

Every Child, Everywhere: The Global Dimension in Practice

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Teaching the Global Dimension

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Global dimension & **Sustainable** development

Learning about (the) global dimension and sustainable development can help young people to understand the needs and rights of future generations, and to consider the best ways to tackle interrelated global challenges such as climate change, inequality and poverty. It can also motivate learners to want to change things for the better – equipping them with the knowledge, skills and values that are crucial to envisaging and creating a sustainable future.

- What are the biggest challenges facing our planet and how might they alter its future?
- How can I enjoy a good quality of life, without transferring problems to people in other parts of the world?
- How can I become an active global citizen and help look after the planet for future generations?



Good classroom practice

TEACHING THE GLOBAL DIMENSION

Key principles and effective practice

Edited by DAVID HICKS and CATHIE HOLDEN

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

1. The global dimension

Responding to the world – Principles and precedents – Young people's concerns – Student teachers' views – Controversial issues

2. Key concepts

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

3. The global classroom

The wider world in the primary school – Global citizenship in the secondary school



What recent research tells us...

Young people feel that the main issues affecting the world are crime and anti-social behaviour (45%), war and terrorism (44%), economy and jobs (41%), environment and climate change (34%), poverty and hunger (32%).

Geographical Association/Ipsos MORI (2009) *World Issues Survey*

78% of 11-16 year olds in England think it is important that schools help them understand what they can do to make the world a better place but only 56% say they have discussed problems from around the world.

DEA/Ipsos MORI (2009) *Young People's Experiences of Global Learning*

The vast majority of teachers in England (94%) feel that schools should prepare pupils to deal with a fast-changing and globalised world but only 58% believe the current school system actually does this.

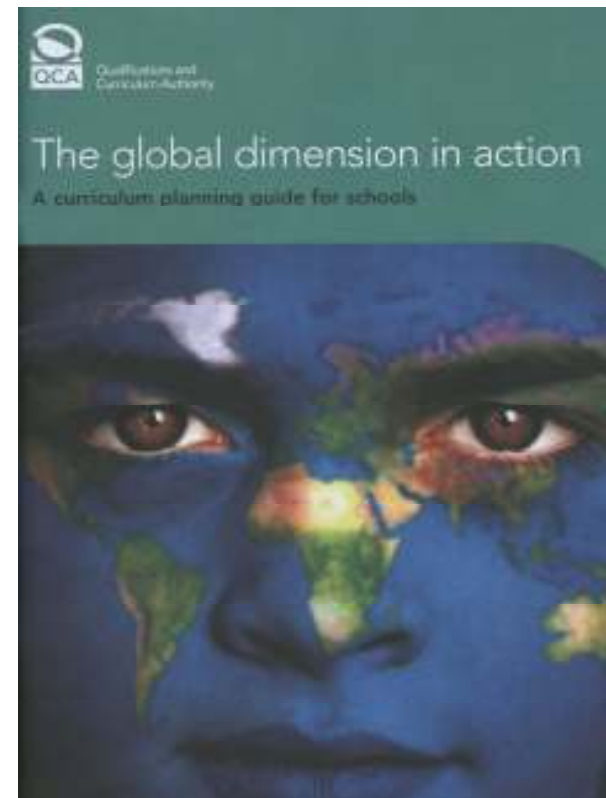
DEA/Ipsos MORI (2009) *Teachers' Attitudes to Global Learning*

Global interconnections...

