Report of the

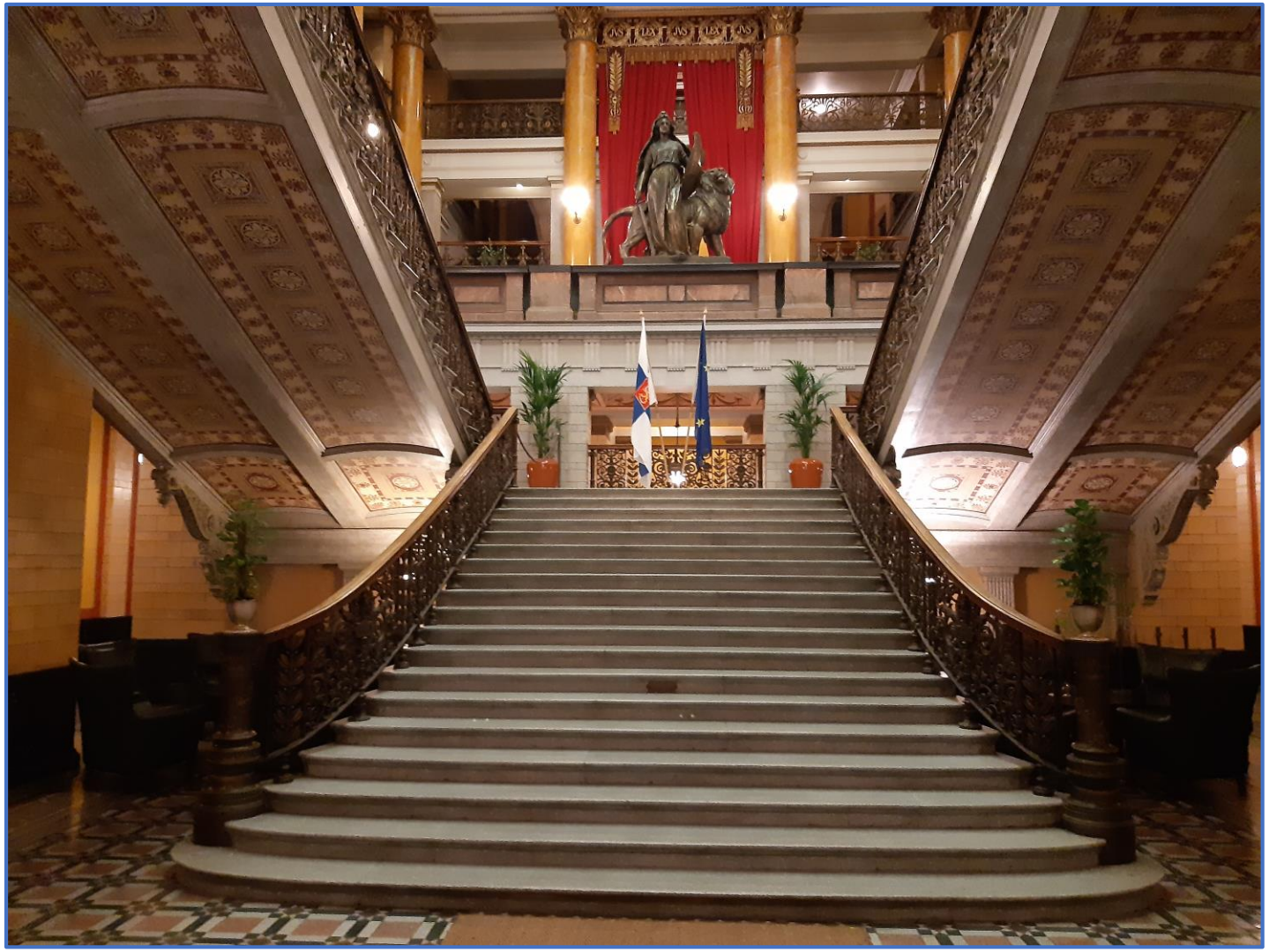
EU DEAR Learning & Development Hub on ‘Global Learning’

Helsinki, 5th November 2019

Harm-Jan Fricke,
DEAR Support Team

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Purpose, Participants and Facilitation



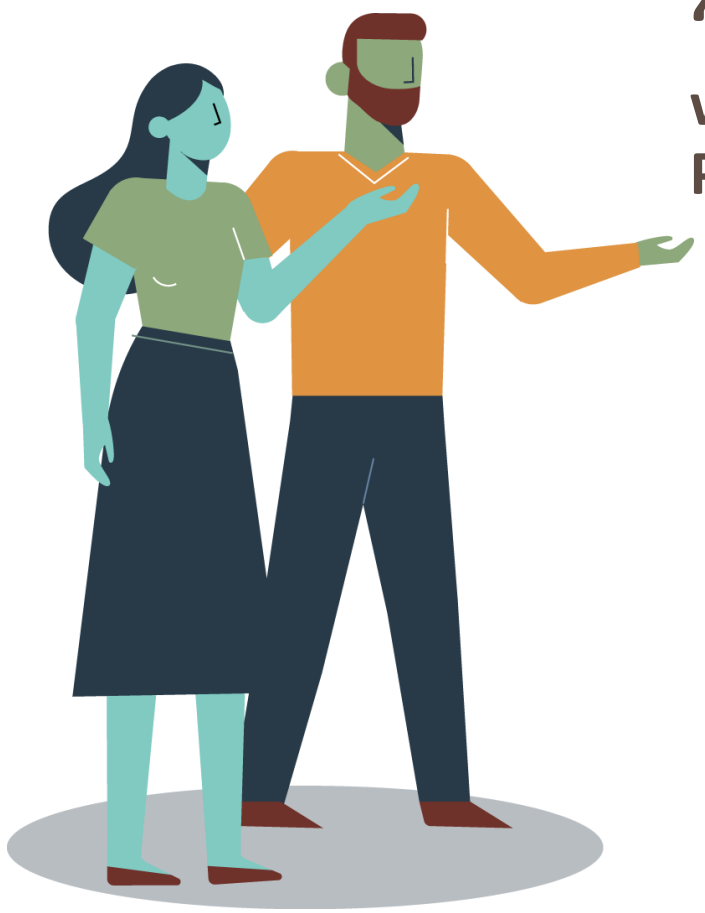
- Objective:
  - To share and collate EU DEAR project experiences of using Global Learning and place these in a wider context
- Participants:
  - 19 representatives of 10 EU supported DEAR projects using a Global Learning approach in their formal and non-formal education work
  - DG DEVCO B1 DEAR Sector Task Manager
- Facilitation:
  - DEAR Support Team

