

## GLOBAL EDUCATION (GE) MODEL OF EFFECTIVE INITIATIVE AND SHOOL PRAXIS IN EDUCATION SYSTEM

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### **Abstract:**

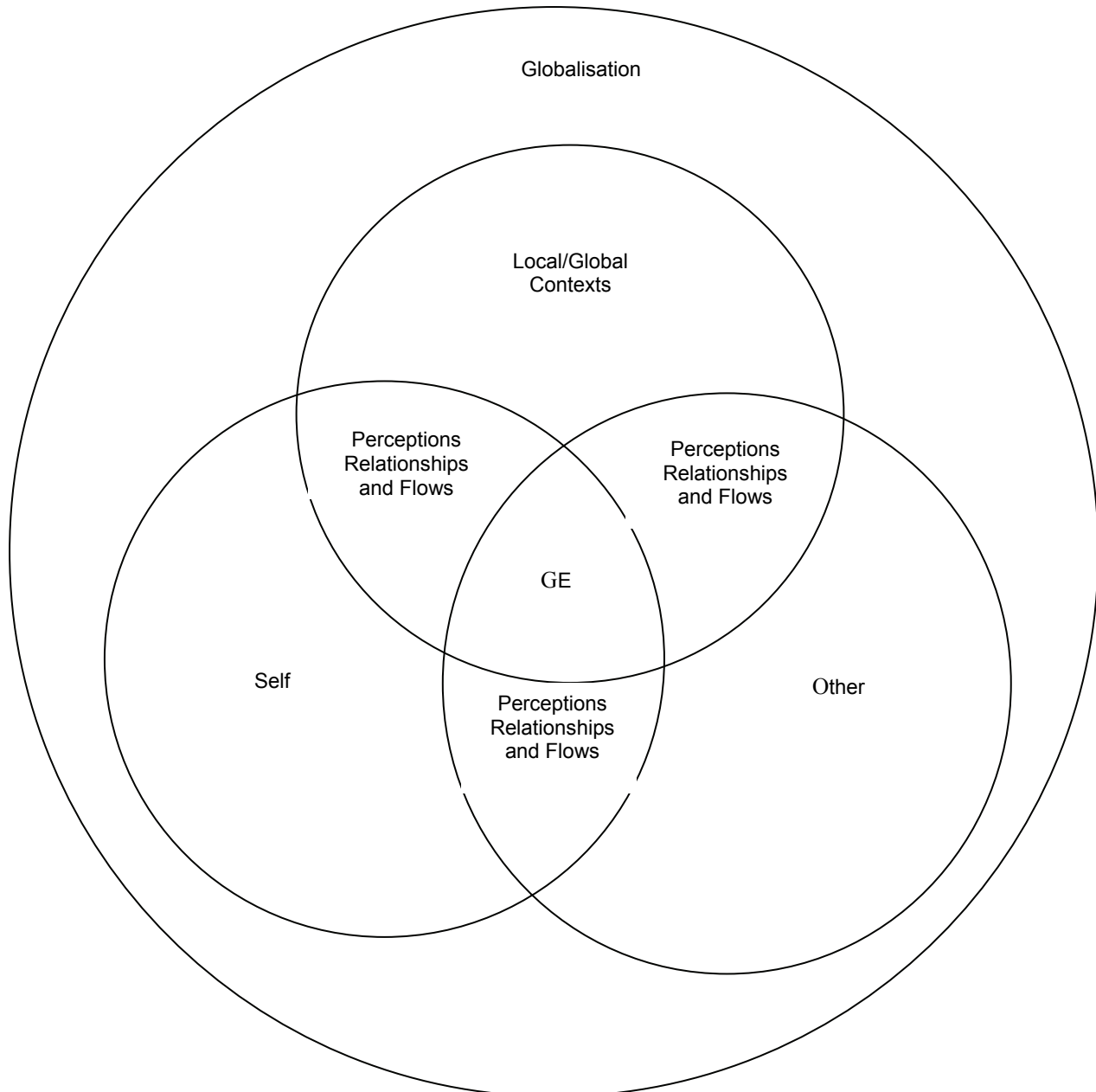
GE is a learning process of perceptions, relationships and flows in interface between the self and the other in local and global context. The ethical imperative of GE not only refers to distant countries in the global sphere, but also to local contexts and the diversity of EU communities as well. GE has a crucial role in all the national education systems, in curriculum development, teacher education, innovation of school practice and cultivation of educational landscapes. Schools must put GE at the heart of learning and teaching if it is to be considered quality education. The GE model provides a systemic framework for planning and analysing initiatives in GE within the national education system. Developing the GE model of effective initiatives is a powerful learning experience. The key question or dilemma which experts face in the field of GE is the implementation of themes and goals of GE in existing school praxis. Slovenian GE School model has three basic elements like every classic house: roof, core or floors, and foundation. The architecture of GE School, especially its core, is mostly influenced by the structural ideology of curriculum: target, process or content, curriculum ideologies that are oriented to children, knowledge or society, and mostly the cultural environment, in which GE School operates.

