

# Guidance for Adult Educators

## An Erasmus+ Strategic Project

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## 1 Background and Context

### 1.1 Introduction

This guidance for adult educators is one of the outputs of an Erasmus + Strategic Partnership project, the *Bigger Picture*, implemented from 2018-2020.

The project aimed to strengthen the capacity and ability of organisations providing learning opportunities to adults by developing a strategic approach that empowers adult educators with the competences to reflect the global dimension and international development issues in adult education, effectively opening a window on the world to help see the ‘bigger picture’. It was developed against a background of unprecedented challenges and opportunities facing the world such as increasing globalisation, a digitally interconnected and interdependent world, international and religious conflicts, displacements and mass movements of people from conflict zones and poor areas to prosperous parts of the world, the refugee crisis, climate change, persistent poverty in parts of the world, environmental disasters, BREXIT, the rise of populism and the far right, the Sustainable Development Goals (SDGs), and the *OECD Global Competency for An Inclusive World*<sup>1</sup>.

### 1.2 The Partnership

The partnership consisted of seven organisations from 6 countries:

**AidLearn** (Portugal) aims to contribute to better qualifications of Portuguese personnel by building a learning organisation concerned with equality of opportunities and providing quality and innovative services targeted to meet the needs of organisations and individuals.

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<sup>1</sup> <http://globalcitizen.nctu.edu.tw/wp-content/uploads/2016/12/2.-Global-competency-for-an-inclusive-world.pdf>

**Association of Estonian Adult Educators - Andras** (Estonia) was established as a non-governmental institution in 1991, representing different adult education providers in Estonia and across Europe and the world. Activities include participating in the development of education policy; promoting lifelong learning, projects focused upon the development of adult learning; and attributing professional qualifications.

**Global Learning & Skills Partnership, (UK)** (GLaSP) is a non-profit training and research organisation that promotes training and development to adults and young people, especially those that are disadvantaged or socially excluded.

**IFAID** (France) is a non-profit organisation, focusing on projects that aim to achieve sustainable development in both the developed and developing world. The main activities are a vocational Masters' training in development project coordination; piloting a 2-year professional training programme; international volunteering; and supporting local non-profit organisations.

**Morley College** (London, UK) is a specialist adult education college and one of nine Institutes of Adult Learning in England. The college offers over 3000 courses to some 13,000 people with a diverse range of programmes that include Art and Design, Music and Performing Arts, Languages and Humanities, Applied Sciences and Health, English for Speakers of Other Languages, English and Mathematics.

**Prometeo**, (Italy) is an Association involved in public activities with regional authorities, supported with public funds, and involved in training and development activities. Prometeo works to promote and provide professional training and personal development opportunities for adults, seniors and young people, especially those that need to upskill to be employed or to upgrade their career. It operates in a deprived area of south Italy.

**The University of Sevilla** (Spain) is the second biggest Spanish university by number of students. Its academic offer includes degrees in Bio-sanitary, Scientific, Technological, Humanistic and Social areas of study; Doctorate and Masters programmes. The University holds academic and exchange partnerships with 850 Institutions throughout the world.

### **1.4 What the Guidance Covers**

The guidance provides wide ranging support to help organisations and educators wanting to introduce global education in their work with adults. The guidance covers topics/issues:

- Why global education for adults
- Why a manual on global education for adults for and why a manual
- Strategies and approaches to secure organisational support for global education
- Engaging stakeholders in global education
- Good practices in global education
- Methods and tools of adult education
- Training and development of adult educators
- Digital Skills for educators
- Additional resources in global education for educators

## **2. Target Groups**

The guide targets stakeholders in adult education including providers of adult education, adult educators and adult teacher trainers..

Adult educators will find it a valuable source of ideas and tips in both formal and informal adult education generally and in embedding the global dimension and sustainable development in the curriculum in particular. The embedded materials that this guide include will foster education for sustainable development and global citizenship in the context of diverse subjects since the materials include those with global and international development issues embedded. Training of adult educators will find it is also useful for training adult educators, for example for it will be useful for professional development courses and curriculum developers can use it to support curriculum development and enrichment.

In addition, stakeholders in education (all levels and types), will benefit from this handbook.

## 2 Why Global Education for Adults and Guidance for Educators.

### 2.1 The meaning of Global education

There are many definitions of global education. *The Maastricht Global Education Declaration*<sup>2</sup> states: Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.