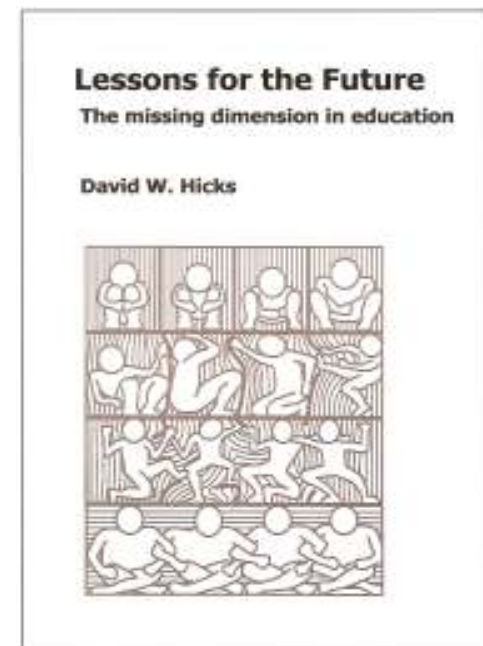
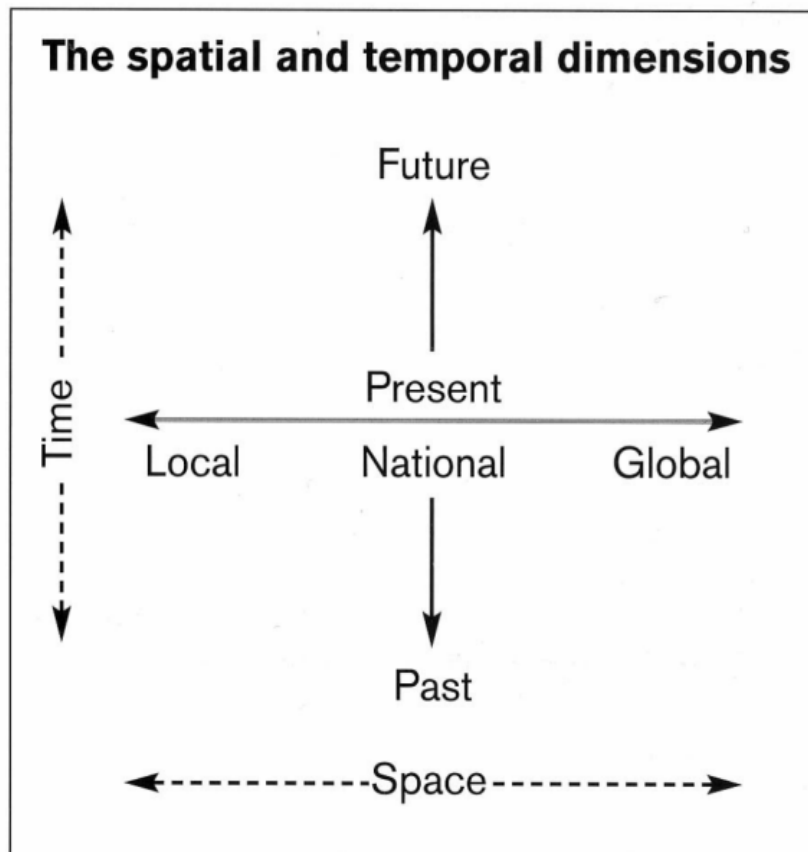
A pair of jeans bought in Ipswich

- Brass rivets and buttons made from Namibian copper and Australian zinc
- Jeans sewn by a 21 year old in Tunisia who earns 58p per hour
- Cotton grown in Benin where the farmer makes about £15 profit a year
- Jeans made and dyed in Italy
- Zip teeth made in Japan
- Polyester tape for zips made in France
- Thread for seams dyed in Spain

Garlake, T. (2007) Interdependence, in: D. Hicks & C. Holden (eds) *Teaching the Global Dimension*, Routledge