*Keywords: global education, model education system, school*

## 1. GLOBAL EDUCATION AS EDUCATIONAL IMPERATIV IN THE SCHOOLS OF 21<sup>st</sup> CENTURY

We can define GE as learning processes of perceptions, relationships and flows in the interface between three spheres: the self, the other and local and global contexts (Andreotti, 2011) as presented in Picture 1.

Picture 1: Global Education



Source: Andreotti, 2011, p. 15.

### 1.1. Multiple meanings of global education

In this representation, GE can be seen as an umbrella in term for other educational streams, for example: education for sustainability, environmental, peace, human rights and development education, intercultural and multicultural education and education for global citizenship. GE should equip learners to make informed and responsible choices about their impact and contribution as global citizens in their local and global contexts (Andreotti, Souza, Räsänen & Forghani 2007). Gilbert J.

(2005) proposes that 'knowledge societies' should be based on different conceptualizations of knowledge and learning, where knowledge is understood as a verb rather than a substance, and learning as the creation of knowledge rather than its reproduction. Some authors consider that education should be organized around the key competencies of learners they will need to survive in societies of fast changes (for example climate) and increasing complexity and diversity (Hargreaves 2003). Schools must prepare learners and teachers to be 'powerful learners' in 21st century societies which includes: curiosity, courage, exploration, experimentation, imagination, reason, discipline, sociability and critical reflection (Claxton 2008). GE must train educators to make informed and responsible pedagogical choices that will equip students for coping with the increasingly complex forces which shape our lives and developing student abilities to play effective roles in their individual and collective futures (Pike 2008).

## 1.2. The ethical imperative of global education

The ethical imperative of GE not only refers to distant countries in the global sphere, but also to local contexts and the diversity of EU communities as well. This can only be done if we understand where we have come from and start to learn from the past to stop reproducing the historical patterns that have created current inequalities. GE, from this perspective, is a collective effort to engage with complex, diverse, uncertain and unequal societies and to face contemporary crises, by learning from past mistakes. GE cannot find a perfect solution for all, but it can open the possibility for present and future generations to make different mistakes and to move on with our collective learning process (Andreotti, 2011). Social, emotional, generational and contextual issues of GE should be taken into account in the creation of learning spaces for students to explore the global issues. Responsibility of the teacher is not only if they have an experience of engagement with negotiation of different worldviews in order to create safety and orchestrate learning, but they should also have the knowledge, capacity and sensitivity to support learners through their crises of learning, unlearning and engaging with the world outside the classroom. This brings us to the conclusion that a teacher who is not a global citizen and global learner cannot teach GE effectively. The experience of GE can happen in multiple sites, teacher education being an important one. Therefore, teacher education, both pre-service and in-service must be prepared for a big shift, if it wants to prepare teachers and student teachers for the GE (Andreotti, 2011).

## 1.3. Initiatives in global education

Learners also need access to diverse social analyses and theories that can support them to engage with the complexity of global world (Regan (2010)). Teacher education should do what is almost impossible to imagine: to equip professionals to know themselves, their relationships and local/global contexts, to dedicate their lives to others and be able to cope with the uncertainty and open-endedness of the global world (Andreotti, 2011). It will be extremely difficult to achieve in learning environments where instrumentalism and insistence on traditional ways of education are the order of the day. Building on the Maastricht Declaration 2002 and drawing on EU national experiences the following findings are crucial for development of the effective initiatives in GE within national education system:

