



Global Competence & SDG, new challenges to be faced

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THINK GLOBAL



SDG

The logo features three overlapping loops: a light blue loop at the top, a green loop at the bottom, and a red loop on the right. The letters 'SDG' are positioned within the red loop, with 'S' in red, 'D' in green, and 'G' in blue.



Erasmus+

Think Global!

2019-1-ES01-KA201-064256



UK-Wales

- ★ University of Wales Trinity St. David (Yr Athrofa-Institute of Education)
- ★ Pembrock Dock Community School

BELGIUM-Brussels

- ★ GO! Scholengroep Brussel
- ★ GO! Atheneum Unescoschool Koekelberg

SPAIN-Catalonia

- ★ Inspectorate of Education of Barcelona (Coordinator)
- ★ University of Barcelona (Institute of Professional Development)
- ★ Institut Viladomat

Global Competence & SDG, new challenges to be faced



Global Competence



Sustainable Development Goals



Project Based Learning



21st Century Skills



What is Global Competence?



www.menti.com

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What is Global Competence?

What is Global Competence?



*Global competence is the capacity and disposition to **understand and act on issues of global significance**. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) **to engage the pressing issues of our time**. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.*

What is Global Competence?



What is Global Competence?

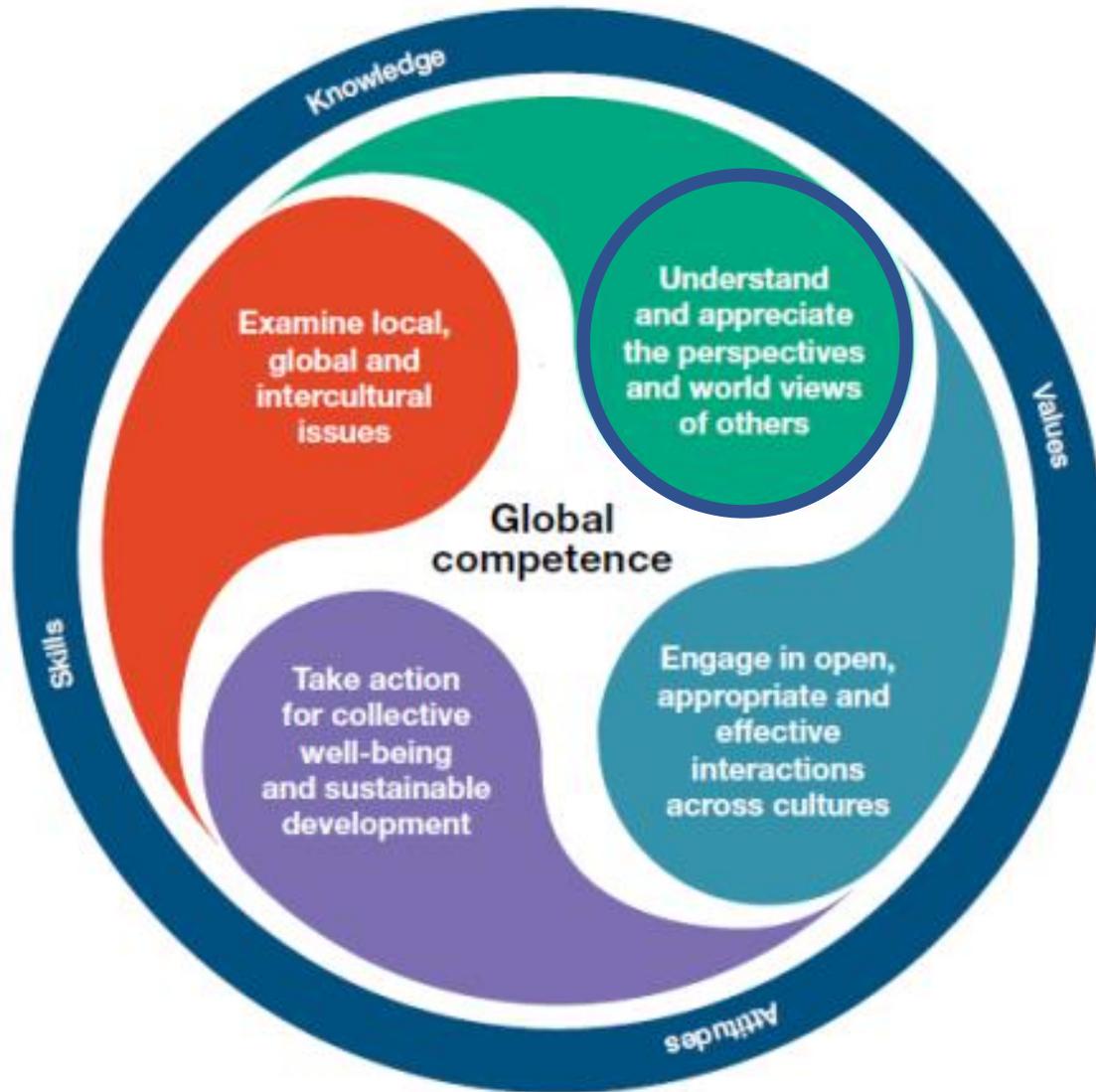


► Examine local, global and intercultural issues

This dimension refers to the ability to effectively combining knowledge and critical reasoning, in order to **establish an informed opinion** on a global or intercultural issue.

