

Global Competence in Teacher Education

ADVOCACY FOR A WAY FORWARD

The current situation

In a shrinking, more connected world where we all face common challenges, such as those posed by economic recessions, conflicts or climate change, the need of teaching Global Competence (GC) has become increasingly important, and that's the reason why the [project Global Competence in Teacher Education](#) (GCTE) started in 2019, bringing together experts in promoting GC through non-formal education and teacher training institutions.

Training teachers is essential, as they are the key agents of change in society.

We believe that within this challenging context, Global Competence (GC) should be a priority. Why?

- Young people need to become more and more globally competent to be able to live in a globalised world and face those challenges that are often paralyzing today's society.
- Global competence is an interesting and modern topic which engages students and teachers: addressing the development of this competence in the curriculum would be motivational for both.

The way forward

— Policy change

Curriculum changes to address Global competence are necessary in all countries worldwide. In most countries, aspects related to global competence are included, for example in the form of environmental education and citizenship education. However, it is often in the hands of the teachers to decide whether to address global competence more specifically. Teachers need space in the curriculum to address GC, training and tools.

International institutions such as the UN and OECD call for the inclusion of Global citizenship education in the curriculum, and Ministries of Education should adapt the national curricula accordingly.

When including Global Competence in Teacher Education, we encourage policy makers and educators to consider the main lessons learnt within the Global Competence in Teacher Education project:

- **Have a definition of Global Competence education.**
 - Include a reference to the existing frameworks by the [Council of Europe](#) (Reference Framework for Competences for Democratic Culture, and Global Education), [UNESCO](#) (Global Citizenship Education), [OECD](#) (Global Competence).
 - Refer to the latest international initiatives in the field:
 - [Global Education by 2050 Declaration by Global Education Network Europe \(GENE\)](#) - calling on to national governments to *develop adequate structures of support for educators in Global Education, in order to incrementally bridge the gap between the willingness to integrate Global Education, and the confidence, skills, competencies and support to do so.*
 - [UN Transforming Education initiative](#) - focusing on *learning to live together and teacher being agents of change.*
- **Promote stakeholder alignment and cooperation, and more specifically cooperation between formal and non-formal education for the provision of GCE.** It is essential to build the ownership of educators at all levels and in different sectors, and ensure the cooperation between them.

- **When designing courses on Global competence for teacher education, a specific attention should be given to**
 - Teaching multiperspectivity
 - Cultural and gender sensitive language
 - Tackling global issues in any subject of the curricula
 - Implementing a whole school approach to global competence education
 - Applying a participatory approach in the process and in the goals, intentionally directed towards transformative learning
 - Decolonising education: incorporating different cultures and world views in the curriculum, while respecting what is taught and acknowledging how much it frames the thinking of teachers, learners and society.

For an overview of **Global Competence Education strategies from around the world**, have a look at the [article](#) drafted by GCTE project partners.

Start the change at country level!

Within the GCTE project partners developed country-level Advocacy toolkits based on the specific situation of their country for what concerns curriculum development. You can check the Country Toolkits [here](#).

*You can **build your own country Advocacy Toolkit** by defining how GC is currently addressed in your country and who are the main decision makers which might determine the inclusion of GC in curricula.*

This questionnaire can help you!

1. *Is global competence education included in the ITE in your country? How? Please specify for each education level*
2. *Who decides on the curriculum of ITE in your country? How? Please specify for each education level*
3. *Who decides on the training offer for CDP in your country? Please specify for each education level*
4. *How are usually curricula changed? What is the decision making process?*
5. *Is there any reform of ITE or CDP currently or planned in your country? For which level of education?*
6. *Are there any associations that advocate for curriculum change towards decision makers?*
7. *Can universities engage in advocacy actions? Is your university part of a group of universities which usually present their opinion/positions to the decision makers?*
8. *Considering the situation (question 1-7) which change in ITE and/or CDP would your university advocate for?*

— Practise

Are you a teacher trainer?

- Within the GCTE project we have developed a Training Programme to support teachers and non formal education practitioners as they learn to both become globally competent themselves and learn how to develop Global Competence of young people. **Check the [Handbook](#) and include some Training sessions in your teacher education programme!**
- [Join the Global Education Network](#) to exchange with peers on how to embed Global Competence in Teacher Education.

The Global Competence in Teacher Education project

The [Global Competence in Teacher Education](#) project developed a Training Programme to support teachers and non formal education practitioners as they learn to both become globally competent themselves and learn how to develop Global Competence of young people.

Project partners are Universities of teacher education and international non-formal education organisations expert in intercultural learning. Partners were actively involved in research, review and development of content on global competence, development and testing of learning designs on 12 different topics within the topic of Global Competence.

The training was based on Learning Designs built around the 12 competencies of the Globally Competent Learning Continuum. The Globally Competent Learning Continuum (GCLC) identifies the dispositions, knowledge, and skills that educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society. The GCLC is a tool for self-reflection, used by educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum.

These 12 competences are:

- Empathy and valuing multiple perspectives
- Commitment to promoting equity worldwide
- Understanding of global conditions and current events
- Understanding of the ways that the world is interconnected
- Experiential understanding of multiple cultures
- Understanding of intercultural communication
- Communicate in multiple languages
- Create a classroom environment that values diversity and global engagement
- Integrate learning experiences for students that promote content-aligned explorations of the world
- Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
- Develop local, national, or international partnerships that provide real world contexts for global learning opportunities
- Develop and use appropriate methods of inquiry to assess students' global competence development

The Learning Designs were piloted for the first time in autumn 2021, mostly online due to the pandemic, and in June 2022 at an in-person training co-organised by the University of Hull and the University College Leuven-Limburg, and involved:

- teacher educators
- trainee teachers from each of the university partners
- non formal educators from the AFS and EFIL networks