



Global learning – lenses on the world

Using these materials

Acknowledgements **page 2**

The story of the project and those who have contributed

Using this resource **page 4**

This CPD section sets out key questions and frameworks for teachers

Ways in **page 8**

Starting points for getting students to think about global concepts and issues

Project partners are Tide~ global learning and University of Exeter in the UK, FERE-CECA Madrid in Spain, A Rocha [Kenya] in Kenya and TANGO in The Gambia.



This document has been produced with the financial assistance of the European Union. The contents of this publication are the sole responsibility of the project partners and can under no circumstances be regarded as reflecting the position of the European Union.

Young people on the global stage: their education and influence

This was a three-year project funded by the European Union, with five international partners: Tide~ global learning, UK; FERE-CECA, Madrid, Spain; A Rocha, Kenya; and TANGO, The Gambia. Humboldt-Universitaet zu Berlin, Germany was a project partner during years 1 and 2.

The project included activities for teachers and young people in all five countries, all of which feed in to this resource. Some of the key events are shown on the right. These were enriched by intercultural sharing, and underpinned with research and evaluation by external partners.

The overall objective of the project was that 'The formal education system in the three [European] regions enables young people and teachers to increase their knowledge of development issues, understand how they impact on developing countries and are aware of international efforts to address them.'

2013-14

Focus on 'Global cities' - understanding cities to understand development. Project launch in each country and establishment of teacher working groups. See also pages 10-11.

2014-15

Focus on 'Global citizens'. Young leaders' programmes and events, teacher study visit to The Gambia, drafting and online sharing of teaching ideas.

2015-16

'The global stage'. Participatory events where student leaders develop and use a young people's communiqué, linked to the Sustainable Development Goals; teacher study visit to Kenya; resource development. See also Section 5: From understanding into action.

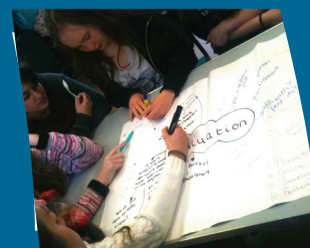
Downloads and links

Downloads include:

- Documents outlining the project
- Supplementary materials supporting this resource
- Spanish project guides [in Spanish only]: General Guide; Guía del Reto Cero "Una llamada de Naciones Unidas"; Guía del Proyecto "Ideas Geniales para los ODM"; Guía del Oasis "Cambiar mi barrio para cambiar el mundo"
- A report on the 2014 study visit to The Gambia

Links:

- English language downloads and UK project information: Tide~ global learning www.tidegloballearning.net
- Spanish language downloads and Spanish project information: FERE CECA <http://www.ecmadrid.org/en/programs/global-cities-project>
- For a blog from the project [in Spanish] by one of the Madrid schools, see <https://gamoglobal.com>



Acknowledgements

Core staff and teacher groups are listed here. A full list of acknowledgements, including the Young Leaders programme, is on the website.

UK

Staff

Cathryn Gathercole, project manager / co-ordinator, Tide~ global learning
Ben Ballin, project co-ordinator / resource editor, Tide~ global learning
J Wood and Elizabeth Matka, project administrators, Tide~ global learning
Judy Lingard, design
Fran Martin, Richard Crossman and Helen Griffiths, University of Exeter
Charline Mosseray, ERASMUS intern
Jan Polack, Student Leadership Workshops, UFA

Core teacher groups

Jen Baughan, Solutions for the Planet
Stephen Blower, Heath Park School, Wolverhampton
Baljinder Cheema, Roger McBrien and Angus Weir, Moseley School, Birmingham
Jo Fairclough and Claire Hunter, Aldridge School, Walsall
Elly Lengthorn and Gemma Carter, Nunnery Wood High School, Worcestershire
Fay Mescam and Carol Saunders, Dormston Academy, Dudley
Lisa O'Connor, Kings Norton Girls' School, Birmingham
Debbie Poole and Ann McGuire, Baskerville School, Birmingham
Laura Redhead and Tom Vinten, ARK Kings Academy, Birmingham
Simon Robinson, City of Leicester College
Ruth Ware, Trinity School, Bexley

With special thanks for input and support to the Tide~ trustees, especially Margaret Barnfield, Roger McBrien, Bill Graham, Jeff Serf and Gill Fox; Kings Norton Girls' School; Paresh Bodhani, Bali Singh and Nazia Yousaf, Onyx Accountants; Dorte Pommerening, Sarah Hargreaves and Alasdhair Collins at DP Evaluation; the UFA; Siruss Ltd. With thanks to CAFOD Development Education Fund and Baron Davenports Charitable Trust for their financial support.

