

# GEGLMOOC: GLOBAL EDUCATION GOES POP, how to educate young people on global issues using pop culture

## MODULE 1: Global Education and the SDGs

2020, English

### INTRODUCTION TO THE MODULE

This module explores the concepts of **global interconnectedness** and introduces the **Sustainable Development Goals**, with a special focus on Goals 5 (Gender Equality), Goal 11 (Sustainable Cities & Communities) and Goal 12 (Sustainable Consumption & Production). It further analyses the concept of **Global Education** and its different dimensions as a foundation of the educational approach to the MOOC.

### What will you learn in this module?

- Understand the phenomena of global interconnectedness and interdependence
- Become aware of the Sustainable Development Goals and their links to own local and personal reality
- Understand the concept of global education and its relation to the SDGs
- Understand the role of young people as active citizens in meeting the SDG targets

### 1.1 Global Interconnectedness

-- VIDEO --

Video credentials: developed by Paulius Pakutinskas, Solveiga Skaisgiryte and Gabriele Civinskaite

[\[Script of the video\]](#) Global Interconnectedness - from Benefits to Challenges

We live in a world where we are connected with other people in social, political, economical and environmental ways. These connections are rapidly increasing by growing trade between countries, migration flows, the growth of International and political organisations, non stop changes in transport and communication technology.

Being a part of the globalised and closely interconnected community brings a lot of benefits to human beings. It contributes to the widening of people's horizons, increases possibilities to consume goods produced in different parts of the world, ensures the access to knowledge, products of science and technology, helps at development of people's understanding of diversity in the societies. It also provides more opportunities for personal and social development and possibilities of sharing ideas, also joint action towards solutions to common problems.

At the same time, the process of globalisation causes many social, economic and environmental challenges, namely, increasing poverty in societies, a growing gap between rich and poor countries, disparities between privileged and non-privileged people, forced migration, human rights violations, exploitation of vulnerable groups of people, racism and xenophobia, armed conflicts, insecurity and growing individualism, climate change, ecological imbalance, pollution, the exhaustion of natural resources and many more.

So let's sum up what we have already heard about global Interconnectedness and its challenges. Let's go briefly through five key elements of global interconnectedness we should know.

The first one is our common humanity – the connections we have with all other human beings in terms of our similarities and common needs; without this core connection our lives would be very lonely.

The second one is our global interconnectedness – links we have to other people and places through trade, technology, migration, political systems, our shared environment and so on. Without exchange of good skills, knowledge, achievements, we could not develop so fast and help other cultures around the globe.

The third one key connection we are facing is links between issues, for example, poverty and climate change. By this connection, we are linked to other people on every continent as never before. I guess we can all agree that natural disasters, floods, earthquakes, viruses, sudden war and many other challenges can happen and is happening everywhere around us. These events do not have borders of countries or continents, so the high level of pollution in Asia affects climate in North America or Europe. We let the North Pole ice melt and the level of sea is rising more and more every year. A lot of people are forced to leave their homes because the water level is too dangerous. In these situations, people don't get a lot of support and all costs of moving are their own responsibility.

The fourth one connectivity element is media, telecommunications, travel and migration. Wouldn't you agree that we are constantly travelling... Exchanging and experiencing different cultures... Watching foreign movies and tv shows... Learning different languages... Exploring and assimilating with the contexts we want to know. Social media, telecommunications and other channels help us to orientate ourselves, exchange information and speak about global issues publicly and globally. The movement of people from one place to another with the intentions of settling, permanently or temporarily, at a new location is probably the oldest and the most organic process of the world. Our cities and countries are becoming more and more diverse and multicultural, therefore it is crucial to be able to create a common environment for everybody where we can communicate, participate and be equal.

And the last element of global connectivity is an economic perspective or, in other words - an exchange of material values. We are sharing our planet's resources all around the world. We buy one and sell the other one, we import coffee beans from Kenya and produce coffee for drinking. We buy or consume something and yet we are producing and selling. When we have such an exchanging connection, we must sustain a balance, we must regulate the market to avoid losses and preserve the economical connections so that everybody gets fair share and ensures prosperity to all producers, farmers, manufactures around the world.

