

Education Development Centre (Latvia)
Leeds Development Education Centre (United Kingdom)
Mondo (Estonia)

Project "Global Dimension in Social Sciences Subjects in Formal Education"

RECOMMENDATIONS

on Placing Development/Global Education on School Agenda

The "RECOMMENDATIONS on Placing Development/Global Education on School Agenda" was prepared by the international team of the project "Global Dimension in Social Sciences Subjects in Formal Education": **Education Development Centre** (Latvia), **Mondo** (Estonia) and **Leeds Development Education Centre** (United Kingdom).



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Being aware of the significance of global issues and the need to provide education that gives to young people knowledge, skills and attitudes that are relevant in the interconnected and interactive world, the Education Development Center (Latvia) in cooperation with the Leeds Development Education Centre (UK), Mondo (Estonia) and the British Council in Latvia from January 2013 to December 2015, with the support of the European Commission, is implementing the project “Global Dimension in Social Sciences Subjects in Formal Education”.

The project experience has been reflected in a number of publications; *Report on Study about Development/Global Education Aspects in Social Sciences* provides an insight into the presence of global dimension in formal education in Latvia and other states of the European Union; *PORTFOLIO of Development/ Global Education Materials* offers ideas for classes and activities in global education, *Development Education Programs and Study Materials GUIDE* (in English) provides an insight into global education programmes to interested parties from other countries; *First Steps in Assessing Global Learning*, *TOOLKIT* presents the process of assessing the effectiveness of global education. The publications are available from the webpage of the Education Development Center: <http://www.globalaizglitiba.lv/global-dimension/project-issues/>

The project concludes with the elaboration of RECOMMENDATIONS for including global dimension in school agenda. *RECOMMENDATIONS* are published in four global education programmes developed in the project – youth empowerment programme for an effective life in the contemporary world, professional qualifications development programme for teachers in global education, programme for improving the competences of education experts and community representatives in global education, and global education programme for minority schools (schools with Russian as the language of instruction). *Recommendations* provide proposals that are based upon the project experience for effective inclusion of global education in formal education. *Recommendations* comprise proposals by education experts on providing global education.

Recommendations are the result of cooperation of global education practitioners and experts from Latvian Education Development Center, Latvian Global Education Schools Network, Latvian Vidzeme University of Applied Sciences, the Estonian Mondo, the UK Leeds Development Education Centre, the Czech NaZemi.

The project implementation team expresses its gratitude to everybody, who participated in the discussions and in the elaboration of RECOMMENDATIONS.

We hope that RECOMMENDATIONS will serve as a source of inspiration for a broad circle of persons interested in global education and will facilitate meaningful inclusion of global dimension in education.



While implementing the project, the Education Development Center (Latvia) created three programmes in global education – youth empowerment programme for an effective life in the contemporary world, professional qualifications development programme for teachers in global education, programme for improving the competences of education experts and community representatives in global education. Mondo (Estonia) prepared a global education programme for minority schools (schools with Russian as the language of instruction). An insight into these programmes follows.

Youth empowerment programme

“Improving the Competences of Young People for an Effective Life in the Contemporary World”

Addressees of the programme

Young people, activists from youth organisations and young leaders.

Aim of the programme

Improve the competence of young people in global education (GE), increasing understanding of development issues in Latvia and the world, preparing for responsible and active life in diverse society.

Planned results

The participants will gain understanding of the relevance of GE and basic topics of content: globalisation, sustainable development, mutual interaction, values and beliefs, social justice, conflict resolution, informed, active and responsible citizen, etc. The general human values and attitudes will be developed and strengthened in young people – respect and responsibility towards oneself and other people and their rights, active participation for the creation of a better and fairer world. The participants will master the methods for planning and implementing GE activities, will expand their understanding with regard to organising GE activities outside school, involving broader society and strengthening the role of local community in global processes. As the result of mastering the programme, the future cooperation of young people in GE will be strengthened and the leadership skills of young people will be improved.

Content and forms of implementation of the programme

| | Topics and synopsis of the content | Forms, methods of implementation |
|----|---|---|
| 1. | Processes and manifestations of globalisation. Latvia within processes of globalisation. | Mastering the concept of globalisation. Case analysis. Substantiating one's opinion. Discussion. |
| 2. | Sustainable development. Sustainable school. Sustainable consumption and habits. Trends in the increase of population and responsibility for the resources of the planet. | Mastering the concept of sustainable development. Assessing wishes and needs. An audit of a sustainable school. Assessing the trends of growing population. |
| 3. | Mutual interaction and responsibility. Links with other people in the world: examples of global trade. Fair trade. | Analysis of statistical data. Cooperative learning. Analysing the sequence of a process. Role-play. Evaluating video materials. Discussion. |
| 4. | Social justice. Education in Latvia and abroad. Accessibility of education in various countries of the world. | Analysing pictures, examples, statistical data. Analysing UNICEF video materials. Mystery. Causes of absenteeism from school in Latvia and in the world – a comparison. |
| 5. | Migration processes in the contemporary world. | Case analysis. Working with information from various sources. Discussion. |
| 6. | Conflicts and peace. The role of international community in conflict resolution. | Quiz “Know or Guess”. Analysis of a photo. Case analysis and reaching conclusions. Proposing arguments. Explaining causes and consequences. |
| 7. | Stereotypes and prejudices. Diversity of values. Respect and tolerance. | Identity related activities. Creative projects and activities for studying and celebrating cultural diversity. |
| 8. | Global education actions and campaigns: from planning to implementation. | Group work. Discussion. Defining criteria. Steps in planning. |
| 9. | Programme evaluation, planning further activities. | Discussion. Evaluation questionnaires. Planning implementation. |

Professional qualifications development programme for teachers “Improving Teachers’ Professional Competences in Global Education”

Addressees of the programme

Teachers of various school subjects, homeroom teachers and students of teacher training programmes.

Aim of the programme

To improve the teachers’ competence in GE, by increasing understanding of development issues in Latvia and in the world and consolidating teachers’ methodological skills in preparing young people for responsible and active life in diverse society.

Planned results

The participants of the programme will gain understanding of the relevance and aims of GE, as well as of possibilities to integrate it in various school subjects and out-of-class activities. The participants will expand their understanding of GE content issues set in the subject standards – respect of diversity and other persons’ rights, quality of life, human security, the role of mass media in forming opinions, etc. The participants will master GE methods and will understand the possibilities of implementing GE activities outside school, by involving wider community.

