

Going global without going anywhere

Boyd Roberts

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Why should we “go global” at all?

- Global issues are important.
- They affect us all.
- Education should deal with what is important and has impact on us.



Why should we “go global” at all?



The standards:
are informed by other top performing
countries, so that **all students are prepared to
succeed in our global economy and society**



Why should we “go global” at all?

Research evidence

1 in 3

secondary teachers feel schools fail to prepare children for a fast-changing globalised world

DEA / Ipsos-Mori survey on teachers' attitudes, 2009

5 in 8

children are not learning about major world events and problems at school

Ipsos-Mori / Geographical Association Survey, 2009



Why should we “go global” at all?

Research evidence

93%

of young people think it is important to learn about issues affecting people's lives in different parts of the world

Ipsos-Mori / Geographical Association Survey, 2009

92%

of young people think it is important to learn where the things they use, like food, energy and water come from

Ipsos-Mori / Geographical Association Survey, 2009



Why should we “go global” at all?

Research evidence

4 in 5

students think it is important that schools help them understand what people can do to make the world a better place.

Development Education Association (DEA) and Ipsos- Mori
Students 11 – 16 years old
July 2008

International or global?



“International” – term
coined by
Jeremy Bentham
1748-1832

Describes relationships
between countries

Global



- Coined in the C19th
- “Globalisation” appeared in the 1940s
- The word “globalisation” is now globalised.
- “Global speak” is indicative of a new reality.

Dimensions in educational programmes

International

focuses on:

- characteristics of **different** countries, cultures, languages
- differences, but recognises common characteristics and features
- parts of the world, and how they differ and inter-relate

Global

focuses on

- issues that relate to **all** countries and people, across national and regional boundaries
- how global issues affect all of us – but recognises differences in impact between countries
- whole planet – environment and people

“Global” vs “International”

- Global, more strictly, relates to all countries and people; matters affecting all of us.
- Global, used loosely, subsumes international, inter-cultural and the local – covers all levels from the local to the global (as in global citizenship).
- International does not subsume the global or the inter-cultural.



Concepts at the heart of global learning

- Interdependence
- Social justice
- Conflict resolution
- Diversity
- Values and perceptions
- Human rights
- Sustainable development
- Global citizenship

Development Education Association

A matter of terminology

International

or

Global

or

Cosmopolitan

Mindedness

or

Awareness

or

Understanding

or

Consciousness

or

Citizenship



Levels of global engagement – what are we educating **for**?

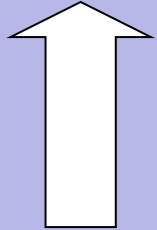
- **Global awareness**

concerned with knowledge about the world and global issues – cognitive

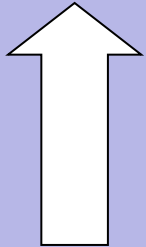
- **Global competence**

having skills and knowledge to function effectively in a globalised world

ACT



CARE
about



AWARE

Practical engagement

Now what?

Attitudes and values

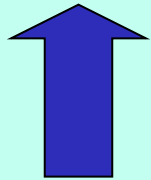
So what?

Knowledge

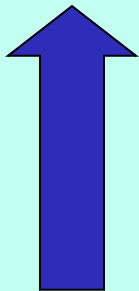
What?

Levels of engagement with global issues

ACT



CARE
about



AWARE

Empathy

Global
awareness

Global
citizenship

Levels of global engagement

Global citizenship

Informed

Be aware

Head

Principled

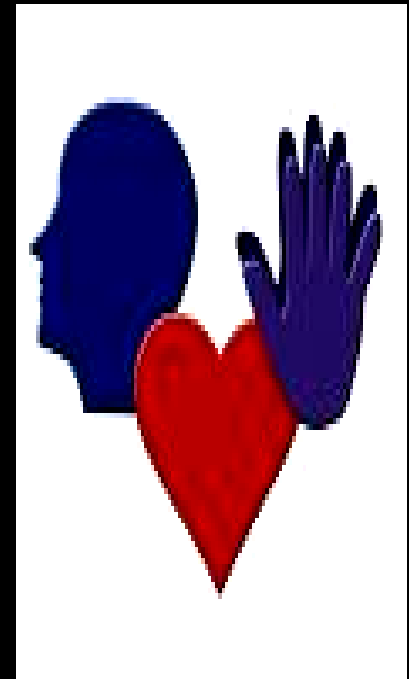
Be moved

Heart

Active

Be involved

Hands



Oxfam

(development non-governmental organisation)

sees the Global Citizen as someone who...