Global education is also variously referred to and or encompasses Development Education, Human Rights Education, Education for Sustainable development and Global Citizenship , Intercultural Education and Citizenship education.

The aim of global education is to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies. It focuses on learning about the world , understanding of other cultures, the history and geography of different countries and people and the current events faced in different parts of the world. It focuses on development and global issues such as the environment, poverty, social justice, inequality, human rights, sustainable development and understanding the local and global significance of these issues. It emphasises understanding how the way in which different countries and peoples are interconnected and interdependent. These issues are pertinent to all educational settings, including adult and non-formal education.

### 2.2 The Importance of Global Education

We live in an increasingly globalised, interdependent and digitally interconnected world where there are many challenges and controversies that we must all navigate to help bring about a just, fair, equitable and sustainable world.

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<sup>2</sup> <https://rm.coe.int/168070e540>

There are many reasons to get involved with Global Learning. Connecting with international peers can broaden learners' perspectives, encouraging them to celebrate diversity, inclusivity and open-mindedness. Sustainable development encourages learners to think creatively about some of the most pressing issues facing society today, promoting awareness and a proactive approach to addressing global challenges. There is the belief that formal education tends to be restricted to memorisation, knowledge acquisition and examination. We learn about global issues in textbooks instead of making a connection to adults and adult learners living in other countries. Global Learning can help social cohesion and empathy within and beyond the classroom, as learners from all backgrounds see they share common problems and solutions.

Global Learning lends itself perfectly to multidisciplinary learning, tackling broad topics that encompass a range of subjects. Collaborating globally offers a way for adults and young people to see the world from many different perspectives, work with other learners from all over the globe and tackle some of the most important challenges facing our planet today. In doing so, learners gain valuable skills such as problem-solving, teamwork, creative thinking and communication. Learners are encouraged to think innovatively and work together to have a positive impact on the world around them - a truly empowering learning experience.

### **2.3 Educators and Global Education**

Educators have a key role to play in this process. Global education provides new perspectives and approaches that can help the educator tackle those issues through their educational activities to help adult learners understand global issues and empower them with the knowledge, critical understanding, skills, values and attitudes, giving world citizens the means to navigate this complex, diverse and globalised world.

Educators that are keen to get involved should check out the upcoming projects of innovation, as they are learner-centred, and teachers are asked to shift from instruction to guiding their learners. Collaboration is key. Adults can explore, brainstorm, discuss, create, present and

share findings via weekly videos on the website. This way adults will learn from each other in their classroom and then in the next stage from their global peers.

In this increasingly connected world, it's vital that educators can connect adults with others to normalise international relationships and prepare them to be successful adults in a globalized working world. Global learning breaks down the four walls of the classroom, bringing global issues to life.

There are very few opportunities for adults to learn about global issues in the participating countries and in Europe generally, with most initiatives focusing on formal education, especially schools, where there is some embedding of global themes in the curriculum. There is a virtual absence of global learning in non-formal and informal education or formal adult education. Where the few initiatives exist, the key drivers are local authorities, voluntary organisations and NGOs are the main providers of non-formal learning opportunities in the majority of countries, although there are also official institutions and organisation bodies that contribute to create different programmes and strategies aimed to implement global education.

Although teachers of global education are seen as key actors of change regarding global learning, they are not required to have any particular subject knowledge or competences on the subject. As qualified teachers, they would have generic pedagogic competences, but would not necessarily be familiar with approaches of global education.

### **3 Engaging Citizens in Global Education- Approaches and Practices from Partner countries**

#### **3.1 Introduction**

This section offers perspectives on global education as well as examples of practices in the partner countries in this project. It is intended to share existing practices and approaches that could be replicated and adapted to suit different education contexts.



### 3.1.1 Estonia

#### Approaches to Global Education

One important factor is to be audible and visible in society with SDG issues at different levels and to address different target groups, so that the message reaches the largest possible target audience. SDG topics are integrated into curricula at all levels of formal education, but wider societal debate and attitude-setting are important.

As a possible opportunity, society's attitudes can be changed more widely through companies such as Sustinere, which cooperates with the Coalition for Sustainable Development, the State Chancellery and the Development Cooperation Roundtable to offer a wider voice through large companies and raise awareness of SDG goals among a wide range of audiences.

