FACILITATING GLOBAL LEARNING – KEY COMPETENCES OF MEMBERS FROM EUROPEAN CSOs

GLOBAL LEARNING – CURRICULUM

INTRODUCTION

In 2002 the Global Education Congress in Maastricht launched a new perspective on social reality triggering changes in vision, understanding, action and training of the potentially active generations. Developed in a variety of specific projects and programs, related to XXX Millennium goals, these initiatives contributed to the making of a learning experience along a continuous process of transformation.

10 years after the congress, the achievements of global education reflected the substantial contribution of the European and national initiatives regarding the possibility of generating a social change. The emphasis on the global education power of influence has gained weight once the Council of Ministers launched the Recommendation CM / Rec (2011) 4 that invited the UN member states to develop national strategies for the implementation of education for global interdependence and solidarity within a generous framework based on non-governmental – governmental sector partnership.

Given the current political-economic context that highlights the relationship between the global changes and the assurance of equal rights for everybody in a sustainable world, through an on- growing political will, supported by the community, the re-dimensioning of the action lines has appeared as necessary, starting from a global approach of the development objectives. Debated during the Congress in Lisbon in 2012, the concept of "comprehensive approach" was found in most technical documents, such as: strategies, curricular reform, social skills portfolio, plans for monitoring and supporting the quality of social life.

The Congress put the spotlight on a conceptual paradigm shift related to Global Education. From the traditional definition, global education has followed a sinusoidal move, frequently path-crossing with development education in what concerns the social thematic clusters, diversity, fairness, and justice. Such a situation led to the advent of a new term "global education development" – a relevant denomination from the perspective of its aim of stirring the promotion of social change.

Therefore the global education development is viewed as:
• a daily democratic exercise (exercise of rights, responsibilities);
• personal development;
• an aware and constructive approach to diversity;
• a mean of producing and sharing of values;
• a mean of facilitating "glocal" connections;
• a prerequisite for community development.

TRAINING COURSE – GLOBAL LEARNING

I.   **RATIONALE**

Conceived as a tool that facilitates the comprehension of global phenomena, their interdependence, the connections between processes and their effects at global, national and local level, global learning represents the first step in the development of the competences required by a responsible participation to a multicultural, diverse and interdependent world. Based on the use of knowledge, skills and attitudes gained through a variety of educational experiences, global learning helps with the analysis, the exploration, and the valuing of differences and similarities, being the starting point in the process of change.

Global Learning operates with information on the complexity and interdependence of world events, on social - geographic - political phenomena, on relations between traditional cultures and contemporary cultural trends, on the social movements that generated and shaped the actual world system. Their study together with the identification of the links between them and how they influence each other require research, critical, comparative and creative thinking along a process of finding realistic and viable solutions.

At the same time, global learning activates values and attitudes such as the openness to new opportunities, ideas and ways of thinking, empathy and exploitation of multi-perspectives, national and global identity awareness that stand for basic conditions of an assertive behavior open to dialogue, diverse opinions, tolerance and cooperation.

II.   AIM AND OBJECTIVES

Intended for the staff from the non-governmental organizations which design and organize events specialized in global education development, this training course aims at the development of the skills associated with both the comprehension and practical application of the social dimension of globalization through global learning.

The main objectives of the course are:
a. the approach to global learning as reflection, critical thinking and personal development required by the participation to the decision making process and to dialogue within a global context;
b. CSOs' staff involvement into a learning process that recognizes different approaches and ways of understanding the social implications of globalization;
c. development of actionable competences related to the educational activities facilitated through global learning.

III.   GENERAL COMPETENCES

C1. To analyze globalization: phenomenon history and *glocal* interrelations (Learning to know)
C2. To develop and practice global learning paradigms (Learning to learn)
C3. To design and implement global learning activities meant to generate positive change (Learning to do)
C4. To build personal perspective and to accept multiple social perspective (Learning to be)
C5. To manifest a constructive pro-social behavior open to dialogue (Learning to live together)

IV.   VALUES AND ATTITUDES

❖ Openness to multi-perspectives;
❖ Respect for diversity;
❖ Tolerance and empathy;
❖ Commitment to social justice, equal opportunities and sustainable development;
❖ Confidence that people can produce change

V.   TARGET GROUPS

❖ Primary: members of civil society organizations.
❖ Secondary: NGOs members, beneficiaries of the projects/activities/events.