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works

Oxfam

sees the Global Citizen as someone who...

- is outraged by social injustice
- participates in the community – from local to global levels
- is willing to make the world a fairer and more sustainable place
- takes responsibility for their actions

A global citizen

- has a sense of connectedness with and responsibility towards others, other species and the environment
- understands interconnectedness and complexity
- can see the world through the eyes of others
- views the future with hope.

Global citizenship: the threees

Ecology

ability to live sustainably – involving living responsibly to take account of other people, other species and the environment

Ethicity

ability to make sound and ethical judgements and to act ethically

Efficacy

ability to take effective action

Styles of interaction

PEDAGOGIC DIALOGUE

- Controlled by teacher
- Directed towards “right” answers
- Right answers are valued
- Closed teacher questioning
- Teacher has more “talk time” than students
- Limited participation
- Focused on known outcome
- Teacher owns the truth

DIALOGIC PEDAGOGY

- Teachers and students share control
- Directed towards exploring possibilities
- “Wrong” answers and risk-taking are valued
- Open-ended teacher questioning
- Students have more “talk time” than teachers
- Inclusive participation
- Unpredictable
- Truth is the shared outcome

Global classroom methodology

- Dialogic pedagogy
- Students work collaboratively
- Students assume a variety of roles, unrelated to gender and other characteristics
- Focus on enquiry, critical reflection and problem-solving
- Make use of cultural diversity within the classroom



Copenhagen 2009



Haiti 2010



Pakistan floods 2010



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How can we respond to such events in our
teaching?



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Where do I
find the time
for all
of this?



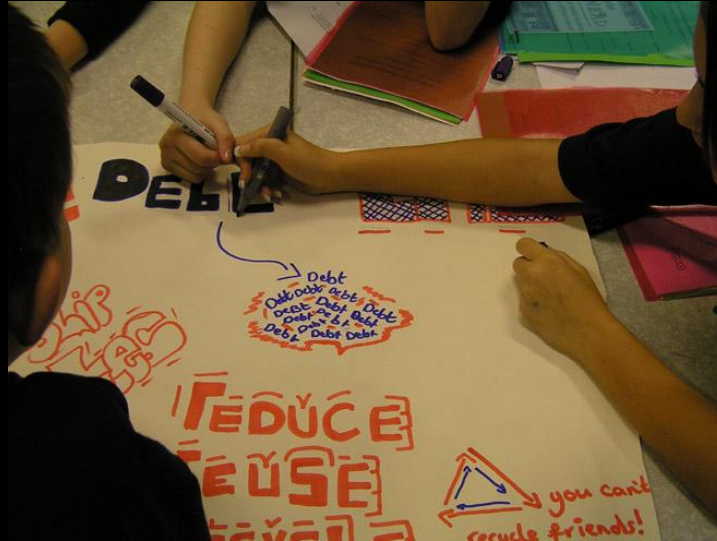


**Going global
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10 things teachers can do



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1. Introduce global dimensions (content) into your lessons



Introduce global dimensions into your lessons

- Choose international content / examples
- Incorporate global issues
- Incorporate perspectives of others – from different countries or cultures



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2. Select course /
exam options that
enable or require
global elements





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3. Give students opportunities to discuss matters of global concern.



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4. Be ready for
“teachable moments”



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5. Use globally-related display material