*Some Estonian examples:*

- Telia - will contribute to two of the 17 objectives: Industry, Innovation and Infrastructure (directly related to core business) and gender equality (with a view to recruiting more women in technology) and invite others to join the campaign.
- Tallinn Music Week - since the 2017 festival, a group of organizations, companies and spokespersons will gather with the aim to introduce the goals of sustainable development and raise awareness of environmentally friendly consumption. Different outputs are found by spreading the slogan #I care.
- Tallinna Vesi (*Tallinn Water*) - the first company in Estonia to link the topics reflected in its public annual report to the goals of sustainable development. <http://sustinere.ee/advisory>

The use of SDG symbols and the understanding of goals through various campaigns and community events contributes to raising awareness and achieving the goals of sustainable development.

“Zero waste” shops and lively zero waste lifestyle group in Facebook, with new people joining every week.

Innovative way to offer the best food experience, working with zero-waste concept, using everything from bloom to root. Minimal leftovers will become compost overnight and find its way back to fields and gardens. <https://www.fotografiska.com/tallinn/en/restaurant/>  
In Estonia we have several programs and the various responsible organisations; youth training courses (the Archimedes Foundation), visitor lectures in schools (AKÜ – the Estonian NP), Green Tea Evenings (Estonian Green Movement), Climate “breakfast seminars” (Peipsi CTC), and Maailmakool movie clubs (Mondo). (*Global Citizenship in Europe: How much we care?, 2018*)

### Good Practice

*Let's Do It Foundation* aims to unite the global community, raise awareness and implement true change to achieve our final goal – a clean and healthy planet. The story of the Foundation began in Estonia in 2008 when 50,000 people united together to clean up the entire country in just five hours. In 2011, Let's Do It Foundation was established to spread this model to clean—one country in one day.

Over the years, they have become an organisation that tackles environmental and social problems related to mismanaged solid waste by mobilizing millions of positive-minded, action-orientated people, using innovative technological solutions to map and deal with waste, and engaging communities for the Keep It Clean Plan.

On 15 September 2018 Estonia organised the biggest ever civic action against waste – World Cleanup Day – an epic 36hour green wave of clean-ups. 17 million people in 157 countries came out to say loud and clear that they wanted to live in a clean world. Today, we are continuing our work towards a waste free world following the Keep It Clean Plan. Based on the principles of circular economy, and embedding Zero Waste practices our focuses in 2019-2020 are:

- Education for sustainable development: cross-sector behavioural change projects (learning by doing approaches);  
municipalities: stakeholder consultation and process facilitation for adopting or enforcing most sustainable Resource Management systems;

- awareness raising through massive civic actions (e.g, waste mapping, brand audit, clean-ups).

More information [www.letsdoitworld.org](http://www.letsdoitworld.org)

Let's Do It 2019 [VIDEO](#)

World Clean-up Day [VIDEO](#)

### *Tallinn and the World Clean-up Day join forces to tackle cigarette butt pollution*

Today marks the beginning of the cigarette filter pollution awareness campaign. The broader aim of the campaign is to contribute to the cleaner state of the Baltic Sea. The campaign is led by the City of Tallinn and the World Clean-up Day, the main partners are the Port of Tallinn, Tallink, Eckerö Line, Viking Line and Tallinn Airport.

One of the world's biggest plastic waste problems is caused by cigarette butts that end up in nature and marine ecosystem. Cigarette filters are made of a plastic called cellulose acetate. When tossed into nature, they break down into poisonous microplastic that also poses a threat to human health. The issue of cigarette filters is very much a problem of cities as well – the used filters that end up in stormwater gutters end up in the sea. The problems is that the stormwater systems used do not have any filtration – 50% of the plastic waste in the Baltic Sea is made up of cigarette butts.

<https://www.maailmakoristus.ee/en/home/>

### **3.1.2 FRANCE**

#### *Approaches to Global Education*

Through their webpages [COMPRENDRE POUR AGIR.ORG](http://www.comprendrepouragir.org)

(<https://www.comprendrepouragir.org/> a platform of several French speaking non-profit organizations working in the field of Education to International solidarity and world citizenship are proposing more than 200 different supports (serious games, books, videos, etc.) for a wide public panel (schools, adults and Families). These tools concern very different topics such as world inequalities, ecological transitions, fight against discrimination. These fun and clever tools target to make people decide to act in order to change the world.

