



A Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development

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Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung



Condensed Version

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This is the condensed version of A Cross-Curricular Framework for *Global Development Education in the Context of Education for Sustainable Development*.

The full length version is the result of a joint initiative by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and the German Federal Ministry for Cooperation and Development (BMZ). Their project goal is to integrate global development into school curricula, thus promoting Education for Sustainable Development.

The condensed version serves to impart the reader with an overview of the learning area and how it can be taught and integrated into the educational system.

The full length PDF version is available over the Internet (e.g.: www.kmk.org, www.inwent.org).

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A Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development

Globalisation in the classroom, or "What do mobile phones have to do with civil war in Africa?"

Amazing but true, the mobile phones in use in Germany currently outnumber the population. And naturally only the newest model is the "coolest". One of the reasons why the average mobile phone is in use for only 1½ to 2 years. Every year 35 million mobile phones get trashed in Germany alone – that's 5,000 tonnes! These phones contain valuable recyclable materials as well as environmentally hazardous waste. The enormous demand for mobile phones plainly builds huge piles of electronic components. Did you know that the trade in the raw materials used for your mobile phone has something to do with civil war in Africa? (Source: www.global-handeln.eu)

Schools are currently faced with the challenge of preparing children and young people more effectively for topics involving global development, to impart an understanding of globalisation processes and give them the necessary skills to critically analyse this.

In order for schools, school book publishers and all those in the education system who administrate and plan curricula to fulfil this task, they need an interdisciplinary approach and a concept. The *Cross-Curricular Framework for Global Development Education* offers this support.

The framework

- is a conceptual framework for the development of syllabi and curricula, for designing lessons and extra-curricular activities as well as for setting and assessing requirements for specific subjects and learning areas
- offers inspiration for: school profile and full-day school programme development, for cooperation with external partners and for teacher education
- offers concrete recommendations and suggestions for the interdisciplinary and cross-disciplinary organisation of instruction, and offers classroom materials (for vocational schools as well), to work out intricate global development issues.

1. The Framework – Context and Preparation Process

The goal of the framework, approved on 14 June 2007 by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK), is to embed the Global Development learning area into the educational system – cross-curricular and in individual subjects from the primary and secondary levels to vocational education.

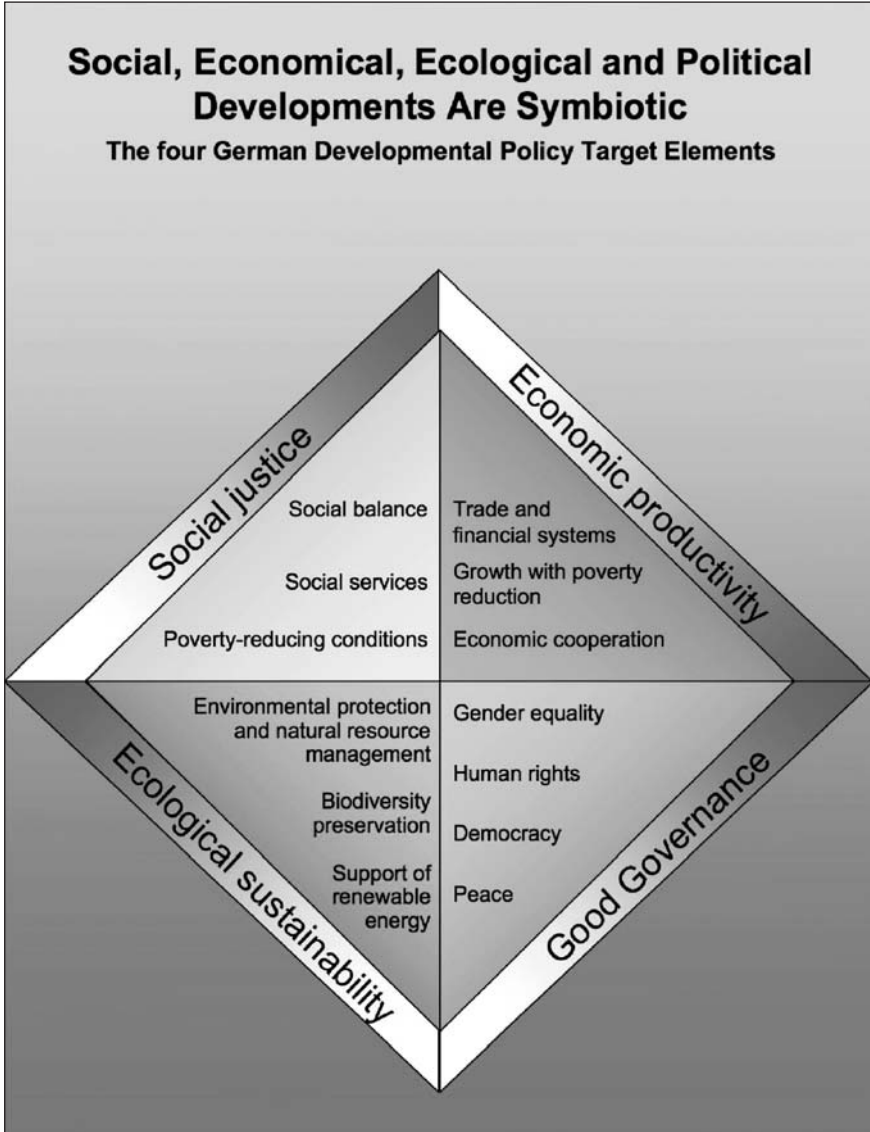
This approximately 200 page book is the result of the joint project performed by the KMK and the German Federal Ministry for Economic Cooperation and Development (BMZ). Over 40 experts from the areas of education, didactics, the sciences, and development and non-governmental organisations also participated in the project.

