the diversity of views existing in their own community coming from the diversity of approaches, cultures, perspectives?</i>
Answer	
Question	<i>How often do you invite your students to participate in the design of the activities?</i>
Answer	
Question	<i>How often the projects or activities developed invite other agents?</i>
Answer	
Question	<i>How often are questions relevant to human rights, democratic citizenship, justice, equality or the rule of law raised in the classes you teach?</i>
Answer	
Question	<i>How is your current practice facilitating the development of intellectual, personal and social resources that will enable learners to participate as active citizens?</i>
Answer	
Question	<i>How are you providing time for learners to work with each other to strengthen their understanding, as well as practice social skills, thus fostering both individual and social processes and outcomes?</i>
Answer	
Question	<i>How often are you including practical activities and experiential approaches?</i>
Answer	

Question	<i>Do you effectively bring learners' previous experience into your teaching?</i>
Answer	
Question	<i>How often the work done in your activities is shared with a bigger audience?</i>
Answer	

Activity 3.8

After reading this module and reflecting and answering the previous questions, **what changes can you introduce in your practice?** List them and relate them to specific actions.



MODULE 4

THE ASSESSMENT IN GLOBAL COMPETENCE: Measuring Global Competence

INTRODUCTION

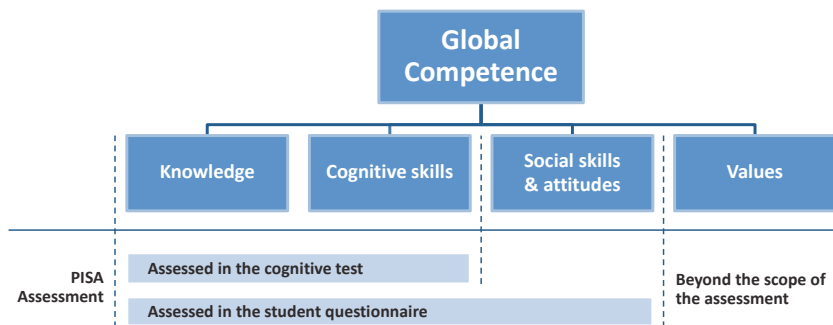
How will we know students are making progress? Global competence-centered assessments do the following: focus on global competence; are ongoing; offer informative feedback; can be conducted by multiple stakeholders. (Boix Mansilla & Jackson, 2011, p. 66)

Assessing global competence in all of its complexity requires a multi-method, multi perspective approach.

As an example, the PISA 2018 assessment of global competence (OECD, 2018; 2019) contributes a development in this direction, although clear challenges and limitations remain. The most salient challenge for the PISA assessment is that —through a single international instrument— it needs to account for the large variety of geographic and cultural contexts represented in participating countries.

Students who perform well on a question assessing their reasoning about a global issue are likely to have some prior knowledge of the issue, and the type of knowledge students already have of global issues is influenced by their experiences within their unique social context. On the one hand, cultural variability in the tested population requires that the test material cannot be too biased towards a particular perspective, for example the perspective of a student in a rich country who thinks about a problem in a poor country. Similarly, the test units should focus on issues that are relevant for 15-year-old students in all countries. On the other hand, leaning too much towards “cultural neutrality” in the design of scenarios and questions reduces the authenticity and relevance of the tasks.

The test design is further limited by the time constraints of the assessment and the narrow availability of internationally-valid instruments that measure the behavioural elements of global competence.



PISA assessment for global competence.
Adapted from OECD (2018, p. 22).

The PISA assessment for global competence has two parts: a **cognitive assessment** and a **student questionnaire**. The cognitive assessment aims to assess how well students can use their knowledge and experience of global issues to understand, reason, and analyse specific case studies. The questionnaire aims to elicit information about students' attitudes, as well as knowledge and skills. Students are asked to report on their knowledge of particular global issues such as poverty, migration, or climate change. The questionnaire also focuses attitudes by asking questions that aim to find out students' interest in and respect for other cultures.

OBJECTIVES

In this module, you will ...

- To know the PISA approach to assessing global competences.
- To explore how the PISA assessment instruments work.
- To develop own cognitive test and questionnaire test.

CONTENTS

- The assessment of global competence in PISA.
- The PISA assessment instruments: cognitive test and questionnaire test.
- Development of own cognitives and questionnaire test.

4.1. The cognitive test

The cognitive test focuses on the cognitive facets of global competence; in other words, it gives valuable international data on whether students can use their background knowledge and cognitive skills to critically analyse and respond to new information on global issues or culturally diverse people.