Content and forms of implementation of the programme

| | Topics and synopsis of contents | Forms and methods of implementation |
|----|--|---|
| 1. | Topical GE issues and substantiation. GE, the fields covered by its content and place in the learning process. | Lecture. Discussion. Assessment and ranking of topics. Analysis of best practice examples. |
| 2. | Identity and diversity in the contemporary world. Interconnection of various cultures. | Case analysis. Self-assessment and defining criteria. Discussion. |
| 3. | Quality of life and its various aspects. Different approaches to understanding the quality of life. | Lecture. Case analysis. Ranking of values and substantiation of one’s opinion. Assessment of video sources. |
| 4. | Issues of social justice in the contemporary world. | Analysing causes and consequences. Assessing statements. Advancing questions. Discussion. Analysing statistical data. |
| 5. | The role of media and other sources of information in developing opinions on global processes. | Working with a text. Analysing visual sources of information. Recognising methods for exerting influence. |
| 6. | Types of development cooperation and role in solving global problems. | Lecture. Assessment of events and situations. Analysing statistical data. Discussion. |
| 7. | Food and human safety. | Working with sources of statistics, a map. Comparing various views. Assessing sources of photos. Modelling a situation. |
| 8. | Global education in schools – planning classes and out-of-school activities. | Discussion. Defining criteria. Steps in planning. |
| 9. | Evaluation of programme for improving professional qualification, planning further activities. | Discussion. Evaluation questionnaires. Planning implementation. |

Programme for improving the competences of policy makers “Increasing the Competence of Education Experts and Community Representatives in Global Education”

Addressees of the programme

Education and development policy makers, NGO activists and opinion leaders in the field of GE and development.

Aim of the programme

To increase the community representatives' competence in GE by enhancing their capacity in more extensive dissemination of GE and its institutionalisation in education, strengthening cooperation with education and development policy makers and activists.

Planned results

Community representatives will improve their understanding of the relevance and nature of GE. The participants will broaden their understanding of GE content issues. The participants will familiarize themselves with and will analyse the experience of Latvia and countries of the European Union, as well as GE best practice examples, they will assess the possibilities to integrate GE more extensively in the learning process. The participants will gain an insight into the approaches taken by other countries in implementing cooperation on various levels in the field of development. As the result of mastering the programme, the participants will have the possibility to become involved in a platform of the development field for sharing experience and cooperating with professionals.

Content and forms of implementation of the programme

| | Topics and synopsis of the contents | Forms and methods of implementation |
|----|--|---|
| 1. | The relevance of GE in society and education. The fields covered by GE content – diversity, human rights, sustainable development, mutual interaction, values and beliefs, social justice, conflict resolution, an informed, active and responsible citizen. | Lecture. Analysis of standards of social sciences subjects, documents regulating upbringing work. Discussion. |
| 2. | Cooperation opportunities for policy makers and its importance for integrating GE in the learning process. Tools for assessing the effectiveness and quality of GE implementation. | Assessing Latvia's situation – discussion. Studying the GE experience of other EU states. Laboratory of ideas and elaborating proposals for implementing cooperation. |
| 3. | The status of development field in Latvia and in the world. History of development cooperation. Latvia's status in development cooperation – opportunities and challenges. | Lecture. The history of development cooperation – the time-line of events, changes in understanding and development. Assessment of opinions. Discussion. |
| 4. | Possibilities for GE activities and campaigns on the national and broader level. Implementing GE actions – from planning to evaluation. Possibilities of using GE in working with various target groups. | Case analysis. Assessing video materials. Assessing photo stories. Steps in planning. |
| 5. | An insight into GE topics and methods – globalisation processes and mutual interaction, methods for the topic. | Lecture. Cooperative learning. Working with photography. Role-plays. Diverse use of video and Internet resources. Discussion. |
| 6. | An insight into GE topics and methods – mass media in the contemporary world, their role in presenting information and shaping opinions. | Analysis of videos and documentary films. Meeting with journalists, who have been working in development countries and “hot spots”. Discussion. |
| 7. | An insight into GE topics and methods – sustainable development, social and ecological responsibility. | Discussion. Brain storming. Working with a map, analysing statistical data. Possibilities of using video materials. |
| 8. | Evaluation of the programme, planning further activities. | Discussion. Evaluation questionnaires. Planning implementation. |

Professional qualifications development programme for Estonian teachers “Globalising World” (Teaching material and training for optional course in the Estonian curriculum)

Addressees of the programme

Secondary school social sciences teachers (human geography and civics/history). Themes, methods and exercises of the programme can also be used in other subjects and levels. Special effort is made to include Russian-language teachers in the programme by providing course materials in Russian.

Aim of the programme

To improve the teachers' competence in GE by increasing understanding of development issues in the world and consolidating teachers methodological skills in preparing young people for responsible and active life in diverse society. Providing course materials and training for an optional course aims also at increasing the number of schools offering the course to students.

Planned results

The participants of the programme will gain understanding of the main global challenges and improve their skills in discussing them with students using interesting and innovative teaching methods.

Content and methods of “Globalising World” teaching and learning material

Key content issues in the course material include:

- a. Population processes in globalising world: population growth, migration and refugees, urbanisation, pros and cons of multicultural society, conflicts between cultures and religions, armed conflicts, international cooperation;
- b. Economic division of the world: poverty and development, economic globalisation, world trade and developing countries, development cooperation and humanitarian aid;
- c. Global consumer society: social and environmental problems of overconsumption, rights of workers and child labour, food production, water, corporate social responsibility and fair trade, global information society;
- d. Global environmental problems: waste, climate change, desertification, loss of biodiversity, impact of mining on environment, challenges of the world sea, economic use of forests.

Methodological approaches offered to teachers in discussing the issues: analysis of case studies/situations, justifying the opinions, discussions, viewing and analysis of documentaries; interactive games, e.g. role plays, quizzes; video, audio materials; campaigns, interviews, their analysis, work with maps; comparing and drawing of conclusions; searching solutions to problems; problem solving; pair, group and team work.

The course material has been further developed into a digital format available through Eliademy platform with the support from the Estonian MFA.