L&D Hub programme

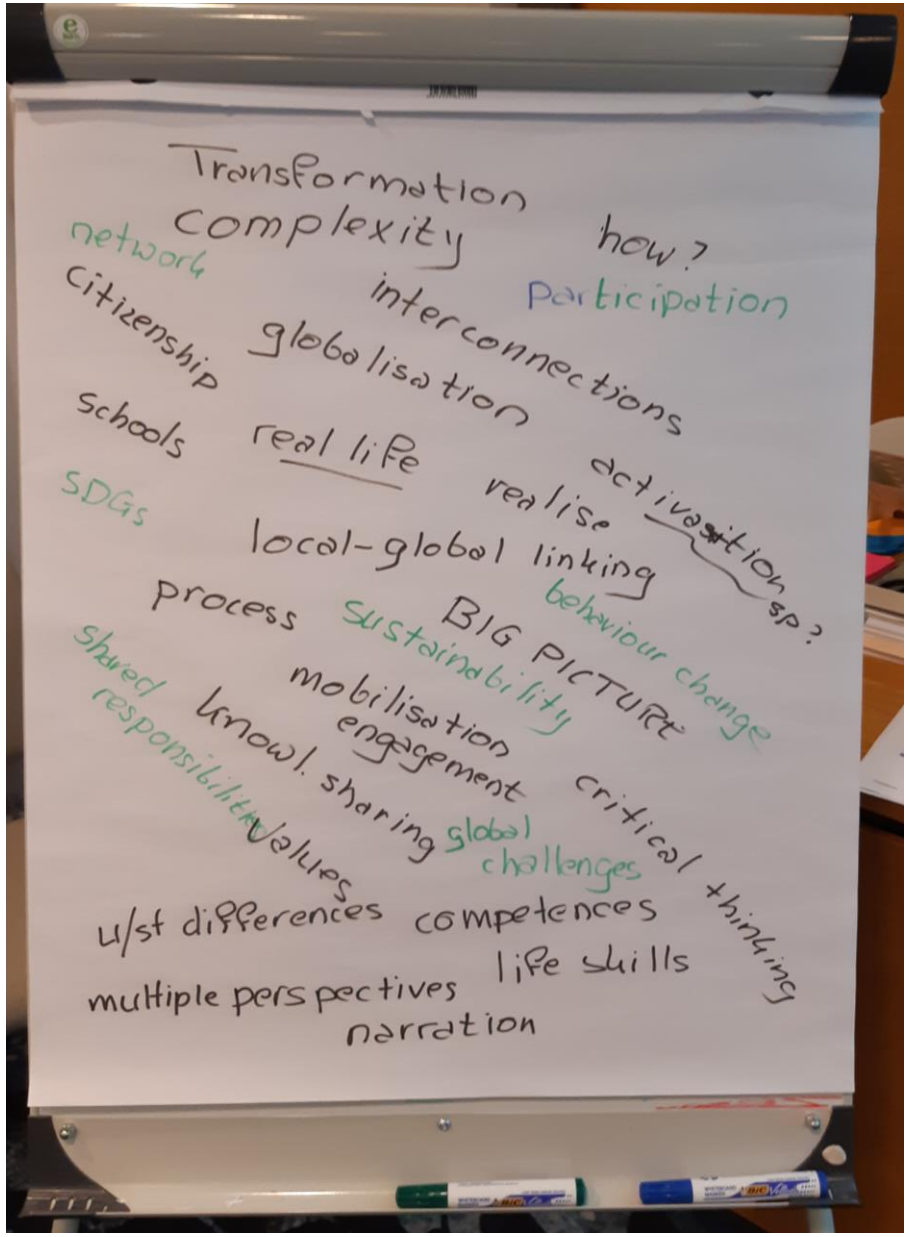
DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

- ‘Global Learning’: what do we mean? (slides 4-6)
- Awareness, Understanding, Skills, Attitudes (slides 7-10)
- Five generations of Development Education + one (slides 11-21)
- Competencies and competency frameworks (slides 22-31)
- Pedagogies of Global Learning (slides 32-37)
- Evaluation: how do we know it’s working? (slides 38-41)
- Projects represented at the Hub (slide 42)
- Participant feedback on the Hub (slide 43)

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING



‘Global Learning’:
what comes to mind?
Participant suggestions:



‘Global Learning’: meaning what? – selected descriptions from an internet search

- ... is education for a fair and sustainable world
- … is about international development … linking people’s lives throughout the world
- … is providing a global perspective to locally experienced phenomena and issues
- … is about power relationships, responding to complexity and change and promoting a variety of perspectives
- … is about understanding and critically reflecting on global interdependencies, own values and attitudes, own positions and perspectives, see options, making choices, participating in a global context
- ... is about Values and Dispositions, Ideas and Understandings, Capabilities and Skills, and Experiences and Actions to do with living in an interdependent world
- ... is about enhancing competencies to understand and address issues of global development

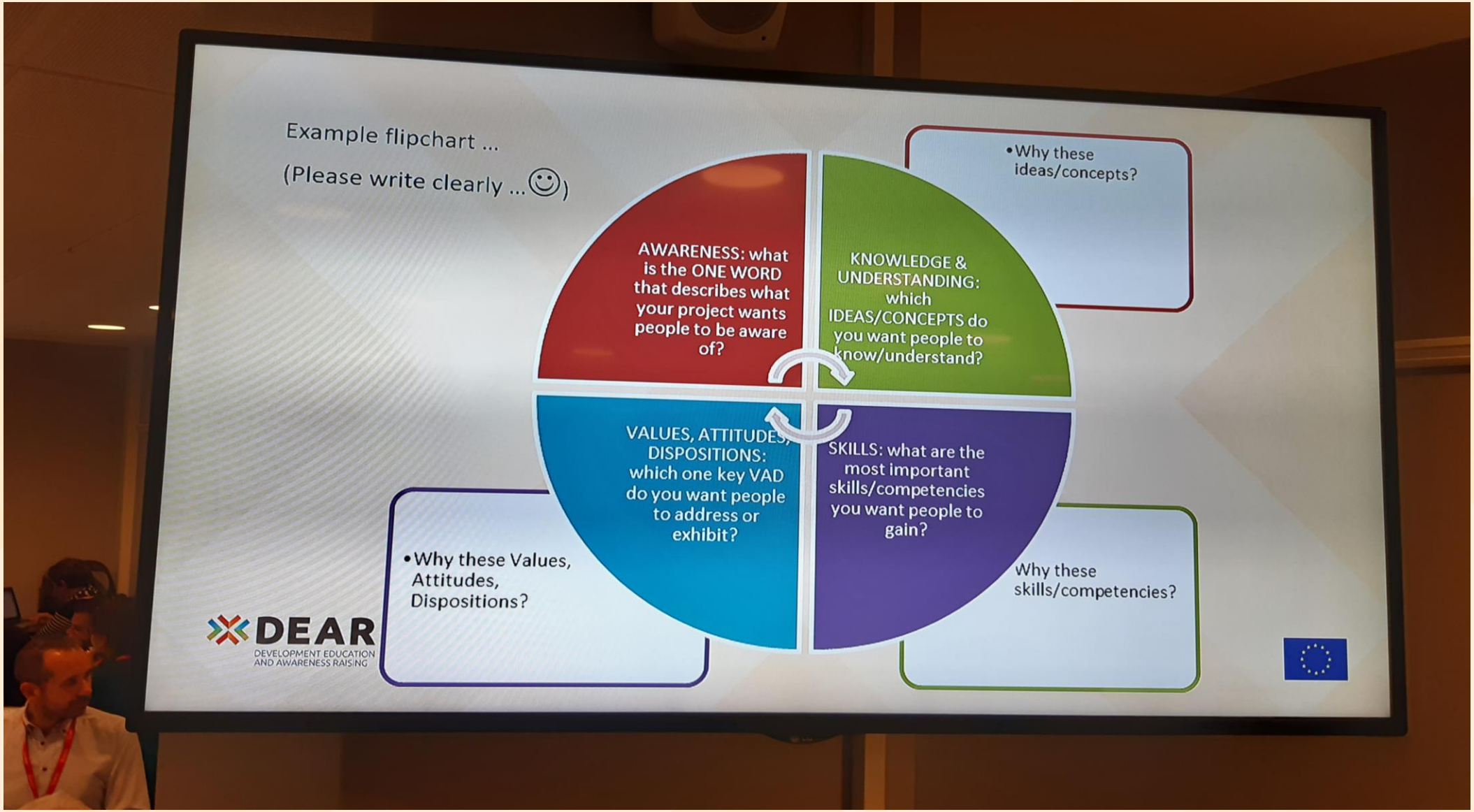
DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