4.1.1. *The relationship between the cognitive test of global understanding and the dimensions of global competence*

For analytical and assessment purposes, this framework distinguishes four, interrelated cognitive processes that globally students need to use in order to fully understand global or intercultural issues and situations:

1. The capacity to evaluate information, formulate arguments and explain complex situations and problems by using and connecting evidence, identifying biases and gaps in information and managing conflicting arguments;
2. The capacity to identify and analyse multiple perspectives and worldviews, positioning and connecting their own and others' perspectives on the world;
3. The capacity to understand differences in communication, recognising the importance of socially-appropriate communication conventions and adapting communication to the demands of diverse cultural contexts;
4. The capacity to evaluate actions and consequences by identifying and comparing different courses of action and weighing these actions against one another on the basis of short- and long-term. Globally competent students should thus be able to perform a wide variety of tasks utilising different cognitive processes.

The first of these cognitive processes requires students to be able to: reason with evidence about an issue or situation of local, global and intercultural significance; search effectively for useful sources of information; evaluate information on the basis of its relevance and reliability; synthesise information in order to describe the main ideas in an argumentative text or the salient passages of a conversation; and combine their background knowledge, new information and critical reasoning to build multi-causal explanations of global or intercultural issues. (OECD, 2018, p. 25)

When it comes to the scoring of the cognitive test element, the framework provides a detailed explanation of what students should be able to do at different levels of development for all the four cognitive processes. Each cognitive process, and each sub-category of cognitive process has a corresponding rubric for level of development (basic, intermediate, advanced).

As global competence has multiple dimensions, and the emphasis is on how students respond to and act on the knowledge and skills they develop, formative assessment is more important than summative in the classroom. The rubrics designed by PISA will not reveal the students' progress towards developing global competence. Therefore, it is the job of the classroom teacher to build opportunities for formative assessment in global competence into the curriculum. Asia Society and OECD (2018) *Teaching for Global Competence in a Rapidly Changing World* offers some useful case study examples of how this can be achieved in specific curriculum subjects. There are also detailed examples of how global competence can be taught and assessed through interdisciplinary approaches. Some can be found in: <https://asiasociety.org/education/teaching-global-understanding>.

4.1.2. How does the PISA cognitive test work?

The cognitive test is one hour long and made up of several test units. Each test unit revolves around one scenario and about 5 items or questions that are linked to that scenario.

Over the course of the one hour, the test units that students complete are assembled so that they provide a good coverage of the different content areas and the different cognitive processes described in the framework. Each scenario essentially presents a case study that is relevant for 15-year-old students, so a situation that they might encounter in their day-to-day life. As you can see, you can find examples of PISA TEST: <https://www.oecd.org/pisa/test/>.

4.2. Challenges for assessment of Global Competence

- Difficulties in selecting what should be assessed from the extensive list of competencies.
- Distinguishing “correct” from “incorrect” responses for a given competency; difficulties in therefore creating transparency and replicability.

- Western bias and intercultural comparability –conceptualisations of global competence have mainly been studied/constructed in a “western” context and are therefore culturally biased.

This, in turn, creates challenges in using scenarios for assessment that are not stereotypical representations, and in setting clear expectations for socially desirable responses that are not culturally biased. Assessment therefore needs to be transparent and replicable (Sälzer & Roczen, 2018).

Activity 4.1

Build an evaluation rubric taking on account on of the typologies of cognitive processes used in PISA assessment process listed below and develop a rubric taking account of different levels, as you can see in the example below. Choose an activity designed in your subject that works on global competence and try to adapt these typologies of cognitive processes by level used in the PISA 2020 test of global competence to create rubrics for assessment:

- Evaluate information, formulate arguments and explain complex situations or problems.
- Identify and analyse multiple perspectives and worldviews.
- Understand differences in communication.
- Evaluate actions and consequences.

Cognitive Process	Basic Level	Intermediate Level	Advanced Level
1. Identify and analyse multiple perspectives and world views.	<i>The student has a simplistic view of perspectives: one person, one perspective.</i>	<i>The student sees differences in perspectives as rooted in cultural, religious, socio-economic, regional and other backgrounds. They recognise that they also hold a particular worldview.</i>	<i>The student can describe and interpret multiple perspectives and articulate relationships among them. They also understand that an individual's identity is complex (e.g. one can hold simultaneous identities). They recognise that they also hold a particular worldview.</i>

4.3. Content of the test units

A typical test unit is based on a scenario that focuses on one global or intercultural issue and presents different perspectives on the issue. Scenarios are often used as teaching tools, and their use in the test units can yield useful evidence for education policy and teachers as they encourage students to think logically and systematically. A scenario-based design in an international assessment assumes that it is possible to identify a set of ‘big issues’ that all young people should learn about, regardless of where they live or their socio-cultural background. However, an exact delimitation of relevant content for the scenarios is difficult because global and intercultural issues are in constant evolution. These are four content domains, and their related subdomains, which can be considered relevant for all students.