Content and forms of “Globalising World” training programme (60h)

Training programme consists of four one-day trainings and a two-day winter school. Participants are also given home assignments and they need to implement a school project, which is presented to the course participants in the last session.

| | Topics and synopsis of the contents | Forms and methods of implementation |
|----|--|--|
| 1. | Life-long learning, Sustainable Development Goals, digital competencies and integrating global education into lessons. | Lecture. Discussion. Group exercises. Digital learning apps. Analysing best practices. |
| 2. | Human basic needs, poverty and equality. | Lectures and discussion, group work, mind map, analysing videos. |
| 3. | Economy, sustainable consumerism, fair trade. | Lectures and discussion, workshops, case studies, simulation. |
| 4. | Environment, climate change, sustainable development. | Discussion, group work, analysing causes and consequences, analysing a film, case study. |
| 5. | Peaceful societies, xenophobia and racism, development cooperation, refugees. | Seminar, group work, role-play, analysing a film, preparing and implementing a school project. |

Project experience – based recommendations for implementation of development/global education



Education
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Centre, Latvia

Institutional revolution is not required to integrate global dimension in the curricula of formal education. The study conducted as part of the project shows that there are sufficient possibilities to include global topics in the already existing system both in Latvia and in other countries – in the subject curriculum, work of the classroom teacher, project weeks and other activities organised for the class or the school.

It is more important to convince teachers that integration of the global dimension is not an additional duty or workload, but a practical tool for preventing overlapping of the subject contents, optimising the workload of students and teachers, for facilitating synergy of knowledge.

The success in providing development/ global education to the utmost extent depends upon the teacher's ability to establish a link between the local and the global in study process. For example, to show the way regional and global migration processes are reflected in the student's family history, the way everyone's shopping habits are influenced by the global economic interaction, etc. Making the personal experience relevant is the best way to prepare students for the understanding of global events and interconnections.

The skills in working with diverse sources of information are essential for all topics of development/ global education. Students' skills in using media, in understanding not only the text, but also the context and the subtext, ability to differentiate between facts and opinions are decisive pre-requisites for developing a reasoned personal opinion. Therefore GE programmes developed during the project offer practical methods for honing these skills – analytical questions, writing op-ed articles, work with different carriers of information, etc.

Development/ global education is also inter-cultural education, therefore we focus upon developing inter-cultural competence. Respect towards other cultures is one of the pillars of global education. Therefore programmes anticipate to acquire knowledge of values in fairy-tales of different nations, on toys of the children of the world and family menus. In this context, abiding by the code of ethics is of particular importance, when presenting developing countries and people. This means resigning from stereotypes in using texts, photos and other information, correct use of language, means of expression and terminology.

Development/ global education is always knowledge based, therefore the global education programs developed in the project make extensive use of statistics, references to studies, international comparable development indexes. However, it is important to keep in mind that in the contemporary world information like this becomes out-dated very fast, therefore the skill to develop new materials should become an integral part of the professional everyday life of a global educator.



The aim of development/ global education is to promote responsible actions, real engagement in the life of local and global community. The piloting of programs has proven that the greatest contribution to the change of awareness and attitude is given by such out-of-class activities as, for example, “audit” of water and food consumption in family, school and on a large scale, study of the presence of global products in the local shop or one’s own fridge, campaigns to support greener life style, collecting donations for those who are worse off, etc. One of the challenges of global education is teaching to understand the complexity of the problem and the same time be optimistic, see the meaning and possibilities to solve problems that people are facing on local and global scale. Therefore global education should create the sense of perspective and create the conviction that anyone can foster real, positive change.

The project experience has taught that excellent experts and human resources for global learning can be found in local communities. These are people with interesting experience in voluntary work, entrepreneurs that have international partnerships, as well as non-governmental organisations that work on the local and global level with health, environment, social integration and other issues.

The importance of networking should be specially highlighted in development/ global education. Networks of schools, teachers, and experts are an important resource of ideas and experience, a growth-promoting platform for discussions. They create the possibilities for the professionals of the field to learn from one another, to adopt best practices and lay the foundations for long-term cooperation based on global themes.

No age can be considered as being too early or too late for engaging in development/ global education. The same topic of global education can be discussed in diverse subjects and with audiences of diverse profiles. The most important thing that the educator should keep in mind is – even if the topics are identical, the particular target group defines the aims of teaching, methodological approaches, the use of language and terms, as well as the time dedicated for the class and the scope.

Global themes call for methodological diversity. However, the educator should be aware that splendid methods should not overshadow the content of global education, its principal aim and essence. Sometimes it is difficult to resist a human wish to avoid such “inconvenient” topics as, for example, social inequality or unfair relationships between the states, substituting these with vivid stories about far-away countries and cultures. Global processes are almost always of a complex nature.

Great pedagogical mastery is needed to avoid presenting a “flat” vision on global processes and substituting serious analysis of causality with external manifestations of some more visible or exotic phenomena.

Instead, it is worth recalling that it is the task of the teacher to awaken a student’s natural curiosity, when his wish to cognize steps over the “fence” of minutes allocated for a class and leads to independent learning.



Education
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Centre, Latvia

The practicing teachers, who are involved in the project, highlight also the need to link global education with the traditional study process at school. For example, global education topics should be foregrounded in courses of continuous education, showing its presence in the documents that regulate the study curriculum – standards and programmes of subjects, as well as in the final tests and the content of examination questions. It is important for a teacher to find the link between the development topics and other dimensions of education that are more familiar to him or her – value education, civic education, intercultural education, critical thinking skills, etc. Teachers urge publishers and authors to publish, as much as possible, more global education resources in a summarised and systematised way – in textbooks and on digital platforms. The attitude taken by school administration towards integrating global issues in study content, in the upbringing work and the internal environment and culture of the school is of vital importance. Teamwork approach can be of great support in this – creating a community of people interested in global education, comprising both teachers and coordinators of methodological work, as well as representatives from administration. In the everyday life of schools, it is easier to integrate global themes in the work of the homeroom teacher. Therefore model lessons, lesson plans, work sheets, etc. for these classes are very important resources. The teachers also underscore the importance of working with parents. The community of parents is not homogenous, presenting a broad range of education levels, values and attitudes. Currently parents are not actively demanding inclusion of global issues. However, the school and teachers via children are able to educate broader community and create demand for this type of knowledge. The project experience shows that parents' meetings dedicated to global education issues, publications in school and local media are successful tools.



Mondo, Estonia

Lessons learned from the project in Estonia

During the course of the project NGO Mondo's Global Education Centre has worked on a study programme The Globalizing World which also works as a course material for a 35 hour elective course in the upper-secondary schools. In addition, Mondo has supported the Russian-language teachers in teaching global topics and worked to establish exchange of experience in global education between Estonian and Latvian schools.

Here we are listing a number of general lessons learned from the project and the process of developing a new structure and format for the material. In this analysis we are also relying on the work of the sociologist Peeter Vihma from Tallinn University, who has twice made a survey among students about the impact of the course¹.

Lesson 1:

Make clear links to the curriculum

Estonian teachers, as teachers in most of other countries, need to follow the curriculum, which is generally seen as too packed. Globalising World course programme offers, therefore, a perfect entry-point for global education in upper-secondary schools. It is also the only place in the Estonian curriculum where global education is mentioned as a term.