The framework sought to adopt knowledge already gained from out of developmental policies and global learning education and integrate this into an education for sustainable development in accordance with current educational reforms. It is dedicated to following the guiding principles passed by the World Summits on Sustainable Development held in Rio 1992 and Johannesburg 2002 which were also embraced by Germany. The BMZ draws a distinction between the following four different components of development: society, economy, politics and environment. The framework links these with various structural levels (the individual, family/small group, community, state, region, nation/State, trans-national elements, world). It establishes relationships to disciplines and in this sense into school subjects. It also clarifies at what point and with which didactic concepts the Global Development learning area can be firmly embedded into various subjects.

In the meantime the framework has drawn considerable attention from experts in the field. It is also an integral part of the UN Decade of Education for Sustainable Development catalogue of measures.

Heidmarie Wieczorek-Zeul, Germany's Federal Minister for Economic Cooperation and Development, and Prof. Dr. E. Jürgen Zöllner, President of the Standing Conference of the Ministers of Education and Cultural Affairs, praise the framework as *an orientation basis for conveying global development topics in the schools*. Prof. Zöllner stressed: *Only when pupils and students learn to understand the intricate interrelationships and*

know what sustainable development means can they actively participate in shaping the process. The framework targets the teaching of competencies and offers concrete model assignments and inspiration for project work.



Minister Wieczorek-Zeul explains: *Fighting poverty and the climate change are key tasks for these times. We need critical reflection and solid knowledge to resolve these issues. Only those who are aware and are able to understand the global interrelationships can contribute in helping shape globalisation. I am convinced that this framework will make a significant contribution in this respect. Today's young people will have to come to terms with globalisation in almost all aspects of life as well as global warming. We should then give them the necessary societal and environmental tools to shape the world.*

2. Changing conditions – life ("Lebenswelt") and school

The framework is a response to the findings of current studies which state that the process of globalisation is hard to grasp for the majority of young people: "All in all, scepticism has increased slightly in the absence of their having formed an ultimate opinion on how globalisation could affect the individual" (15th Shell Youth Study, p.167).

The studies also show to what extent television and the Internet influence how young people form their perspective on globalisation issues. The schools have to step in here and offer an alternative way to process this flood of information. That said, the idea is not only to expand on one-sided perspectives and expose distortion but to develop the connections so that information and news can be understood and put into context.

Of course this is provided that activity-based learning is being stressed in addition to students' being given the capacity to become aware of problems. Finally, the cosmopolitan attitude shown by so many young people towards world diversity and their desire to experience other cultures and countries should be encouraged, to allow a shift in perspective and a better understanding of global relations. This should help them see things from an international perspective and avoid eurocentric misjudgements and evaluations.

3. Concepts, topics, competencies – not for school, but for life...

Up until now globalisation topics were being taught in Secondary Level I subjects (e.g. in Geography, Politics, Biology) without achieving real coherence. This lack of coherence at school level also represents the conflict of goals between the components of development. For example ecological sustainability goals cannot simply meet economic productivity goals without further effort.

The conflict potential and rapid shifts in development processes illustrate the need to structure the complexity of global development. For that analytical purpose the framework deducts the four components shown above and various structural levels of development from the resolutions of the World Summits on sustainable development. They opted for more long-



term coherence between the components representing societal sectors and the environment. Based on this international consent, the framework also defines competencies describing the abilities and proficiencies the pupils and students should be acquiring.