In order for students to successfully do this, it requires the **development of cognitive skills** such as selecting and weighing appropriate evidence, as well as media literacy.

What is Global Competence?



► Understand and appreciate the perspectives and world views of others

This refers to students' willingness and capability to **understand global issues**, and others' perspectives and behaviours from **multiple points of view**.

Being globally competent does not mean that everyone must share the same perspective: individuals can retain their **own cultural identities**, but globally competent students recognise that perspectives and behaviours – including their own – are inherently shaped by various **influences**, and that others have views of the world that are profoundly different to their own as a result.

What is Global Competence?

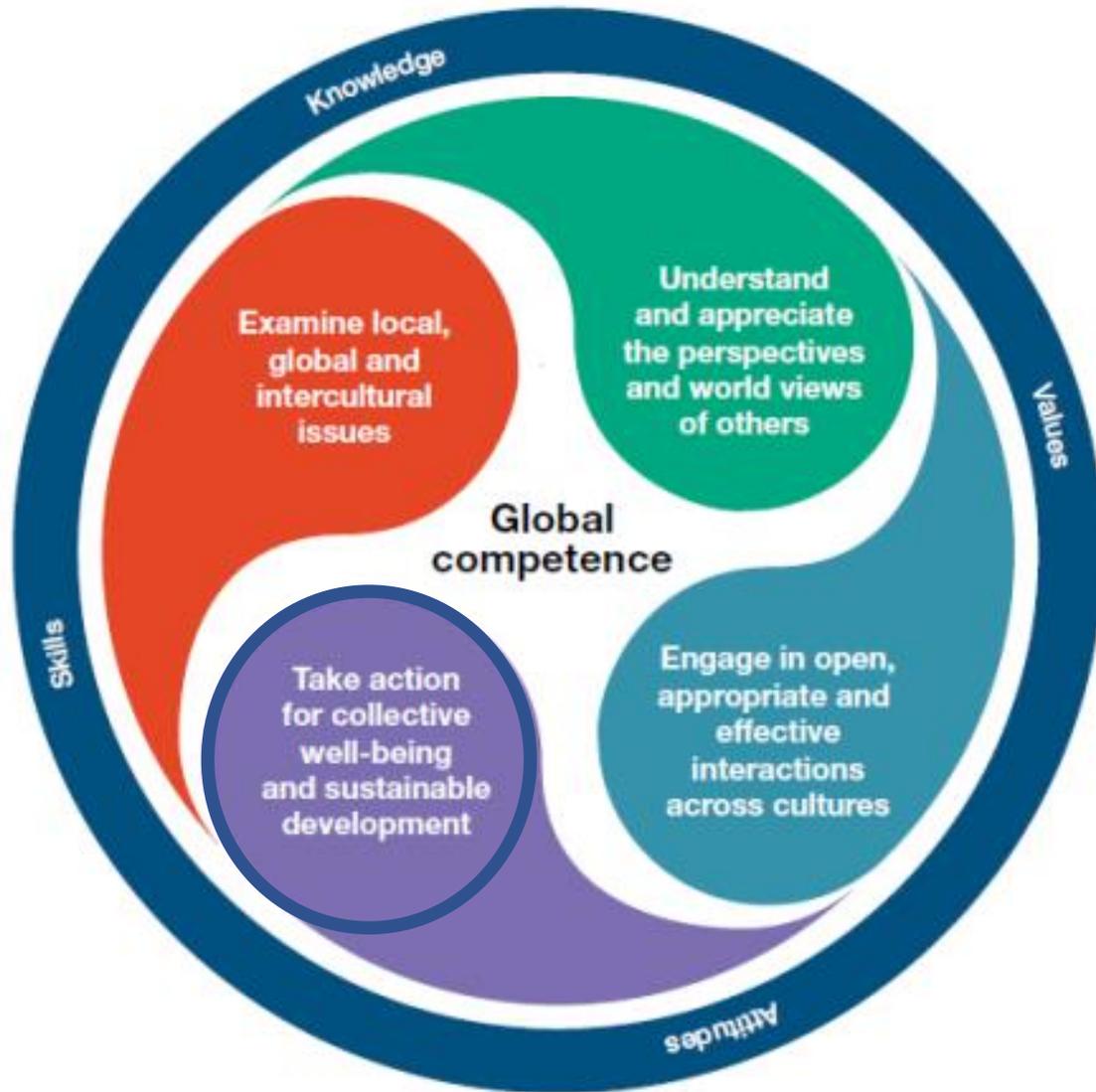


► Engage in open, appropriate and effective interactions across cultures

This dimension describes what globally competent individuals are able to do when they interact with people from different cultures.

An individual who is globally competent can demonstrate **sensitivity towards others**, and a willingness to engage with other perspectives. They are able to make themselves understood, and make efforts to understand others.

What is Global Competence?