The course provides background information about global challenges, helps to understand our connectedness with the rest of the world, and to find solutions to current problems. The topics vary from population processes (population growth, multicultural societies, armed conflicts) to poverty and development issues, and from economic production and consumption to global environmental problems (climate change, pollution, etc.). Most of the topics can be linked to other mandatory courses in the curriculum as well. The course is also organised in a way that offers opportunities for subject integration, which is also encouraged in the curriculum.

The evaluation conducted by Peeter Vihma also points to overlap with other courses. Two topics that showed somewhat higher significant correlation with the passing of course were poverty and human rights. These results suggest that poverty and human rights issues are the two topics that have the smallest overlap and depend most on the Globalising World course. Human rights were also the topic that had the lowest of self-reported knowledge by students (51% reported their knowledge on this issue being good or sufficient).

¹ The effects of participating at the Globalizing World course were measured specifically in 2013 and in conjunction with the UNESCO school survey again in 2014. Both times the effects were measured using both qualitative and quantitative data among students who had attended the course the same year and students who had not.



Mondo, Estonia

Lesson 2:

Offer more choice of topics and methods

As the new curriculum emphasises individual freedom in choosing the topics the structure of the material was modified to follow this idea. The new course material consists of 4 thematic blocks and 25 sub-themes. Each sub-theme is accompanied by background material of the key issues and a compilation of exercises and ideas on how to discuss the topic with the students. The material affords the opportunity to decide on the precise content of the course in cooperation with the students, according to their interests and the methods best suited for a particular class.

The printed format of the material was designed in a way that provides the opportunity to update parts of the material and add on additional materials to the same folder. This is useful as the themes are very topical in our contemporary societies and new interesting materials are being developed constantly. All the worksheets are provided on a memory stick, which offers teachers the opportunity to make their own modifications to the material when needed.

According to the survey teachers use a variety of materials and methods while teaching Globalizing World, most popular being films, group work and Power Point slides (more than 70% of teachers use them) and to a somewhat lesser extent printed materials and role-playing games (50% of teachers). Teachers found (and students confirmed) that the variety of methods used makes this course more attractive than more traditional methods employed in other courses.

Considering the multitude of possibilities in the use of materials it is not surprising that several teachers voiced concerns about the grading of students. That is why a lot of emphasis was put on developing a grading system for the course that would assess not only knowledge but also understanding and activism. Guidelines are provided for different ways of grading the course, which can also be combined together: 1. study diary or study folder, 2. presentations, 3. poster campaign, 4. social advertisement, 5. essay at the end of the course, 6. activity during classes, 7. activity in extra-curricular activities (e.g. organizing film screenings). Special matrix is also developed for marking the course.



Mondo, Estonia

Lesson 3:

Increased use of digital materials

Increased use of digitalised materials is one of the cornerstones of current Estonian educational policy (Strategy for Life-long Learning, 2015-2020).

Although the Globalising World material is provided in traditional way on paper, the policy requires that all study books should be available in digitalised format also. This does not mean a .PDF of the book but a new type of material, which uses apps and offers students the opportunity to use their own IT devices for learning.

The process of digitalising the Globalising World material has started and it has already created a lot of interest among teachers. It takes the structure and grading of the course to a new level with even more opportunities for using new methods, designing assignments based on individual interests, sharing information between the course participants, having discussions outside the classroom, etc.

In Vihma's study almost all students questioned (91%) replied that their preferable channel outside school curricula for acquiring information was the Internet. It is then unsurprising that in the context of the course, both students and teachers showed very positive attitudes towards the use of digital materials. Teachers attributed to Internet-based materials such qualities as the ease of test-based grading, the possibility to assign self-tutored work, and the possibility to keep the information updated (preferably by the provider of the material, such as Mondo) and also to stream videos and films. Teachers generally have good computer literacy and look favorably to the use of different platforms, etc. as long as they include new materials or methods. In many interviews the teachers explained that it was easier to grasp a new platform than to prepare the course materials in other ways; thus, Internet-based material is in this regard cost-effective.



Mondo, Estonia

Lesson 4:

Do not forget to evaluate activities

One clear lesson is also the need to evaluate activities regularly, as that helps in reflecting on the effects of our work and design materials according to the needs of teachers and students. Mondo has been conducting regular external evaluations of our work for many years now in order to define what makes good global education and whether we are having the impact we think we are having.

As the course is aiming to change the attitudes of students, the effects of these efforts can be measured by the students' activism. Study results show that four repertoires of activism have the correlation with attending the course: boycotting some products (0.18), having a pen friend in a developing country (0.15), organizing donations (0.14) and organizing events (0.14). Although these correlations are weak, they are encouraging in terms of the effect of the course. It has to be noted that there is a great difference in activism between genders, as girls are more likely to have participated in any type of activity. It is also worth mentioning that interest towards politics does not correlate with course participation.

In surveys we have also aimed at measuring the values of course attenders and comparing them with non-attenders. Students who had attended the course believed more often that a single individual might have an impact on global problems compared to the rest of students (correlation 0.19). Result give reason for moderate optimism that the Globalizing World course can change young people's attitudes and values.

With the help of the assesement criteria developed by Leeds DEC, we have developed with expert teachers different models on how to assess various topics of the Globalising World material. The teachers can use these models on their own to assess the impact of the course among their students.

Lesson 5:

Offer extra support to Russian-language teachers

In the past years the Russian-language teachers have been somewhat more passive in attending global education trainings and covering the topics in their teaching.

In order to help the teachers and students to understand the complicated global themes the material has also been translated into Russian. The project also aimed at encouraging Russian-language teachers by linking them with more experienced teachers and providing them opportunity to share their teaching experiences and methods. Linking between Estonian and Latvian teachers was also considered motivating.

In the future the Global Education Centre will continue offering some teacher trainings in the Russian language, as well as to translate and adjust supporting materials for Russian-language schools.



**Leeds
Development
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Kingdom**

Lessons learned and recommendations from the project in Leeds

Education is a globally competitive industry. In July 2015, UK Schools Minister Nick Gibb spoke about the twin issues of “our long-term productivity challenge” and “lack of skills”, quoting recent research that British pupils were falling behind. “Our 15-year-olds are on average 3 years behind their peers in Shanghai in mathematics and we are the only OECD country whose young people do not have better levels of literacy or numeracy than their grandparents’ generation.” The pressure is on schools to ‘produce’ the next generation of workers who can compete in the global economy.