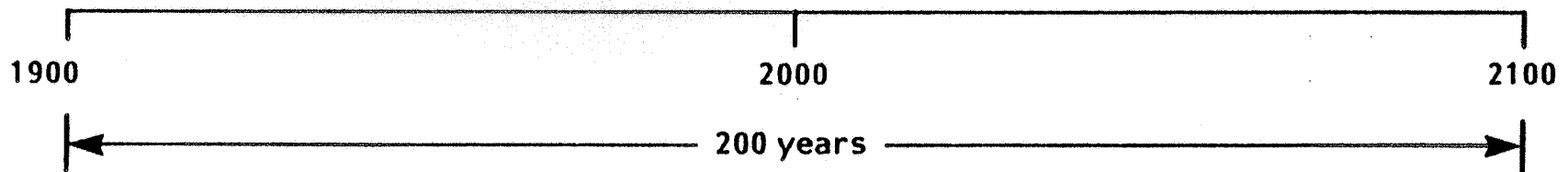
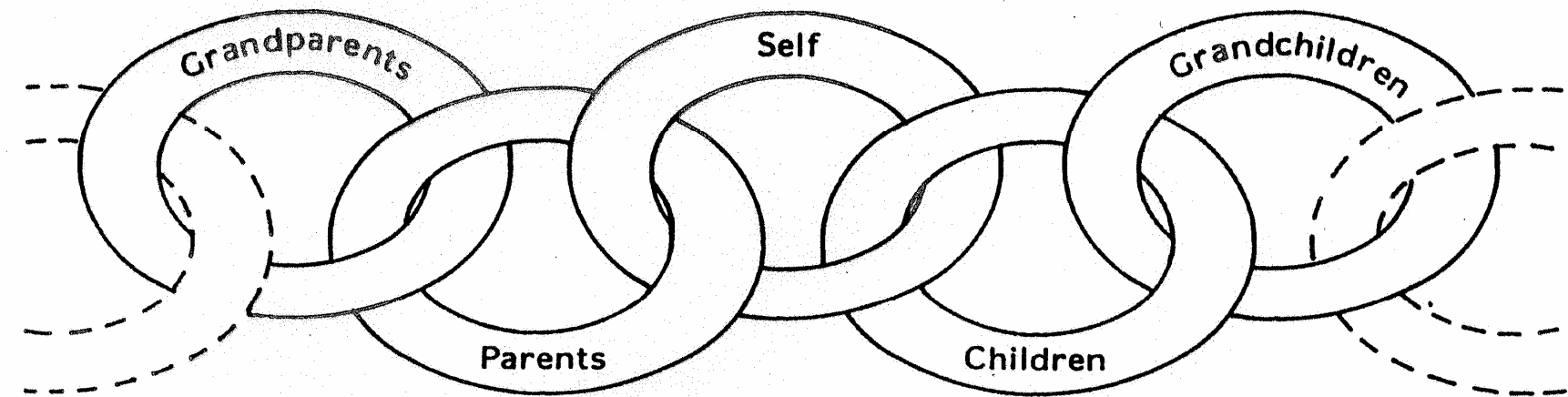