### [Text for reading] Global Interconnectedness – Benefits and Challenges

Increasing interconnectedness and interdependence among people and countries around the world, or in other words *globalisation* can be defined as follows:

- increasing integration of economies around the world, particularly through trade, production chains (where parts for a final good are produced in one country and assembled in another), and financial flows;
- increasing movement of people and information (financial and other raw data as well as ideas, fashions, culture, science, etc.) across international borders.

Globalisation is an aggregate of diverse processes (social, economic, political, environmental) that connects people and countries and helps develop a sense of belongingness to one global community.

Being a part of the globalised and closely interconnected community brings a lot of benefits to human beings, such as:

- widening of people's horizons,
- increased possibilities to consume goods produced in different parts of the world,
- more opportunities to access knowledge and products of science and technology from all over the world,
- increased understanding of diversity in the societies,
- more opportunities for personal and social development,
- possibilities of sharing ideas and joint action towards solutions to common issues.

At the same time, globalisation is a driving force affecting many global issues which can be defined as follows:

- such issues affect a large number of people on different sides of national boundaries;
- they are one of significant concern, directly or indirectly, to all or most of the countries of the world;
- their solutions require a global regulatory approach and cooperation among nations.

Examples of global issues<sup>1</sup>:

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<sup>1</sup> - The provided list of global issues is not exhaustive – there are many more!

- Although the global issues are put in categories, all of them are interlinked and include different dimensions (economic, social, environmental)

Thematic area	Global issues
Economy	Trade, consumption, poverty and inequality, financial stability, migration
Society	Education, hunger and malnutrition, humanitarian emergencies, health, racism and xenophobia, discrimination and exclusion, forced migration and refugees
Environment	Climate change, ecological imbalance, pollution, loss of biodiversity, deforestation, access to safe water, land degradation, sustainable energy
Governance	International political structures and treaties, conflict resolution, corruption, human rights
Peace and security	Armed conflicts, terrorism and radicalism, human, drug trafficking and other crimes, genocide

#### Further readings:

- Bhargava V.K. (2006). *Global Issues for Global Citizens: An Introduction to Key Development Challenges*. Washington: The World Bank // <http://documents.worldbank.org/curated/en/390361468319746301/pdf/374520Global0i1OR00FFICIAL0USE0ONLY.pdf>
- Stewart V. (2012). *World-Class Education. Chapter 1. Globalisation and Education* // <http://www.ascd.org/publications/books/111016/chapters/Globalization-and-Education.aspx>

#### [Forum] Personal Global Connections

Draw a map of your global connections. Indicate the following aspects in your map:

- Countries you have travelled to;
- Countries where you have family members or friends;
- Countries in which your favourite foods are being grown or produced (check the packages of your favourite foods);
- Countries where your clothes were produced (check the labels of your clothes);
- Countries in which your favourite music was created.

Upload your map and provide a brief explanation of your global connections.

### 1.2 The Sustainable Development Goals

-- VIDEO -- The Sustainable Development Goals – Action Towards 2030

Link to the video: <https://youtu.be/9-xdy1Jr2eg>

Video credentials: this video is produced by CAFOD (<http://www.cafod.org.uk/>).

## [Script of the video] The Sustainable Development Goals – Action Towards 2030

What are the SDGs?

In 2015, world leaders from 193 countries agreed the Sustainable Development Goals, or SDGs - the world's new action plan for the next 15 years to eradicate extreme poverty and hunger, fight inequality, tackle climate change and achieve sustainable development for all. The SDGs followed the Millennium Development Goals, or MDGs agreed in 2000 in a global coordinated attempt to tackle development issues. As a result, the number of people living in extreme poverty has declined by more than half compared to 1990, more girls and boys go to primary school than ever before and far more people have access to water and essential medicines.

But progress of the MDGs has been mixed. Today, over 800 million people still live in extreme poverty. They are also most vulnerable to the increasing impacts from climate change and environmental degradation. Years of hard-won progress fighting poverty could easily be wiped out by even small conflicts, economic crises or natural disasters. Also, Sub-Saharan Africa and Southern Asia consistently achieved less progress than other regions. The MDGs measured success on national averages often missing what happened with marginalized groups, like people with disabilities, indigenous groups, rural communities and women. The international community recognised the new challenges, and that human prosperity must go hand in hand with protecting the planet.