While there is a general recognition that this ‘global ready’ workforce needs knowledge of the wider world and the global processes which are shaping our world, there is not so much clarity about what this means in terms of teaching. Are we preparing young people simply to be ‘better economic agents’, or to be active and responsible global citizens?

To a degree this is a political debate; however, there is a good deal of consensus on this and it’s reflected in a number of national Global Learning Frameworks produced by countries from Austria to Australia. The 2015 Association of American Colleges and Universities ‘Rubric for Global Learning’ is quite typical of the approach. It states, “Global Learning should enable students to:

- 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- 2) seek to understand how their actions affect both local and global communities
- 3) address the world’s most pressing and enduring issues collaboratively and equitably.”

In the UK, Global Learning has been delivered for over 40 years in different ways and under different ‘badges’ – such as, World Studies, Development Education, Global Citizenship, Global Education. The value of Global Learning – in terms of how it has enriched the curriculum, stimulated pupils and prepared them to meet the challenges of an ever more complex world – has been captured in many informal responses from teachers, students, heads, schools inspectors and politicians. “It was brilliant, we’re excited about teaching it, the children are so motivated – they are loving it!”, “They’ve really been fired up because it’s about real people and real things that happen to them.” This is common feedback from schools. What is less clear is precisely what students are learning, what difference ‘the global curriculum’ is making to their skills, knowledge and understanding, or how global learning is influencing dispositions and attitudes.

The pilot project work delivered by Leeds DEC set out to develop a set of “Global Learning Effectiveness Criteria”. Lessons learned from the process of developing these Impact Assessment Criteria and together with a number of recommendations, are set out below.



Leeds
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Lesson 1

Making Impact Assessment practical and feasible

Teachers had an interest in looking at the bigger picture in terms of their students' learning and finding out what the overall impact of a topic was, but were faced with a number of constraints. An Impact Assessment process that would work both for an intensive pilot project (where we could offer support) and as a 'stand alone' process for schools to implement themselves, had to address these barriers and concerns. Feedback from participants indicated that Impact Assessment needs to:

- be practical;
- not to be too time-consuming;
- provide tools to make it easy to capture, analyse and represent the results.

It also has to be clear how the results might help improve teaching and learning and demonstrate the value that the global perspective has brought to the students in terms of skills development and their appreciation of what, in the UK, is designated the 'Social, Moral, Spiritual and Cultural' dimensions of the curriculum. The questions needed to be designed so that they would produce information that was useful for teachers.

Lesson 2

Designing Assessment (Effectiveness) Criteria

We looked at how to create tools for assessment that would be useful for teachers teaching at both primary and secondary levels. At both levels, lessons are often assessed in terms of skills and knowledge around specific topics; however, while the global elements in these may be recognised (and intended) they are not always specifically named. There are Global Learning frameworks, that attempt to capture the key themes, and these can help teachers do this. However, these only gave teachers a general idea of what they might cover. Teachers did not have adequate time or 'headspace' to learn about each topic and reflect on how to design clear 'good' learning outcomes. Most teachers needed a lot of support to identify a focused global theme, or to refine it. We concluded that to be feasible, impact assessment is best designed around specific lessons and that teachers need a simple practical process and easy-to-use tools.

As a result of this analysis we designed a three-step process for schools. In Step One the teachers used a framework to match a global learning concept to the lesson or topic they wanted to cover. In Step Two we worked with them to incorporate clear global learning outcomes, against which learning could be measured. Step Three was to produce impact assessment tools based on the learning outcomes.

In summary, a process and set of assessment tools was a more effective approach than simply producing a set of Effectiveness Criteria, which had been the original intention.



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Lesson 3

Assessment – a Learning Journey. Provide adequate support for teachers in the form of training and mentoring

In order to produce good assessment tools, teachers need to set clear Global Learning Outcomes. To do this they needed to have the time, 'headspace' and knowledge of the issues, so training and mentoring the teachers was an important part of the process. This training and mentoring enables the teachers to have the knowledge and confidence to 'draw out' the global learning themes in their scheme of work, and identify (global) learning outcomes that fit in with the core theme of the lesson/ scheme of work.

While most teachers in the UK have a good latent knowledge about many issues, we found that because they tended to see the topic from the traditional frame of reference of their subject, they did not always identify the global learning opportunity. Training cohorts of teachers and mentoring individual members of staff proved to be an effective support strategy. It is important to recognise that this is a learning journey for the teachers; the more time and commitment they are able to give it, the better the results.

Lesson 4

Schools may not feel that results of impact assessment are worth the effort, and may be concerned that they may show negative results

We noticed that there was a tendency for schools to make assumptions that the Global Learning Outcomes are being achieved. After all, global learning is perceived as a semi-voluntary activity, which may make a useful contribution, but the precise contribution is often vague. Given this, why would schools want to find out that this additional subject they have volunteered to teach is actually producing negative results?

The results of the Leeds DEC Assessment pilot have shown the areas where changes needed to be made to schemes of work. With support, teachers were able to reflect on what changes they felt were appropriate and rewrite schemes of work. Sometimes the results showed that while the identified global learning outcomes were well-delivered, other additions were necessary to address things such as prejudicial attitudes.

One recommendation for teachers was: "Don't make assumptions that the Learning Outcomes are being achieved, or being achieved in the way that you might expect."

Lesson 5

Securing support of the Senior Leadership Team



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It is better if Global Learning Impact Assessments are integrated into the school's usual assessment procedures, so that teachers can be given the time and their work is valued, rather than being an add-on based on personal interest. This enables schools to plan and evaluate the delivery of global learning across the school. Senior Leadership Teams need to be convinced of the benefits this will bring to their students. In the UK this will almost certainly only be the case if the SLT can see the benefits in terms of academic results as well as broader educational outcomes for students. This pilot has shown that there is an opportunity to do more work around this – in particular, to develop assessment strategies and templates for individual curriculum areas.



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Recommendations for Global Education in School Curricula – from Translation to Transformation

His Holiness the Dalai Lama has said: *“The planet does not need more “successful people”. The planet desperately needs more peacemakers, healers, restorers, storytellers and lovers of all kinds. It needs people to live well in their places. It needs people with moral courage willing to join the struggle to make the world habitable and humane and these qualities have little to do with success.”*

With this Dalai Lama invites us to evaluate approaches to growth that are based solely upon a materialistic world-view and see as the main goal in life successful career and gaining of material benefits that are closely linked to it.

This statement made by Dalai Lama closely correlates also with the values of global education, since global education offers a more multi-faceted treatment of development and progress, where the development of awareness, acceptance and compassion skills plays a significant role.