A futures perspective





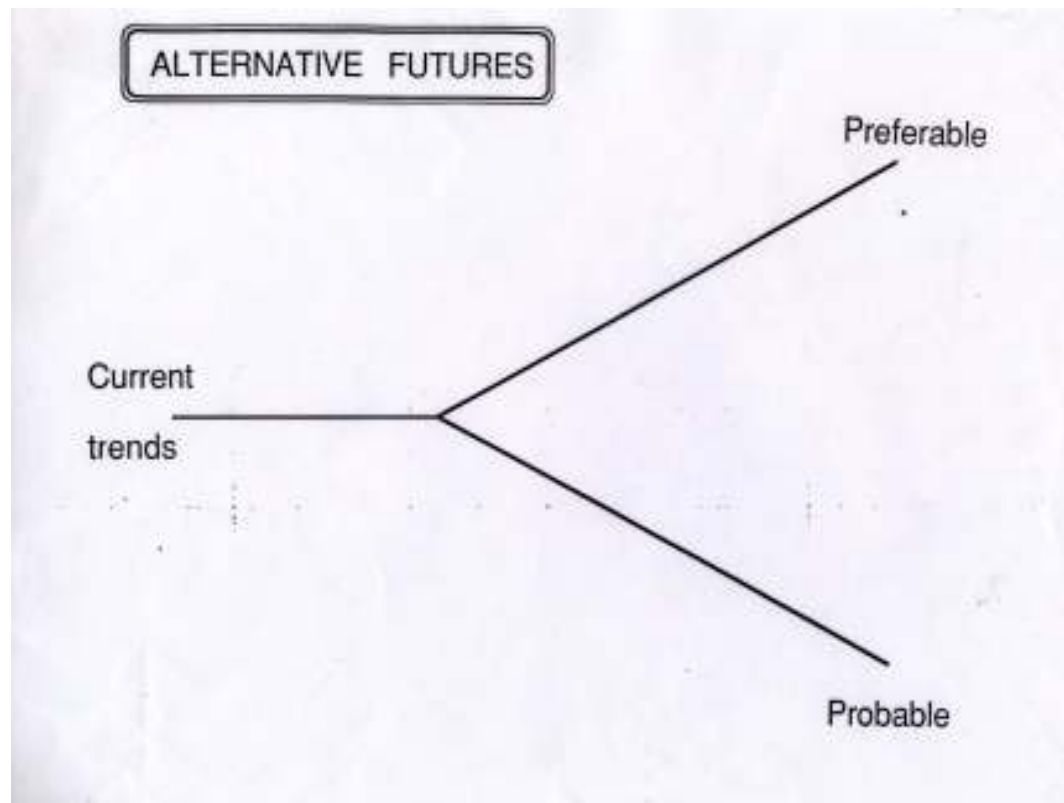
The 200-year present



The extended present—a family chain

Probable and preferable futures

- *Probable futures:* all those futures which seem most likely to occur
- *Preferable futures:* all those futures we most deeply wish to come about





Futures thinking

1. *Anticipating the future*
 - the value of hindsight
 - the need for foresight
 - rapidly changing world
2. *Accepting consequences*
 - self, environment, others
 - in the present/this place
 - elsewhere in time/space
3. *Envisioning alternatives*
 - a range of scenarios
 - personal, local, global
 - identify probable & preferable futures
4. *Making wiser choices*
 - choosing from alternatives
 - weighing dis/benefits
 - to make present choices
5. *Taking responsible action*
 - in one's personal life
 - in one's community
 - and as a global citizen



Unsustainable times...

Sustainability

Any activity is sustainable if it can continue fairly indefinitely without causing harm to people or planet. Any activity which causes harm to people or planet is the opposite – unsustainable.

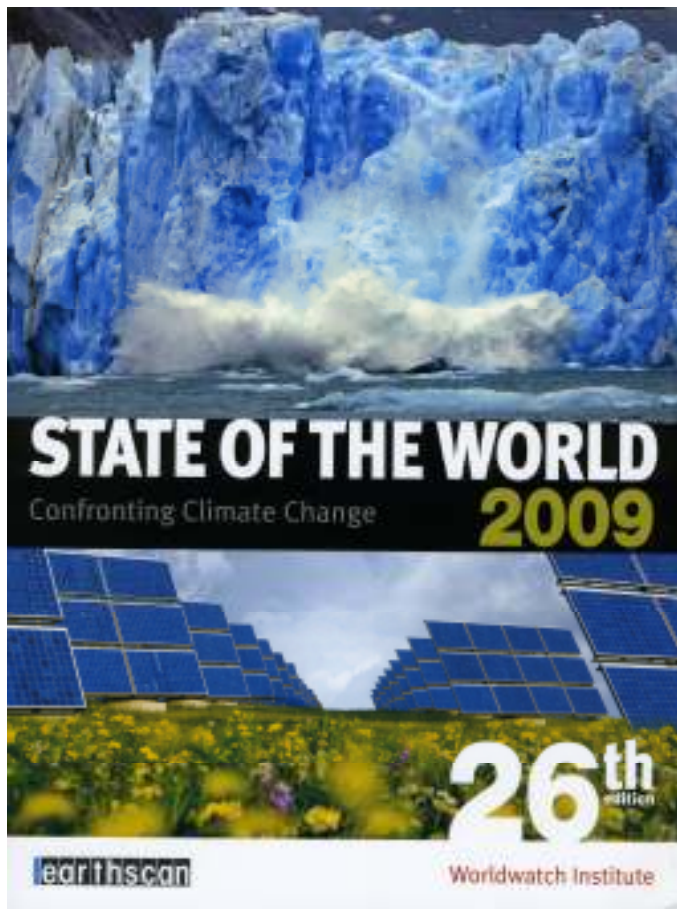
Economics v. ecology

Economists tend to believe there are no limits to growth whilst ecologists recognize the finiteness of the Earth's natural systems. Economic activity, however, can no longer be viewed as separate and independent of nature.