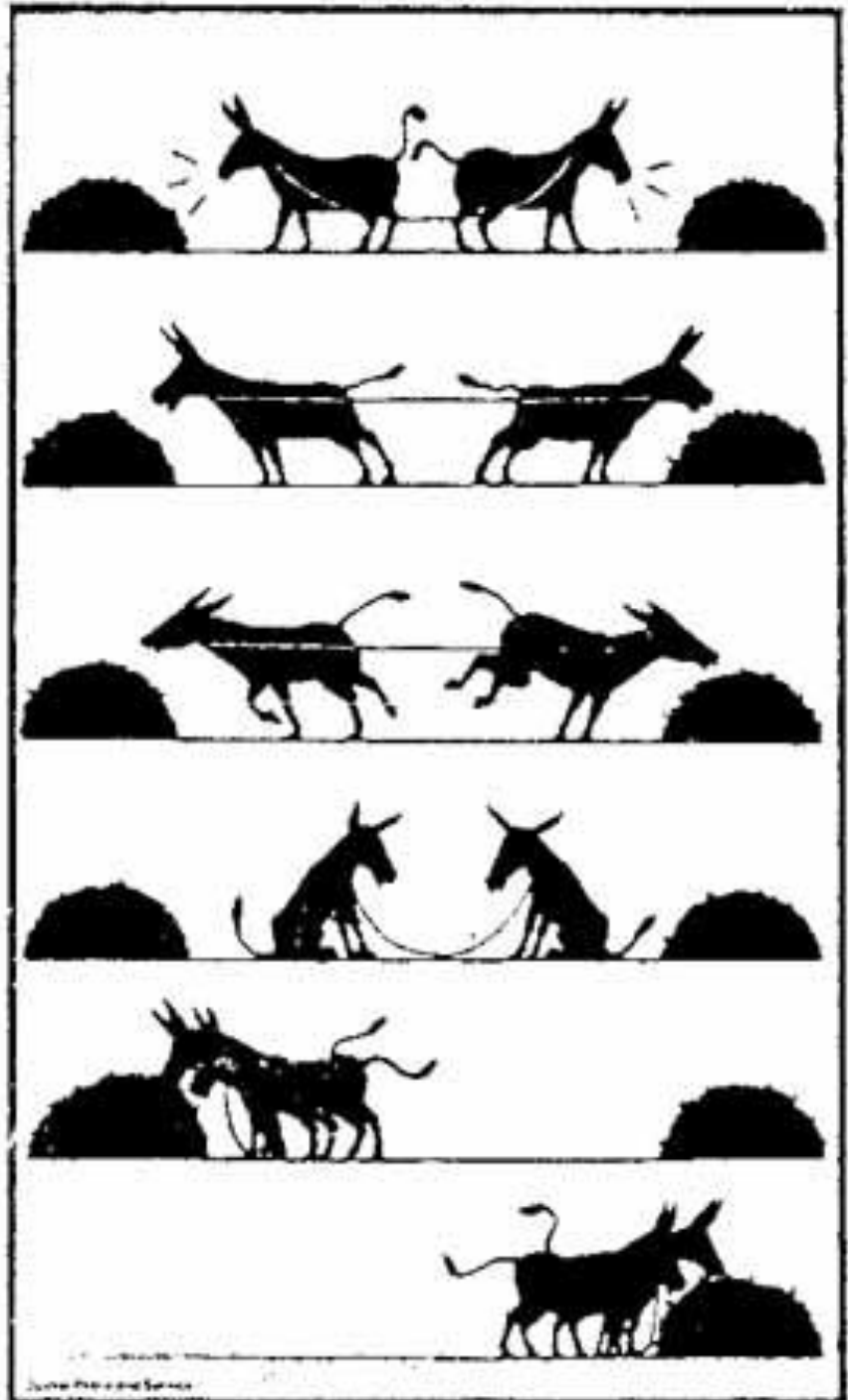
Displays can ...

- convey information
- convey messages
- challenge preconceptions
- make a statement
- encourage reflection
- get students thinking
- reflect diversity of viewpoints
- reinforce values
- provide a more stimulating learning environment

..... without saying a word

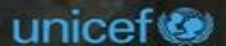
The Two Mules – A fable for the Nations

From Quaker Peace
and Social Witness
[www. quaker.org.uk](http://www.quaker.org.uk)
and other Quaker
sources