UNESCO, via its global citizenship education, is also implementing a similar approach, including such competences as knowledge about global issues and universal values, for example, justice, equality, respect; understanding identities of various levels and the potential of collective identity, which exceeds the differences of an individual culture, religion, ethnicity or others, for example, feeling of belonging to common humanity, respect for diversity; the skills of critical, systemic and creative thinking, accepting various vantage points; social skills, for example, empathy, conflict resolution skills, communication skills, ability to network and cooperate with people of different origin and culture; ability to take joint actions and find global solutions to global problems.¹

These qualities cannot be develop in one-track process of acquiring knowledge. **Therefore also global education cannot be traditional education. Its final purpose should not be simple translation of knowledge; it should aim for transformation of a personality.**

Transformation is necessary to break away from a number of very strong illusions – first of all, that one should live in a self-centred and closed way and that people of this world living in different countries have nothing in common. The recent discussions in Latvia regarding reception of refugees revealed the perseverance of such illusions.

The transformation of a personality is evident in the fact that an individual has not only developed the ability to use the acquired information in practice, but has totally changed his vantage point, or has “awoken” in the literal meaning of the word. According to Tobin Hart (2009) learning is a process made up of six stages, which starts by acquisition of information and ends by awakening.²

¹ UNESCO. (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

² Hart, T. (2014). Integrative Mind: Transformative Education for a World on Fire. London: Rowman & Littlefield Publishers.



1. **Information.** To know.
2. **Knowledge.** Direct experience that uses information to apply it in practice.
3. **Intelligence.** The intuitive and analytical approaches to cognition are combined.
4. **Understanding.** Ability to see with the eyes of one's soul.
5. **Wisdom.** Ability to combine truth with ethics (what and how is correct)
6. **Transformation.** Awakening.

The achievements of the current system of education, basically, are limited to the first two stages. It is not enough to achieve positive changes in the world.

HOW TO ACHIEVE TRANSFORMATION?

At Vidzeme University of Applied Science and College of Business Administration, in striving for the transformation of personality through education we have chosen a simplified model of four basic types of intelligence, which combines the techniques for developing intellectual, emotional, physical and spiritual intelligence.

- *Intellectual intelligence* is linked to a person's ability to think rationally and comprises also mathematical and verbal intelligence.
- *Emotional intelligence* allows controlling oneself and relationships with others.
- *Physical intelligence* is linked to the ability to feel and skilfully use one's body.
- *Spiritual intelligence* allows finding the path to one's self, to act in a wise and compassionate way.

We believe that a happy life is possible if these types of intelligence are in balance and that each of them is developed by using a totality of specific techniques. Even though the use of balanced techniques is still far from perfection, our general experience has been positive. This also resonates in the high employment rates of our graduates. The contemporary employers perceive the intellectual abilities of graduates as self-evident, but it is the emotional and spiritual intelligence that turn into a comparative advantage in the labour market.

To achieve changes in teaching, we also foreground the relevance of **transition to outcomes – based teaching model**, where the time of studies would be used as efficiently as possible, acquiring practical knowledge for the development of one's own company or a new product. Likewise, we are gradually **trying to use simulation games in the study process** and **transversal topics** to facilitate learning in situations approximating actual processes of life.

In theatre the actors and the spectators are the most important, but in schools – teachers and students.

If we look at it from a broader perspective, global education is a trend of education that prepares young people for life in the globalised world. It consists of skills and competences that are necessary for living in the complicated and dynamic contemporary global community. However, in its implementation, global education is provided in participatory and attractive way, allowing acquisition of new skills and knowledge.



In the context of reforms in the system of education much bigger support should be granted to that level of education provision, where the openness of schools to the global dimension, the readiness of teachers and school administration to include it into the curriculum, into out-of-class activities and the working culture of institutions is most important.

Ken Robertson, the British education expert, compares the process of education to theatre, the deepest nature of which is formed by actors and relationship with the audience.³ Whereas other persons – prop masters, lighting designers, script authors, directors and even the theatre building play only a secondary role. In reforming systems of education we dedicate too much effort to transformation of things that are not directly linked to learning. **We should stop worrying about education reforms and provide appropriate motivation to teachers and schools, who introduce improvements to teaching.**

Unfortunately, discussions in Latvia regarding closing of schools and the model of remuneration degrade the value of education that is currently acquired in the state. Many parents look abroad, even though excellent teachers of various age groups work in a number of schools and universities. With the growing parents' interest in comprehensive development of their children, various alternative trends of education gain popularity in Latvia. It is a strong signal for the system to change. In the debate on education reforms, the issues of content have been left in the background; however, the content related issues are the most important.

The topics of global education should be included in the content of continuous professional development for teachers.

Teachers should be provided with real possibilities to engage in conscious self-development in their daily life through media, literature, cinema, spiritual practices.

They should be given the possibility to re-examine their daily habits and add to them such that comply with the values of global education. Opportunities for acquiring unmediated global experience should be sought, for example, by participating in international projects or maintaining distance contacts with colleagues from other countries.

My personal observations in conversations with teachers show that the implementation of global education depends upon the teacher's internal motivation, experience and values. Most probably, the resonance of the trend of global education in broader society will depend upon it.

³ Ken Robertson (2013). How to change education. TED Talks, available: <https://www.youtube.com/watch?v=BEsZOyQzxQ>. Accessed on 05.06.2015.



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Global education in practice

I have been involved in global education for a decade, which from the Czech perspective might be considered quite a long time, but, for instance, from the Irish, British or Austrian perspectives might look short. Nevertheless, these have been the best years in my life workwise. I have witnessed an incredible growth of an NGO dealing with global education and issues connected with the international trade (e.g. Fair Trade or campaigns such as Clean Clothes Campaign, Living Wage). I am proud of having been a part of that. This just strengthens my feeling that each individual can play an important role in changing the world around him or her. We do have the power. The first step is to believe in it!

When I was asked to write some recommendations for teachers, schools and GE practitioners, I was a little bit hesitant. Who am I to give advice on this topic? Aren't there better experts to do that? On second thought, I have realized that last ten years were years of continuous learning about various aspects of global education for me and that I can share my ideas and thoughts at this point of my journey, which will definitely continue for a few more decades. Please, take my recommendations as something very subjective, which some other GE practitioners could disagree with. However, I hope some of my tips might be inspiring for you or at least they can raise questions and discussion, which would make me more than happy!