Content domains and subdomains of the scenarios
Content domain 1. Cultural and intercultural relations
Subdomain 1.1. Identity formation in multicultural societies
Subdomain 1.2. Cultural expressions and cultural exchanges
Subdomain 1.3. Intercultural communication
Subdomain 1.4. Perspective talking, stereotypes, discrimination and intolerance
Content domain 2. Socio-economic development and interdependence
Subdomain 2.1. Economic interactions and interdependence
Subdomain 2.2. Human capital, development and inequality
Content domain 3. Environmental sustainability
Subdomain 3.1. Natural resources and environmental risk
Subdomain 3.2. Policies, practices and behaviours for environmental sustainability
Content domain 4. Institutions, conflicts and human rights
Subdomain 4.1. Prevention of conflicts and hate crimes
Subdomain 4.2. Universal human rights and local traditions
Subdomain 4.3. Political participation and global engagement

Content domains and subdomains of the scenarios in tests.

Adapted from OECD (2019, p. 190)

When students read a text or follow a conversation presented in the scenario of each test unit, their understanding is constrained by both the

content and complexity of the material in the scenario, and the development of the cognitive processes necessary for global understanding. The cognitive demands of individual test units are therefore defined by the level of content knowledge and cognitive skills that students need to activate in order to solve the tasks. In more demanding test units the student must generally contribute information from his or her own knowledge about the content domain that is not explicitly stated in the scenario.

4.4. Format of the scenarios

The scenarios used in the test should reflect the variety of contexts and roles in which students can learn about global issues or explore the complexity of intercultural interactions. The Authenticity and relevance of the tasks are critically important to stimulate a sufficient level of engagement with the test. The scenarios can be designed using the following four formats that assign a particular role to the student, providing a clear purpose to engage in the task:

- **Students as researchers:** in the first format –students as researchers– the test takers are asked to imagine that they are enrolled in a course at their school and that they need to submit a collaborative research paper with other fellow students at the end of the school term. In this scenario, the student has to examine information from web searches or from inputs from other students on the team. This format tests multiple types of cognitive processes: students’ capacities to select information can be assessed by presenting them with multiple results from web queries and asking them to select the one that is most appropriate to the research; students perspective taking abilities can be assessed by asking them to examine the causes of misunderstanding or conflict between two members on the research team.
- **Students as reporters:** the second format presents performance tasks that students should solve by acting as reporters: the scenario asks students to put themselves in the shoes of a journalist who wants to write an article about a piece of news he or she has heard. The text in this type of scenario typically takes the form of an extract from a newspaper or from social media where the main elements of a case are presented. A first question or set of questions typically verifies whether the students understand the message, can assess the quality and credibility of information reported in the source, and can reason

beyond the text questioning possible motivations and subjective interpretations of the information by the author. The scenario then develops as students are asked to search for their own information and sources, for example by asking students to identify which stakeholders they would like to interview, and/or selecting relevant questions to ask different actors in order to better understand their actions and perspectives. This type of scenario can assess all the cognitive processes in the framework and works particularly well for assessing students' capacity to select, use information and assess the validity of information. The investigative nature of the tasks should be sufficiently stimulating and realistic for most students as reporters.

- Students as mediators or team-members:** the students as mediators/team-members scenarios ask students what they would suggest to moderate or solve a conflict in their schools or neighbourhood. The text typically takes the form of a conversation, where two or more actors have a conflict over an issue. The questions ask students to identify who is involved in the situation, how the different stakeholders are likely to feel, think and react, and why they think and react in this way, based on the relationships between characters and their social and cultural characteristics. The test-taker can also be asked to generate or identify possible solutions that consider the interests of all or most parties. This type of scenario can effectively test students' ability to acknowledge, articulate, position and interpret multiple stakeholders' perspectives in a given social conflict, and provide solutions that consider and integrate these different positions.
- Students as debaters:** the "student as debaters" scenarios require test takers to develop arguments and compare different perspectives on an issue demonstrating their grasp of thinking and communication skills.