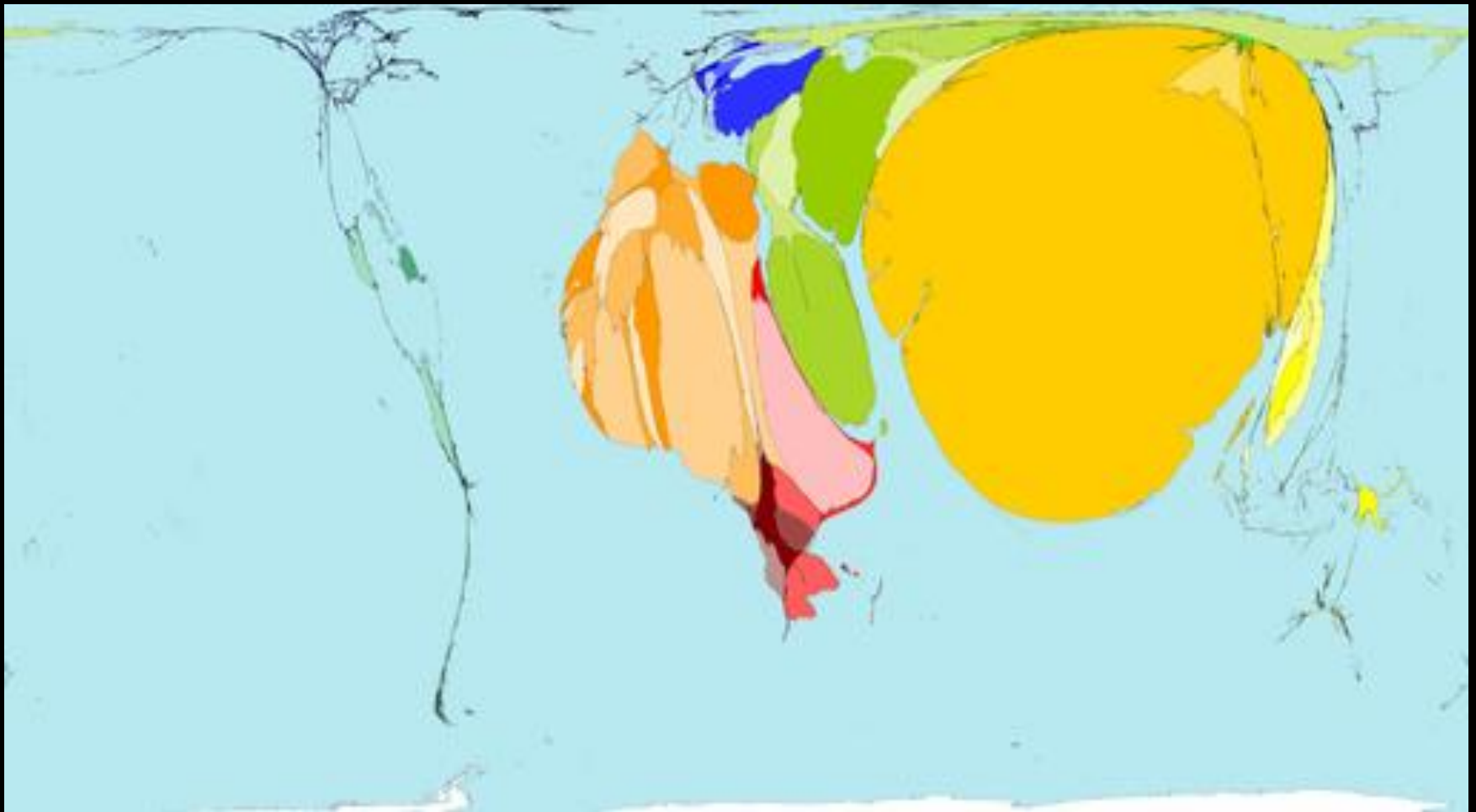


BAD WATER KILLS MORE CHILDREN THAN WAR.
SUPPORT THE 'ONE DROP OF WATER' PROJECT. SMS 'ODOP' TO 72 900 TO DONATE 50 SEK. WWW.UNICEF.SE



Bad water kills more children than war

<http://skeptisys.wordpress.com/2008/04/14/united-nations-children-fund-unicef-poster-to-bring-awareness-of-the-bad-water-urgency/>



