

Global Awareness Education



This project has been carried out with the support of the European Community within the framework of the Erasmus Academic Network.

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Edited by PERL

Printed by Setubal College of Education, Portugal

Design and layout by Márcia Mota and Sérgio Martins from the institution ISEC (Instituto Superior de Educação e Ciência)

First published 2011 by PERL

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Edition 200 copies

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ISBN: 978 - 82 - 7671 - 846 -1

Acknowledgments

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Zambian Children: cover — Declan Doyle

Enjoy Serving: pg. 4/5 — Declan Doyle

Hope: pg.6 — Alcina Dourado

The Waiting: pg.8/9 — Declan Doyle

Sign: pg.10 — Joaquim Oliveira

Village Pump: pg.13 — Declan Doyle

Communication: pg.15 — Declan Doyle

Seller in Marocco: pg.16/17— Leandro Vichi

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Perl Work Group 4c (Teacher Training Modules and Courses) would like to extend a special thanks to Victoria Thoresen for her support in the development of this resource.

The group would also like to thank the Perl Work Group 4a Active Learning Methodologies for his collaboration regarding images.

Supported by:

Setubal College of Education, Portugal

Hedmark University College, Norway

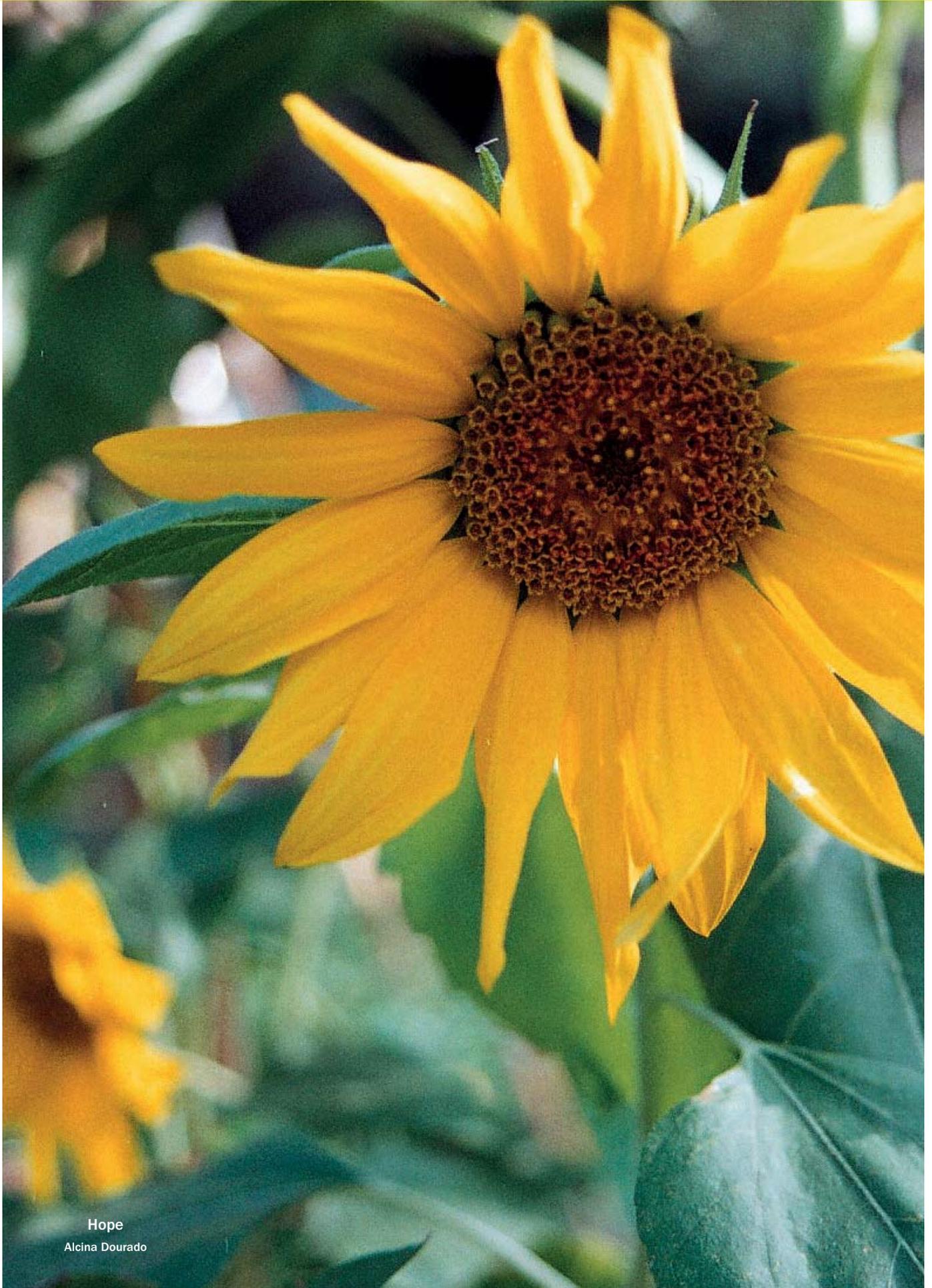
Global awareness education

A module descriptor for teachers of 12-15 year old students'
Research | Reflection | (Re) Action





“The Partnership for Education and Research about Responsible Living (PERL) is a network of educators and researchers developing methods and materials to encourage people to contribute to constructive change through the way they choose to live.”



Hope
Alcina Dourado

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Introduction

Many problems of the present day, such as environmental pollution, decreasing biodiversity or diseases of civilization can be in some ways attributed to the increase in global human population, but also to pressure for continuous acceleration of economic growth stimulated by unbridled consumption. Simultaneously, huge social imbalances, negating fundamental needs of human beings, such as the issue of malnutrition, affect a significant proportion of the world's population.

This situation requires immediate action in all areas; macro and infra-structural changes are possible through international agreements, national and local policy, and establishment of proper taxes law or resources management.

On the other hand, the consequences of the actions mentioned above will play out in the future and will directly impact the lives of the next generation. To sustain these effects, the fundamental necessity now becomes the education at all school levels of why these actions were taken and the importance of continued action, in order to consolidate pro-environmental behavior patterns in society, but also to help understanding of the impact and meaningful nature of everyday life choices on the environment. Such education will form and shape future politicians and experts, but above all the consumer, whose responsibility will be based on knowledge and awareness.