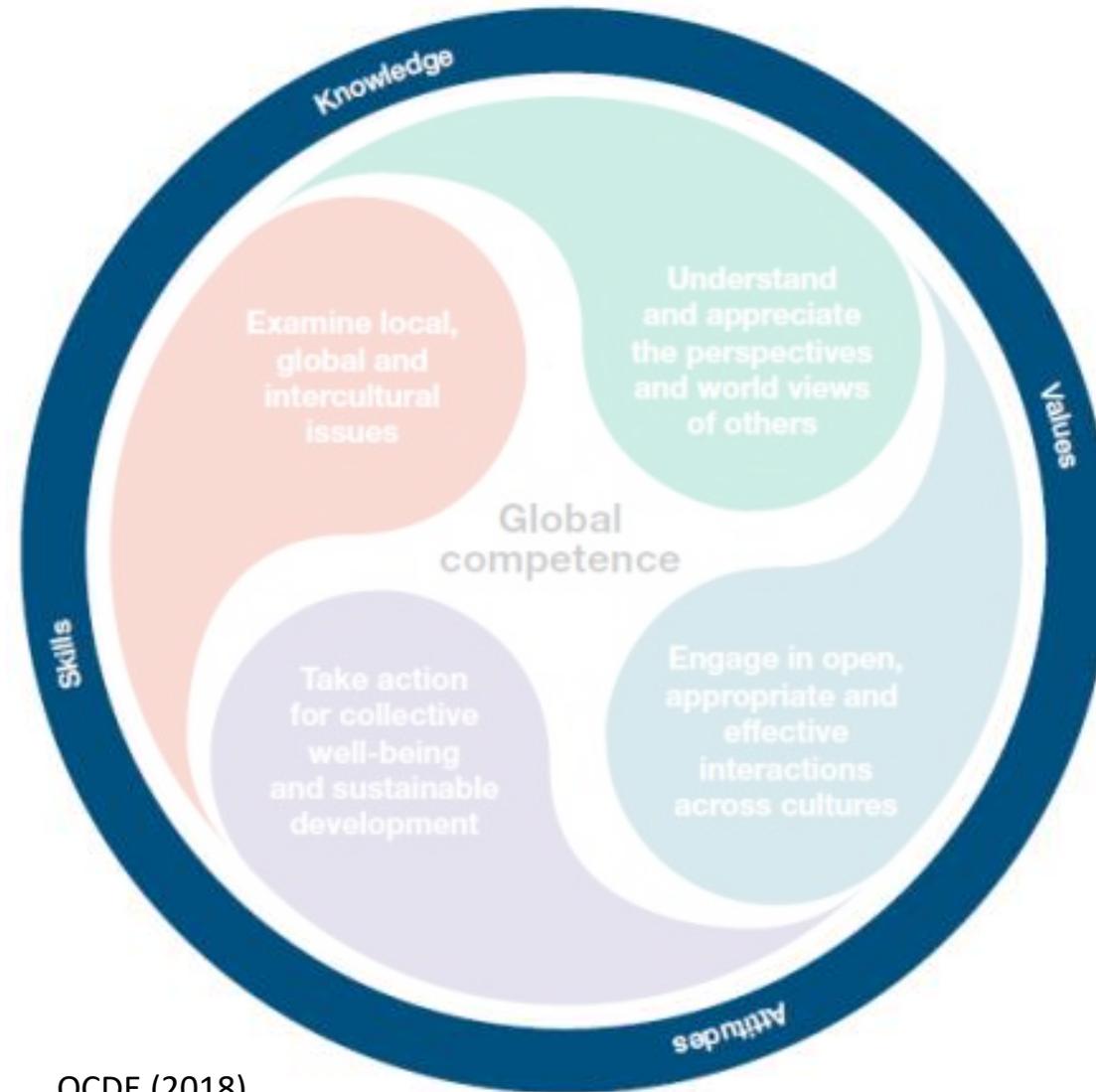


► Take action for collective well-being and sustainable development

The final dimension of global competence is much more oriented towards what globally competent individuals actually do.