Girls not at primary school

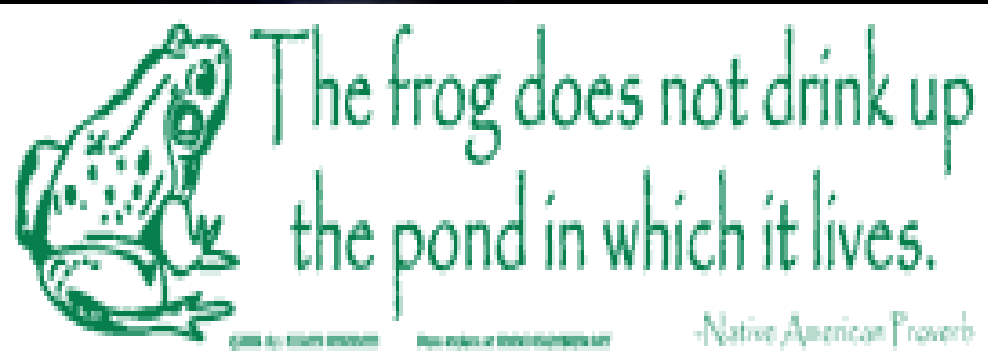
Territory size is proportional to the world distribution of the excess male over female enrolment in primary education.

<http://www.worldmapper.org>

Until the lions have their historians, tales of the hunt will always glorify the hunter.

Ewe-mina (Benin, Ghana, and Togo) Proverb





*Good planets are
hard to find*

Uses of a piece of A4 paper

www.graphicreflections.org

A quick note

Handy directions to a place

Your mini shopping list

A phone number

A 'safe wrap' for throwing sharp things like stapler pins, used blades, etc.

Kitchen jar label

Your 'quick' and 'creative' visiting card

Your 'personalised' book mark

A cute love note

Eaten chewing gum wrap

Tea Coaster

Pocket medicine packet

Your mini masterpiece in pen and ink

Handy napkin



3 4 2008



3 4 2008



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6. Show you know and care



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7. Pay attention to attitudes and values in students





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It's
Wrong

Introduce ethical interventions

- “moral moments”

Ethical interventions

(“Moral moments”)

1. Point out that ethical issues are involved
2. Consider/outline the nature of the ethical dilemma
3. Ask questions
4. Structured discussion – in pairs or groups
5. Provide opportunity for individual reflection
(e.g. silent thinking / written reflection)



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8. Relate what goes on in the classroom to global issues

Classroom issues

- Wasting things
- Fighting
- Complaints that things aren't fair
- Sharing
- Excluding others
- Arguing over things
- Name calling

Global issues

- Environmental awareness
- Peace and conflict
- Justice
- Interdependence
- Discrimination
- Distribution of resources
- Prejudice

Young and Commins, 2002



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9. Undertake / arrange relevant professional development



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- Handling controversial issues
- How to arrange student discussions
- Introducing ethical interventions
- Bringing the personal into the classroom



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What is this focused on?

Activity

what we do, our effort
and input

or

Student outcomes

student characteristics;

how students change
and develop



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أَلْجَائِزَةُ الدَّوْلِيَّةُ لِلْمَوَاطِنِ الْعَالَمِيِّ 国际全球公民奖
Premio Internacional de Ciudadano Global
International
GLOBAL CITIZEN'S AWARD

10. Introduce the International
Global Citizen's Award



الجائزة الدولية للمواطن العالمي 国际全球公民奖
Premio Internacional de Ciudadano Global
International
GLOBAL CITIZEN'S AWARD

www.globalcitizensaward.org



ألجائزة الدولية للمواطن العالمي 国际全球公民奖
Premio Internacional de Ciudadano Global
International
GLOBAL CITIZEN'S AWARD

An international programme to promote
and recognise development of (young)
people as better global citizens



International

GLOBAL CITIZEN'S AWARD

ELEMENTS OF THE AWARD PROGRAMME



International

GLOBAL CITIZEN'S AWARD

1. UNDERSTANDING OTHER CULTURES AND OUTLOOKS



International

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2. PERSONAL GLOBAL FOOTPRINT



International

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3. INFLUENCE & INVOLVEMENT WITH OTHERS



International

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4. RECORDING AND REFLECTING ON **CHANGE**



International

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**Understanding other cultures
and outlooks**

Reading, Films, TV programmes etc

BUT must include

DIRECT PERSONAL ENGAGEMENT

with person(s) of different outlook



International

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Personal Global Footprint

Individual impact on the world –
people and environment – directly
and indirectly