To ensure an adequate and efficient education, teachers with interdisciplinary knowledge and a holistic approach are needed, who will have the ability to easily explain the complex processes. Aware of this need a group of experts within a PERL Network established a working group to prepare Teacher Training Modules. This document is based on previous experiences of CCN and PERL programs: including such documents as 'Here and Now! Education for Sustainable Consumption' and others.

The teachers training modules proposed in this document focus on selected aspects of sustainable consumption:

- Sustainable Development
- Human Rights: Freedoms and Responsibilities
- Global Interdependence

The modules have been developed in this way, so that they can be applied in various regions of Europe and can be adapted to different cultures, philosophies and local educational requirements.

The modules have been targeted at teachers of different subjects such as: biology, chemistry, physics and geography, but also ecological or health home economics education, civic and European education, or native and foreign languages. However, we have assumed that they will apply to teachers of students aged 12-15 years old.

The methodology of teaching suggested in the teacher training curricula include new contents, developing creative thinking skills and students vision of sustainability.

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Using this material

This booklet is one of a series of publications delivered by the PERL Network that should be used by teachers for teachers training courses. The following pages present the basic structure of a syllabus dealing with one of the main themes of the Global Citizenship Course.

These were designed by specialists interested in delivering new ways of promoting some basic concepts among future teachers regarding Responsible Living, Consumerism and, in particular, Global Citizenship. It can also be used by teachers who need to promote lifelong learning activities.

The basic prerequisites for booklet users include teachers for 12-15 years old students (mainly secondary school students).

The time frame to apply these concepts depends a great deal on the curriculum calendar for the higher education institution teachers involved. It has to be adapted to the institutional and pedagogical constraints and also to the main contents of the education course. Each country will have different approaches that have to be taken into consideration.

If you are a teacher and think that these materials are relevant for your work with your learners, please use them. You can also download the material from the PERL webpage resources. This booklet may be available in languages apart from English in the future.