1. Schools must put GE at the heart of learning and teaching if it is to be considered quality education.
2. GE has a crucial role in all national education system, in curriculum development, teacher education, innovation of school practice and cultivation of educational landscapes.
3. The conceptual development of GE has journeyed far in the past decade, and must travel on. Broader conceptual debates, a clearer educational perspective and deeper ethical foundations have to provide the stronger theoretical frameworks for GE.
4. Curriculum development or educational reform is better understood as a critical, participatory and child centred learning process. GE is at the heart of ongoing and forthcoming curriculum reforms in EU countries.
5. GE is primarily about the formation of key competencies for global citizens in context of lifelong learning.
6. There are many EU countries with the examples of good practice in effective partnership for GE. These examples must share effectively at EU level through coordination and cooperating networks. There is also a need for greater European, and global networking of Ministries, Agencies, NGOs, teacher educators and educational researchers in this field.

## **2. THE GLOBAL EDUCATION (GE) MODEL OF EFFECTIVE PARTNERSHIPS INITIATIVES IN EDUCATION SYSTEM**

The GE model provides a systemic framework for planning and analysing initiatives in GE within the national education system. It is important to know model is always simplifications of reality. Despite their common basis in GE and shared goals and objectives, each initiative continues to develop in somewhat different ways with localized goals and objectives within local organizational contexts and cultural norms. The GE model is intended to guide, not to prescribe what and how initiatives should be structured in education system. Indeed, to take the model as a prescription would be to work against the dynamic, innovative, change oriented and participatory spirit that underpins effort in GE.

### **2.1. Composition of GE model**

The model is composed of twelve (12) interrelated components which consist of a number of subcomponent elements or criteria important for developing the effective initiatives (Cassidy, 2007). Components are the following:

1. GE vision and values
2. GE goals and objectives
3. Supporting environment
4. Leadership, governance and decision-making
5. Management and implementation
6. Planning
7. Communications
8. Resource
9. Schools and communities
10. Partners
11. Monitoring and evaluation
12. Results

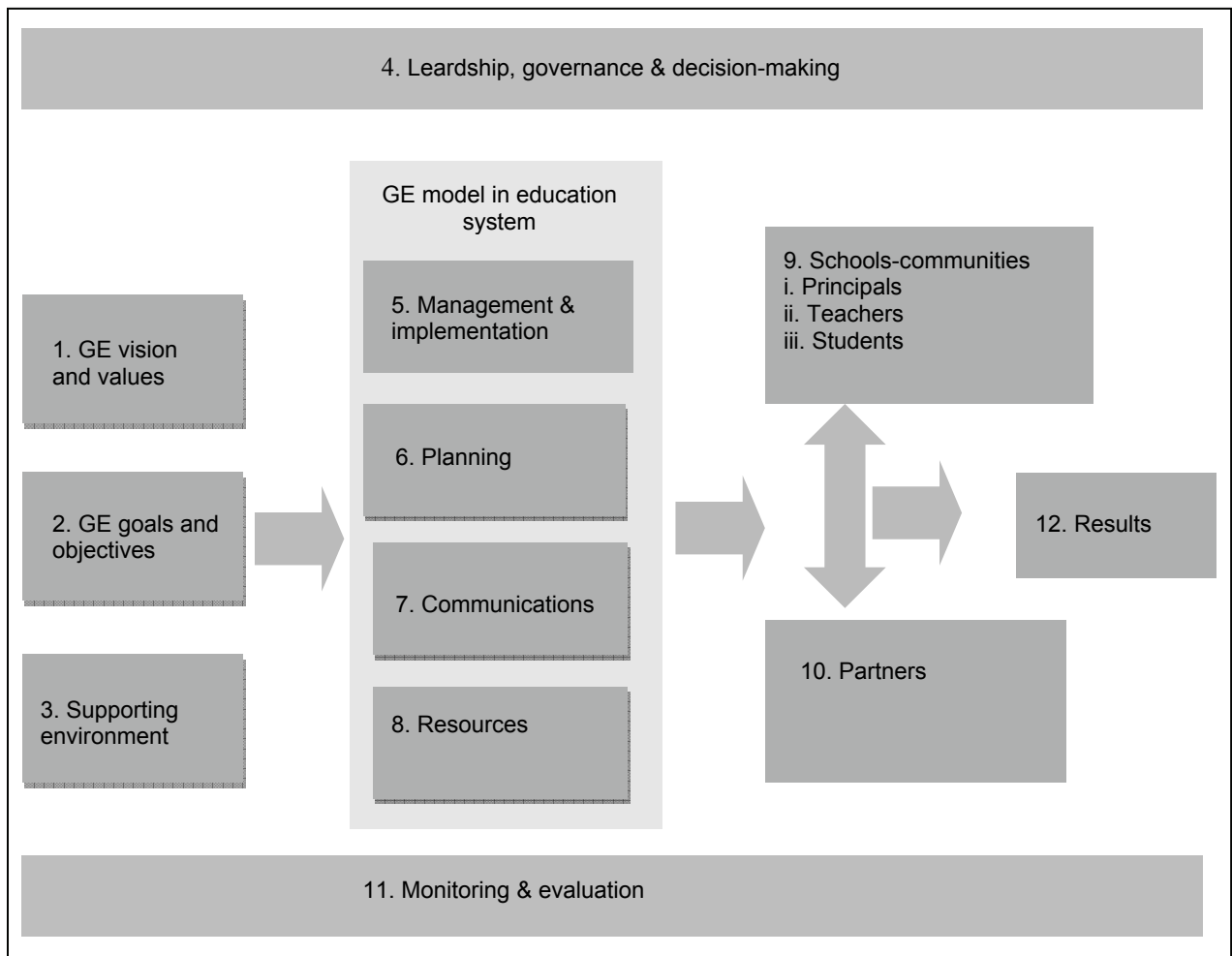
### **2.2. Interconnection of the components**