Recommendations for teachers and schools

MEET AND SHARE

Meeting other teachers from school and sharing with them your ideas, concerns and wishes regarding global education at your school might be a very good starting point. Everybody can share their experience with integrating global topics and global education principles into their everyday teaching. Together you can also identify what works well in your lessons, what needs to be enhanced and what is completely missing. For instance, you can raise these questions:

- *Do you help your students become global citizens? How? What does it mean to be "a global citizen"?*
- *Do you teach your students to respect differences and to feel empathy for other people?*
- *Have you helped your students understand how they are interconnected to people who live thousands of kilometres away? Are your students aware how we affect the quality of other people's lives?*
- *Have your students ever analysed the causes and consequences of a particular local or global problem?*
- *Have you ever asked your students to think about a local or a global "-ism" that they would like to help to solve? Have your students ever organized a local action in order to help to make that issue visible, to facilitate thinking about it?*



- *Do you focus in your lessons on developing your students' self-efficacy? Do your students believe that they have the power to change things? ... that being active is worth the time and the energy?*
- *Do your students have opportunities to develop critical thinking skills? Do you intentionally work with more than one perspective in your lesson? Do your students work with perspectives, which are different from the mainstream? Can they see the whole picture?*

The more questions are raised, the better. Also ask each other for constructive feedback as this can help your further professional development. If it is possible, agree on regular meetings where you can give an update to each other on what new things you have tried with your students. Inspire each other, give advice to each other, be a team!

MAP IT OUT AND MAKE A PLAN!

As soon as you make the decision to do global education more systematically, it is good to start working on a plan. What could be considered before making a plan?

- a review of the national or school curriculum. What opportunities do these official documents offer? Do they provide space for teaching global education?
- reconsidering your lessons. Is it possible to add the global dimension right away (e.g. with bringing more questions and more perspectives)? Or is it necessary to start from scratch and rethink the overall aims and content of the subject? Can the focus of your teaching be shifted, but still within the limits of the subject? E.g. introducing more critical approach, more global topics, concentrating more on developing students' skills and values, prioritizing the outcomes of global learning.

If possible, think of your teaching and aims in the long run. It has proved to be quite impossible to achieve most of the aims of global education after a few lessons. Thorough planning is the first step and the key to success. However, when you start teaching according to your plan, don't take it as something rigid and final. Anytime it can be adapted to the current context or to your or your students' needs.

COLLECT RESOURCES AND IDEAS

You can create both real and virtual library with global education resources. These can be real books, websites, videos, online resources, lesson plans. This always comes handy. There are many online resources downloadable for free.



PARTICIPATE IN TRAININGS AND CONFERENCES

Meeting people with the same or similar mind-set is always inspiring and, as a result, the motivation to be engaged with global education can dramatically increase. Apart from that, understanding such a complex concept (as global education definitely is) might require some time and plenty of discussions with other teachers, trainers or experts. There are many approaches to global education and the more you encounter, the easier it is to create your own personal version of it. The version, which makes sense to you and has the power to change your teaching and, consequently, make your students' global citizens.

WALK THE TALK

Surely everybody would agree that it is needless to say this. Nevertheless, we tend to forget how important and, especially, how visible our own values, behaviour and actions are. We are the role models. If we don't practise what we preach, if we are not authentic enough, our students will recognize that. This makes a good reason to start with ourselves in anything we believe in.

DON'T LEAVE PARENTS BEHIND

Parents always play a vital role in the life of your school. Not only should they be aware of what their children are learning and what it is good for, but they also should be given the chance to participate in your activities, e.g. by making decisions about the school life, coming up with suggestions, helping as much as possible. Don't be afraid to give them more space. In the end you might be positively surprised how helpful they are and how good your collaboration is.

Recommendation for teachers and practitioners who are creating their own GE lessons

MAKE IT RELEVANT FOR YOUR STUDENTS

If you choose to present some global issues to your students, think hard how to make a clear link to students' lives so that the issue doesn't end up isolated or it seems to be happening thousands of kilometres away without any connection to their lives. For example:

- find local parallels or ask your students to do it.
- have your students identify the causes and consequences of that problem. They might also look for possible solutions. As most global issues are interconnected, they will surely find themselves somewhere in the whole picture.
- use the issue with the aim of developing students' life skills, abilities and competences. For instance, in order to work on their empathy and solidarity, it is necessary to devote a considerable part of the lesson to this. Your students can identify what these concepts mean to them and talk about particular cases and experiences from their lives, while a global issue might serve as an impetus.



THINK ABOUT THE AIMS

The knowledge of facts and information is undeniably the basis of everything. Prior to your selection, it can be useful to stop for a while and answer the following questions: *Why do you think this information is important for students? How can this information affect their life? What do you want to achieve with it? What is the source of the information? Is there anything missing? Could anyone oppose it? Why would they disagree?* Be ambitious and aim high. For example, choose the information and cases studies, which will help students to understand the inequality in the world and the power relations. To avoid the bias, make sure you present as many perspectives as possible. Apart from the choice of information and facts, the cognitive processes can be taken into account. *Do you want students just to memorize something, or understand it, or analyse, deduce, induce, give their opinion supported by arguments, etc.? What should they be doing in the lesson? What exactly should their brain be doing?* Last but not least, developing students' skills, attitudes and values is of the same importance in global education as cognitive aims.

FORGET THE "ONE CORRECT ANSWER" APPROACH

Clearly there are correct answers to some questions. They do exist! But how important are they when you want students to become global citizens?

- One of the dangers of requiring one correct answer or one opinion as the only right one is, above all, students' fear of being wrong. Then, as a result, they'd prefer to be quiet, not to participate actively in the lesson. They might think their opinion is not desired, it is not considered correct.
- Asking your students questions about facts (which undoubtedly have one correct answer) can be sometimes very important but, in general, these questions should not outweigh questions making students think hard and analyse, deduce, argue, remember some experience, define some concepts, explain their assumptions, etc. (as mentioned above). All these questions lead to developing students' skills necessary for the 21st century.
- Actually, the best questions are students' own questions. These increase their motivation to explore and learn more.
- Are there any opinions, which can be considered wrong? What about the arguments supporting them?
- The last thought: Global issues can be incredibly complex and there are often a great number of "players" whose interests might or might not be well-known to us and consequently there could be a thin line between a fact and an opinion, the subjective and the objective, etc.