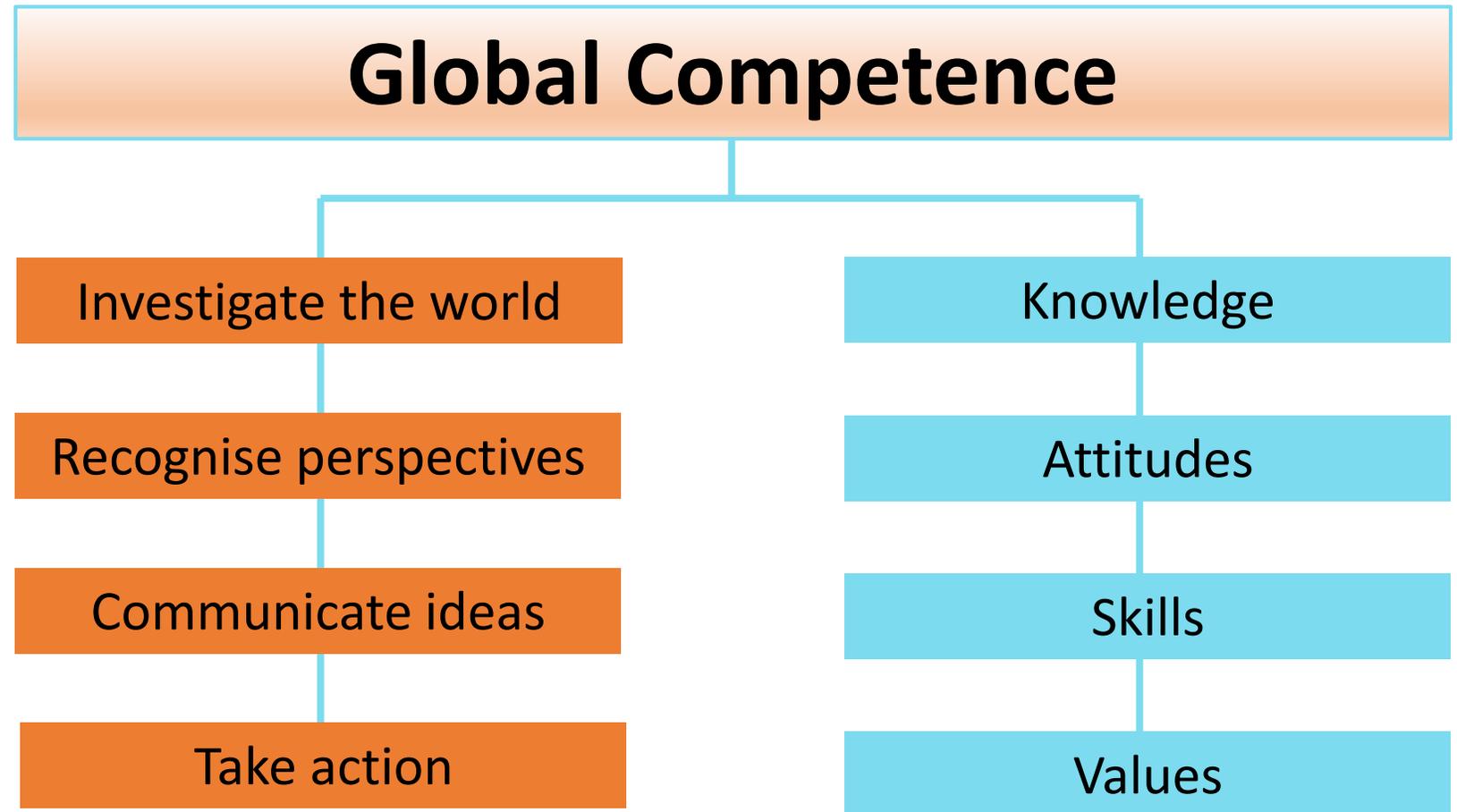
It focuses on individuals' roles as active and responsible members of society and their **engagement** to take action for collective well-being and sustainable development.

What is Global Competence?



OCDE (2018)

What is Global Competence?



What is Global Competence?



Key messages for teachers

- ▶ Teaching must be more interactive, democratic, problem-based and student centered. Focus on research and inquiry.
- ▶ Understanding should be central to the teaching agenda. Employing different pedagogies in order to ensure students understand what they are learning, rather than restating it on demand is crucial.
- ▶ Teachers should use real-world problems, propose multiple perspectives, integrate multiethnic and multicultural examples in classrooms, teach responsible action and engage in respectful dialogue.
- ▶ Ensure educators understand global competence and how this relates to 21st century skills. Teachers should take time to co-ordinate projects with other schools in different communities or countries.



What is Global Competence?



Can you think of a learning experience you practice with your pupils that fosters Global Competence?

{ Share it with us! }

What is Global Competence?



A school practice on Global Competence?



https://drive.google.com/file/d/1d9orP3z7MRll_j6DB5-DIHHoiTepQSJL/view



What are the Sustainable Development Goals?



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**What are the Sustainable
Development Goals?**

What are the SDG?



The 2030 Agenda for Sustainable Development was approved by the **United Nations** General Assembly in 2015. It is a **comprehensive and multidimensional agenda**, referring to the three dimensions of sustainable development (economic, social and environmental) and of universal application. It is deployed through a system of **17 sustainable development goals**, through which it aims to **address major global challenges**. Each SDG includes different targets (169 in total) that contribute to the achievement of the goal.

Què són els ODS?



Which are they?

What are the SDG?



What are the SDG?



The reason for teaching global competence centres on the need to **ensure children and young people are fully prepared for the future**. This preparation should take into consideration the following aspects of the students' future lives:

- ▶ Employability in the global economy;
- ▶ Living cooperatively in multicultural communities;
- ▶ Having effective skills of communication; and
- ▶ The ability to learn with a range of media.