Neoliberal ideology

The dominant political philosophy in the west, which stresses individual freedom and the notion of 'economic rationality' - that everyone should act to maximize their own personal benefits, i.e. through free-market economics.

Learning about climate change



Impact on the UK

- Hotter drier summers
- Wetter stormier winters
- Extreme weather events

The educational task

- *Impact* on people & environment
- How to *adapt* to these changes
- How to *mitigate* these changes



Dimensions of global learning

1. KNOWING

- What do we need to know about climate change?
- What are the symptoms and causes of this?
- What are the likely consequences (probable futures)

2. FEELING

- What do we feel about this?
- What concerns do we have?
- What hopes do we have?

3. CHOOSING

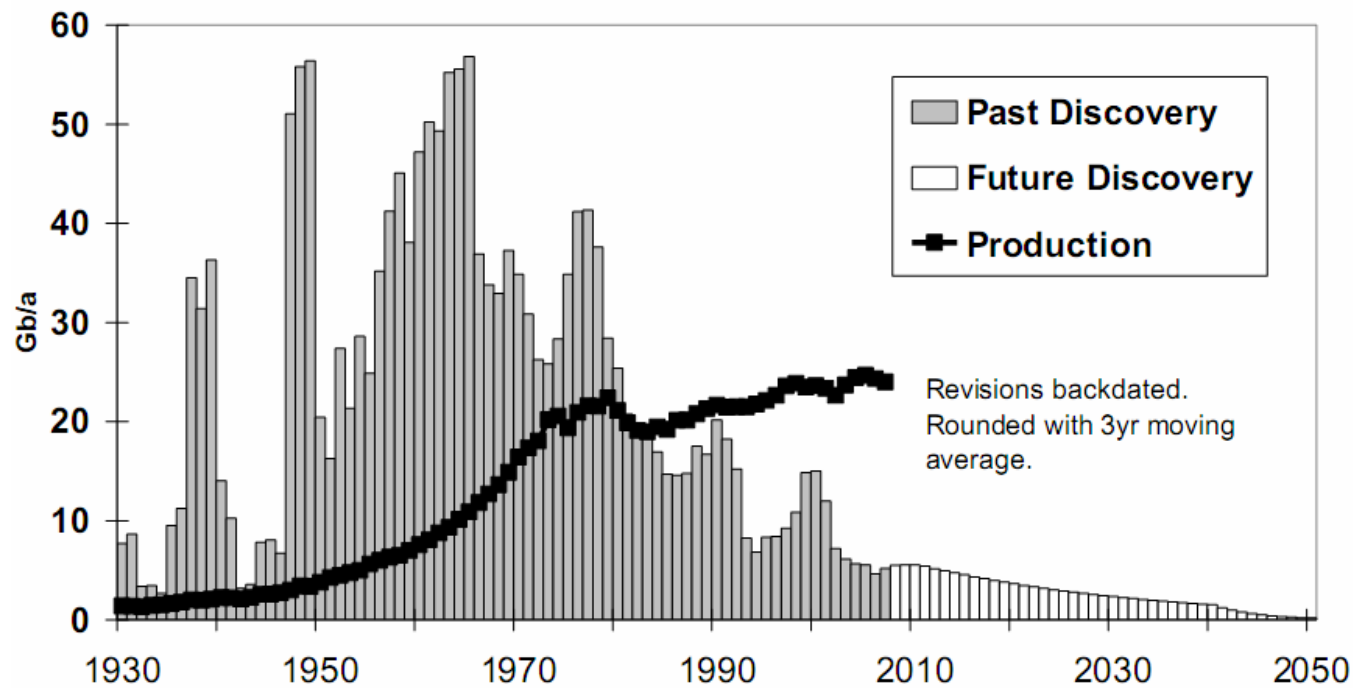
- What are the options facing us?
- What do we want to see happening? (preferable futures)
- Which shall we work towards?

4. ACTING

- What do we need to do?
- Locally, nationally, globally?
- Who is able to support us in this?