In a second stage of the development of these booklets, the Workgroup responsible for these materials will transfer both of them into a e-learning course called Global Citizenship available on the internet. If you want to receive information regarding future developments of this booklet, please send us an email or visit the PERL website.

In any case, you should read the 'Here and Now! Education for Sustainable Consumption' document before using this syllabus. It's also advisable to consider your school study plans, core subjects, the available time and resources, the learners profile and expectations before the application of any school program. In all cases, this must be adapted to the local conditions taking cultural, environmental and social aspects into consideration in order to obtain the best results.

If more information or support is needed, feel free to contact us on the Acknowledgments page email. We would also appreciate your contact if you use this resource.



The Waiting
Declan Doyle

Global awareness education

The need for this module is explained by extracting the following two quotations. In January 2003, the Parliamentary Assembly of the Council of Europe, called on member states of the Council of Europe to

....."promote global education to strengthen public awareness of sustainable development, bearing in mind that global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society as empowered citizens".

And paragraph 114 of the Millenium Development Goals offers a challenge to educators to "...integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change."

This module sets out to address some of these challenges.



Sign
Joaquim Oliveira

1. Module aims

This Global Awareness Education module aims to equip consumer citizens with:

- A sense of belonging to a local community in a global context;
- The capacity to access and analyse information relating to the global society in which they live with particular emphasis on global interdependence, human rights and responsibilities and sustainable development;
- An ability to participate in democratic society.

Objectives

Students should develop knowledge and understanding of the content of the syllabus as specified in the topics set out for each of the settings prescribed in Sections I, II and III.

Through their study of particular topics and settings at the knowledge level, students should develop a generalized knowledge and understanding of:

- common terms (e.g. global interdependence, energy, trade, commerce, agriculture, etc.);
- basic concepts (e.g. land use, poverty, human rights and different ways of life and social groupings, citizenship etc.);
- fundamental principles (e.g. labour rights, precautionary principles);
- Consequences and initiatives (e.g. crime, fair trade, Millennium Goals).

For the purposes of this booklet, only global interdependence and human rights – with an emphasis on the freedoms and responsibilities – will be developed. The structure will also include the following items: Sustainable Development; Human Rights: Freedoms and Responsibilities; Global Interdependence.

Key concepts about consumption and environment education

At the Comprehension level students should develop an understanding of themselves as human beings, of relationships with other people and of interaction with the environment.

This involves students developing an understanding of concepts such as:

- Contemporary social, cultural, environmental and economic issues
- Human rights and different ways of life and social groupings
- Issues relating to the world's natural resources and to conservation
- Causes and resolution of conflict
- Citizenship
- International policy initiatives such as the Millennium Development Goals

Sustainable Development

Development can be defined as a process of improvement (social, economic, cultural, and political) to meet the needs in people's lives at all levels. Students should be aware that development is usually planned and can often be influenced through the democratic process. They should also be aware that the process of development is complex, often controversial, and one where planned solutions do not always meet the needs of all parties involved. Sustainable development means reconciling human activities and the environment, and guaranteeing that future generations will be able to satisfy their needs.

Human rights: freedoms and responsibilities

Students should be aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the protection of these rights. Denial of human rights results in the degradation and oppression of people. Responsibilities go hand in hand with the rights accorded to individuals. Every person is responsible for his/her actions towards other people and is responsible for the safeguarding of other people's rights.

Global interdependence

Students should be aware of the interrelated nature of all human life at the individual, community, national and global levels. The actions of individuals can have effects, sometimes in places and situations they have never seen, e.g. the effects of the purchases we make as consumers on economies, businesses and the environment, and the effects of our votes in elections on developments at local, national and international levels. Absence of such an understanding of interdependence leads to an isolated, powerless and self-interested view of events.

Skills

Students should develop an understanding of themselves as human beings, of relationships with other people and of interaction with the environment.

This involves students developing an understanding of concepts on three fundamental levels: Information Management, Social and Personal and Attitudes.

Basically, at the application level, students should:

- Apply principles to new situations (e. g. recognizing trends, patterns, distinguishing fact from opinion etc.);
- Apply theories to practical situations (e. g. using information to answer questions, make generalizations, form opinions, drawing conclusions, etc.).