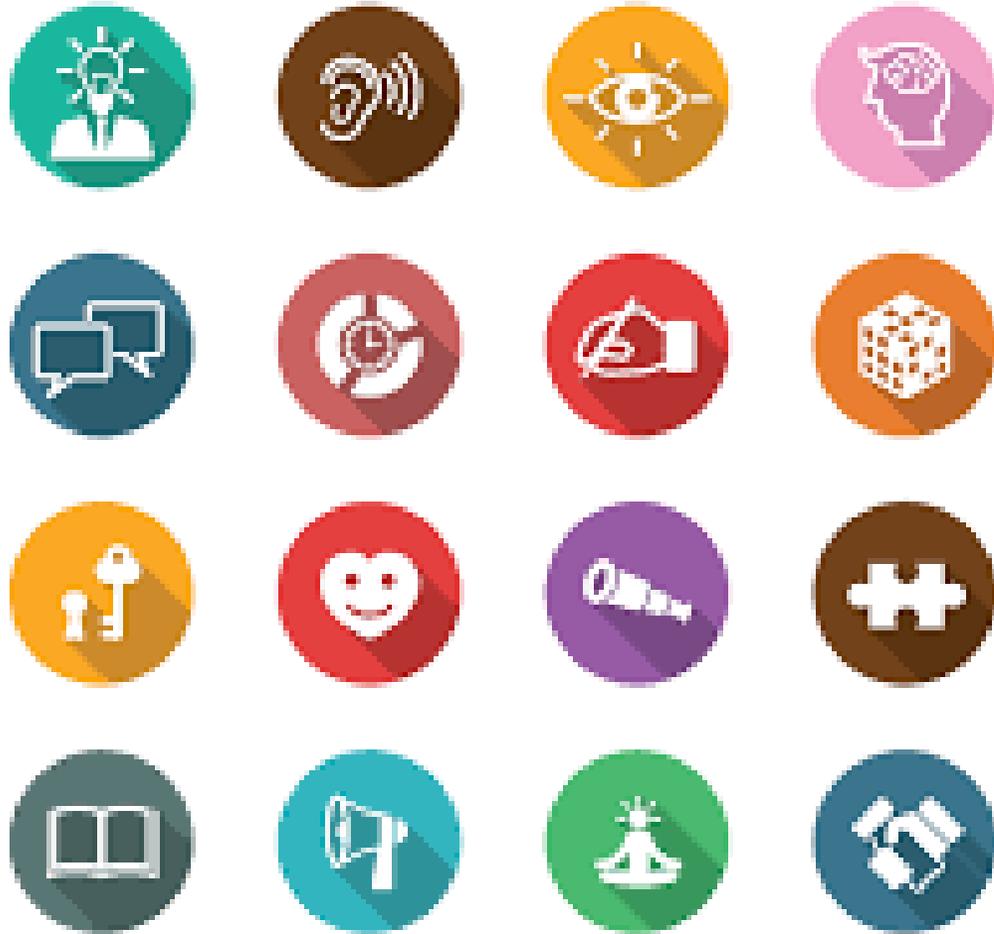
All of which are necessary for achieving the UNESCO SDGs, outlined above (OECD & Asia Society, 2018).

Boix Mansella and Jackson (2011) argue that increased globalisation requires **a new style of learning and skills development** to ensure young people are ready to tackle the challenges that globalisation presents, and **enjoy the benefits of becoming global citizens**. These skills include, for example, the ability for active participation, multilingualism, and intercultural sophistication, critical enquiry skills, and creative, innovative approaches.



What are 21st Century skills?

What are 21st Century Skills?



21st century skills comprise **skills, abilities, and learning dispositions** that have been identified as being **required for success in 21st century** society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the **skills required for students to master in preparation for success in a rapidly changing, digital society**. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork. **These skills differ from traditional academic skills in that they are not primarily content knowledge-based.**

What are 21st Century Skills?





What is Project Based Learning?

What is PBL?

Project-based learning (PBL) is a **student-centered pedagogy** that involves a dynamic classroom approach in which it is believed that students acquire a **deeper knowledge through active exploration of real-world challenges and problems**. Students learn about a subject by working for an extended period of time to investigate and **respond to a complex question, challenge, or problem**. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

Wikipedia



What is PBL?

Is it a project or is it PBL?



Project	PBL
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

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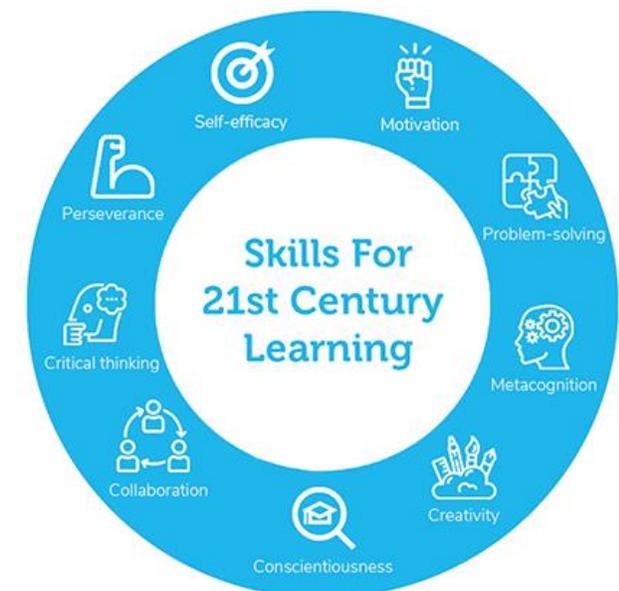
Global Competence



Sustainable Development Goals



Project Based Learning



21st Century Skills

Resources

Designed by makyzz / Freepik





The screenshot shows the website interface for 'THINK GLOBAL! SDG'. At the top, there is a navigation bar with links for 'Home', 'The Project', 'Newsletters', and 'Meetings'. Below the navigation bar is a large photograph of a group of people participating in a red ribbon cutting ceremony. Underneath the photo are two prominent red buttons labeled 'TOOLKIT' and 'ONLINE COURSE FOR TEACHERS'. At the bottom of the page, there is a disclaimer and a row of logos from various partner organizations, including Erasmus+, the Institute for Development Studies, the Department of Education in Barcelona, and the University of Wales. The website is co-funded by the Erasmus+ Programme of the European Union.