This cognitive construct involves the capacity of students to connect background knowledge of global and intercultural issues with the specific examples presented in the test. Yet access to information about the world and other cultures is not enough to ensure understanding. The oversimplification of knowledge or simply a lack of reflection to adjust prior beliefs when acquiring new information can result in misconceptions, prejudice or stereotyping. Global understanding therefore also requires cognitive skills, in order to find meaning and connections, different points of view, and make conclusions and anticipate consequences of action.

4.5. Test examples

4.5.1. Are global temperatures rising?

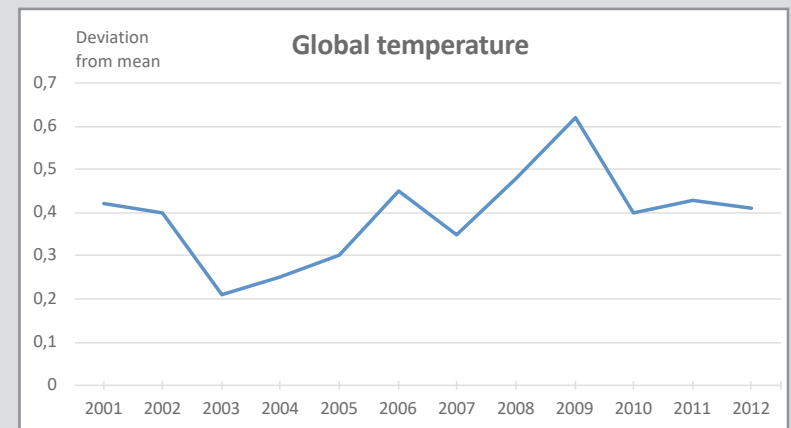
Scenario 1

In her science class, Mei reads a research article that was featured in daily press. The author of the article uses the following graph to argue that popular claims about a rise in global temperatures are not supported by the data. In fact, global temperatures were lower in 2011 and 2012 than in 2008 and 2009.

Content domain: Environmental sustainability

Context: Global

Complexity: Medium



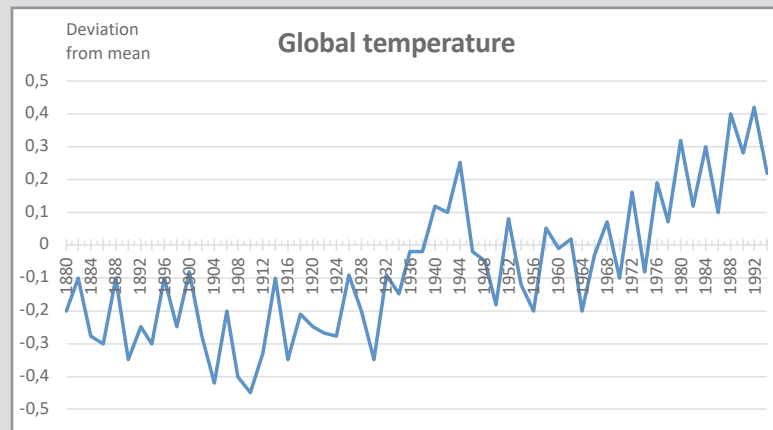
Scenario #1 – Are global temperatures rising?
Adapted from OECD (2019, p. 209)

In this example then, the cognitive process being assessed is the ability to "evaluate information, formulate arguments and explain complex situations". By comparing the two graphs students should be able to infer that the researcher had cherry picked the years for his data analysis in order to send one particular message about global warming. A *globally competent student* should therefore conclude that the article discussed

in Mei's science class is not based on solid evidence. The test unit could then continue with more test items further exploring the ideas of bias and influences in scientific research on the subject of environmental issues.

Task 1

Mei's teacher asks the class to have a look at another chart she produced from the same source of data in the article. What can you infer about the validity of the article's claim by comparing the two charts?



Task #1 – Are global temperatures rising?
Adapted from OECD (2019, p. 210)

Content domain 3. Environmental sustainability (Subdomain 3.2. Policies, practices and behaviours for environmental sustainability).

Question: What can you infer about the validity of the article's claim by comparing the two charts?

- **Question classification:** 1. Evaluate information, formulate arguments and explain complex situations or problems (1.2 Weighing sources).
- **Answer key:** the author's claim is not based on solid evidence. The author should have considered a longer time frame to analyse changes in global temperatures. The teacher tells the class that the re-

search in the article was financed by a major oil corporation. She also explains that some companies that hire researchers to perform studies require the researchers to sign a nondisclosure agreement before they are funded, by which researchers waive their right to release any results independently.

Question: What is a possible consequence of allowing unregulated sponsoring of scientific research by industrial companies?

- **Question classification:** 4. Evaluate actions and consequences (4.2 Assessing Consequences and implications).
- **Answer key:** if not properly regulated, some financing might result in a "funding bias", due to the fact that a researcher might be induced to support the interests of the sponsor.