After a three-year participatory process, world leaders finally adopted 17 Sustainable Development Goals. So, what are these goals for? They are:

1. End poverty for all;
2. Freedom from hunger;
3. Health and well-being;
4. Quality of education;
5. Gender equality;
6. Clean water and sanitation;
7. Sustainable energy for all;
8. Decent work and economic development;
9. Innovation and resilient infrastructure;
10. Reducing inequalities;
11. Sustainable cities and communities;

12. Sustainable consumption and production;
13. Action on climate change;
14. Healthy oceans;
15. Sustainable ecosystems;
16. Peace and justice;
17. Global partnerships.

There are four underlying principles that come with the SDGs and that are transformational in the way we work on development in the future. Firstly, the SDGs are universal. They apply to every country - rich and poor, north and south, developed and developing. They recognise the global challenges, like tackling climate change, and changing models of development require global solutions. Domestic policies that look at these issues in one country will have an impact on other parts of the world. So, we need to coordinate. Secondly, they integrate all dimensions of sustainability: economic development, social progress and environmental protection. For example, they tell us to grow in our food for all without destroying the soil, lower using water, to develop our economies without increasing inequality or to produce enough electricity for all without pumping more CO<sub>2</sub> into the atmosphere. This is similar to what Pope Francis says in his encyclical: *“We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded and at the same time, protecting nature.”*

The SDGs tell us, we should leave no one behind. Governments have agreed - no goal should be met unless it is met for everyone, including those in society most vulnerable and hardest to reach. So, education must reach indigenous communities, jobs created for women and men, quality health care available for all rural communities, and water and sanitation facilities accessible for people living with disabilities. Tackling exclusion is the key to tackling inequality.

And finally, the SDGs require the participation of all. The process to agree the SDGs took years and included national dialogues, consultations with civil society groups, the private sector and academia and ended with negotiations between all governments at the UN. There's a strong sense of ownership of these goals. The result is ambitious but it reflects what the world wants. Today, the implementation of the SDGs requires ongoing participation at a national and local level. All stakeholders have a role towards their successful achievement.

Taken together with the Paris Climate Change Agreement and the Pope's encyclical Laudato Si, the SDGs provide a new framework for approaching sustainable development.

## [Text for reading] The 2030 Agenda for Sustainable Development

To tackle the major issues that the global society is facing today, the world leaders came up with an agreement that will help to foster the sustainable development of our planet. In September 2015, the General Assembly of the United Nations adopted the 2030 Agenda for Sustainable Development also known as Sustainable Development Goals (SDGs). It aims to mobilize efforts to end all forms of poverty, fight inequalities, tackle climate change and ensure global peace. It is a voluntary agreement among nations which does not have the force of international law. This means that they stand as a moral commitment towards the better life of everyone on this planet and can be achieved only if all of us act together.

The Agenda includes 17 goals with 169 associated targets that address major social, economic and environmental challenges of today's world. It is built on 5Ps:

- *People* – the SDGs aim to end poverty and hunger and to ensure that all people can fulfil their potential in dignity and equality and a healthy environment.
- *Planet* – the SDGs stand for the protection of our planet from degradation through sustainable consumption and production, sustainable management of natural resources and urgent action on climate change.
- *Prosperity* – the SDGs are meant to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.
- *Peace* – the SDGs aim to foster peaceful, just and inclusive societies which are free from fear and violence. Sustainable development is not possible without peace, and peace is not possible without sustainable development!
- *Partnership* – the SDG Agenda calls all stakeholders to mobilise their efforts towards achieving the targets of the SDGs, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The 2030 Agenda is built on the following key principles:

- The Sustainable Development Goals are *universal* and are applied in any country in the world.
- The SDGs integrate the 3 pillars of *sustainable development*<sup>2</sup> and look for the balance between economic growth, social progress and environmental protection.
- The SDGs say that *we should leave no one behind*. The goals should be met for everyone including the most vulnerable groups in our societies.
- The Agenda requires the *active participation* of all stakeholders at the local, national and global levels: governments, businesses, academia, civil society, etc.

You can explore the SDGs and the progress towards its achievements in the further readings provided below.

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<sup>2</sup> *Sustainable development* can be defined as development that meets the needs of the present without compromising those of the future.