Erasmus+ Think Global! Website

Authorship: Inspectorate of Education in Barcelona

Year: 2020

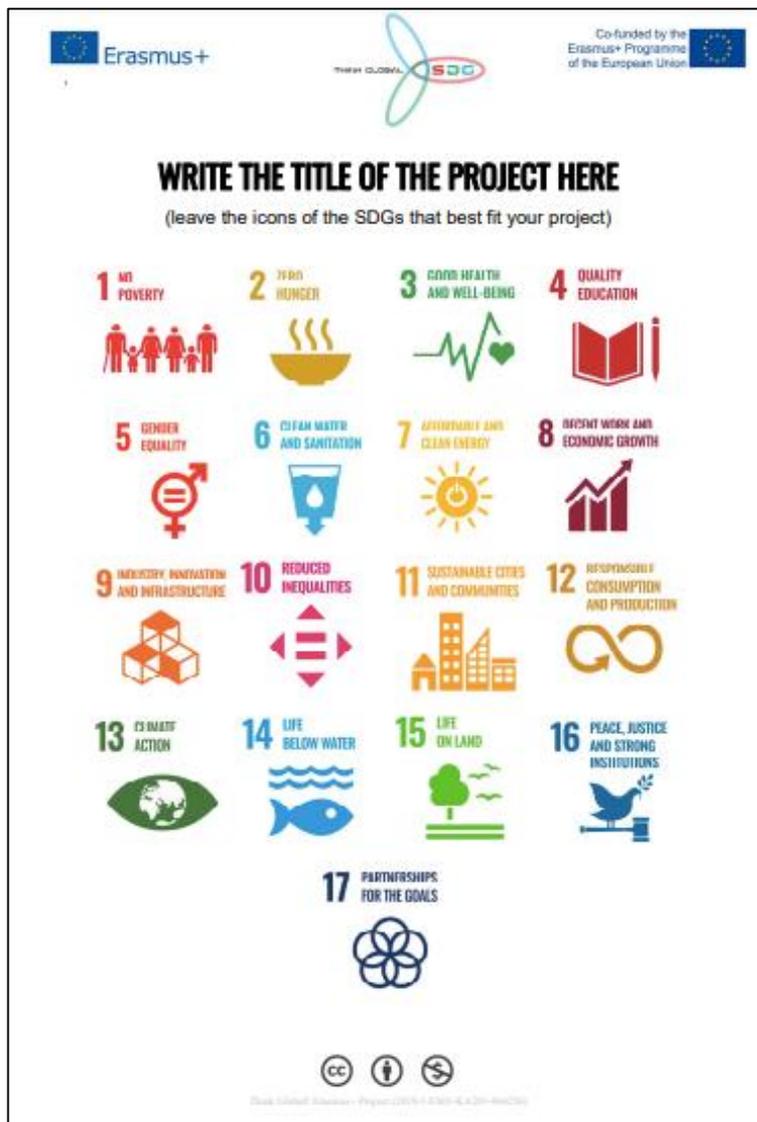
Language: English

Website of the Erasmus+ Project THINK GLOBAL! It has information about the project: objectives, activities, newsletters... It hosts the materials of the project:

- Toolkit for Teachers: theoretical framework, school practices, projects, methodological guide and academic papers
- Teacher Training Course

<https://blocs.xtec.cat/thinkglobal/>





Project template

Authorship: Think Global! Project

Year: 2021

Language: English

Template to develop projects, which teachers can use to start new projects. It is structured in these sections: overview, components, milestones, calendar, resources and tools. It is suggested that you base the project on one SDG, include 21st century skills and follow PBL methodology.