4.5.2. A talented player

Last weekend your team lost because a foreign-born player decided to walk away from the game after putting up with racial insults by the visiting team's fans for almost one hour, forcing your team to play 10 against 11. One of your friends was at the stadium and told you that the player should have gone on with the game, and not have let the insults get to him.

Content domain 1. Culture and intercultural relations (1.4 Perspective taking, stereotypes, discrimination and intolerance).

Question: What could have prevented the player leaving and destabilising his team?

- **Question classification:** 4. Evaluate actions and consequences (4.1 Considering actions)
- **Answer key:** clear regulations enforced by the referee in which he or she suspends a match whenever he/she hears racial insults, disqualifying the team whose supporters perpetrate racist acts. As you keep talking about the player who left the game, you realise that both you and your friend have never used his real name but always referred to him as "the Animal". This is the nickname he got from the press after his first game with your team. The captain of your team, who is also the captain of your national team, is nicknamed "the Brain".

Question: *What is a possible consequence of the choice of nicknames?*

- **Question classification:** 4. Evaluate actions and consequences (4.2 Assessing consequences and implications).
- **Answer key:** it can reinforce a belief that national players are smart, hardworking, team players while foreign players are athletes who get by on their natural gifts.

Activity 4.2

Think about your own test unit and design a scenario for it. After that, adapt it for each student role and consider other roles that can be assigned to your students. Look at the previous examples.

Role	Scenario
1. Students as researchers	
2. Students as reporters	
3. Students as mediators or team-members	
4. Students as debaters	
5. Other roles	

Activity 4.3

Look at the examples *Are global temperatures rising?* and *A talented player*, and try to develop your own test unit. Consider its categories: **1)** Content domain; **2)** First question; **3)** First question classification; **4)** First answer key; **5)** Second question; **6)** Second question classification; and **7)** Second question answer key.

Category	Description
1. Content domain	
2. First question	
3. First question classification	
4. First answer key	
5. Second question	
6. Second question classification	
7. Second answer key	

MODULE 5

PBL: Project-Based Learning

INTRODUCTION

This module is designed to enhance teachers' competences to support the students' global competence development. We will propose the use of Project-Based Learning (PBL). Before introducing you to the use of PBL could be helpful to follow the four previous training modules designed by *Think Global* project. In the case you are already familiar with global competence and global citizenship development, but you need to refresh some ideas, other interesting material produced by the project that you can review:

Think Global: Theoretical Framework
https://bloccs.xtec.cat/thinkglobal/files/2020/10/Theoretical-Framework-1.pdf
Think Global: Teacher's Guide
https://bloccs.xtec.cat/thinkglobal/files/2022/01/Teachers_Guide_24-jan-2022.pdf

5.1. Project Based Learning as a tool

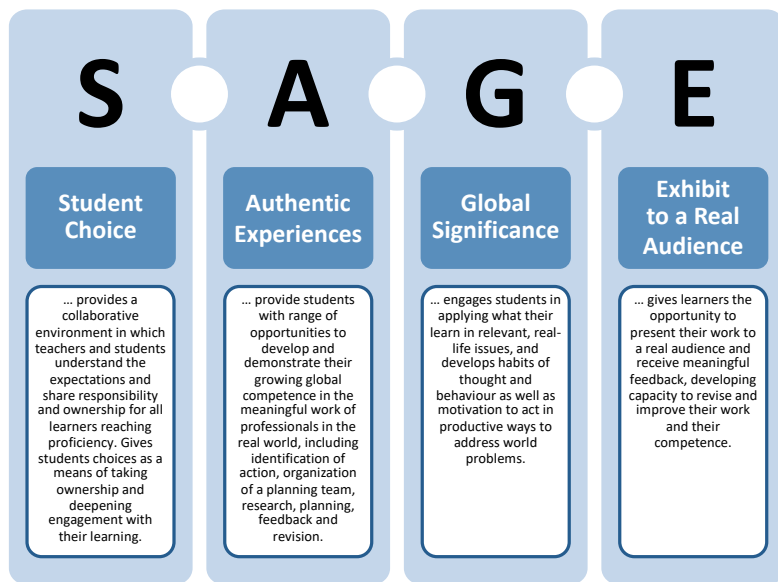
PBL is considered to be an important tool in developing global competence in the classroom. It can be adapted for various grade levels, ages, topics, and themes. It requires much preparation and planning. Bell (2010) argues that PBL is a:

Key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students flourish under this child-driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy. (p. 39)

A good way to help and promote an environment that supports students' empowerment and ownership of their learning process: learning by doing.