### Further readings:

- Transforming Our World: The Agenda 2030 for Sustainable Development - <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- The Sustainable Development Goals and their targets - <https://www.globalgoals.org/>
- The Sustainable Development Goals Report, 2019 - <https://unstats.un.org/sdgs/report/2019/The-Sustainable-Development-Goals-Report-2019.pdf>
- Global Sustainable Development Report 2019. The Future is Now: Science for Achieving Sustainable Development - <https://sustainabledevelopment.un.org/globalsdreport/2019#contributions>
- Sustainable Development Report 2019. Transformations to Achieve the Sustainable Development Goals – <https://www.sdgindex.org/reports/sustainable-development-report-2019/>

### SDGs 5, 11 and 12 - A Closer Look

#### -- VIDEO --

Video Credentials: developed by Kerstin Wittig-Ferguson and Jordan Kent

[[Script of the video](#)] Script for hand-drawn video explaining SDG 5, 11, 12

Now that you know a bit about the SDGs, what they are and why they exist, we will take a closer look at Goal 5, Goal 11 and Goal 12 – these are the three SDGs that the GEGL project and this MOOC focuses on.

#### **SDG 5: Achieve Gender Equality and Empower all Women and Girls.**

This goal is looking at gender equality on very many different levels. The key points are:

- **Ending discrimination** against women and girls everywhere on all levels;
- **Eliminating all forms of violence** against women and girls, including ending forced marriage, FGM etc.;
- **Recognising unpaid care and domestic work** and offer women social protection and benefits;
- Undertaking **necessary reforms in legislations and policies** etc. to enable legal frameworks for gender equality

According to the UN Report from 2019, albeit progress has been achieved in several dimensions globally, insufficient progress on structural issues such as policies, legal frameworks, government mechanisms etc. that would encourage and protect gender equality is undermining the ability to achieve SDG 5.

- Women spend an average of 3 times more hours per day on domestic work and unpaid care than men
- Women are still very much underrepresented when it comes to political leadership – According to data from 2019, women’s representation in national parliaments only accounts for a global average of 24.2%
- Women only hold 27% of managerial positions world-wide.
- According to data from 51 countries, only 57% of women between the age of 15 and 49 that are married or in union make their own decisions with regards to sexual relations, contraceptives or health.
- Even though the rate has declined by a quarter, there are still 200 million women and girls that have undergone some form of FGM within the 30 countries where this practice is prevalent.
- There has been a lot of progress towards legal reforms over the last 25 years, however, among 53 countries that have data on this matter, almost a third have legal gaps in the area of overarching legal frameworks and public life. More than a quarter have legal gaps in the area of violence against women; 29% have legal gaps in the employment and economic benefits area and 24% have gaps in the marriage and family area

### **SDG 11: Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable**

The key targets relating to this goal include:

- Ensuring access to **adequate, safe and sustainable housing** for everyone
- Creating and enhancing **transportation systems** to be adequate, safe and sustainable
- Protecting **cultural and natural heritage**
- **Reducing the negative environmental impact of cities** with special focus on waste management
- Strengthening **disaster risk management** to reduce negative impacts especially on the vulnerable and poor populations

According to the UN Report of 2019, huge progress has been made in reducing the proportion of the global urban population living in slums, there are still over 1 billion people in slums today. Urbanization still is a major challenge and overall progress towards achieving this SDG is still slow.

- Urban areas have been growing faster than their populations, which has a huge impact on environmental sustainability;
- Waste management is a major challenge. Currently 2 billion people do not have access to waste collection services. Along with the global population growth, the amount of total waste is expected to double by 2050.
- In 2016, 9 out of 10 people in urban areas were breathing polluted air.
- Finally, 150 countries have managed to develop national urban policies to tackle the challenges of urbanization – and about half of these countries have started to implement these policies, with hopefully more following in the next few years.

## **SDG 12: Ensure Sustainable Consumption and Production Patterns**

These are the key points that this goal focuses on:

- Implementing a 10-year framework of programmes on sustainable consumption and production;
- Achieving sustainable management of natural resources;
- Reducing by half the food waste per capita;
- Reduce the generation of waste in general;
- Achieving the environmentally safe management of chemicals and their waste;
- Promoting sustainability within public procurement policies as well as among companies;
- Ensuring that people have the necessary knowledge to implement more sustainable lifestyles and contribute towards sustainable development;

Overall, achieving SDG 12 is extremely challenging, as global consumption levels continuously increase, which leads to overexploitation of resources, degradation of the soil, increased waste generation, and fewer possibilities to ensure sustainable production patterns. Likewise, the material footprint per person has also dramatically increased over the last 30 years, meaning it now takes around 12 tonnes of natural resources to satisfy a person's need on global average, as opposed to 8.1 tonnes in 1990. More comprehensive policy frameworks are needed, as well as a shift in people's awareness and understanding of the impact that their consumption patterns have vis-à-vis achieving this goal and generally ensuring a sustainable future.