Information Management

Students should use the information thus acquired in a variety of ways, including:

- Interpreting/evaluating (recognising trends, patterns, distinguishing fact from opinion, etc.);
- Synthesizing (using information to answer questions, make generalizations, form opinions, drawing conclusions, etc.);
- Presenting (using a variety of media, including written and oral language, to communicate information clearly and accurately).

Social and Personal

Students should acquire the following social and personal skills:

- Self-presentation – informal and formal;
- Interacting in small and larger groups;
- Learning process skills;
- Communication – using language to express themselves and inform others with clarity and accuracy, and listening with sensitivity and comprehension;
- Decision making/opinion forming;
- Active citizenship.

Attitudes

Students should develop:

- a positive perception of self;
- an awareness of people's different perceptions of issues and events;
- a readiness to consider two or more viewpoints about any issue;
- an appreciation of their natural environment, built environment and cultural environment both from the point of view of aesthetic value and conservation;
- a positive attitude to their culture, both inherited and current;
- an awareness of the need to be thorough and accurate in the collection and recording of data;
- an awareness of the role of women, in society;
- an appreciation for living things on planet;
- an awareness of the need for balance between freedom and responsibility in a democracy.

Learning outcomes

Through their work in the module, students should be able to:

- Demonstrate a knowledge and a broad understanding of Human rights, freedoms and responsibilities by defining Human rights;
- Discuss the application of Human Rights in contemporary society and the influence of the Universal Declaration of Human Rights and the United Nations Convention of the Rights of the Child on citizenship by selecting Human rights;
- Describe methods of reconciling conflict of Human Rights by stating the Millennium Goals;
- Outline the responsibility of global citizens in protecting the environment through sustainable development practices;
- Understand the impact of actions on individuals in a globally interdependent society.



Village Pump
Declan Doyle

2. Indicative Module content

The suggested content from 'Here and Now! Education for Sustainable Consumption' has been synthesized into three core elements for the purpose of this module:

- Sustainable Development;
- Human Rights: Freedoms and Responsibilities;
- Global Interdependence

Sustainable development

Sustainable Development as the key to the future. It looks the sustainable use of resources, the ideal of fair trade, justice and self-reliance.

Sustainable development as a model for future human and economic development.

The student should study e.g.:

- the sustainable use of resources
- the goal of fair trade and its potential impact on development
- justice issues, particularly in relation to minority groups
- the idea of self-reliance - development as self-help.

This exercise can help students to see what progress has been made towards development at both a local and global level and the challenges that remain.

Human rights: freedoms and responsibilities

Introduction to Human Rights

- Defining Human Rights in Western and Non-Western perspectives
- International Development of Human Rights:
 - United Nations (System) and Universal Declaration of Human Rights (UDHR), 1948:
 - UN Council on Human Rights,
 - United Nations Development Programme Reports: Human, Social, Economic Development,
 - Organisations – governmental and non-governmental.

Human Rights Violations of Marginalized/Disadvantaged Groups

- Children
- Women
- Minorities
- Refugees
- Aging Persons
- Physically and Intellectually disabled persons
- Prisoners
- Unorganised Workers and others

Globalization: Impact on Human Rights

- Impact on Employment, Livelihoods, Working Conditions and Worker Rights
- Emergence of market forces and Challenges to Human Rights
- State and Corporate Sector Relationship
- Impact on society and culture – Inequality and growth without Justice
- Agrarian and Industrial Distress and Urban Poor
- Special Economic Zones

Emerging Issues in Human Rights

- Human Rights Actions – strategies in a global context
- Challenges to Democratic State and Civil Society
- Corruption
- Good Governance
- Debates on Big Dams, Displacement and Rehabilitation
- Tribal Rights and Forest Protection
- Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights

Global interdependence

What does globalisation mean? It is really happening?
How do we know it is happening?
How much affect and what type of effect do international actors and institutions (the UN, WB, ILO, etc.) have?
Where and how does the local fit in? What is people centred development?
What are the implications of labelling countries in certain ways? How do countries “develop”? What is the role of the US and other dominant Western countries in human rights? How have other countries responded to this discourse?

We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas.