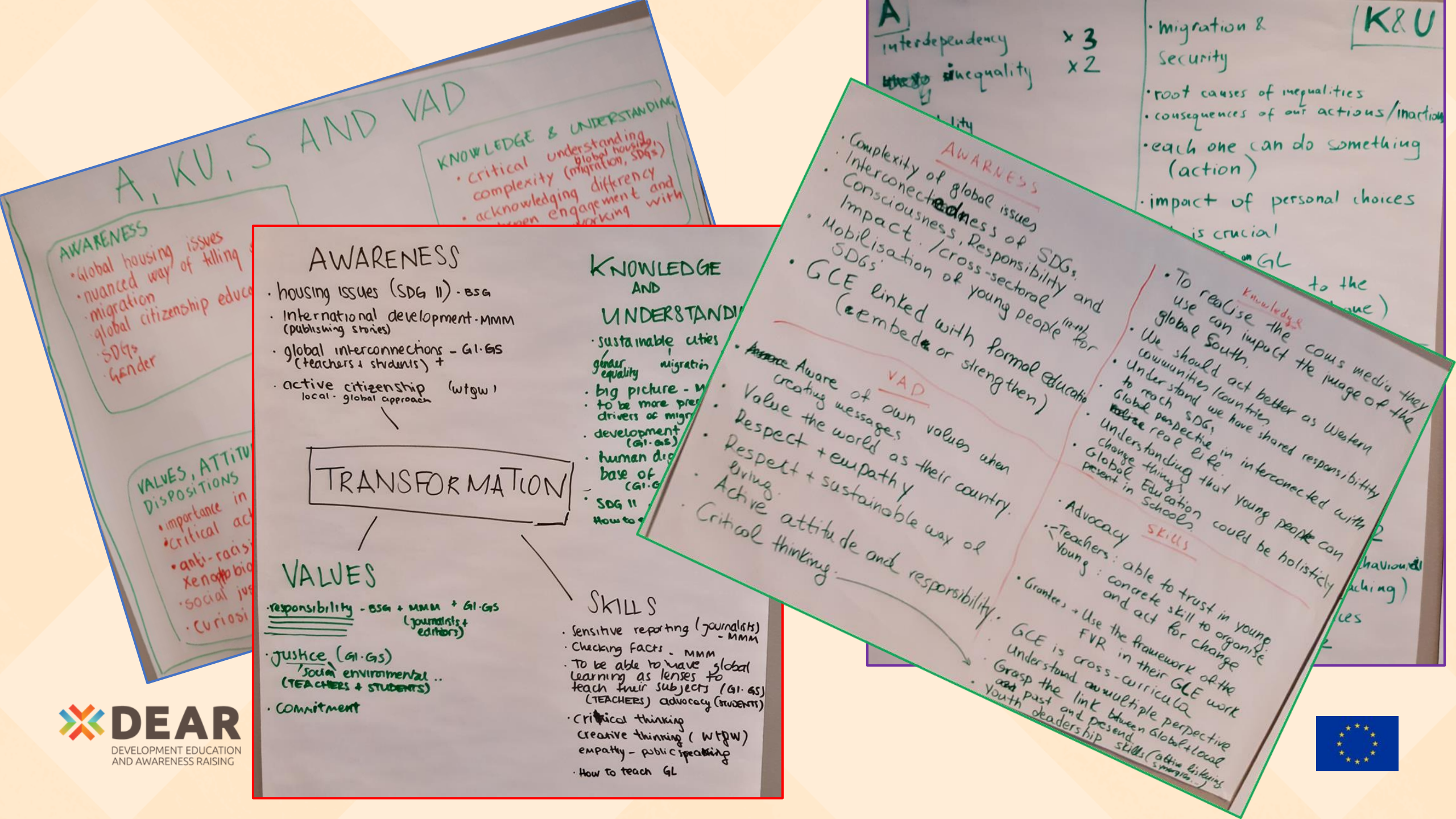
‘Global Learning’ for the EU DEAR Programme:

- *“Projects that adopt a Global Learning approach aim to enhance the competencies of target groups in understanding and addressing issues of global development.*
- *They use learner-centred, participatory, and dialogue-oriented methodologies to develop such competencies.”*

European Commission: ‘Development Education and Awareness Raising (DEAR) in Europe. Commission Staff Working Document’, 2012, p.14
https://europa.eu/capacity4dev/dear/documents/dear-staff-working-document-2012

Awareness, Understanding, Skills and Values/Attitudes/Dispositions





DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Awareness, Understanding, Skills, Values/Attitudes/ Dispositions. Key concerns of participating projects:

Awareness	Understanding
• that 'development' is complex • of responsibilities for and impact of behaviour and policies • of processes of learning • that multiple perspectives and narrations exist • of Global Citizenship Education and how it can strengthen education • of global interdependence and the SDGs	• of migration and security • of (structural) inequalities • of complexities and uncertainties of 'development' • of Global Learning • of the consequences of choices made • that connecting GCE to existing school curricula is feasible, practical and of value to learners
Skills	**Values, Attitudes, Dispositions**
• participation • the use of 'framing theory' • how to embed GCE in teaching • action design • advocacy • problem solving • adaptability in the face of new information • critical thinking • media literacy • creativity • conflict management	• of responsibility and that this leads to response/action • of justice (social, economic, environmental) • of being able to relate to knowing (and feeling) why personal/communal/political action is needed • of respect for difference and different perspectives • of curiosity

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

A, U, S and VAD: discussion conclusions

For most projects, the purpose of their work in Global Learning includes:

- developing learners' (in particular pupils') ability to understand and make sense of the (changing) world and of their (potential) role(s) in it, and the skills and willingness to act responsibly in creating and maintaining economic, social, political, environmental justice
- providing educators (teachers in particular) with the confidence and skills to see their pupils as co-researchers/co-explorers of the world through the use of participatory methods – overcoming the idea of many teachers that they need to know everything (and that 'letting go' is a sign of professional weakness)

Five generations of Development Education (+ one)

adapted and ("+ one") added to from a paper by Manuela Mesa (2011): 'Background and Contextualisation of Development Education', https://www.academia.edu/5284882/Background_and_Contextualization_of_Development_Education

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

N.B.

- The dating of the ‘generations’ described in the following pages is very much based on their initial development in western Europe.
- Newer ‘generations’ are not replacing older ones, instead they live side-by-side.

Five generations (+ one) of Development Education

Generation 1: Charity and Assistance

Charity/ Helping others

- Origin: 1950s, 1940s and (much) earlier
- Initiators: churches, humanitarian aid and relief NGOs
- Context and focus: alleviation of hunger and disease in poor countries (particularly in response to ‘natural’ disasters).
- Causes of hunger, disease, poverty are typically described as due to misfortune (and/or ignorance). Solving problems depends on the generosity of those who are more fortunate: people in poor countries depend on this.

Generation 2: Developmentalism and the emergence of 'Development Education'

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

- Origin: 1960s
- Initiators : development focussed NGOs, churches, local groups
- Context: Cold War, Cultural Revolution in China, Vietnam War, Apartheid, racial discrimination (Black Power in the US)
- Focus: local and national World Development/World Poverty Action Groups promote public awareness of the situation in 'developing countries' and seek support from the public and politicians for 'development' of those countries
- Content: Attention to real life situations in 'underdeveloped'/ 'developing'/Third World countries. 'Modernisation' of economies with 'know-how' of industrialised countries.