### **[Task] Quiz: What Do You Know About the SDGs?**

1. How many SDGs and associated targets were agreed by the 2030 Agenda for Sustainable Development?
  - a. 17 SDGs and 17 targets
  - b. 17 SDGs and 169 targets
  - c. 8 SDGs and 30 targets
  - d. 20 SDGs and 179 targets
2. Which of the following is not part of the Sustainable Development Goals?
  - a. Access to sustainable energy for all
  - b. Availability of water and sanitation for all
  - c. Provision of internet services for all
  - d. Promotion of decent jobs for all
3. Which of the following is not true about the SDGs?
  - a. They encourage the promotion of health, well-being, and education for all, at all ages
  - b. They explicitly promote innovation
  - c. They include the development of sustainable cities, infrastructure, and industry
  - d. They are a legally binding international treaty that all nations are required to follow
4. Which are the 3 pillars of sustainable development?

- a. Social, technological, economical
  - b. Economical, environmental, political
  - c. Economical, social, environmental
  - d. Political, social, technological
5. In 2019, what was the global average of women's representation in national parliaments?
    - a. 24,2%
    - b. 33,9%
    - c. 47,4%
    - d. 52,8%
  6. Which are the challenges caused by the growing urbanization?
    - a. Environmental sustainability
    - b. Waste management
    - c. Pollution
    - d. All of the above
  7. Approximately, how much the use of natural resources has increased during the last 30 years to satisfy a person's needs?
    - a. 1,2 times
    - b. 1,5 times
    - c. Increased twice
    - d. Did not increase at all
  8. Who is responsible for the achievement of the Sustainable Development Goals?
    - a. Governments
    - b. Businesses
    - c. Civil society
    - d. All of the above

### [Task - Assignment] - SDGs in my Local Context

Make small research on the approaches of the SDGs in your local community. Upload 3 photos which could illustrate the realities in your community related to the SDGs #5, #11 and #12. Provide a brief explanation of the realities depicted in the photos.

## 1.3 Global Education

-- VIDEO --

Video Credentials: developed by Kerstin Wittig-Ferguson and Jordan Kent

[Script of the video] Script for hand-drawn video on Global Education

In the beginning of this module, we have referred to the interconnectedness of our world today, specifically the benefits and challenges that come with increased globalisation and with growing interconnections between people, political, economic and social systems, our shared environment, as well as our shared responsibility to address the global issues in a comprehensive and collaborative way through the Sustainable Development Goals and their targets.

We suggest that one of the most effective ways to address and understand these globally interconnected and complex challenges is through **global education**.

So – what is Global Education and why is it so relevant and important in today’s world?

Global education has been defined in the Maastricht Declaration of 2002 as *“education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.”*

Global Education describes a holistic educational process that:

- Encourages a **global outlook** – the understanding of **global interconnections** and **interdependencies**
- Is **centred around the learner**;
- Stipulates **exploration, problem solving, critical thinking, questioning** of facts and representations;
- Has its basis in the values of **social justice, solidarity and equity**;
- Invites the learner to **reflect on what is learned** and assess how this learning could lead to **conscious actions towards positive change** in the society – locally or globally

### Global Outlook

Global Education offers the learners opportunities to understand global interconnections and interdependencies by looking at systemic structures, in which a certain issue is embedded. Global Issues are explored from a variety of perspectives and always in relation to the system. So for example, if you were to take a closer look at poverty in a certain place, you would begin by asking critical questions to explore the

- *social dimension* (what social conditions have led to poverty? What impact does poverty have on society, on different social groups, how does it affect the social safety nets, existing social structures etc);
- *environmental dimension* (what environmental influences have led to poverty? What changes in the environment – manmade or not – have had an impact? How does the utilization of land and natural resources influence poverty? What impact does poverty have on the environment and on how it is being protected or exploited in the future?);
- *economic dimension* (what economic structures have led to the current levels of poverty? How does the current economic system influence poverty levels? What are economic possibilities for people in poverty to improve their livelihoods? What trading practices and regulations impact poverty levels? How is taxation used to create economic safety nets?);

- *power and influence structures* (how does the colonial history relate to the current poverty levels? Who benefits from current poverty levels? Who controls the land or natural resources in the area? Which corporate powers had a role to play? What global interdependencies exist that contribute to current levels of poverty? How could current structures be influenced from a global perspective to achieve positive change?).