5.2. How does it work?

PBL is generally carried out in groups, and requires students to work together on an authentic, real-world project. Group-based co-operative project work can improve reasoning and collaborative skills. It begins with an idea from which an essential question can be formulated when designing the project. We must bear in mind that it is important to address several contents and integrate as many subjects as possible into the project.



SAGE Framework.

Adapted from Asia Society & OECD (2018, p. 26)

The Asia Society Centre for Global Education uses the *SAGE framework* for PBL, as in the figure above and the following list:

- **(S)tudent choice:** to decide on the project, which allows students to take ownership of the project.

- **(A)uthentic experiences:** that are modelled on how such a project might take place in the real world
- **(G)lobal significance:** students should be given the opportunity to work on projects that allow them to apply what they have learned through disciplinary studies to real-life issues that impact globally
- **(E)xhibit to a real audience:** students should have the opportunity to show their work and explain it to an audience, thereby shifting to higher level knowledge and encouraging meaningful feedback.

Think Global project has been developing project activities following PBL in three different countries Spain, Belgium and Wales. You can find them in [<https://blocs.xtec.cat/thinkglobal/projects/>]. Other examples can be found in *Phenomenon (or Project) Based Learning - Finland revisited - Super Humanics* [<https://www.superhumanics.com/blog/phenomenon-based-learning>] or in Asia Society & OECD (2018) *Teaching for Global Competence in a Rapidly Changing World*.

Project-based learning is different form of *working with projects* as we can see in the following table:

Is it a project or is it a <i>project-based learning</i> ?	
Projects	<i>Project-based learning</i>
Can be done alone	<i>Requires collaboration and teacher guidance</i>
About the product	<i>About the process</i>
Teacher-directed	<i>Student directed</i>
All projects have the same goal	<i>Students make choices that determine the outcome</i>
Products are submitted to the teacher	<i>Products are presented to an authentic audience</i>
Lack real-world relevance	<i>Based in real-world experiences or problems</i>
Occur after the "real" learning	<i>Real learning occurs through the project</i>

The Buck Institute for Education identified seven essential elements for PBL that focus on project design. Collectively these elements are called "Gold Standard PBL". According to The Buck Institute for Education, the key elements to project design include: **1.** A challenging problem or question; **2.** Sustained inquiry; **3.** Authenticity; **4.** Student voice and choice; **5.** Reflection; **6.** Critique and revision; and **7.** Public product.

All of these elements, if combined well, result in students learning key knowledge, understanding, and skills for success. You can read more about it in *Gold standard PBL: Essential project design elements* (Larmer, 2020).

5.3. PBL's benefits and impact

There are **benefits associated to PBL** such as:

- Gaining practice to address and solve problems they will face in the real world. Being a meaningful, engaging learning environment where students address and solve problems seek answers to questions they are interested in.
- Offer the opportunity to put in action in an holistic and integrated way the competences for XXI and for developing teamwork, conflict resolution strategies, decision-making, processes
- Offer them a challenge for posing questions, finding resources, and applying information, finding possible answer.

Apart from the benefits, there is some impact on students. Check the impact in [<https://www.pblworks.org/why-project-based-learning>].

5.4. Designing PBL

In order to design a project based learning different institutions propose similar steps as the following:

Identify the problem: Start with the Essential Question
Design a Plan for the Project
Create a Schedule
Monitor the Students and the Progress of the Project
Assess the Outcome
Evaluate the Experience

6 steps to implement PBL in Classroom.
Adapted from Shabbir (2020).

As you can see these steps are a logical pathway to develop a project and different strategies and tools can be used in each one. In the previous modules you can find tips for developing them.

Before you design your PBL, remember that your project has to **contribute to build an active learning process** that enables people to understand the connections between their own lives and those of other people throughout a changing globalised world and all the dimensions and elements that shape our communities (economic, social, political and environmental elements). Moreover, it is related to the development of skills, attitudes and values that allow transforming the world we live in into a better place where power and resources are equitably shared. Remember as well that your project has to **consider the Developing of Global competences**. As stated on *Module 1*, OECD defines global competence as the capacity to examine local, global and intercultural issues, understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective.