All over France, there are plenty of National or International initiatives declined at local levels coming from the civic society. These are few examples of them:

- AMAP (“Association pour le Maintien d’une Agriculture Paysanne”), which could be translated by Non-Profit organizations for maintaining small-scale and local agriculture): groups of consumers engage themselves in long term contracts, without any intermediary, with local producers in order to ensure them sustainable incomes
- “repair cafés”: people learn to repair themselves broken objects rather than throwing them away thanks to the help of volunteers,
- “zero waste” local groups promoting citizens and local authorities actions for reducing waste,
- Social groceries which sale food and hygiene products at a very low price for people living in precarious conditions,
- local groups belonging to the network of the “territories in transition” movement created in the UK by Rob Hopkins in order to promote actions in their territory for fighting against climate change, social inequality, economic decline, people solitude, etc.

At an institutional level, the French National agency for the ecological transition (ADEME) is a public institution depending on the French Ministry of the ecological and solidarity transition and the French Ministry of higher education, research and innovation is developing many resources (guidebooks, videos, articles...) which free access on their website: <https://www.ademe.fr>

Among these resources, the guidebooks (some of them are listed on the “additional resources” section below and are in appendix), are easy and fun to read and give very concrete examples of how improving your environmental and social impact in your daily life.

Some of the ADEME publications are available in English language Mondo). (*Global Citizenship Education in Europe: How much we care?, 2018*)

### Good Practice

In Nouvelle Aquitaine Region (France), the RADSI (“Réseau Associatif pour le développement et la solidarité Internationale” which means non-profit network for development and International solidarity) is proposing a wide range of training sessions for 3 different target groups: formal and non-formal education workers, non-profit organizations volunteers or any people interested by the training and “Service Civique” Volunteers (the “service civique” is a French program for promoting civic engagement of young people).

Among the training proposed, there are 2 specific trainings for helping educators or animators to embed world citizenship into their practices. The first one is called “Education to world citizenship: a way to change the world” . It is a one-day introduction to education to world citizenship and solidarity. The second one is called “to create and to animate activities on education to world citizenship and solidarity”. It is one-day session for people who have already some knowledge on Education to world citizenship.

### **3.1.3 ITALY**

#### *Approaches to global education*

A number of actions can be taken locally in order to improve global education for adults and more generally in the participating countries.

1. Initiate national debates on global competences with a view to developing global competence frameworks for adults and adult educators. The competence framework for educators could be extended to developing suitable courses to agreed standards that could confer ‘certified global educator status’. The framework for adults would guide the development of appropriate training courses and other learning programmes for adults. The competence for educators should include those that enable them to help adults develop their own global competence and help bring about a more sustainable world.
2. Establish overarching national, regional and local infrastructures involving key stakeholders (practitioners, policymakers, researchers, academics, education providers, learners etc.) to oversee the implementation of the strategy to include coordination, setting standards, monitoring the effectiveness of the strategy.

3. Develop national strategies for the training of educators so they can improve their subject knowledge and pedagogical skills in delivering global education. This could global competences for educators, and national standards and certification. In addition to professional skills and knowledge, educators should also be able to help adults develop their own global competence.
4. Global education should be included as a priority area within European funding programmes as a source of funding for researching and developing creative and innovative approaches to promote and deliver global education to adults.
5. Organisations providing education and training opportunities to adults and young people, both formal and non-formal should explore creative ways of reflecting/embedding global learning and the global dimensions in existing curricula and courses, so it is not seen as an add on or delivered as a separate subject.
6. Promote research-action on training courses, practices and experiences of excellence to enhance them, support them, disseminate them, allowing easy access to online experiences and materials
7. Establish professional networks and associations to support the professional development of global educators, undertake research, develop and share best practice in the field of global education and raise its profile.
8. Develop partnerships to facilitate global as well as national and institutional collaboration between formal and non-formal education including NGOs to develop, share and exchange information and best practices in global education.
9. Develop innovative and creative ways to deliver global education that involves the use of digital technologies, so educators can use digital and learning technologies in delivering global education to make the experience for enjoyable for learners and

improve the outcomes for them. Digital skills considered part of the required skills of the 21<sup>st</sup> century, offering also wide possibilities for facilitating learner's learning; complementing the teacher's role; and for improving distance learning, direct and interconnected communication beyond borders, and employability competitiveness.