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Generation 3: a critical and solidarity based Development Education

- Origin: 1970s
- Initiators : development NGOs, solidarity movements, UN organisations, local groups
- Context: Apartheid, Racism and Discrimination, 'Limits to Growth', liberation theology, Cold War
- Focus: solidarity, equity, justice, interdependence.
  Attention to the structural causes of (over- and under-) development (the role of colonialism and industrial imperialism).
  Questioning euro-centric approaches to the Third World.
  Next to economic issues, human rights, the environment and cultural diversity starts to be given attention in DE

Generation 4: Human and sustainable development – and the emergence of 'Global Learning'

Enquiring

- Origin: 1980s
- Initiators : development NGOs, local organisations and DE networks, educational establishments, government and EU funders
- Context: Conflicts and wars in the Middle East, Central Asia, Southern Africa, Central America, Cold War ➢ Peace, Inter-/Multi-cultural and Anti-Racist Educations. The notion of 'sustainable development'
- Focus: concepts and strategies of development (the 1982 foreign debt crisis ➢ 'New Economic Order'). Unequal trade and Fair Trade.
- Pedagogy: active learning, enquiry, 'starting where people are at', 'popular education'.
  Attention to human (not just economic) development and to cultural diversity – concept of 'Global Learning'

Generation 5: Education for Global Citizenship

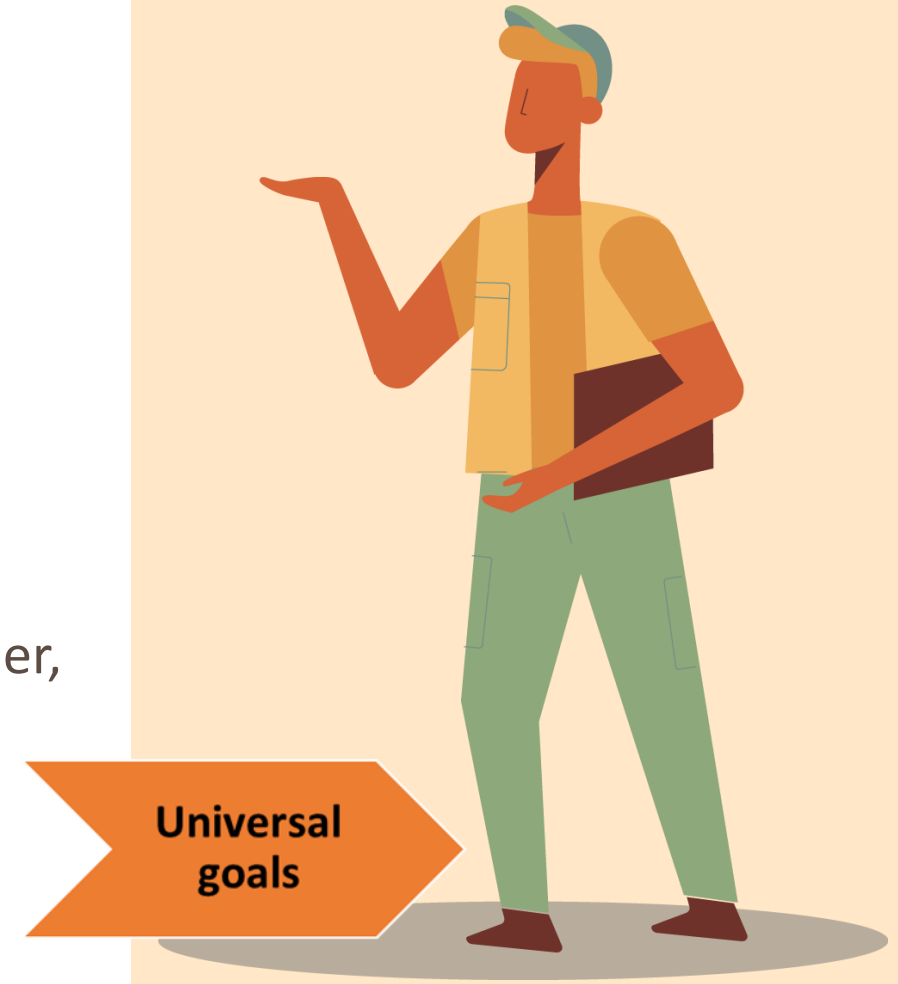
DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

- Origin: mid-1990s
- Initiators : development NGOs, local organisations, national/international networks, educational establishments, government funders
- Context: post-Cold War globalisation.
- Focus: ‘One World’, human rights, sustainable development, local-global connections, responsibilities to address unequal relations North–South, active (global) citizenship, embedding of a ‘global dimension’ in formal education curricula

Generation 6: "knowledge and skills needed to promote sustainable development"

(N.B. This generation is not included in Manuela Mesa's 2011 paper)

- Origin: the 2010s
- Initiators : UN, values based education CSOs and networks (DE/SDE/GE/GL/HRE/A-RE/etc), education establishments, actors from North and South
- Context: 2008 economic crisis, Iraq and Syria wars, migration, climate change, anti-globalisation & nationalism, (growing) social-economic inequality in EU and elsewhere
- Focus: diversity of issues and approaches (human rights, gender, sustainability, racism, culture, etc.). MDGs/SDGs and the achievement of global goals. Increasing global contacts (and collaborations) in DE/GL. Questioning of North-South terminologies



Over the years?
Development Education/Global Learning …

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

➲ is a *dynamic process*, open to **changes** that happen in an *international* context;

➲ generates and encourages *reflection, analysis and critical thought* regarding **global *and* local development/change**, *international cooperation* and the role of *solidarity for social-economic justice* in an interdependent world;

➲ is a **teaching and learning practice** that combines *cognitive* capacities with the acquisition of *skills* and *values and attitudes*, aimed at the construction of a fairer world – *globally and locally* -, in which everyone can share access to power and resources

Five generations + one – in summary

Which generations are EU DEAR Global Learning projects particularly concerned with? Why those?

Charity/ Helping others

Awareness

Questioning

Enquiring

Institutionalising

Universal goals

Participant feedback on the five generations + one and how EU DEAR projects relate to them

- Most projects will, at one time or another, use the ideas underpinning any of the six generations – depending on the audience they address
- Nevertheless, currently the emphasis for most projects is on addressing the global goals (Generation 6) and on the notion of co-responsibilities in seeking and applying solutions
    - The point was made, however, that a focus purely on the global development solutions offered by the SDGs does have the danger that the SDGs themselves are not or insufficiently challenged - which would be akin to a Generation 2 response (i.e. awareness is raised and support is sought for proposed solutions, but the solutions themselves are not or rarely questioned)
- For many projects, the use of 'questioning' (Generation 3) and 'enquiry' (Generation 4), for example to explore the local and its relationship with global systems, forms an important part of their process and outputs
- 'Institutionalisation' of Global Learning (Generation 5) appears to be very much dependent on the scope that statutory curricula give for this, and in EU Member States where 'chalk and talk' and/or a 'teacher knows all' approach is traditional, the introduction of Global Learning methods is more challenging than in countries where participatory learning methods are more common.

Global Learning competences

Competence = “the ability to do something successfully or efficiently”

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Examples from three competency ‘models’

- UNESCO Sustainable Development Goals – Learning Objectives: *‘competencies for sustainability’:* https://www.sdg4education2030.org/education-sustainable-development-goals-learning-objectives-unesco-2017
- OECD PISA 2018 Global Competence: *‘competencies that are needed in a globalised and globalising world’:* http://www.oecd.org/pisa/pisa-2018-global-competence.htm
- UNESCO Global Citizenship Education outcomes: *‘attributes to be developed amongst learners’:* https://unesdoc.unesco.org/ark:/48223/pf0000232993

N.B. Other (Global Learning related) competence models exist e.g. specifically focussed on Human Rights and/or Democratic Citizenship (see, amongst others, https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07)

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Competence: why?