SPAIN

Staff

María Elena Oliveros Palomo, project co-ordinator, FERE-CECA Madrid
Miguel Ardanaz Ibañez, Coordinador del Área Social del Departamento Pedagógico-Pastoral y de Innovación, FERE-CECA, Madrid

Core teacher groups

* = School co-ordinator for project
* Raquel Prado Romanillos, Ana Vanesa Arquero Fernández, María Isabel Arquero Fernández, Colegio María Reina, Madrid

* Esther Gutiérrez Expósito, Carmen Toro de Federico, Ana Isabel Sobrino, Beatriz Querol Platero, Blanca Serrano García, Esther Torres Camacho, Almudena García Catalán, Mar Rojo Martínez, Colegio Gamo Diana, Madrid
* Elena Rico Donovan, José María Caballero, Colegio Beata Filipina, Madrid
* Andrea Jiménez, Marta Sánchez-Campis Pello, Francisco Gómez Barbera, Fernando de León Barriento, Mariano Naure Checa, Jose Alberto Galeote Rivas, Colegio Nazaret San Blas, Madrid
* José Ignacio Jara, Ana García Pulido, María Contreras Ibáñez, Colegio La Inmaculada [Escolapias Puerta del Hierro] Madrid

With thanks to Pilar Garcia Moreda, Tangaza University College, Nairobi, especially for her support to FERE-CECA Madrid in the early stages of the project.

THE GAMBIA

Staff

Tabu Sarr, project co-ordinator
Ousman Yabo, TANGO director
Ndey Bakurin, National Environment Agency
Omar Camara, National Environment Agency

Core teacher groups

Muhammed Jobarteh, Kotu Senior Secondary School, Serrekunda
Omar Njie, Nusrat Senior Secondary School

Teachers from:

Gambia Senior Secondary School
Muslim Senior Secondary School
July 22nd Academy
SOS Senior Secondary School

KENYA

Staff

Hesborn Otianya, Gillian Raven, McRae Muthomi, project co-ordinators
Raphael Magambo, Director, A Rocha Kenya
Stanley Baya, A Rocha Kenya
Kwamboka Tirimba, A Rocha Kenya
Angela Chemweno, Butiya Collins, Kalumu Kang'alia, Brenda Njogo, A Rocha interns

Core teacher groups

Alice N Situma, Karen C Secondary School, Nairobi
Harrison Wainaina, Lenana School, Nairobi
Stephen Walker, Braeburn School, Nairobi

With thanks for support to Greenlight Club, Lenana School; Giraffe Centre, Nairobi and Hope Academy, Kibera.

Ways in ... for young people

These are starting points and impact activities for getting students to think about global concepts. An impact activity illustrates a deep idea through a brief exercise. However, it is possible to understand a term [eg 'interdependence'], without recognising its consequences for our own lives. This requires further learning.

Introducing interdependence

Book Dominoes explores the idea that 'the beating of a butterfly's wings in one place can cause a hurricane somewhere else.' Working together in teams, pupils line up library books in spirals, like a series of dominoes. At a signal from the teacher, each team lets its first book topple and watches the results. What analogies can pupils find in the real world?



Thinking about change

The downloadable image [below] translates as 'changing the world begins with the imagination.' How do we respond to what it says? What questions does it raise, and what imaginative ideas can we generate?



'My World' was a consultation by the UN and its partners about young people's priorities in setting the Sustainable Development Goals. Working in pairs, participants have cut-out copies of the sixteen statements opposite. They select six priorities from the larger set, and argue their importance to the rest of the class. They can add one unlisted priority of their own. This offers some powerful opportunities for discursive writing and presenting, as young people make and frame their arguments, and seek to persuade others. If you have an international partner, you could use it to compare how young people in different countries set their priorities.