Institutions providing adult training should immediately begin go explore ways of increasing their global education provision for adults. Alongside this should be exploration of creative and imaging ways modes of delivery involving digital skills and the use of more non-formal methods of teaching and learning. The need and demand for formal recognition of learning (accredited and non- accredited) should be explored.

### Good practice

In Italy, some good examples of institutions with an approach on Global Education are:

Università "Bocconi" di Milano (mostly in the field of political science).

Università Bocconi was established in Milan in 1902, with a generous endowment from Ferdinando Bocconi, a wealthy merchant. Named for his lost son, Università Commerciale Luigi Bocconi thus became the first Italian institution of higher education to grant a degree in economics.

Since its inception, Bocconi has stood for liberalism, pluralism, and social and economic progress. While a private institution, Bocconi has traditionally been more than an elite university. It has consistently promoted and practiced equality of opportunity among its many generations of students, by actively subsidizing the education of disadvantaged and deserving students.

[https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico\\_en/navigation+tree/home](https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home)

Politecnico di Torino (which has become a truly international and multicultural university); For 160 years, the Politecnico di Torino has been one of the most prestigious public institutions at both the International and the Italian levels concerning education, research, technological transfer and services in all sectors of architecture and engineering.

The Politecnico di Torino was founded in 1859 as Scuola di Applicazione per gli Ingegneri (Technical School for Engineers), and it became Regio Politecnico di Torino in 1906. A long history, which bore out the University as a reference point for education and research in Italy and in Europe, a Research University of international level which attracts students from more than 100 countries and which activates about 800 collaborations per year with industries, public institutions and local organizations.

<https://www.polito.it/ateneo/index.php?lang=en>

The independent University LUISS di Roma.

Luiss is an independent university that evolved out of an earlier Roman institution, the Pro Deo, between 1974 and 1978. Throughout its four Departments of Economics and Finance, Business and Management, Law, and Political Science, Luiss offers an innovative and sophisticated educational approach.

<https://www.luiss.edu/university>

### **The Italian Digital Agenda consultation**

The “digital agenda” is a cross-governmental initiative to encourage digital solutions for the development of the economy and society and for more efficient government action. Within the coordination board (cabina di regia), instituted in March 2012 with members from all ministries and agencies involved, the Ministry of Education led the digital skills (competenze digitali) task force. Each task force identified priorities, obstacles, and possible solutions: the first priority identified by the digital skills task force is “to scale up the digital formative institution model: formative institution access to broadband; cloud resources for teaching and learning; transforming learning environments; digital contents and e-books; teacher training through blended e-learning; interactive whiteboards; e-participation”. The consultation provided a framework to coordinate European, national and regional investments in “digital formative institutions”; detailed plans for EUR 40 million of additional investments are being made, through agreements with the regions. More directly, the legal frameworks identified by each task force as necessary to foster public and private investments in digital solutions were introduced through a decree law.



### **Private sector R&D projects for smart education**

Italy issued two calls for tender during 2012 for supporting business driven innovation in the area of “smart education”. In the first call, “smart education” is defined as “fostering innovation in the education and training system, through the development of information systems, technological solutions, and functioning and empowering ICT system components, that enable users to activate and implement new models of individual and class instruction and learning, to realise advanced systems of assessment, to develop e-education services, and improve on existing models of interaction between education and training institutions and the public and private labour market”. The three selected project that fall within this area are: “S4EDOC – Smart formats For Education On Cloud”, a consortium led by INDIRE, HP Italy, and Università del Salento (Lecce). “SMART EDU@WORK”, a consortium led by the Consiglio Nazionale delle Ricerche (CNR), University of Bari, ITEL telecommunications and Olivetti. “Scuola Digitale 3.0 (SD3.0).”, a consortium with ENEA and CETMA, Interattiva Media (multimedia editor), Infomob (wireless solutions), Università del Salento (Lecce). Design innovative learner devices, that are able to function as e-book readers (with suitable screen resolution) while at the same time providing access and use, with open architecture for most OS, to digital multi-media content on the web. Learning Management Systems (LMS) able to support the personalisation of learning trajectories, both in terms of flexible schedules, use during classroom activities, dynamic group articulation and instruments for learner management. Content Management Systems (CMS) that can be integrated in LMS, for teachers to develop multi-media digital contents.