Review the following principles and strategies, which may help you applying PBL:

Principles	<ul style="list-style-type: none"> * Holism * Complexity of the Context * Learners-driven but global focused * (Cultural) Diversity Recognition and Awareness * Interdependency * Critical thinking at the core of learning processes * Integrate a global perspective into the existing curriculum * Building Wide Partnerships * Promote Participation
Strategies	<ul style="list-style-type: none"> * Take a wider perspective and act locally. Global to Local * Participation in diverse and plural teams composed by different stakeholders * School as part of a wider community. Community as a classroom. Use projects * Collaborative and shared actions connected to real world and to project-based learning * Take a big view. Incorporate a global view every day in every subject * Include Diversity in the school * Promote exchange and travelling

Do not forget to introduce the **four methodological dimensions** to achieve the objectives and to develop the competencies and skills (the micro-macro, the three time dimensions, the historicity of knowledge, the power relations). Review the role of the teacher and the student stated on *Module 3. Build a positive learning environment* and choose the **best strategies and pedagogies**.

In order to design your PBL we propose you the following project planner resource and three examples of the planner fulfilled:

Think Global: Theoretical Framework
https://blocs.xtec.cat/thinkglobal/files/2020/10/Theoretical-Framework-1.pdf
Think Global: Project Planner
https://blocs.xtec.cat/thinkglobal/files/2020/10/Project_Planner_Think_Global_2020.FINAL-VERSION.pdf
Think Global: Project Examples
https://blocs.xtec.cat/thinkglobal/projects/
Other resources
<ul style="list-style-type: none"> • <i>The Buck Institute for Education</i> [http://www.bie.org/]. • <i>Powerschool</i> [https://www.powerschool.com/resources/blog/project-based-learning-benefits-examples-and-resources/]. • <i>How to Write Effective Driving Questions for Project-Based Learning</i> [https://www.edutopia.org/blog/pbl-how-to-write-driving-questions-andrew-miller]. • <i>How to Refine Driving Questions for Effective Project-Based Learning</i> [https://www.edutopia.org/blog/pbl-how-to-refine-driving-questions-andrew-miller]. • <i>How to Get Projects Off to a Good Start</i> [https://www.edutopia.org/blog/summer-pd-starting-projects-suzie-boss].

Activity 5.1

To finish this module, try designing your own project, using the template and the examples shown above. Try to write and develop 3 to 5 lines for each item and check that everything is there. **Good luck!**

Check-list to design your own project	
Project title	
Sustainable Development Goals	
Project overview	
Authorship (school)	
Global Competence Goals	
Driving question / challenge	
Grade / level	
Time frame	
Project summary	
Suggested outputs	
Project components	
Learning Goals	
21st century skills addressed	
Content (knowledge, skills, attitudes...)	
Project milestones	
Number of milestones and work sessions	
Formative assessments	
Project calendar	
Time span. Plan of milestones by days	
Resources & Tools	
References & Acknowledgements	

ANSWER KEYS

MODULE 1. INTRODUCTION TO GLOBAL EDUCATION, GLOBAL CITIZENSHIP EDUCATION AND GLOBAL COMPETENCE. General principles and strategies.

Activity 1.1 (p. 14)

Fill in the gaps on the definition

*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**.*

Activity 1.2 (p. 14)

Main contents, dimension areas (possible answers)

- 2. Democratic rights and responsibilities.** Democratic rights and responsibilities focus on 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 focuses on the exercise and defence of democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life.
- 3. Global interdependence and solidarity.** Develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality that will influence everyday behaviour. In order 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. Education to enact rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world.

- 4. Face uncertainty.** Prepare for resolving difficult and uncertain situations, to ensure that globalisation becomes a positive force for the world's people. to create a shared future, based upon our common humanity in all its diversity, can globalisation be made fully inclusive and equitable.
- 5. Build aptitudes for autonomy and individual and shared 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.
- 6. Intercultural approach and intercultural dialogue.** Managing cultural diversity. 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 to prevent ethnic, religious, linguistic and cultural divides. It enables us to move forward together, to deal with our different identities constructively and democratically on the basis of shared universal values.
- 7. Value diversity.** Promoting sustainable development and improving the capacity of the people to address environment and development issues. Learn the values, behaviour and lifestyles required for a sustainable future and for positive society transformation.

Activity 1.3 (p. 15)

Global education aims at...

Promote responsible citizenship of global issues and their interconnectedness.

Global education arises from...

Global awareness and critical understanding of our interdependent world.

Global education searches to support the understanding and relation among 5 elements, which are...

Peace, prosperity, people, planet and partnership.

The values we share one with another and that are relevant for global education are...

Equality, Environmental Care, Solidarity, Justice and Democracy.

There are three dimensions to make possible Global education. One of them is related to the educator's role, which is...

Capacity Building and pedagogical support to reinforce educators' competences.