- For the European Union, Global Learning has ‘learning’ and ‘doing’ components: Global Learning aims

  “to enhance the competencies of target groups in understanding and addressing issues of global development”

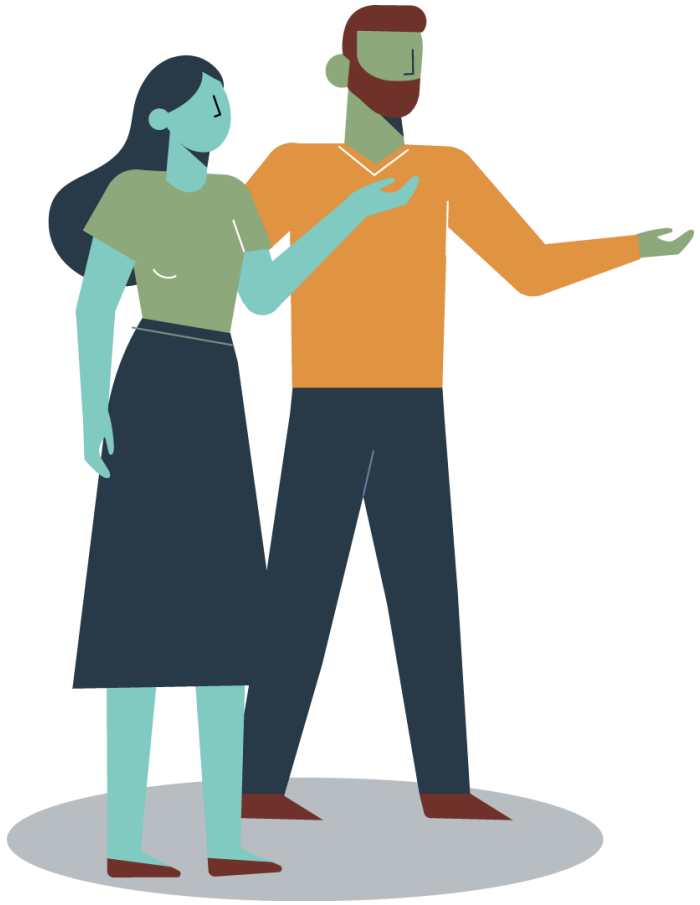
- For UNESCO competencies are seen as essential because

  “Embarking on the path of sustainable development will require a profound transformation of how we think and act. […] individuals must become sustainability change-makers.”

- For the OECD global competence is needed

  “To live harmoniously in multicultural communities; to thrive in a changing labour market; to use media platforms effectively; to support the Sustainable Development Goals”

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING



UNESCO eight competencies for sustainability (A)

- Systems thinking competence:
  - Recognise and understand relationships;
  - analyse complex systems;
  - think of how systems are embedded in different domains and at different scales;
  - deal with uncertainty
- Anticipatory competence:
  - understand and evaluate multiple futures – possible, probable and desirable;
  - create one's own visions of the future;
  - apply the precautionary principle;
  - assess the consequences of actions
  - deal with risks and changes
- Normative competence:
  - understand and reflect on the norms and values underlying one's actions;
  - negotiate sustainability values, principles, goals and targets in a context of conflicts of interest, trade-offs, uncertain knowledge, and contradictions
- Strategic competence:
  - collectively develop and implement innovative actions that further sustainability at the local level and further afield

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

UNESCO eight competencies for sustainability (B)

- Collaboration competence:
  - learn from others;
  - understand and respect the needs, perspectives, and actions of others (empathy);
  - understand, relate to, and be sensitive to others (emphatic leadership);
  - deal with conflicts in a group;
  - facilitate collaborative and participatory problem solving
- Critical thinking competence:
  - question norms, practices, and opinions;
  - reflect on one's own values, perceptions and actions;
  - take a position in the sustainability discourse
- Self-awareness competence:
  - reflect on one's own role in the local community and (global society);
  - continually evaluate and motivate one's actions;
  - deal with one's feelings and desires
- Integrated problem-solving competence:
  - apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive, and equitable solution options that promote sustainable development, integrating the above mentioned competencies.

OECD PISA global competencies

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

UNESCO: attributes (traits and qualities) of global citizens

Informed and critically literate

- About global governance systems, structures and issues
- About interdependence and connections between global and local concerns
- About skills for civic literacy (incl. enquiry and analysis) developed through active engagement and learning

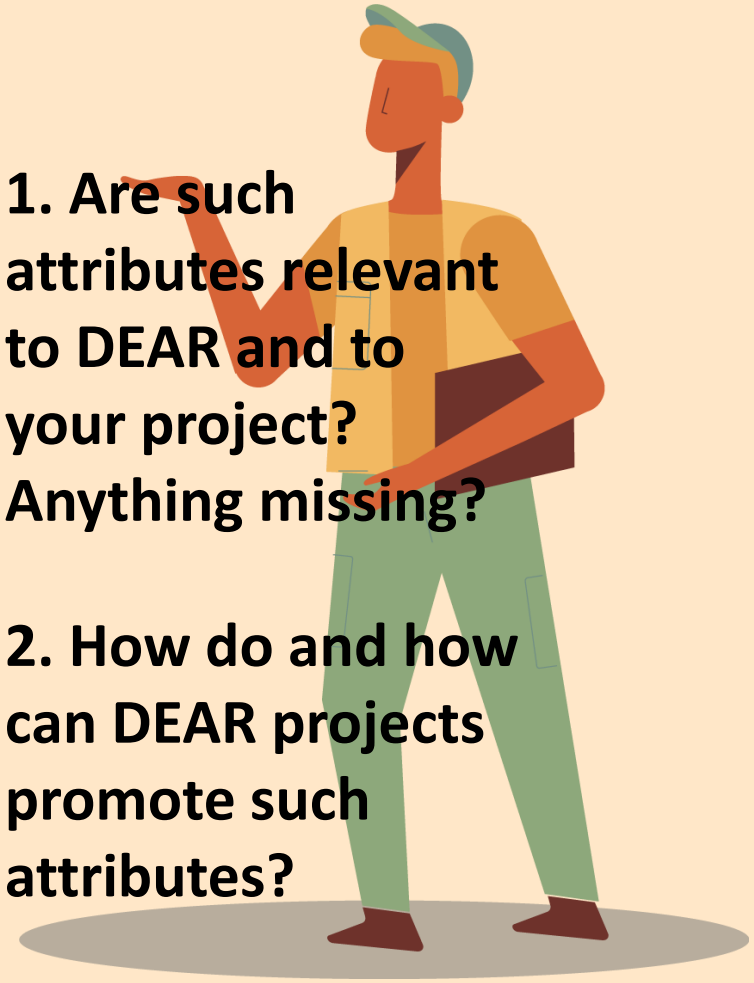
Socially connected and respectful of diversity

- Understanding of identities, relationships and belonging
- Understanding of shared values and common humanity
- Appreciation of and respect for difference and diversity
- Understanding the complex relationship between diversity and commonality

Ethically responsible and engaged

- Based on human rights approaches and attitudes and values of caring for others and the environment
- Personal and social responsibility and transformation
- Skills for participation in the community and contribution to a better world through informed, ethical and peaceful action

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING



1. Are such attributes relevant to DEAR and to your project? Anything missing?

2. How do and how can DEAR projects promote such attributes?

Competencies: observations

① Are these attributes relevant to DEAR + our projects?

- YES! They should be more and more

⚠ MISSING: how power works; global citizens should be empowered and aware of power relations / THE POWER OF POWER

- advocating for a common EU / national framework

- connect on UNESCO's WORLD LARGEST LESSON ②

How do and how can DEAR projects attributes promote such ~~attitudes~~?