My World

Choose the six issues that matter most for you and your family

Reliable energy at home
Support for people who can't work
Protecting forests, rivers and oceans
Better transport and roads
Access to clean water and sanitation
Equality between men and women
Action taken on climate change
Better job opportunities
Affordable and nutritious food
Protection against crime and violence
Political freedoms
A good education
Phone and internet access
Freedom from discrimination and persecution
An honest and responsive government
Better healthcare

Suggest a priority (optional)

Downloads and links

- Download: Globingo - an icebreaker activity for exploring interdependence, making connections between everyday life and the wider world [PDF]
- Download: 'Cambiar el mundo' poster [Spanish only, PDF]
- Download: The Development Compass Rose is a framework for opening up questions about global issues [PDF]
- Download: The guide 'Guía del Reto Cero' includes more ideas for using 'book dominoes' to explore interdependence [Spanish only, PDF]
- My World: <http://www.myworld2015.org/>



Ways in ... for teachers

The next few pages set out key questions and frameworks for teachers that support professional reflection and development.

We strongly recommend that you take a good look at these pages before starting on the teaching activities. This project has generated a huge amount of professional debate between teachers in all the participating countries about what matters most when teaching about the development issues.

Among other things, we have noted that teaching about global issues raises questions about the purpose of education; values and ethics; pedagogy; student outcomes and the role of the teacher.

What is the point of education? [CPD activities]

Education is really aimed at helping students get to the point where they can learn on their own

Noam Chomsky, linguist and social critic

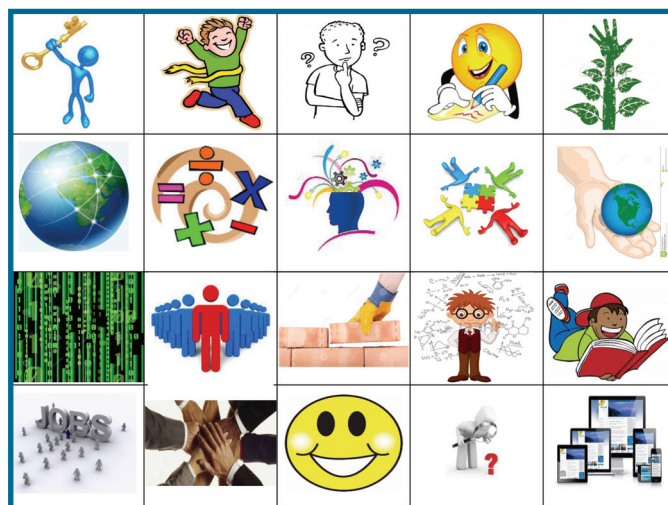
An introduction to things unimagined

Josie Fraser, social and educational technologist

Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.

Samuel Beckett, playwright and novelist

- Working in pairs and small groups, take one of the quotes above and discuss it. How do we respond to what we are reading? Feed back to other groups.
- Next, hand out cut-outs of the picture cards [right], and place them into a diamond nine shape, which corresponds to your group's ideas about the key purposes of education. The cards are deliberately ambiguous, so as to encourage wider discussion.
- Share final thoughts. The following are some of the thoughts from teachers who trialled this activity in the lead up to a study visit to The Gambia.



- *Education is empowering*
- *Education can open minds and instil a life-long curiosity*
- *Education brings about happiness*
- *Education is based on work-related skills*
- *Education is for the good of everyone, not just the individual*

Downloads and links

- Downloads: What is the point of education quotes and picture cards [PDF, PowerPoint]
- Online version of this activity from its creator, teacher Jo Fairclough from Aldridge School, Walsall: <https://jkfairclough.wordpress.com/2014/09/29/what-is-the-point-of-education/>

Teaching about global issues

“Do you dare take part in this global adventure? Train yourself!! Or demand it!”

- Spanish teacher

Values and ethics

Both teaching about global issues and working through international partnerships raise questions about our own values. This includes questions about how our values are reflected in what and how we teach, and about how we deal with bias and our influence as teachers. This is not always comfortable.

- How, for example, do we make sure that those at the ‘sharp end’ of poverty and hunger are treated with dignity and respect, and without paternalism?
- Are we looking critically into the reasons for wealth, inequality and injustice?
- How do we help students express and develop their own perspectives and solutions, in a supportive environment that moves learning on?

During the project, teachers and researchers have made use of the ‘Heads Up’ framework from Vanessa Andreotti. There are several versions available of this tool for exploring values, and especially for highlighting the intercultural elements of learning.