Activity 1.5 (p. 19)

Main aspects of Global Citizenship Education

Taking in consideration the guidelines there is a connection in the concepts of global education and global citizenship. Both are understood as: active learning processes that enables people to understand the connections between their own lives and those of other people throughout a changing globalised world and all the dimensions and elements that shape our communities (economic, social, political and environmental elements). Moreover, it is related to the development of skills, attitudes and values that allow to transform the world we live in into a better place where power and resources are equitably shared.

Activity 1.6 (p. 28-29)

Challenge	Principle/Strategy
<i>Students have to investigate the world, consider a variety of perspectives, communicate ideas and take meaningful action.</i>	Integrate a global perspective into the existing curriculum.
<i>Students have to learn that the world needs them to act, and that they can make a difference.</i>	Take a wider perspective and act locally. Global to Local.
<i>Students have to be globally competent citizens, need to have knowledge of the world, exhibits habits like critical thinking, rational optimism, innovation, empathy and awareness of the influences of culture on individual behaviour and world events.</i>	Critical thinking at the core of learning processes.
<i>Students have to enhance their own understanding and constructs (both mental and social).</i>	Varied perspectives and worldviews.
<i>Students have to be engaged in their own learning and motivates them to strive for knowledge and understanding.</i>	Learners-driven but global focused.
<i>Students prepare to approach problems from multiple perspectives and to thrive in a global future to solve the world's problems cooperatively.</i>	(Cultural) Diversity Recognition and Awareness.
<i>Students have to develop curiosity, and inspired students strive to learn more in school and beyond.</i>	Promote Participation.

<i>Students have to develop the ability to thrive in this new and rapidly changing environment.</i>	Varied perspectives and worldviews.
<i>Students have to meet the problems and opportunities of the world.</i>	Interdependency.
<i>Students have to be aware that individual actions reach around the globe.</i>	Interdependency.
<i>Students need to be able to work with and build relationships with people who have different background, this adds meaning, depth and joy in their life.</i>	(Cultural) Diversity Recognition and Awareness.

MODULE 2. THEORETICAL FRAMEWORK: Overview of cross-cultural theory on Global Competences

Activity 2.1 (p. 33)
<i>Global competence is...</i>
<ul style="list-style-type: none"> ... The capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others. ... The capacity and disposition to understand and act on issues of global significance.

MODULE 3. METHODOLOGIES: Developing Global Competence programmes

Activity 3.3 (p. 51)
<p>There is not a dimension that is more important than the others.</p> <p>Justification: “While it is important to examine the four capacities above individually, global competence is best seen as an integrated outlook on the world—not a collection of independent skills. (See Appendices for a general matrix characterizing elements of global competence, as well as a series of subject-specific matrices outlining how the four competences can be interpreted for language arts, mathematics, science, social studies, and the arts.) The graphic depicts the dynamic interaction among dimensions of global competence.” (Boix Mansilla & Jackson, 2011 p 11)</p>

Activity 3.4 (p. 52)
<p>The answer can be found in the project description of <i>Pathways Game Changers</i>.</p> <p>Competences and skills developed are:</p> <ul style="list-style-type: none"> • Get to know the culture of other • Get to know each other • Build Bonds • Negotiation • Solving problems • Communication • Joint learning <p>In this project they investigate the world around them and the people. They take perspectives and develop communication skills The Game Changers program brings together secondary school students from different language communities and socio-cultural backgrounds to build problem-solving negotiation skills based on methodology developed at the Harvard Negotiation Project. The workshop promotes joint-learning and meaningful exchange between schools, and empowers students to become leaders in collaborative negotiation and problem solving.</p>

Activity 3.5 (p. 53)
<p>It does take in account the four dimensions:</p> <ol style="list-style-type: none"> 1. Micro macro dimension is taken in account when looking for local similar experiences and connect with Maiala or Luther King. 2. Time is taken in account when analysing the origin of the problem, the state of arts and possible alternatives. 3. Taking in account the topic power relation will be addressed. 4. The study of the phenomena and its evolution is needed to understand it, so historicity is considered too.

Activity 3.6 (p. 54-55)
<p>Aspects reflect on the project as follows:</p> <ul style="list-style-type: none"> • Negotiation implies controversy. There are different perspectives to consider. • There is a clear learning process, open and friendly environment for learning, for doing activities with others. • They include everybody despite if they are more or less open, their background, etc. It develops bonds among participants.



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THINK GLOBAL



The project logo is the result of a collaborative competition of the students from the three partner schools of the project: Pembroke Dock Community School, Institut Viladomat and GO! Unescoschool Koekelberg