Peak oil – the dilemma

THE GROWING GAP Regular Conventional Oil



Source: Colin Campbell, ASPO Newsletter No. 96, Dec 2008



Sustainable schools...



'A sustainable school prepares young people for a lifetime of sustainable living, through its teaching, fabric and its day-to-day practices. It is guided by a commitment to care:

- for oneself (our health and well-being);
- for each other (across cultures, distances & generations);
- for the environment (both locally and globally).'

'Sustainable development means inspiring people...to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other people's lives. It must be much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way.'

DCSF (2008) *Planning a Sustainable School: Driving school improvement through sustainable development*

Envisioning the future

'We should say immediately, for the sake of sceptics, that we do not believe vision makes anything happen. Vision without action is useless. But action without vision is directionless and feeble. Vision is absolutely necessary to guide and motivate. More than that, vision, when widely shared and firmly kept in sight, does bring into being new systems.'

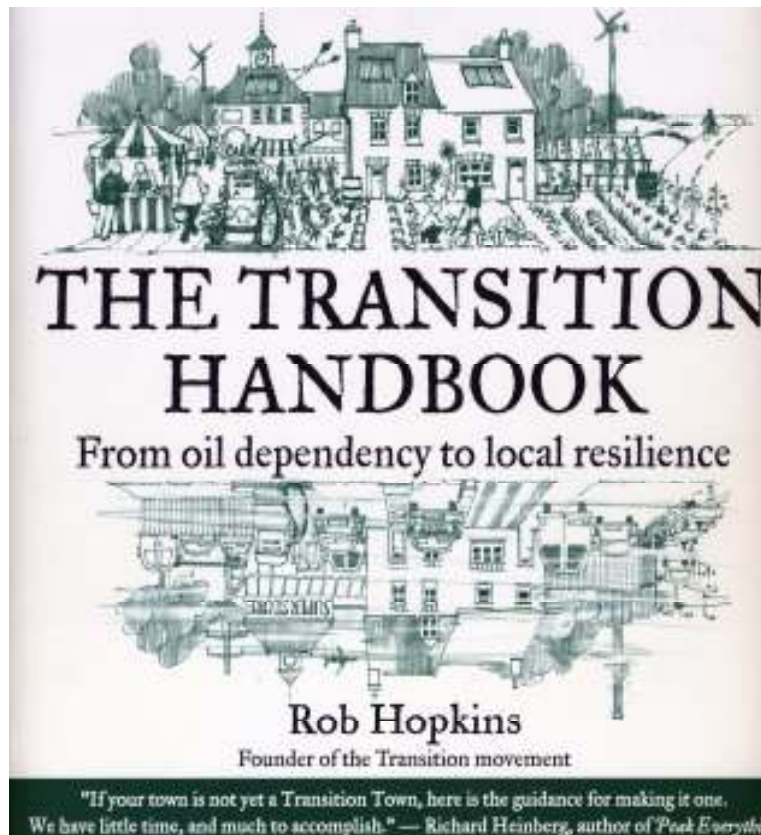
Meadows, D. et al (2005) *Limits to Growth: The 30-year update*, Earthscan

Hicks, D. (2001) *Citizenship for the Future*, WWF-UK





A pedagogy of hope



'Without a vision for tomorrow, hope is impossible.'

Paulo Freire (1998) *Pedagogy of the Heart*,
Continuum

'One of the tasks of the progressive educator...is to unveil opportunities for hope , whatever the obstacles may be.'

Paulo Freire (1994) *A Pedagogy of Hope*,
Continuum



A more sustainable future



- Is she learning how to think critically and creatively about the world and her future?
- Is she learning about probable and preferable futures for herself and others?
- Is she learning how to make wiser choices in the present and for the future?
- Is she learning about what grown-ups are doing to protect her world?
- Is she learning about all the things she and her friends can do in the community?
- Is she feeling optimistic about her future and the future of her world?
- If not then the school and its teachers are failing in their duty to her generation



David Hicks

Teaching for a Better World

www.teaching4abetterworld.co.uk