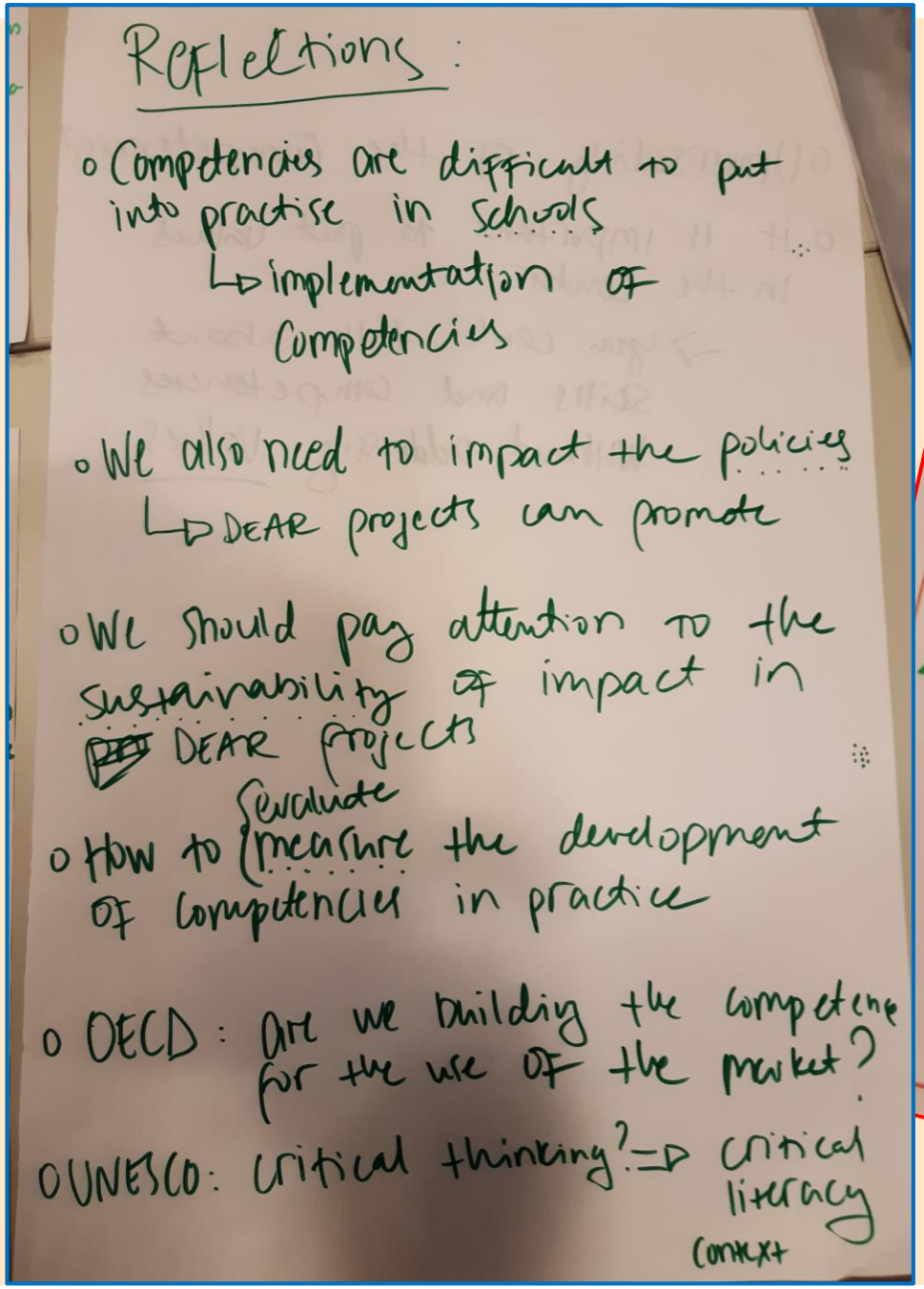
⚠ teachers ~~also~~ need to know better GCE competencies. They struggle with identifying them.

- advocating for a common rule / tool at OECD - UNESCO level

- guide partnerships to use these when drafting projects or creating resources.

Reflections:

- Competencies are difficult to put into practise in schools
  - ↳ implementation of competencies
- We also need to impact the policies
  - ↳ DEAR projects can promote
- We should pay attention to the sustainability of impact in DEAR projects
- How to evaluate / measure the development of competencies in practice
- OECD: are we building the competence for the use of the market?
- UNESCO: critical thinking? ⇒ critical literacy context



DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

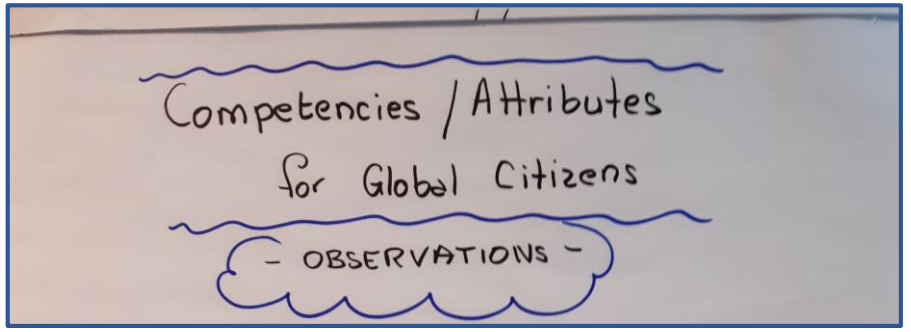
COMPETENCIES & SKILLS

1 ARE SUCH ATTRIBUTES RELEVANT TO DEAR AND TO YOUR PROJECT?

ANYTHING MISSING?

2 HOW DO AND HOW CAN DEAR PROJECTS PROMOTE SUCH ATTRIBUTES?

- ✓ → depending on the type of project
- ? → we don't think so...
- ! → effective communication
  - → clear narratives
  - → questioning / self reflection of our own action
  - → learning centered methodology
  - → partnership
  - → working systemically
  - → working with various audiences, but also through systems



DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

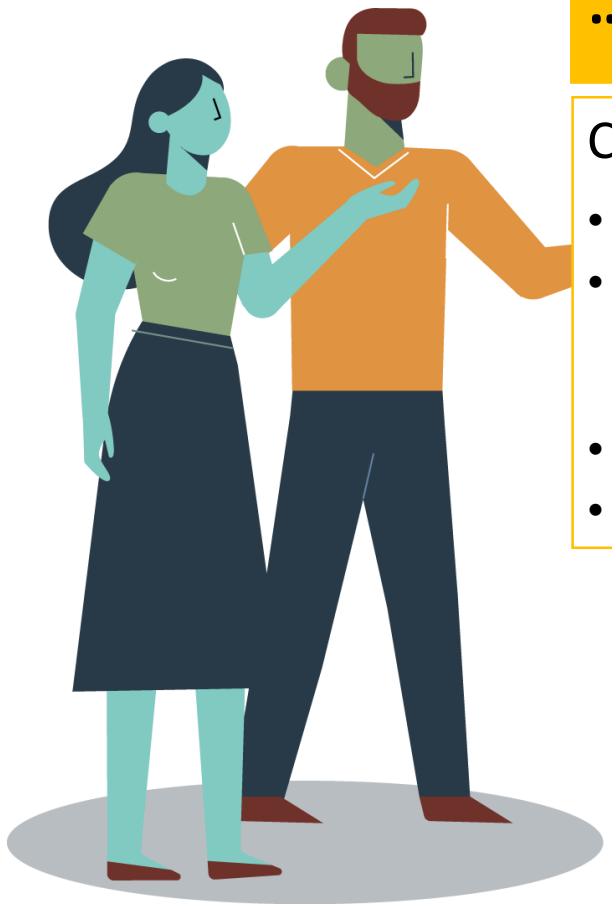
- The UNESCO Global Citizenship learning attributes are useful to DEAR projects
- The PISA framework in particular (but also the UNESCO SDE one) are too complex to be felt useful by teachers
- The frameworks are not integrated and put the emphasis on different aspects. Each also lacks adequate 'how to apply' suggestions
- Use of (any of) the frameworks (beyond the confines of a DEAR project) requires buy-in from education authorities: their wider, lasting influence is therefore often limited
- The frameworks may be more useful to formal education and appear less so to non-formal education
- Most projects have developed their own frameworks for assessment purposes
- A competence relating to an individual's 'Sense of Agency' and the skills needed for this is lacking or insufficiently emphasised
- Similarly, a competence relating to understanding and responding to 'Power' is not adequately highlighted

Pedagogies of DEAR

What and how do DEAR projects teach and what and how do DEAR participants learn?