Pedagogy

Knowledge about global issues is often contested and changing, not least because the world itself is changing. How we help pupils engage with it is therefore not a simple matter of ‘filling empty vessels’, but demands meaning-making through groupwork, immersion, reflection, investigation, dialogue, debate, critical analysis and experimentation. Because the issues are emotive, they require both cognitive and affective responses: a ‘felt understanding.’ When global learning involves constructive action, it demands appropriate pedagogies and ethical frameworks, rather than an uncritical adoption of received wisdom.

Many of the statements opposite deal with these questions. We have found that the Global Learning Lenses on the following pages offer a valuable framework for professional reflection, planning and teaching.

Student outcomes

“We learnt a lot” “It built my confidence”

- Young Leaders
at Kings Norton Girls’ School

Global learning enhances engagement and recall, students enjoy it and even small successes should be valued. During this project, students - and especially those involved in leadership programmes - have reported increased confidence and self-esteem, as well as a deeper and more critical understanding of the issues.

In Section 5: From understanding into action, we say more about the leadership programmes, and offer links including student videos and resources that develop young people’s advocacy skills. For more about the research and evaluation evidence of project impacts, see the website.

The role of the teacher

“We are so busy doing, we don’t have time to think!”

- UK teacher

Hard-pressed teachers need time and space to support and model global learning. We offer nine questions opposite that come from teachers involved in the project. Working with colleagues, you could prioritise them for your school and your students into a ‘diamond nine’, with the highest priority at the top and the lowest at the bottom. Alternatively, you could use each question as a starting point for a question map: developing further questions about those questions, and expanding outwards rather than prioritising.

As teachers ...

- ◆ *How can our students' background inform the learning process?*
- ◆ *How can we go deeper than the surface story? Where does our knowledge come from? How can we avoid oversimplifying the issues?*
- ◆ *Do we sometimes forget that the global is here? Wherever we are? Individual and local engagement also takes place on a global stage.*
- ◆ *How can we keep it real? Keep coming back to the specific realities of our lives, our world and our actions? Help young people assume genuine responsibilities?*
- ◆ *We can model what being a global learner looks like, but how do we avoid bias and imposing our own values?*
- ◆ *What connections can we make? Between subjects and departments? With other schools locally and internationally? With parents and communities?*
- ◆ *Can we step out of our own comfort zones? Access support and training from specialists and peers? A journey into change may not always be a comfortable one!*
- ◆ *How can we make an emotional and empathetic connection to the issues, without sensationalising them, so as to promote engagement and real understanding?*
- ◆ *Can we make the best of a system [including an examinations system] which does not always value or prioritise global learning?*

Downloads and links

- Download: The 'As teachers ...' questions above [PDF]
- Downloads: Four guides outlining some of the thinking behind the project in Spain [Spanish only, PDFs]
- FERE-CECA also publishes a Journal 'Education Global Research' [in English & Spanish] <http://www.ecmadrid.org/en/programs/journal-project>
- For more on 'Heads-Up', see <http://globalwh.at/heads-up-checklist-by-vanessa-de-oliveira-andreotti/>
- Vanessa Andreotti's thinking has also influenced the project Open Spaces for Dialogue and Enquiry <http://www.osdemethodology.org.uk>
- Exeter University offers 'Frameworks for Intercultural Learning' at <http://www.gpml.org.uk>
- For a UK blog on pedagogy and global learning [in English only] see <http://cptrust.org.uk/cprt-blog/learning-global/>
- For an interesting piece on global learning 'pitfalls' see <http://www.tidegloballearning.net/primary-early-years/global-learning-exploring-pitfalls-...>



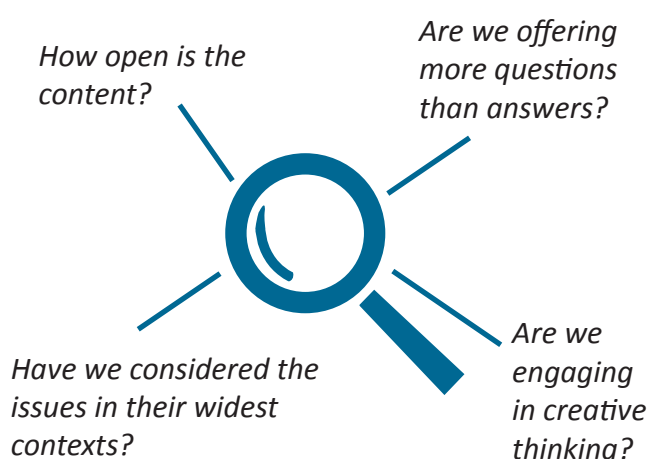
The Global Learning Lenses: a planning framework

Throughout this resource, we offer four ‘global learning lenses’ to support teachers’ planning and young peoples’ understanding of the issues.