International

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Personal Global Footprint

- Being good with money**
- Environmental responsibility**



International

GLOBAL CITIZEN'S AWARD

Being good with money

- **Helping things to happen by giving it away**
- **Ethical spending**
 - “Buying products or services which were ethically produced or delivered and/or which are not harmful to the environment and society.”
- **Background research, and action**



International

GLOBAL CITIZEN'S AWARD

Environmental responsibility

- **Research and review of personal environmental impact**
and
- **appropriate action**



International

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Influence & involvement with others

- **Personal community service**
- **Advocacy, Persuasion or Promotion**
- **Active decision-making**



International

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Recording and reflecting on change

“Diary” / “log” in any format and
language allowed by the school;
records changes in knowledge, action
and awareness.



International

GLOBAL CITIZEN'S AWARD

Awards made at

- Bronze level (6 months min.)
- Silver level (12 months min.)
- Gold level (18 months min.)



International

GLOBAL CITIZEN'S AWARD

Key features

- Participants involved in operation of the Award
 - including the Award process
- Participants guided by “mentors” – including some older participants
- Flexible within a common structure
- Can embrace existing programmes and activities



International

GLOBAL CITIZEN'S AWARD

Key features

- Low cost / low bureaucracy
- Only need a computer / Internet access to take part
- Travel not required
- Minimal global footprint to set up, operate and run the Award
- Centres share in development of the Award



Face-to-face interviews at
Education aBc summer course, Oxford



A presentation on the human impact on water supplies
Amman Baccalaureate School, Jordan



A children's waiting area in a hospital in Hungary –
British International School, Budapest



A Habitat for Humanity project as part of the IGC Award at Academia Britanica Cuscatleca, El Salvador



IGC Award winners at The English Academy, Kuwait



International

GLOBAL CITIZEN'S AWARD

Interested in joining?

Further information at:

www.globalcitizensaward.org

E: boyd.roberts@globalcitizensaward.org



Going global without going anywhere

Take care with the Two Ts

Technology

Trips



Going global without going anywhere

Technology

Focus on student
outcomes

.... on **ends**,
not **means**



Overseas (service) trips can....

- Provide transforming experiences for students
- Offer real opportunities to make a difference to others



But they can also...

- Reinforce prejudices
- Promote feelings of superiority
- Be associated with “the glamour of the global”
- Become events to enhance school prestige
- Exclude people from participation
- Promote the idea that the “global” is distant
.... and, when air travel is involved, they have
an ecological downside

Assessing the value of overseas trips

- Does it provide a *unique* opportunity?
- Can something of equivalent value be done locally?
- What are the benefits – to participants, to the host community (service), to the school?
- What is the ecological impact of the trip?
- In what ways does the trip relate to the curriculum and to learning in general?
- What impact will the trip have on participants / the host community (in service visits) / the school?

Acting locally....thinking globally



- Origins of garbage
- Recycling
- Use of finite resources
- Impact of man on the environment