Components 1, 2 and 3 of the model are differentiated from all others as the foundational components of the GE model. Component 4 sits above initiative and Component 11 below it, figuratively and literally, as these components represent the glue holding the initiative together. Components 5, 6, 7 and 8 comprise the work that must be done to put in place and effectively manage implementation of the initiative and create the optimal conditions to ensure maximum benefit from all partnerships and for all partners (Cassidy, 2007). Components 9 and 10 are at the core of the GE model –facilitating the effective alignment and linkage of the knowledge, skills and other resources to improve the quality of the educational experiences offered to all students and achieve the desired goals and objectives of each initiative. Component 12 stands alone to keep the focus on the ultimate goals of all such initiatives – opportunities for all students to receive a relevant, quality educational experience.

### **2.3. Key role of teachers**

Sustained partnership involvement is critical to the long-term success of initiatives. It must be carefully managed and should not be taken for granted. Monitoring and evaluation and considerations of scale-up and sustainability are essential to the long-term success of initiatives and have to be given the all attention (QCA. The Global Dimension in Action, 2007). While initiatives are linked and guided by a set of core values, development objectives and shared goals, the main focus should be on the attainment of results (QCA. Cross-curriculum dimensions, 2008). Crafting the specific strategies and mechanisms for achieving the desired results is the responsibility and work of the national leadership and governance. Strong, systemic management is essential for a successful initiative in GE. Changing classrooms practices in schools is more complex than is typically understood or planned for. Teachers and principals are at the heart of the change process in GE and their active participation critical to initiative success (DfES, DFID, DEA, QCA. Developing the Global Dimension in the School Curriculum, 2005). Developing GE model is a powerful learning experience.

**Pictures 2:** The GE model of effective initiatives in education system



Source: Cassidy, 2007, p. 2.

### 3. SLOVENIAN GLOBAL EDUCATION (GE) SCHOOL MODEL

The key question or dilemma which experts face in the field of global education (GE) is the implementation of themes and goals of GE within the national education system of individual countries. This also includes the development of curriculum, permanent teacher training and education as well as guaranteeing the quality of education. School practice has proven that extensive project work that is being done in the field of GE in EU countries is difficultly being included in the formal school curriculum.

#### 3.1. The key questions

The basic idea of GE school model is about how to implement GE in school praxis. The model is concentrated to find answers to the following three key questions(QCA. A Big Curriculum Picture, 2008):