The lenses provide “scaffolding” to help convert the four walls of the classroom into different aspects of the world. With the lenses, we are trying to sharpen our focus, the way we look at things. This includes how we look at what we teach. For example, they can offer a starting point for looking again at existing schemes of work.

We have included symbols for each lens throughout the text of this resource, to point readers towards activities and ideas that connect with them. We have found them to be flexible but rigorous. UK teachers, for example, have found that they map well onto familiar enquiry frameworks, and that the order in which we use each lens can vary depending on the issue we are looking at and the approach we are taking.

You could physically create a set of lenses for the class, as prompts for learning ... or put headings on a dice suggesting some ‘3D’ perspectives to consider.

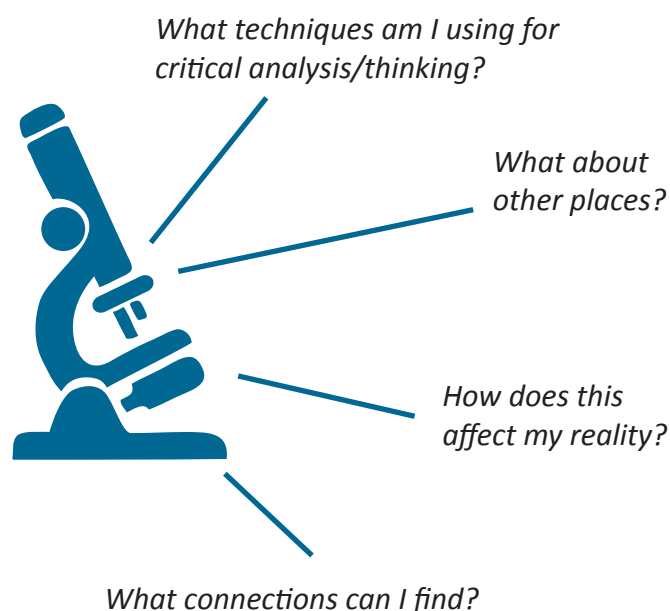


The magnifying glass ...

... opens things up and helps show us the contexts for issues, including the things that we can’t see. This includes everything that, when we look closely at it, makes up the learning experience: methodologies, human relations, organisation, space, forms of communication, choices, evaluation tools. These things impact on our unconscious mind. As teachers, they help tell us whether our teaching ideas have passion and coherence

The microscope ...

...is for looking critically at the issues. In particular, it helps us see what is hidden, either because it is complex or because it has been placed out of sight. It helps us discover what is behind the reality beyond appearances. It helps us see how things are interdependent. Any curriculum content will imply unspoken ways of understanding reality, particular consequences, questions and connections. When we put these under the microscope, they come into plain sight.



The 3D glasses ...

... represent different ways of looking at the world we live in. This is about diversity, different perspectives and visions, the ways that culture and values impact on what we learn. The 3D glasses can address a great deal of curriculum content. When we forget these perspectives, we end up looking at a world without weight, a world that is flat and two-dimensional. As teachers, this means generating inclusive spaces that take into account a range of cognitive and emotional dimensions.

Are we making good use of networking [local and global]?

Are we engaging in dialogue, active listening and conflict resolution?

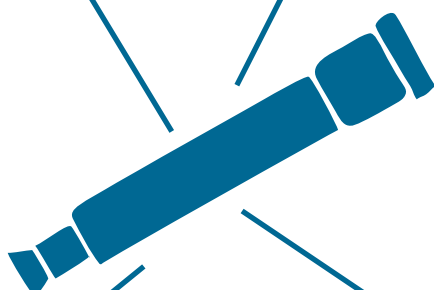


What are the implications in caring for people and society?

Are we learning both cognitively and emotionally?

How can I change unfair realities? And get involved in what feels just?

Am I developing my imagination for social transformation?



How is my learning connected with social justice, happiness and love?

What role does the community play in this? In my neighbourhood or city? Internationally?

The telescope ...

... invites us to look further, towards active citizenship and utopian thinking. With it, we can wonder how to consciously engage with reality, despite our limitations. Working with it from the outset, we discover that our engagement with the world can be at a different level. We can become the co-authors of a world of social justice, happiness and love.