<https://blocs.xtec.cat/thinkglobal/projects/>



Secrets of the Seas

Authorship: Pembroke Dock Community School

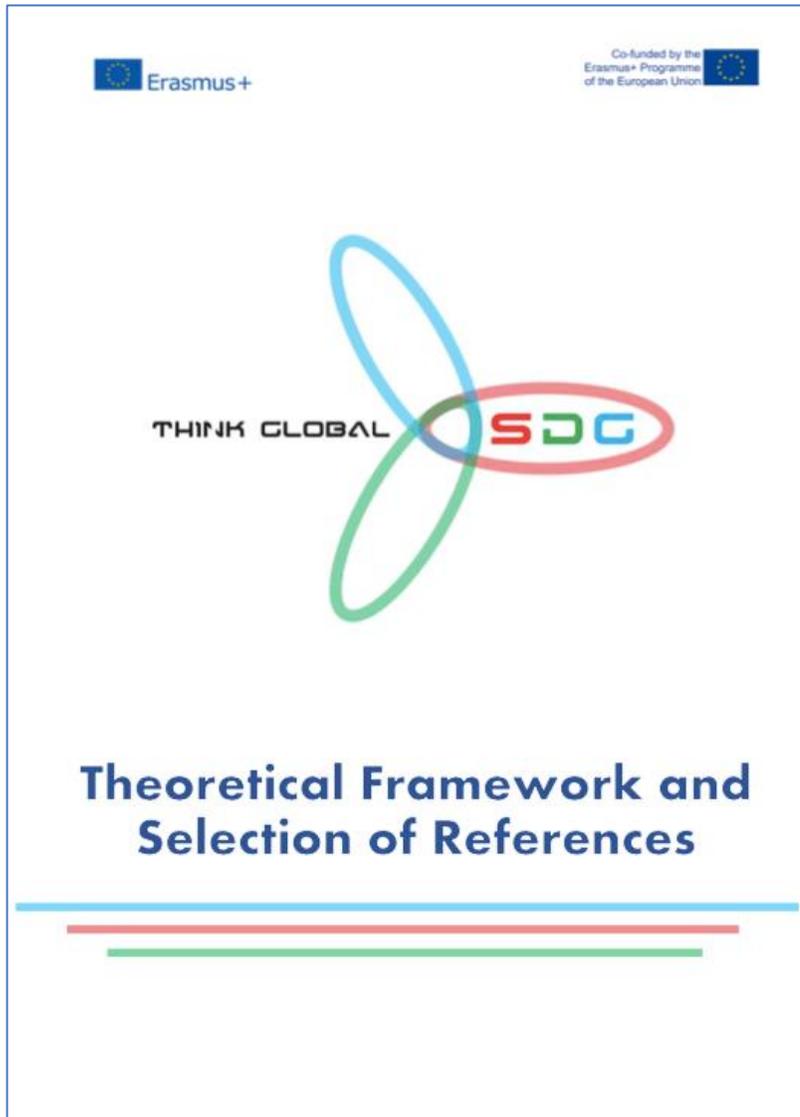
Year: 2021

Language: English

Project created by Pembroke Dock Community School in Wales to develop global competence from OBS No. 14 on underwater life for boys and girls aged 10-11. The project-based learning methodology is used and 21st century skills are applied.

During this project, students investigate issues related to the depletion of coral reefs worldwide; discover threats to the regeneration of coral and marine diversity; investigate ocean acidification; they create a persuasive speech; and produce an awareness campaign to disseminate the results of their project.

<https://blocs.xtec.cat/thinkglobal/projects/>



Erasmus+ Think Global! Theoretical Framework

Authorship: University of Wales Trinity Saint Davis

Year: 2020

Language: English

Publication of the Erasmus + Think Global! Project, which establishes a new framework for global competence. It is based on the OECD definition and is associated with the development of 21st century skills based on issues related to the Sustainable Development Goals (SDGs) through active methodologies such as Problem Based Learning (ABS). It also includes a selection of bibliographic references classified into four groups: definitions and conceptual framework, curriculum, evaluation, and methodologies.

<https://blocs.xtec.cat/thinkglobal/files/2020/10/Theoretical-Framework-1.pdf>

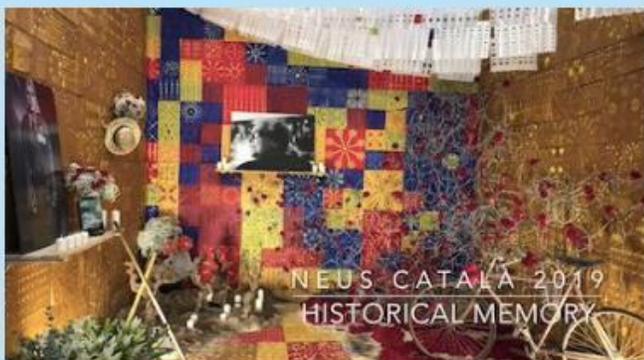
School Practices

https://blocs.xtec.cat/thinkglobal/files/2021/08/Newsletter-4.EN_.pdf



Escola Octavió Pàrr - Barcelona

The **Altar de Muertos** is a traditional Mexican celebration to honour the dead on the 1st November every year. Each year since 2015 the school has built a shrine dedicated to a person who died during the year and who can be inspiring to the children. They work on a study topic related to the honoured person and the whole school community prepares a performance for the shrine's inauguration ceremony.



Watch the video here: <https://youtu.be/F7CV2hqsRE>

L' **Altar de Muertos** és una festa tradicional mexicana que se celebra l'1 de novembre de cada any per recordar els difunts. Des de 2015, l'escola construeix un altar dedicat a una persona que ha mort durant l'any i que pot ser un model per als infants. Durant les setmanes anteriors a la celebració s'escull una tema de treball relacionat amb la vida de la persona i tota la comunitat escolar participa en una representació i un acte d'inauguració de l'altar.



The **Game Changers** programme brings together secondary school students from different language communities and socio-cultural backgrounds to build problem-solving negotiation skills based on methodology developed at the Harvard Negotiation Project.

The workshop promotes joint-learning and meaningful exchange between schools and empowers students to become leaders in collaborative negotiation and problem-solving.