VI.   PERIOD: October 2014 – April 2015

VII.   NUMBER OF MODULES: 4

VIII.   NUMBER OF HOURS -

CURRICULUM – GLOBAL LEARNING – COMPETENCES

Global Competence - can be defined as a set of knowledge, skills and abilities necessary to understand and act creatively and innovative to address / solve issues of global interest / global significance

COMPETENCE 1. To analyze globalization: the phenomenon history and glocal interrelations (Learning to know)

Specific competences	Objectives	Content
1.1. To investigate the emergence of globalization: contexts and theories	• To become familiar with the different approaches and theories of globalization; • To understand the emergence of globalization on the analysis of North - South power relations; • To understand how interdependencies ensure self-sustaining mechanism of globalization worldwide.	♣ Globalization - definitions, approaches and theories; ♣ Globalization and interdependence; ♣ Awareness of interdependence, of North - South power relations, of political and economic system interdependence.
1.2. To examine global phenomena	• To identify global phenomena; • To establish connections between the effects of global phenomena in different parts of the world; • To identify how globalization can contribute to global development.	♣ Global phenomena; ♣ Similarities and differences of global phenomena in different parts of the world; ♣ Development and sustainable development.

1.3. To analyze global phenomena from the viewpoint of their social implications	• To identify how globalization interferes with various areas of social life: cultural, scientific, political, social; • To investigate the "glocal" concept; • To analyze how the glocal term stands for the basis of global learning, starting from the multiple implications that globalization exerts on individual and social life.	♣ The glocal concept; ♣The complexity of relations generated by the term glocal and associated to the global phenomena.

COMPETENCE 2. To develop and practice global learning paradigm/patterns (*Learning to learn*)

Specific competences	Objectives	Content
2.1. To address globalization in terms of educational purpose	• To become familiar with the concept of global learning; • To identify the influence that global learning exerts on the individual and the society; • To identify relevant skills for global learning; • To discover how global learning stirs global social responsibility.	♣ Educational approaches to global learning: transformative, cooperative, constructivist, social learning. ♣ Global Competence - The global skills system; ♣ Social responsibility.

2.2. To adapt the teaching process to the understanding of the global phenomenon submitted to analysis	• To become familiar with the guiding principles of the global learning; • To become familiar with the methods that facilitate global learning; • To apply the principles and methods of global learning in delivering presentations on development education.	♣ Principles and participatory methods; ♣ Development education; ♣ Education for sustainable development.
2.3. To use global phenomenon as a means of facilitating global learning	• To identify the most relevant set of teaching skills required to facilitate global learning; • To select the most relevant methods that can facilitate global learning.	♣ *Global* trainer

COMPETENCE 3. To design and implement global learning activities meant to generate positive changes (*Learning to do*)

Specific competences	Objectives	Content
3.1 To analyze and use the bakcground, experiences and needs of the beneficiaries	• To know the background, experineces and needs of the beneficiaries; • To make connections between the background, experineces and needs of the beneficiaries; • To use the background, experineces and needs of the beneficiaries from the perspective of the proposed aim.	• Social diversity; • Global citizenship.

3.2. To plan and implement global learning activities to generate positive changes	- To design activities according to the identified needs and the purpose set; - To implement global learning activities using specific methods; - To facilitate cooperation and decision making process throughout the activities.	♣ Constructivist global perspective; ♣ Decision-making process; ♣ Negotiation and conflict resolution.
3.3. To assess global learning activities and to capitalize the feedback in terms of the generated positive changes with the view of ensuring their consistency and sustainability	- To assess the designed and implemented activities in terms of goals and objectives; - To capitalize the feedback in order to improve participants' performance; - To involve beneficiaries in the evaluation process with the view of analyzing and augmenting the proposed change.	♣ Cooperation and partnership; ♣ Global participation; ♣ Tolerance and respect.

COMPETENCE 4. To build personal perspective and accept multiple social perspective *(Learning to be)*

Specific competences	Objectives	Content
4.1. To make up personal perspective on global phenomena and to identify the areas of influence	- To use global learning in the analysis of global phenomena; - To identify how global phenomena are influenced by various factors; - To formulate one's opinion on the global phenomena ways of manifestation and influence	♣ Social inequality: causes and effects; ♣ Inequalities between countries / within the society.

4.2. To consider the "other's" perspective in terms of global phenomena first hand experimentation	• To investigate the others' opinion on the analyzed global phenomena; • To facilitate the explanation of different points of view by means of global learning.	♣Marginalization; ♣ Poverty.
4.3. To accept multiple social perspective by understanding how own experience, and access to digital information resources affects life and opinion quality.	• To use information resources in understanding different points of view; • To share different views generated by global learning; • To show tolerance to different points of view.	♣Equal rights; ♣Social inclusion.