There are eleven interdisciplinary core competencies and connective subject-specific competencies. The definitions of coordinated subject-specific competencies tie in the competency descriptions of the subjects concerned and enable the designing of cross-curricular structures throughout several subjects (e.g. History, German, Art). This also enables every single school to implement Global Development as a learning area into their own curriculum concept. The learning area also supports examining complex issues as a class project. This is particularly suitable for flexible schedules that enable or even stipulate the creation of learning areas such as Global Education and gives more independence to schools with pooled or profile options.

The competencies are divided into the three competency domains Recognition, Evaluation and Action, which are compatible with most subject-related competency models. These simplify the definition of specific facets of competency acquisition, as regards curricula development and lesson and assignment design, but usually merge with each other in the classroom.

1. RECOGNITION

This competency domain underscores (considering rapid and often contradictory global processes) the necessity of acquiring and analysing global development information.

The respective core competencies allow pupils and students to:

1. Gather information on globalisation and development issues and process them thematically.

(Core competency 1: Acquisition and processing of information)

2. Recognize socio-cultural and natural diversity in a globalised world.
(Core competency 2: Recognition of diversity)
3. Analyse globalisation and development processes applying the guiding principle of sustainable development.
(Core competency 3: Analysis of global change)
4. Recognise different structural levels from the individual to the global and identify their respective functions for development processes.
(Core competency 4: Differentiation between structural levels / levels of social action)

II. EVALUATION

The second competency domain centralises the critical reflection of different values and living conditions. It also focuses on the development of the individual identity under such conditions. It stipulates the evaluation of inconsistencies and conflict potential between global development objectives. This necessitates the ability to empathise and to alter perspectives that can challenge familiar world viewpoints and lead to new insights and changed points of view.

The pupils and students can ...

5. Contemplate their own and unfamiliar value orientations in their greater meaning for life choices.
(Core competency 5: Shift of perspective and empathy)
6. Form opinions and simultaneously orient this opinion after the international consensus on sustainable development and human rights after critically contemplating globalisation and development issues.
(Core competency 6: Critical reflection and formation of opinion)
7. Develop tactics to assess development aid measures and come to independent evaluations allowing for diverse interests and determining factors.
(Core competence 7: Assessment of development aid measures)

III. ACTION

The third competency domain encompasses conflict management and communication, creativity and the willingness to innovate as preliminary requirements for active involvement in development processes. Central to the selection of a line of action is the clarification of standard and interest conflicts as well as the assessment of direct and indirect consequences of actions. Complex situations and rapid transformation require the ability to be able to deal with uncertainty and contradictions.

Pupils and students are able to ...

8. Recognize areas of personal co-responsibility for humankind and the environment and take up the challenge.

(Core competency 8: Solidarity and co-responsibility)

9. Overcome socio-cultural and special interest obstacles in communication, cooperation and conflict management.

(Core competency 9: Communication and conflict management)

10. Ensure society's ability to act on global change, especially on a personal and professional level, through openness and a willingness to innovate as well as through a reasonable reduction of complexity and be able to tolerate the uncertainty of open-ended situations.

(Core competency 10: Capacity to act on global change)

11. School children are able to and, based on their politically mature decisions, promote the goals of sustainable development in their private, school and professional lives and take an active role in putting them into practice on a social and political level.

(Core competency 11: Participation and active involvement)

The framework proposes 20 thematic areas to be addressed in the classroom, and of which some or several of the competencies can be acquired. These thematic areas are taken from the subject syllabi.

THEMATIC AREAS

1. Diversity of values, cultures and living conditions
2. Globalisation of religious and ethical guiding principles
3. History of globalisation:
From colonialism to the “global village”
4. Commodities from around the world:
Production, trade and consumption
5. Food and agriculture
6. Illness and health
7. Education
8. Globalised leisure-time activities
9. Protection and use of natural resources and
energy production
10. Opportunities and dangers of technological progress
11. Global environmental changes
12. Mobility, urban development and traffic
13. Globalisation of the economy and labour
14. Demographic structures and developments
15. Poverty and social security
16. Peace and conflict
17. Migration and integration
18. Political power, democracy and human rights
(Good governance)
19. Development cooperation and institutions
20. Global governance – World order

4. How it's done – subject-related examples

Chapter 4 of the framework offers samples to illustrate how it can be implemented in the subjects the KMK-BMZ project had addressed. Participation of further subjects is under consideration. The chapter describes each subject's contribution and its possible links with the Global Development learning area. Subject-related competencies, sample topics and current contexts for integration of the twenty topic areas are included in the chapter as well as sample assignments and expected performance levels. Performance levels relate to the last year of primary school, year 9 or 10 of secondary education (Intermediate School Leaving Certificate of *Hauptschule*, *Realschule* and *Gymnasium*) and vocational education. They take the Global Development core competencies, connective subject-specific competencies and other performance levels (Reproduction, Reorganisation and Transfer, Reflection, Evaluation and Problem-Solving) into account. All assignments conform to an intermediate level.