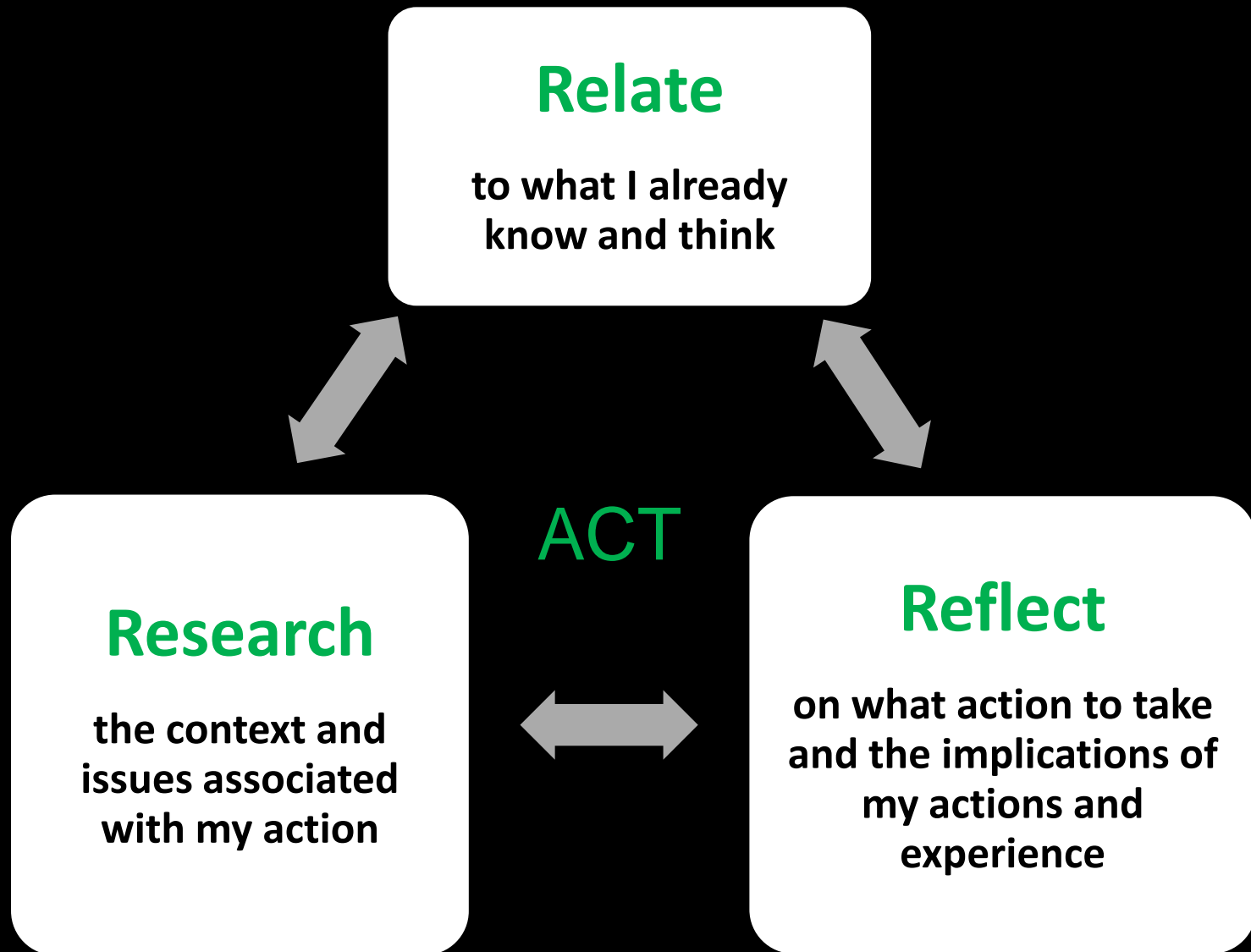
Habitat cleaning

Acting locally....thinking globally



- Reasons for people migrating
- Economic and political background to migration
- Getting to know someone from another culture

Teaching a language



Setting action (including service) in context

The IB Global Engage website

A developing collection of

- Information and resources
- Ideas and opinions
- Suggestions for action
- Reports of action
- Forums

**on global issues, with contributions posted by the whole
IB community**

<http://globalengage.ibo.org>

IB global lessons



**International Day of
Peace, 21 September**

**Encourage IB World
Schools to focus on
peace and conflict on or
around this day**

**Global lesson / lessons /
activities**

IB global lessons

INTERNATIONAL DAY FOR THE
eradication of poverty



17 October

International Day for the Eradication of Poverty

17 October

**Global lesson / lessons /
activities**

IB focuses on the environment

Earth Day
22 April

Global lessons / activities

For MYP humanities



Five global issues DON'Ts

DON'T **X**

- **oversimplify issues. Instead grapple with complexity**
- **generalise**
- **stereotype people or countries. Avoid prejudices**
- **present people as dependent victims or helpless - and those in the richer countries as helpers**
- **overwhelm students. Avoid doom and gloom**

Five global issues DOs

DO 

- **consider “issues” not “problems”**
- **inter-relate the global and the local**
- **examine multiple perspectives** – *particularly those of the less advantaged in their own words*
- **emphasise empathy, partnership and solidarity**
 - *not sympathy*
- **consider solutions and positive ways forward - Promote optimism and hope**

Education for a better world

So what does a better world look like?



A world . . .

- with social justice
 - where habitats and biodiversity are maintained
 - where people live sustainably
 - aware of its own limited space and resources
 - recognising interdependence
 - at peace
- with a decent life for all.

Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.

Desmond Tutu