COMPETENCE 5. To manifest a constructive pro-social behavior open to dialogue (*Learning to live together*)

Specific competences	Objectives	Content
5.1. To be aware of and accept different perceptions and opinions	• To Identify present cultural differences, prejudices and stereotypes; • To make the difference between truth and prejudice and stereotypes; • To use global learning to prevent prejudices and stereotypes.	♣Issues of diversity and identity; ♣ Cultural similarities and differences; ♣ Prejudices and stereotypes.

5.2. To value diversity to open up dialogue	• To identify the added value of diversity (in the social, economic development etc.) in terms of its contribution to the development process; • To use specific methods for valuing diversity of global learning.	♣The contribution and the influence of different cultures and values on the global life; ♣ Non-discrimination.
5.3. To use global phenomena in shaping the pro-social empathetic behavior grounded on the understanding of the interdependence concept	• To build / identify how digital communication can help facilitate the process of partnership and empowerment; • To apply methods specific to global learning to facilitate dialogue and cooperation among different social partners so as to generate social change; • To identify ways to compensate the " non-favouring obstacle " through digital communication and cooperation.	♣Global communication; ♣Empowerment.

Towards its accomplishment, the above mentioned set of competences will be supported by the following skills: critical thinking, analytical, synthetic, discriminative, creative cognition, contrastive analysis of different points of view / perspectives, cooperation, strategic planning, decision making, work team, responsibility undertaking, conflict negotiation, personal development, change production, creative communication, self-reflection, self-criticism, active listening, mutual transfer views / perspectives, resistance to stereotypes, participation to dialogue.

In order to obtain an accurate and quick feedback, the evaluation will be performed in two steps:
1. Phase assessment (within each module - through application);
2. Final assessment (project / activity presentation)

No.	Assessment type	Assessment activity/module	Indicators	
			Learning outcomes	Process indicators
1.	Phase assessment (at the end of each module)	1. Holistic / cross approach to globalization	1. Linking knowledge coherently and logically	1. Personalized perspective
		2. Global learning aims from the global trainer's perspective	2. Global learning activities	2. Making up new and relevant information
		3. Designing a global learning-based activity	3. Ability to boost participation, creativity, involvement of the target group. Ability to relate topic - objectives - teaching - learning - assessment	3. Originality of activities, methods and assessment Sustainability and the capacity of replicating activities
		4. Ways of opening up cooperation and action from valuing diversity	4. Activities of opening up collaboration and action from valuing diversity	4. Enhancing empowerment through cooperation
		5. Action strategies / plans for generating positive social/personal change by means of global learning through the use of personal	5. Development of global learning based projects within contexts able to generate positive change	5. Relevant creative design

2.	Final assessment	2.1. Relevance of global learning within socially transformative and constructivist context	2.1. Using global learning in a project centered on social change	2.1. Degree of documentation, attractiveness, originality, initiative, feedback

BIBLIGRAPHY:

- *The Maastricht Global Education Declaration*, Appendix To the European Strategy Framework For Improving and Increasing Global Education in Europe to the Year 2015, Maastricht, 2002. Available at: http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf;
- *Improving competences for 21st Century: An Agenda for European Cooperation on schools* COM (2008) 425. Brussels: European Commission, 2008. Available at: http://ec.europa.eu/education/school21/sec2177_en.pdf;
- Cabezudo, A.,Christidis, C., Mihai, P.G., Da Silva, M., Saltet-Demetriadou, V., Halbartschlager,F., *Global Education Guidelines*, *A Handbook for Educators To Understandand Implement Global Education*, Lisbon, 2010;
- Van derZant, J., *Global Citizenship. Teaching about global citizenship. How do you do that?*, NCDO, 2010;
- O' Loughlin, E., Wegimont, L., *Global Education in Europe to 2015. Strategies, policies and perspectives*, Lisbon, 2003;
- Bourn, D., *The Theory and Practice of Global Learning*, in, Research Paper nr.11 for the Global Learning Program, London, 2014;
- Midwinter, C., *The Global Dimension in Initial Teachers Education and Training. Supporting the Standards*, World Studies Trust, 2005;
- *Education for Global Citizenship*. Available at: http://oxfam.org.uk;
- *Global Competence*. Available at: www.edsteps.org;
- *Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity*. Disponibil la: www.coe.int;
- *Final Report. 2nd European Congress on Global Education,* Lisbon 2012.Disponibil la: www.coe.int.

Authors: Nina Cugler, Rodica Cherciu