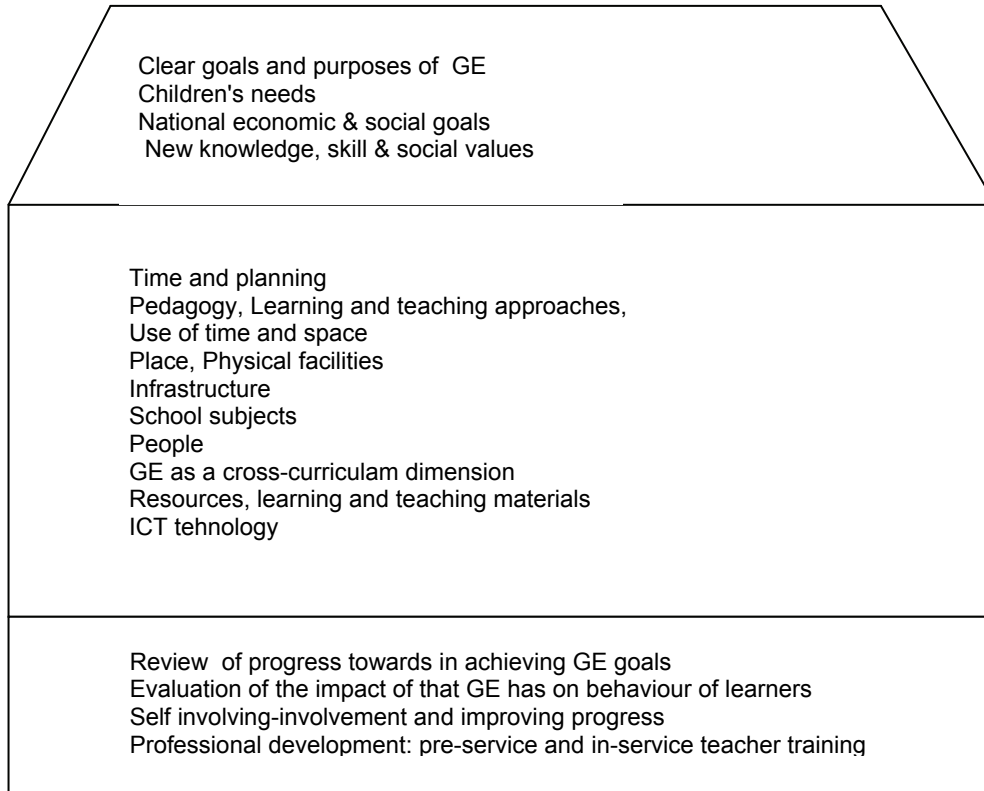
- What are GE schools trying to achieve?
- How will the GE schools organize learning?
- How well is GE school achieving their aims?

#### 3.2. Basic elements of GE model

Slovenian GE School model has three basic elements like every classic house: roof, core or floors, and foundation. GE School roof is formed and stabilized by clearly set national GE goals and personal goals of children. (QCA. A Big Curriculum Picture, 2008) The core, distributed according to floors, includes school practice as a whole, planned and personal learning experience. The foundations of

GE School include assessment of student knowledge as an integral part of effective learning and teaching. Therefore school authorities should ensure reliable criteria that are also responsible to all education participants, namely for assessing knowledge (Naji, 2011).

**Pictures 3:** The Slovenian GE school model – basic elements



Source: Naji, 2011, p. 81.