### **Learner-centred**

Global Education encourages the learner to take an active role in exploring, discussing, and challenging information and facts about any topic. Rather than a teacher presenting the facts for their students to learn and repeat, Global Education encourages a facilitator to guide discussions, ensure active involvement of learners, facilitate group work and dialogues and stimulate independent learning.

### **Critical Thinking Skills**

Global Education activities are hand-on and interactive, and aim to foster various skills of the learner, such as problem-solving, collaboration, forming and presenting arguments and critical thinking.

Global Education encourages to question, to dig deeper, to think critically and to consider multiple perspectives when exploring a particular issue. When discussing any global issue, a global education approach is to listen and amplify to the voices and perspectives representing a local reality of the specific issue, rather than 'us' telling 'their' story. Global Education also aims to tackle existing stereotypes that exist around many global issues and to contribute to a multitude of stories and voices these issues.

### **Values**

Global Education is a learning methodology that is based on the values of social justice, equity, solidarity, inclusion and collaboration. Global Education activities encourage the learner to explore these values, identify them in current activities and commit to adopting them as a foundation for their attitudes and behaviour.

### **Reflection and Action towards Positive Change**

One of the critical elements of Global Education is the process of reflection – learners are encouraged to reflect on what they have learned, reflect on their personal position vis-à-vis the global issues and the approaches towards them. Reflecting will involve asking more critical questions, such as 'what have I learned? How has this changed my perception of the world or of a certain issue? What skills have I gained through this learning exercise? How does my understanding of the world shape my ideas for solutions? How can I make a difference?'

Through the process of reflection, learners can process the knowledge and will be able to make personal informed decisions about how to move on from the theoretical learning.

Global Education encourages the important step of taking action towards positive change within the society – be this on a local or global level. It aims to empower learners to become active citizens that are aware of their role within the globalised world and that are able to turn this awareness into informed and responsible action. However, sometimes, there might be no immediate action that comes to mind, the problems might appear too complex and possible actions too simplistic. Actions

can also include to raise awareness about an issue or to bring in a different perspective into existing discussions or debates.

Summing up, Global Education is relevant in every sphere of our society and can take place and shape in many different forms. Whether Global Education activities are included within formal education, among teacher trainings, youth organisations or other youth activities or as part of life-long-learning programmes, this holistic methodology aspires to get citizens from every walk of life involved in contributing towards a more just and sustainable world for everyone.

### **[Text for reading] Defining the Concept of Global Education**

While the GEGL project uses the term 'Global Education', it is important to understand that there are several terminologies and concepts used across national and international contexts, which despite their differences in origin and in their emphasis, they do share crucial key features and are thus often used interchangeably.

The most relevant definitions are the following:

#### **Development Education**

This term has defined by CONCORD, the European Confederation of Development and Relief Organisations) as follows:

*'...an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.*

*Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.'*<sup>[1]</sup>

#### **Global Education**

The North South Centre of the Council of Europe states the following definition, based on the Global Education Charter of the North South Centre of 1997, developed further and reaffirmed in the Maastricht Declaration in 2002:

*'Global Education is an education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

*Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.'*<sup>[2]</sup>

#### **Global Citizenship Education**

This term is guided by the UNESCO Education Agenda 2030 and Framework for Action[3], and specifically SDG Target 4.7:

*'Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.*

*GCED is based on the three domains of learning - cognitive, socio-emotional and behavioural.*

- *Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.*
- *Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.*
- *Behavioural: conduct, performance, practical application and engagement.*

*The key learning outcomes, key learner attributes, topics and learning objectives suggested in GCED are based on the three domains of learning mentioned above. They are interlinked and integrated into the learning process.'*

### Education for Sustainable Development

UNESCO is the lead UN agency for Education for Sustainable Development and has led the UN Decade for ESD from 2005-2014, as well as the implementation of the Global Action Programme for ESD (2015 – 2019). ESD is defined as:

*'ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.'* [4]

While these are the main terms used in the European and global context, we are aware that each national context is different and thus national terminology might differ from all the above. Civil society organisations, including youth organisations working on global issues may use one of the terms described above, or may use a term that is already used on national level, so as to be able to link their activities to existing policies, curriculum areas and the like. In many countries there is no specific agreement on one terminology and different actors may use different concepts.