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Pedagogies for DEAR
Formal and Non-formal Teaching and Learning …



… ABOUT Development

Chalk and Talk:

- Teacher centred
- Transmission of knowledge (skills and values)
- Descriptive
- Facts and figures

… FOR Development

Participative:

- Active (e.g. through simulations, group work)
- Investigative, questioning
- Discussion
- Reflection on the learning

… IN Development

Experiential:

- Issues that relate to the learner
- Experiencing: doing and reflecting on the doing (e.g. through role play)
- Analysing and conceptualising
- Problem solving

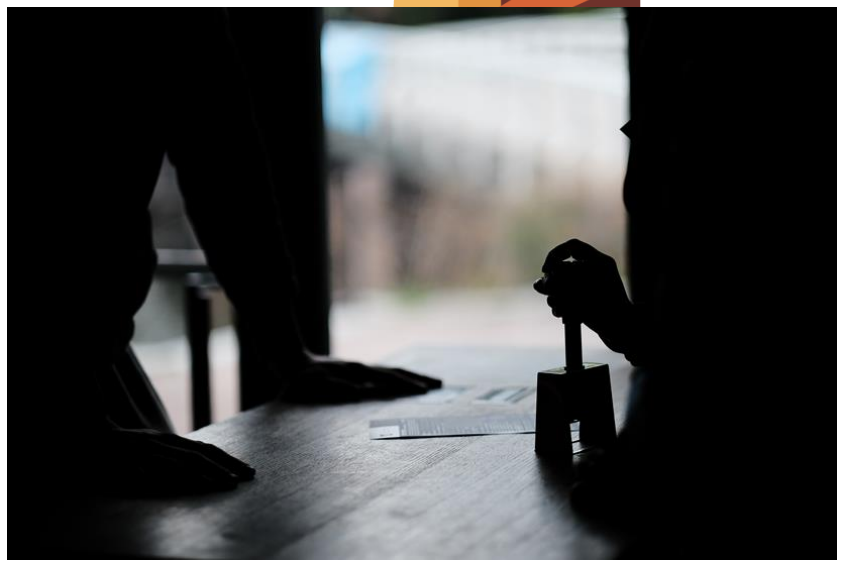
Advantages and Disadvantages of each approach?

Learning IN development – an example from Finland

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

EUROOPANLINNA
– FORTRESS EUROPE –

- Initiated by the European Movement in Finland, this role play involved four schools and the Finnish Border Guard.
- Part of Suomenlinna island (near Helsinki) was transformed in a Schengen 'hard border' and students became the immigrants aiming to get into the EU by boat (literally)
- Passports were distributed and a few were not valid to raise the issues migrants may be confronted with, including treatment and detention
- Visits to schools prepared for the experience - and a debriefing was important in helping students to analyse migration issues



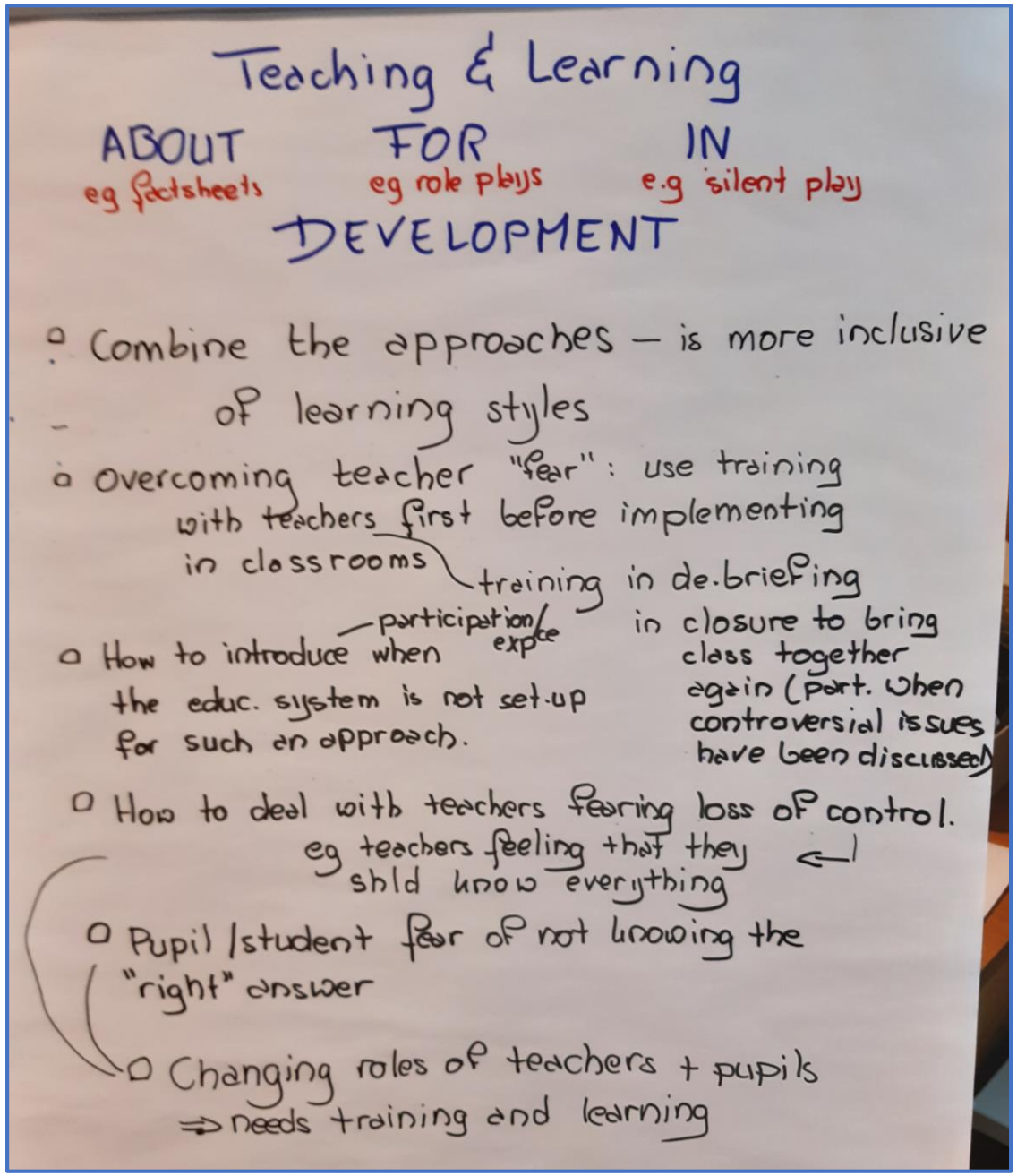
‘About’, ‘For’ and ‘In Development’: observations