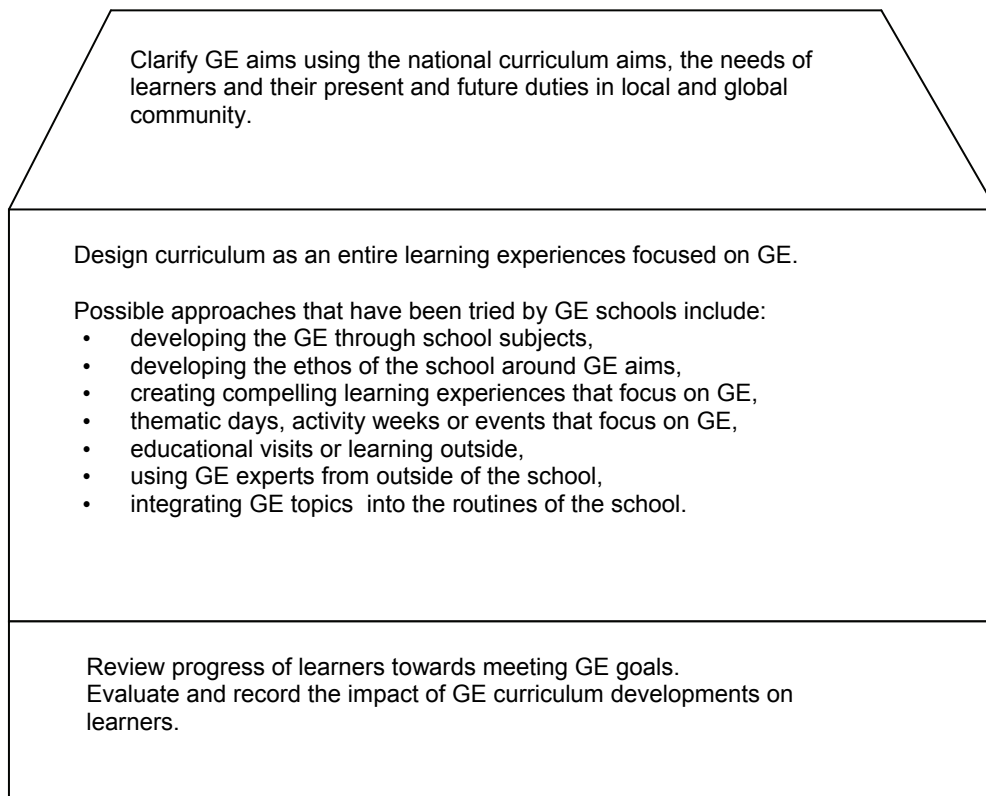
The basic elements of GE School: roof, core and foundations are acceptable for all national environments. The architecture of GE School, especially its core, is mostly influenced by the structural ideology of curriculum: target, process or content, curriculum ideologies that are oriented to children, knowledge or society, and mostly the cultural environment, in which GE School operates.

### 3.3. Learning and teaching experience

On the first floor of GE School, statutory expectations of society in the field of sociology and natural science are realized through current school subjects. The second floor includes cross-curriculum dimensions that enable connections between school subjects, advance the development of personal, learning and mental skills of students, thus forming the complete ethos of GE School (QCA. Cross-curriculum dimensions, 2008). The third floor is dedicated to teachers that through a series of teaching approaches and by including all participants in education as well with the possibility of personal choices implement classes. The fourth floor includes learning process components like learning hours, different locations of classes in and outside the school, important events across the world and within a local society, thus enabling the students and authentic and relevant learning environment (QCA. The Global Dimension in Action, 2007).

When the GE School determines its priority tasks that are in accordance with the state's national goals and personal goals of children, it can begin forming and implementing the curriculum as a complete and planned GE learning and teaching experience (Naji, 2011).

**Pictures 4:** The Slovenian GE school model – learning and teaching experience



Source: Naji, 2011, p. 81

The teachers must dedicate most of their time to the core room of GE School, where school practice evolves and where the goals and themes of GE are realized. School subjects with their hundred years of tradition and structure are slowly passing in the fields of knowledge, which are upgraded by cross-curriculum dimensions, among which GE takes one of the main roles. Cross-curriculum themes can enrich and give meaning to the curriculum experience of young people, thus involving it to their lifestyle and the way of thinking (QCA. A Big Curriculum Picture, 2008).

### 3.4. Summary of GE school model

The GE School Model can be summarized with the following establishments (Naji, 2011): *“Only a solid and stable roof of the GE School enables the planning of sustainable and safe future of our children. If the roof is leaking or if the school has not formed clear GE goals and personal goals of students, all rooms, where school practice evolves, are damaged. Due to unstable foundations and when a school or state does not have clear knowledge assessment and evaluation criteria, the GE School can even fall to ruins.”*

We have to be aware of the fact that GE School is formed by school experts and that our students live in this house. Therefore we should build them a school, where they will feel accepted and safe, where they will find what is important to their future in global world.

## 4. CONCLUSION

In conclusion, it is important to highlight those areas in GE model commented within the text that providing evidence of promising practices and successful learning experience. An important feature of the GE model is the role of the project leader (principals, pedagogic advisers, teachers) in managing and directing the initiatives. A careful plan including an outline of the resources required to implement the GE initiative successfully can contribute to effective implement of GE model in school praxis. GE

model can be very effective in supporting ongoing curriculum reforms and in adding value to the activities and public images of national education system. Changing what goes on in schools, and particularly involving new pedagogy of GE in classrooms is a much more complex and challenging undertaking that is going to take more time than educational experts want to believe. *Teachers and principals are at the heart of the change process and must be involved actively in design and implementation of GE model.* Monitoring and evaluation of GE model must be given much greater attention than previously thought.

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