Students should study:

- a case study of a specific multinational company (MNC) with reference to the impact of global trading patterns in relation to both producer and consumer regions
- the global environmental issues of, e.g.:
 - deforestation
 - desertification
 - global warming
- the impact of social and political decisions, including:
 - economic and political refugees
 - migration patterns
 - human rights issues.

Views of development and underdevelopment challenges students to take a critical look at traditional views of development. It focuses the student on determinist and modernisation views of development. These focus critically on the view that ‘poor countries’ are striving to achieve the levels of development of the ‘rich world’. It challenges the images and language of traditional approaches to development studies. It particularly focuses on the terms ‘First’ and ‘Third World’ and the implications of this approach.

Living in an interdependent global economy examines the role of MNCs and their impact in relation to the producer and consumer regions in which they operate. This statement explores the environmental impact of these patterns focusing on global warming, deforestation and desertification. It also examines the human impacts with reference to refugees, migration, and human rights. Empowering people looks to future solutions to global inequalities. It sees empowerment as a way of linking economic growth and human development. Students will focus on the impact of the various forms of development aid and the role of NGOs. It examines land ownership, decision-making, exploitation and gender roles.



Communication
Declan Doyle

3. Teaching tools & learning strategies

The syllabus requires an active, student-centred approach. Students should experience working in partnership and co-operation with each other. Special emphasis should be put on active research, the use of primary source material and the use of information technology. Within this methodological framework teachers will have freedom to choose those areas most suitable to their students, and individual students will have the freedom to pursue special studies within the framework of the syllabus.

Action projects have been designed to help students to develop the skills of active citizenship. An Action Project involves the following steps:

- students investigate an issue as a class
- students reflect collectively on what they might do in response to that issue
- students agree upon an action and carry it out, e.g. carry out a survey, organise a campaign, invite a guest speaker, organise a visit, publish a booklet, etc.
- students evaluate their action and learning.

Action projects are not traditional projects where students research their own individual topic and present their findings in a scrapbook.



4. Module Assessment

Students should be able to demonstrate a knowledge and understanding of the topics as outlined in the settings of the three sections of the course.

Students should be able to:

- Report this knowledge and understanding of the underlying themes of the syllabus through written/visual and oral presentation;
- Use global awareness and sociological terminology in their proper context;
- Carry out basic research using a variety of primary and secondary resources;
- Present information in a multi-media context;
- Critically evaluate media coverage of issues encountered by the students;
- Demonstrate belief in democratic process in related discussions.



Seller in Morocco
Leandro Vichi

5. Resources

Teachers and lecturers should ensure that they use resources appropriate to the context in which they are teaching the module and also the age and existing knowledge of the learners. The following links are to resources developed by PERL or in association with PERL and UNEP for use in classrooms.

<http://www.perlprojects.org/Project-sites/PERL/Resources/Teaching-guidelines-methods-and-materials/Guidelines-and-recommendations>

<http://www.perlprojects.org/Project-sites/PERL/Resources/Teaching-guidelines-methods-and-materials/Teaching-learning-methods-and-materials>



6. References



Pollution
Declan Doyle

Here and Now! Education for Sustainable Consumption. Recommendations and Guidelines, English version, 2011, UNEP available at <http://www.perlprojects.org/Project-sites/PERL/Responsible-living/Education-for-sustainable-consumption/ESC-policy-recommendations-and-country-case-studies>

Building Successful School Partnerships, Global Citizenship Guides, Oxfam GB 2007

http://www.oxfam.org.uk/education/teachersupport/cpd/partnerships/files/oxfam_gc_guide_building_successful_school_partnerships.pdf

Education for Global Responsibility - Finnish Perspectives, Edited by Taina Kaivola Monica Melén-Paaso, Publications of the Ministry of Education 2007:31

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm31.pdf?lang=en>

European Strategy for Education for Sustainable Development <http://www.unece.org/env/esd/welcome.htm>

Global Education Guidelines

http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp

Teaching Controversial Issues, Global Citizenship Guides, Oxfam GB 2006

http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/files/teaching_controversial_issues.pdf

There and Back Again, Report of a Zambia / Ireland exchange project, National Youth Council of Ireland

http://www.youthdeved.ie/sites/youthdeved.ie/files/Zambia_Exchange_2006_There_and_Back_Again.pdf

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