Within the context of the GEGL project and this MOOC, we use the term '**Global Education**'. The understanding of this concept is based on key elements of the concepts defined above. As already explained in the introductory video, Global Education refers to a **holistic learning process** that:

- Encourages a **global outlook** – the understanding of **global interconnections** and **interdependencies**
- Is **centred around the learner**;
- Stipulates **exploration, problem solving, critical thinking, questioning** of facts and representations;
- Has its basis in the values of **social justice, solidarity** and **equity**;
- Invites the learner to **reflect on what is learned** and assess how this learning could lead to **conscious actions towards positive change** in the society – locally or globally.

### Useful Reading Material:

- Global Citizenship in the Classroom – A Guide for Teachers, Oxfam:  
<https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>
- Global Education Guide, North South Centre of the Council of Europe:  
<https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>
- The Theory and Practice of Global Learning, Development Education Research Centre, Research Paper No.11:  
[https://discovery.ucl.ac.uk/id/eprint/1492723/1/DERC\\_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning\[2\].pdf](https://discovery.ucl.ac.uk/id/eprint/1492723/1/DERC_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning[2].pdf)
- Global Citizenship Education – How Much Do We Care? CONCORD:  
<https://library.concordeurope.org/record/1917/files/DEEEP-REPORT-2018-006.pdf>
- The State of Global Education in Europe 2018: <https://gene.eu/wp-content/uploads/State-of-Global-Education-2018.pdf>

### Other Useful Links with Resources:

- <https://www.coe.int/en/web/north-south-centre/global-education-resources>
- <https://www.oxfam.org.uk/education/who-we-are/global-citizenship-guides>
- <https://en.unesco.org/themes/gced>
- <https://concordeurope.org/what-we-do/global-citizenship/>
- <https://gene.eu/>

### [Task with embedded Padlet] A Global Education Mind Map

**Topic : Fast Fashion.** There are many fashionable clothes that are cheap and easy to find at many international retailers. These clothes look hip and cool for a short duration, after which they get tossed away.

Since Global Education is based on recognising and understanding global interdependencies along with our own role within the globalised world, please **create a global education mind-map** around the topic of **'fast fashion'**, structured into four (4) sections of:

- *social impact* and social connections;
- *environmental* impact and connection to environmental issues;
- *economic* impact and interdependencies;
- *distribution of power/* reflection on roles and responsibilities of European citizens vis-à-vis the chosen topic and its interdependencies

The mind-map could contain issues and facts linked to Fast Fashion, but it could also contain questions that you would like to ask in order to find out more about the global connections and global impact of *Fast Fashion*.

You can either create the mind maps electronically or on paper and then upload a photo or scan of the paper versions.

If you need guidance in how to create a mind map, you can take a look at one of these links:

<https://www.lifehack.org/articles/work/how-to-mind-map-in-three-small-steps.html>

<https://www.wikihow.com/Make-a-Mind-Map>

<https://www.canva.com/graphs/mind-maps/>

To upload your result just push the plus button on the board:

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<div class="padlet-embed" style="border:1px solid rgba(0,0,0,0.1);border-radius:2px;box-sizing:border-box;overflow:hidden;position:relative;width:100%;background:#F4F4F4"><p style="padding:0;margin:0"><iframe src="https://padlet.com/embed/qi3lcmh77dskxofr" frameborder="0" allow="camera;microphone;geolocation" style="width:100%;height:608px;display:block;padding:0;margin:0"></iframe></p><div style="padding:8px;text-align:right;margin:0"><a href="https://padlet.com?ref=embed" style="padding:0;margin:0;border:none;display:block;line-height:1;height:16px" target="_blank"></a></div></div>
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[1] CONCORD Development Education Forum 2004

[2] North-South Centre of the Council of Europe, 2008: Global Education Guidelines – A Handbook for Educators to Understand and Implement Global Education

[3] <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

[4] <https://en.unesco.org/themes/education-sustainable-development/what-is-esd>