Watch the video here: <https://youtu.be/J72-yDMEhVE>

El programa **Game Changers** reuneix estudiants de secundària de diferents comunitats lingüístiques i procedències socioculturals per construir habilitats de negociació per a la resolució de problemes basades en la metodologia desenvolupada al Harvard Negotiation Project. El taller promou l'aprenentatge conjunt i l'intercanvi significatiu entre escoles i permet als estudiants convertir-se en líders en la negociació col·laborativa i la resolució de problemes.



The children learn about their locality. They engage with local Christians within the church and a Muslim lady who runs a charity linked with Zanzibar. They attend workshops run by organisations and walk around the area, considering the different shops and services in the area.

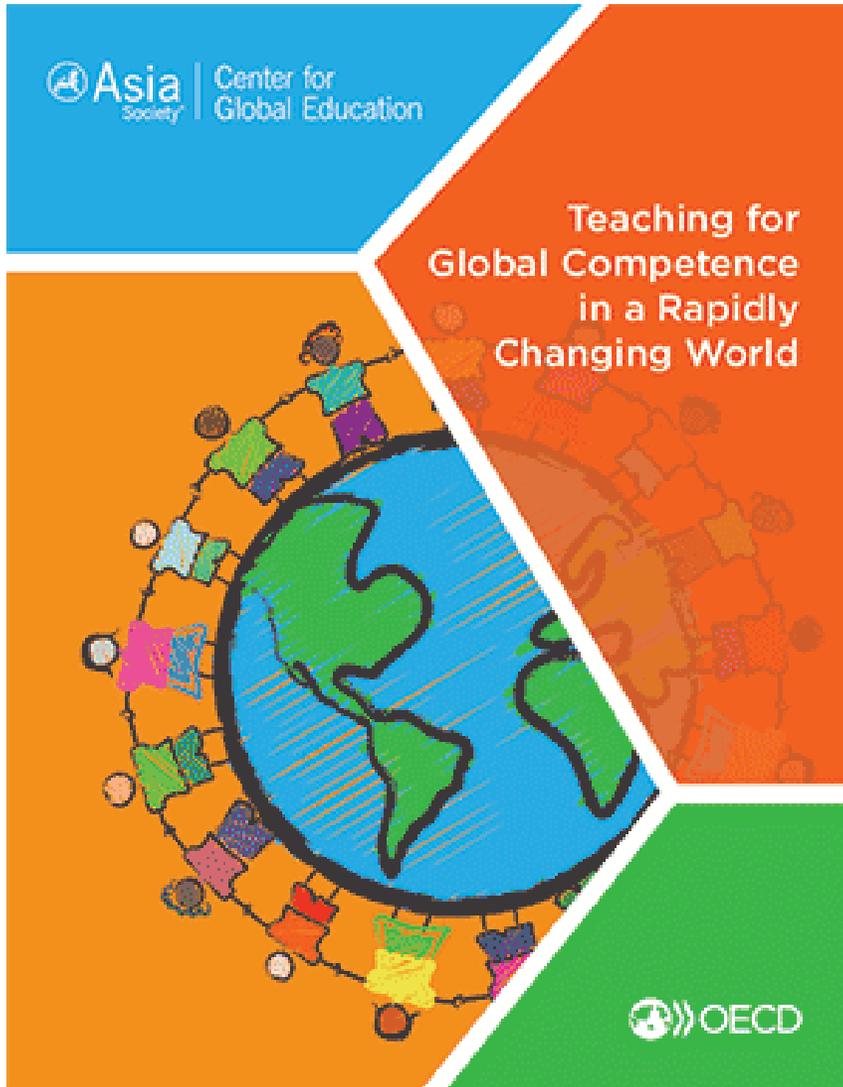
Year 1 children have experiential learning across a week entitled, **Year 1 are in the Community**. The children spend the whole week 'out of school' engaging with many local people and places linked to the community. The following week, we partner with the University for some Outdoor Learning sessions.



Watch the video here:

https://youtu.be/TZ_ENBTOW64

Els infants de primer fan un aprenentatge experiencial al llarg d'una setmana titulat, **Year 1 are in the Community**. Els nens passen tota la setmana 'fora de l'escola' relacionant-se amb molta gent local i llocs vinculats a la comunitat. La setmana següent, col·laborem amb la Universitat per fer algunes sessions d'aprenentatge a l'aire lliure. Els nens aprenen sobre la seva localitat. Es relacionen amb cristians locals dins de l'església i amb una dona musulmana que dirigeix una organització benèfica relacionada amb Zanzibar. Assisteixen a tallers d'organitzacions i passen per la zona, tenint en compte les diferents botigues i serveis de la zona.



Teaching for Global Competence in a Rapidly Changing World

Authorship: OECD

Year: 2018

Language: English

Publication establishing a new PISA framework for global competence in primary and secondary education. It provides practical guidance and examples of how educators can integrate it into the existing curriculum, instruction, and assessment, based on the four key aspects of global competence:

- Investigate the world beyond the immediate environment, from the examination of issues of local, global and cultural significance.
- Recognize, understand and appreciate the perspectives and visions of the world of others.
- Communicate ideas to diverse audiences through open, appropriate and effective interactions between cultures.
- Take measures for collective well-being and sustainable development both locally and globally.



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