#### **3.1.4 PORTUGAL**

##### **Approaches to Global education**

One way to engage in global action is to be more active physically. The inactivity of population is increasing, especially in developed countries, due to changing in transports, using of more technology, urbanization; and this increases costs which have negative impact in health systems, environment, economic development, community wellbeing and quality of life. It is encouraged that each people should be more active, according to own age and possibilities, and perform physical activities. These could be walking, ride bicycle, swim, do sports, play in active way, engage in recreational activities, and so on.

Another example would be to have a digital presence in social media, since it's one of the most powerful and useful means to engage with the global goals, especially among younger users. Platforms such as Instagram, Facebook and Twitter provide us with tools to increase and spread our knowledge, and also start discussions on the topic, such as hashtags like “#Youth4SDGs” or “#SDGs”.

### Good Practice

A case study of good practice in delivering global education in Portugal is the informal organization “Rede e Educação para a Cidadania Global” (Network and Education for the Global Citizenship).

The ECG Network was established in October 2013, during a working meeting of educators that validated the Benchmark elaborated during about one year, during face-to-face meetings and using distance communication. It is an informal network, insofar as its members have chosen not to formalize it legally, working on the basis of collaborative work. It started with 16 participants and gradually grew, attracting educators through contact with colleagues and friends members or through their participation in national meetings. By January 2016, the ECG Network had 63 members, who live and work in the following districts: Aveiro, Braga, Évora, Coimbra, Leiria, Lisbon, Porto, Santarém, Setúbal and the autonomous region of Madeira. Being a member implies taking on the commitments set out in the Network Benchmark and contributing 12.00 euros per year (symbolically 1.00 euros per month) to the ECG Network Fund.

The base of activity of the ECG Network is what we have called local dynamics "that respond to the needs, potentialities and challenges of particular contexts in relation to global contexts" (from the ECG Network Benchmark). To share and reflect on what is done within the ECG, the Network organizes an annual National Meeting on Education for Global Citizenship, which in 2015 brought together 137 participants from various parts of the country. Other fields of intervention are the co-organization or participation in thematic and methodological training actions, the development and dissemination of pedagogical resources and the presentation of communications in the area of the ECG.

The issue of sustainability has been the subject of reflection and collective decision-making and all internal activities are funded by the members themselves, who make their resources available to ensure, for example, travel and stays for participation in the three annual working meetings in different locations at the same time using digital media

The last meeting took place on October 12, 2019 at “Escola Superior de Educação de Lisboa”, a partner of this project, and had the participation of 160 people, of which 16 were young people. The challenge established for the meeting was to put young people and adults in reflection on what it is to participate, who should be the actors of this participation and in what way.

### **3.1.5 SPAIN**

#### **Approaches to Global Education**

Communication and education are both pillars of social change and have a key role in developing citizens’ commitment and responsibility. Dialogue and common work between local and regional governments, civil society organizations, the academic world and all citizens, becomes essential regarding the implementation of global actions and the promotion of the SDGs. One way to achieve this would be through raising awareness among citizens and building alliances with different local actors, bringing together all sectors of society, promoting their participation and ensuring that diversity is included.

With regard to citizen awareness, for example, the essential approach should start not only from teaching citizens about global action initiatives, but also from empowering them to be aware of their own role as agents of social change. Local campaigns, specific courses and workshops could help to teach citizens how to organize themselves, how to understand their role and influence in different forms of citizen participation, and finally how to take part in decision-making processes on a local scale. In order to understand all the complexity of the decision-making process and the different actors and stakeholders that take part in it, it will also be necessary that citizens become familiar with the political and institutional framework of each country and the specific needs and local priorities to be addressed.

Within this framework, addressing the different global dimensions separately, establishing specific promotion and awareness strategies for each of them (i.e. social justice, reduction of

inequalities, action against climate change, etc.) is essential to ensure comprehensive awareness of citizenship regarding these issues. Here, cooperation between local institutions, NGOs and educational centers is crucial to carry out a joint work in order to achieve this goal, but it is important to remark that the educators and facilitators who are going to take part of this process should receive an adequate training and capacitation. From an educational point of view, the learning process should focus on helping learners to see themselves as members of a socially cohesive community, including in the curriculum elements such as gender issues, culture, equity and ethnicity. In this line, specifically in the Spanish case, several strategies, guidelines and conferences have been proposed especially within the academic sphere and NGOs, although there is still a need for cooperation and collaboration between these different organizations to achieve all levels and types of education.