Depending on circumstances it is likely that all approaches (or at least ‘about’ and ‘in’) will be used at some point during a DEAR Global Learning project. However, generally:

- The ‘about development’ approach is less relevant to non-formal education but can come ‘naturally’ to teachers - particularly in central/eastern European states with a tradition and teacher training based on ‘chalk and talk’:
  - the teacher stays in control and learning outcomes are relatively easy to assess
  - however, it can create a distance between the learner and what is learned (depersonalising the learning), and it doesn’t much help learners to develop their questioning, organisational, problem solving, etc. skills relevant to life in a changing world
- The ‘for development’ approach is the most common one used and promoted by DEAR projects:
  - introducing teachers and learners to techniques of exploration, research, different perspectives, discussion and analysis
  - but more tools are needed to assess learning outcomes (incl. those specifically focussed on skills learning)
- The ‘in development’ approach is most difficult to apply in ongoing subject based timetables, but is suitable in off-timetable events and non-formal education
- Reflection on the personal relevance of what is being learned is best possible as a result of learning through ‘in’ or ‘for’ methods

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING



'About', 'For' and 'In':
other participant observations

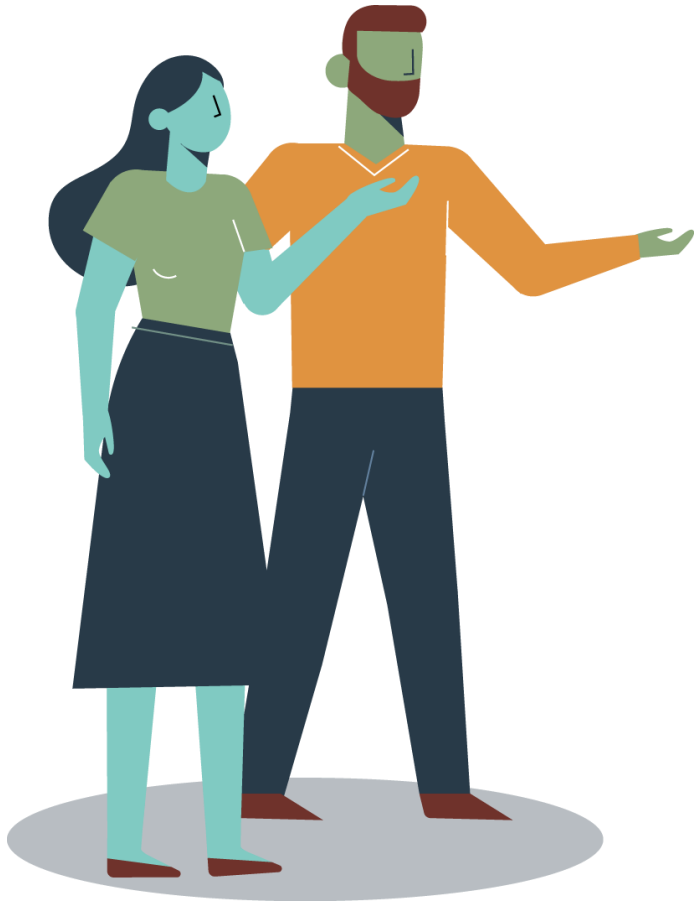
Pedagogies of Global Learning: selected resources

- Sant E, Davies I, Pashby K and Schultz L (2018): 'Global Citizenship Education – a critical introduction to key concepts and debates', Bloomsbury, London
- EPIZ (2016): 'Handbuch Globales Lernen für Referent_innen', Berlin
- Skinner A, Baillie Smith M, Brown E and Troll T (eds) (2016): 'Education, Learning and the Transformation of Development', Routledge, London
- Bourn D (2015): 'The Theory and Practice of Development Education – a pedagogy for global social justice', Routledge, London
- For other resources see for example:
  - https://www.globaleslernen.de/de/bildungsmaterialien/methodensammlungen-und-handbuecher
  - http://www.educasol.org/-Outils-pedagogiques-
  - https://globaldimension.org.uk/resources/browse/

Assessing learning (awareness, understanding, skills, dispositions)

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING



How do we know it's working?

Some suggestions from previous DEAR Global Learning projects (L&D Hub Reading, UK, 2015)

- ✓ **Baseline survey or activity**: Awareness, Knowledge/Understanding, Skills, Values/ Attitudes/Dispositions of participants and identifying what participants want to gain
- ✓ Use of **learning diaries** and their analysis (for instance by the project's evaluator)
- ✓ **Event feedback** (to do with learning *about* content and *from* the process)
- ✓ **Most significant change** investigation: what is the most important thing that participants think has changed (in A KU S VAD) for them personally as a result of participation in the project?
- ✓ End of course/project **test or end-line survey or activity**: e.g. regarding A KU S VAD gains made by participants
- ✓ **Intentions**: what do participants plan to do with their learning?

➢ Any **other suggestions?**

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Participant additional suggestions on ‘how we can know that it’s working’

How do you know?

Additional STRATEGIES, METHODS, TOOLS

- Gen. engagement measures
- New acties being developed by parts
- Level of partn
- Ownership of the project by parts.
- Folbw up on acties + post-project contact
- Contn of project sources; websites etc.
- Devg a network that continues
- Invt of school mgrs/ investing in the T+L e.o. stakeholders
- Using asst to build new work.
- Media coverage

How do you know it's working?
Selected resources

See for example:

- https://www.globaleslernen.de/de/theorie-und-praxis-globales-lernen/evaluierung-und-wirkungsbeobachtung
- http://www.educasol.org/spip.php?page=recherche&recherche=evaluer&x=0&y=0
- https://globaldimension.org.uk/how-do-we-know-its-working/
- https://www.academia.edu/11225383/Monitoring_Education_for_Global_Citizenship_A_contribution_to_debate (chapter 6 in particular)

Also see the report on a previous L&D Hub specifically focussed on assessing learning:

- https://europa.eu/capacity4dev/dear-programme/event/dear-site-cluster-meetingreading-2015

Global Learning Hub, Helsinki: represented projects

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING

Project title	Project number	Lead project agency (a number of Hub participants worked for a project partner CSO or LA)	Formal Education	Non Formal Education
Sincerely, Food	388-342	Lithuanian Consumer Institute, LT		Y
Media, Minorities and Migration	388-349	MRG Europe		Y
Start the change	388-169	Progretto Mondo, IT	Y	
InterCap	388-136	CARDET, CY	Y	Y
Global Issues - Global Subjects	388-121	FCEO, PL	Y	
Bridge 47	388-348	FINGO, FI	Y	Y
GET UP AND GOALS!	388-124	COISP, IT	Y	
Build Solid Ground	388-027	Habitat International, SK	Y	Y
Walk the (Global) Walk	388-223	Regione Toscana, IT	Y	
Frame, Voice, Report!	388-119	CISU, DK	Y	Y

Participant feedback on the L&D Hub

(Scores out of 10 maximum)

Extent to which participant expectations were met	8.5
Extent to which Hub objectives were met	8.9
Relevance of the Hub to participants' work	8.7
Appropriateness of Hub methodologies	9.1
Value of European Commission staff participation	9.6
Quality of logistics support provided by the DST	9.7
Quality of facilitation provided by the DST	9.3
Overall success of the Hub	9.0

Comments and suggestions included:

- More time on the evaluation theme would have been useful
- More time for projects to get to know about the details of each others' work
- A future Hub to give attention to recent approaches/methods in Global Learning – to support capacity building of projects