The seven subject-related sample assignments cover the following topics:

Primary education

- *Citizenship*

A T-shirt goes travelling: A T-shirt is followed on its five stops over four continents (cotton plantation in Africa; fabric production in Asia; preparation and finishing in South America; purchase in Europe; recycling in Africa). This illustrates the ramifications of global production and distribution and encourages a discussion on the principles of fair globalisation. *This sample assignment refers to the thematic area 13 “Globalisation of the economy and labour” which fosters among others the core competency 11: “Participation and active involvement”.*

Secondary Education Level I

- *Science lessons*

Biology – Anchovies in the Pacific: The depletion of anchovy stock owing to Peruvian and Chilean coastal region over fishing can be used to exam-

ine the oceanic ecosystem and the extent of humanity's influence on environmental, societal and political changes. The sample assignment ties in with an environmental themed assignment from the educational standards for Biology (cf. KMK 2005). *The assignment has been expanded to intensify the global development dimension. It is assigned under the thematic area 9 of the Global Development learning area (Protection and use of natural resources and energy production). The components target different core competencies in all three domains of competencies.*

- *Geography*

The *Galapagos Islands*, a World Heritage site, is featured in a sample assignment that illustrates the complex consequences of global development. The different interests (environment protection, tourism, a higher standard of living) have to be balanced; however there are no obvious solutions. *The sample assignment combines the thematic area 9 "Natural resources – protection and economic benefit" with the topic focus of "Biodiversity as a World Heritage, destruction and protection of biodiversity and ecosystems; economic benefit and a conflict of goals".*

- *Civic Education*

Global governance – the International Criminal Court (ICC) illustrates that – in view of the global challenge faced by the nation-state – new world order concepts are needed that can manage the behaviour of individuals, organisations and companies on a global scale. *The tasks refer to the thematic area 20 "Global governance – World order". They allow the formation of different competencies up to and including core competency 9. "Communication and conflict management".*

- *Subject group Religion/Ethics*

German-Turks and German-Arabs: A conversation involving ethnic affiliation between youths of different nationalities after a racially-motivated violent act inspires the students to reflect on understanding one's self and the others' perspective. *The example addresses the following core compe-*

tencies: 2. “Recognition of diversity”; 4. “Differentiation between structural levels / levels of social action”; 5. “Shift of perspective and empathy”; 6. “Critical reflection and formation of opinion”; 8. “Solidarity and co-responsibility”; 11. “Participation and active involvement”.

- *Economics*

DaimlerChrysler’s site decision: Some typical problems of a globalised economy may be identified by using the shifting of a production site to South Africa by way of example, in association with the different interests of those involved as well as the interrelationship of the industry, developing and newly industrialising countries. *This sample assignment refers to thematic area 13 “Globalisation of the economy and labour”.*

Vocational Education

“Welcome to the ONE WORLD HOTEL” An audio play in which a hotel concept is presented with an intercultural orientation, demonstrates how sustainability principles may be implemented in the hotel industry. This sample assignment for the dual system of training for hotel careers, particularly for hotel and restaurant professionals, was tested in Hessian vocational schools.

5. What it achieves — Planning basis for decision-makers

The framework can be applied to aid the German states in shaping curricula, for the schools and all those involved in the education system. The Global Development learning area becomes an essential part of general and vocational education through its integration into the curriculum. Schools that would like to address globalisation topics or perhaps participate in the development policy school competition announced by the German Federal President may now benefit from the curricular support of this framework. Many school projects, for example “Chat of the Worlds”, integrate external cooperative partners. These external partnerships also enjoy the support of the framework.

This framework can make it easier to define performance levels required in Global Development education that must be set by the schools themselves if they are not already specified by the curriculum. The sample assignments are a very practical aid in illustrating performance levels and their evaluation specifically and concerning the development of competencies. The individual sample topics also provide an idea for the type of topics that can promote the development of desired competencies.

The presentation of select topics which links competencies and thematic areas in grid form provides an overview for designing curricula. It should however not be understood as a model for planning lessons for Global Development education or as a syllabus. Rather it serves as a guideline for creating those curricula and as criteria for choices. In this respect the framework ultimately serves as a foundation for quality assurance.

Finally, the framework is a solid foundation for a continuing productive collaboration between education and development institutions and the integration of the learning area into Education for Sustainable Development.

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