Downloads and links

- Download: The global learning lenses - a planning framework [PDF]
- Download: Examples of planning with the Global Learning Lenses [PDF]
- Download: A note on Jerome Bruner and 'scaffolding' [PDF]
- Download: There is more information on the Global Learning Lenses in the Guia General [Spanish only, PDF]



Ways in: a 'cities approach'

By asking questions about our own cities, we can explore complex global development issues in a manageable way. This includes the project's key themes of poverty and wealth, food and hunger and sustainable development.

These issues apply as much to our own cities and communities as they do to places in other parts of the world. Global initiatives such as the UN Sustainable Development Goals remind us that wherever we are, we are working to a common framework based on the needs of sustainable human development.

Starting with our own city, we can ask key questions about it. Here, we offer quotes from the UN High Level Panel of Eminent Persons. We then suggest some ideas for addressing those questions. You could add your own, while the Young People's Communiqué [Section 5] offers a wide range of further ideas.



How can we feed our cities?

"We can be the first generation in human history to end hunger and ensure that every person achieves a basic standard of wellbeing."

How can we sustain our cities?

"For twenty years, the international community has aspired to integrate the social, economic, and environmental dimensions of sustainability. But no country has yet achieved this."

How can we transform our cities' economies - for jobs and inclusive growth?

"We call for a quantum leap forward in economic opportunities and a profound economic transformation to end extreme poverty and improve livelihoods."

Downloads and links

- Downloads: The Young People's Communiqué and the related activity sheets offer many practical ideas from young people for creating sustainable cities and communities [PDF]
- Download: Guia del Oasis, supporting urban action [Spanish only, PDF]
- Download: A short introduction to Oasis projects [English only, PDF]
- The Tide~ project 'Cities, people and change' also looks at cities and development [English-only] <http://www.tidegloballearning.net/secondary/cities-people-and-change>

How can we feed our cities? [See also Section 4: Food and Hunger]



◆ With 50% of the world's population living in cities, and increasing pressure on productive land, how can we make sure that everyone is properly fed? Students interview local farmers and food companies about what they are doing, including the problems and opportunities they face.

◆ What are our own [or nearest] cities doing to ensure that this need is met? Students research local websites, including those of the local council and business groups. What are people saying? Students prepare presentations for their peers based on what they have found out.

◆ What are the debates about different means of achieving this end [eg local food production versus a globalised economy, biotech versus 'green' food technologies, arguments about ethical trading, tariffs, food miles ...]? Students work in groups, each looking at a different controversial issue around food production, and create posters that share some of the main arguments.

How can we sustain our cities? [See also Section 2: Sustainable development]



◆ What does it mean for our city to be sustainable? What are its social and environmental impacts on the area around it, locally and beyond? Students research the idea of global footprints, and what this reveals about our personal and collective impacts eg <http://footprint.wwf.org.uk/>

◆ What are our own cities doing to meet the challenge of sustainable development [eg in response to the problem of climate change]? Students write to their local councillors, and invite them [or relevant officers] to come into school to explain what is being done.

◆ What examples can we find, in our own cities, countries and beyond, of attempts to make cities into greener, more sustainable places [eg eco-cities like Dongtan in China, sustainable transport in Curitiba, the 'green city' of Freiburg, the Transition Towns movement]? Students conduct web based research on 'sustainable cities' around the world, and create a shared blog where they post good examples, and consider some of the difficulties such cities face.

How can we transform our cities' economies - for jobs and inclusive growth?

◆ What is happening in our cities in relation to economic development? Who benefits from this? Is anyone left behind? In small groups, students analyse statistics and development plans from their own cities, and report back their findings to the class.

◆ What systems are used in our cities for analysing and responding to economic inequality and social exclusion? How effective are they? The class visits a sample of local NGOs and other bodies concerned with social exclusion. What are they saying? Back in school, they identify any common themes and areas where there is a marked difference of opinion.

◆ Can we find examples in our own cities of employers who strive to be socially responsible? How far are they able to go with these ambitions? Students look online, and write to local 'ethical' companies, or those with a corporate social responsibility or sustainability statement. Based on what the students have learned, they work together in small groups to create plans for an imaginary company that is both viable and responsible.



[See also Section 3: Poverty and wealth]