DON'T REINVENT THE WHEEL

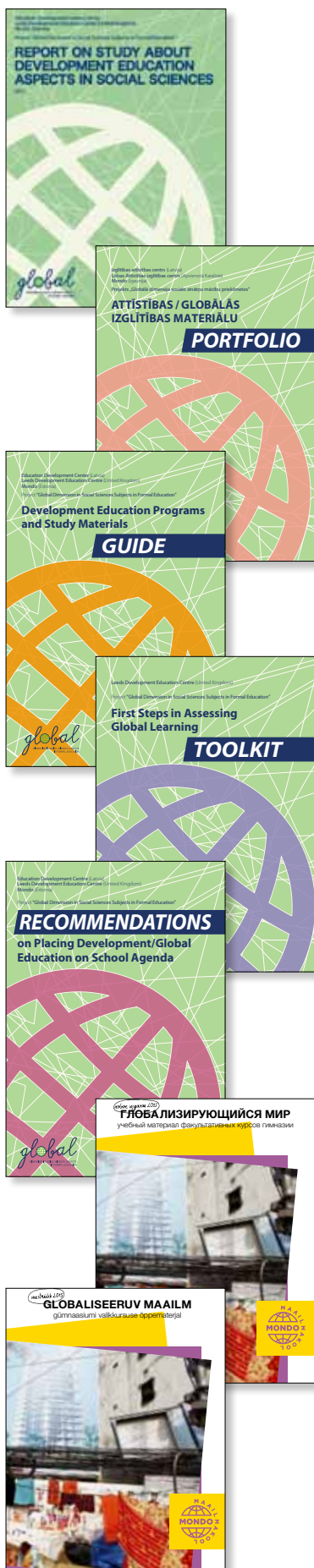
Countless global education methods, approaches, recommendations, lesson plans have already been “invented”. And not only that, they have also been tried and tested. The authors would be definitely happy if their ideas and experience inspired someone else. There is nothing worse than to put a lot of effort, time and energy into something, which is not used or at least referred to. Don't be afraid to use that. Copying in this sense is strongly recommended!

LEARN IN VARIED CONTEXTS

Learning is usually associated with desks and the classroom, although if you personally take some time and think about when, where and how you learnt most in your life, the context might be very different. The desks and the white boards do not necessarily guarantee that the learning is happening. Your students can be “seriously” learning some useful things, for example, outside when preparing an event for the community or organizing a local action - planning it, cooperating with others, dealing with obstacles, solving problems, writing formal letters, making a blog, preparing posters and being creative. Or when visiting a local library, an orphanage, a police station, an exhibition centre, a children's hospital, a community garden, a fair trade shop. Or when volunteering for a couple of hours. Make the most of every experience!

... and the list could go on. I believe that the heart is the core of everything. So my last advice is: If you follow your heart, everything will be ok!

Resources developed in the Project “Global Dimension in Social Sciences Subjects in Formal Education”, available on <http://www.globalaizglitiba.lv/global-dimension/project-issues/>



REPORT on Study about Development Education Aspects in Social Sciences

The REPORT examines the presence of the global dimension in formal education in Latvia, Estonia, the United Kingdom and 10 other EU countries, summarizes opinions of the education policy experts and teachers, gathers together examples of good practice, provides a vision of the possible future scenarios of global education. The report is prepared in Latvian and English.

PORTFOLIO of Development / Global Education Materials

The PORTFOLIO comprises examples of activities of development / global education of various themes. Activities constitute of a description of “step by step” methodology, worksheets and a diverse range of tasks. PORTFOLIO provides recommendations of experts from education and development field for teaching global education. PORTFOLIO is prepared in Latvian, including NGO Mondo materials in Russian.

Development Education Programs and Study Materials GUIDE

Development Education GUIDE provides views of development experts on the importance of development/ global education. It comprises examples of Latvian and Estonian teaching materials developed in the frameworks of development / global education programs. It includes Latvia’s experience of the integration of global dimension into the school practice. Guidelines are prepared in English.

First Steps in Assessing Global Learning, TOOLKIT

TOOLKIT is developed to support global education practitioners in assessing global education effectiveness, impact and quality in order to improve the learning process. It has been developed by Leeds Development Education Centre (United Kingdom). The report is prepared in Latvian and English.

RECOMMENDATIONS on Placing Development / Global Education on School Agenda

RECOMMENDATIONS provide proposals that are based upon the project experience for effective inclusion of global education in formal education. RECOMMENDATIONS are the result of cooperation of DE practitioners and experts from Education Development Centre (LV), Latvian Global Education Schools Network (LV), Vidzeme University of Applied Sciences (LV), Mondo (EE), Leeds DEC (UK), NaZemi (CZ). Published in English and Latvian.

“The Globalizing World”

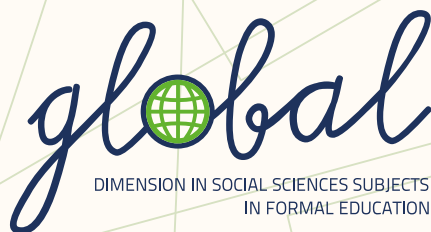
Global education materials issued by our partner – NGO Mondo (Estonia). The Estonian national curriculum for upper secondary schools contains a 35 hour elective course called “The Globalizing World”. The course gives background information about global challenges, helps to understand our connectedness with the rest of the world, and to find solutions to current problems.

Russian-language version available at:

<http://mondo.org.ee/wp-content/uploads/2014/02/GM-rus.pdf>

Estonian-language version available at:

http://mondo.org.ee/wp-content/uploads/2014/02/GM_est.pdf



PROJECT "GLOBAL DIMENSION IN SOCIAL SCIENCES SUBJECTS IN FORMAL EDUCATION"

The project "Global Dimension in Social Sciences Subjects in Formal Education" (No. DCI-NSAED/2012/280-401) is implemented by the Education Development Center (Latvia) in cooperation with LEEDS DEC (United Kingdom), Mondo (Estonia) and The British Council in Latvia. The project is implemented in the framework of the European Union Development and Cooperation Bureau "EuropeAid".

Overall objective. To promote education for development and to raise public awareness of development issues in Latvia, Estonia and the United Kingdom, as well as across Europe. To increase the awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world.

Specific objective. To integrate development education (DE) themes across the Social Sciences curriculum, cooperate with national educational authorities to institutionalize DE in formal education, build a network among DE experts in Latvia, Estonia and the United Kingdom and other European Union countries, develop a set of DE methodological materials and tools for measuring effectiveness.

Target group(s). Teachers, students, policymakers and education experts, local authorities

Main activities:

1. The work of the project core group (project management).
2. DE Study and integration of results in Social Sciences.
3. Development of DE Programs, Impact Assessment, Student Forums and learning materials.
4. Multiplication and experience exchange of DE programs and learning materials in partner countries and the EU.
5. Public relation and media work.

Total duration of the project is 36 months (January 2013 – December 2015)

Information about the project: www.globalaizglitiba.lv (in Latvia),
www.mondo.org.ee/edc/ (in Estonia),
www.leedsdec.org.uk/projects.php (in United Kingdom)

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