On a smaller scale, educators can promote strategies among learners to analyse their own conceptions about their culture and those around them, examine their own lifestyle and its sustainability, or evaluate their own commitment to social issues, as well as what proposals or changes they could incorporate in their own lives.

### Good Practice

A recent example in Spain at local / regional level is the *ActivArte project: Communication for local action from a gender and intersectionality perspective*, promoted by the NGO Asociación Solidaria Andaluza de Desarrollo. This project aims to increase the knowledge and adherence of society towards the achievement of the Sustainable Development Goals from an analysis of the local reality, with a gender and intersectionality approach, as well as to provide learners with communication strategies and tools for social transformation. The project has consisted of two courses on citizen participation and communication strategies, focused on strengthening the capacities of the participants in the development of district participation spaces where diverse organizations are included in decision-making. The project also develops practical workshops on audio-visual tools, photography and promoting dialogue between participants and institutions.

More recently, the project has also promoted an online meeting aimed to examine how citizens have collectively organized in each territory to face the crisis generated by COVID-19, the problems and needs that have arisen, the actions carried out in this context, as well as the needs and challenges for the future.

<https://asad.es/destacados/videoconferencia-completa-encuentro-online-barrios-movilizados-ante-el-covid19/>

### 3.1.6 United Kingdom

#### Approaches to Global Education

The section highlights some of the things you can do in your personal and professional life as an educator, to engage with global learning and sustainable development within the framework of the Sustainable Development Goals (global goals) to help bring about a more just, equitable and sustainable world.

#### Get Educated

Even though the SDGs have been live for over 5 years surveys by the OECD covering different sets of countries show between 28 and 45% (OECD) have heard of these goals. According to the Eurobarometer (2017), 1 in 10 In Europe just over only 1 in 10 Europeans know what the SDGs are and far fewer actually understand what they can do to help us reach the SDGs. If the educator is to educate others about global learning and sustainable development, then it is essential that they themselves are educated to understand why global learning and sustainable development matter and the significance of the global goals. It is important that that you possess the knowledge and skills to facilitate informed discussion about those issues, especially those issues that are contentious and controversial and can be very emotionally charged.

You can learn about the global goals by studying the course developed by the Bigger Picture Partnership xxx (link to be placed here). You can a video providing a summary of the global goals and this short video by the United Nations. There is also a 3-hour module on

sustainable development, which you might find helpful <https://www.unssc.org/courses/sdg-primer/>

You can visit bloggers and news sites that are covering global education, sustainable development and the global goals to keep abreast of developments.

### *Educate Others: Colleagues, family and friends*

Your professional role as an adult educator provides opportunities to engage with local global learning and sustainable development issues and raising awareness among others. Once you have learned about global and sustainable development issues including the global goals, it is important to inform others because the more people that are actively thinking and working on sustainable development issues makes progress more feasible.

You can also organise and facilitate 'global learning' fora and 'learning circles' at regional, local, community and school, college, institutions of adult education, or other educational establishments to facilitate learning, information and exchange of ideas.

The more people there are actively thinking and working on the Global Goals, the more feasible it is to make progress not only as part of their professional role in the classroom, but your family, friends colleagues and social networks, who can serve as multipliers.

Most people now use social media, and you can use it to inform a say 8 to ten contacts and have each of them to inform eight to ten contacts, which will result exponential increase in the number of become aware of global issues.

The workplace is a good setting for educating colleagues and facilitating the sharing and exchanging of information and ideas. You can bring up the SDGs casually over coffee conversations, in the staffroom or take more initiative and host a global educational events to introduce your colleagues to global learning and sustainable development. A useful resource for doing so is ***Introducing the Global Goals***.

You can put up posters a posters in your workplace (staffroom, noticeboards, display boards), community/civic buildings, places frequented by the public. You can participate in your organisation’s initiatives and project on sustainable and international development issues.

### *Travel and See The World*

To quote Mark Twain ‘ “Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime”.

In order to achieve the global goals, we must all work together – people from all backgrounds, cultures, ethnicities, and religions and countries and parts of the world will have to work collaboratively and in partnership as this is critical for achieving the goals. Travel plays a crucial role in global learning, so people understand the world in which they live, see it through other people’s eyes, other than one’s own expectations and biased understanding of the world, especially its interconnectedness and interdependence.

It also fuels empathy by eliciting a more productive response by sharing an awareness with the subject, learning the depths of their struggles and then using that feeling to act in a positive and informed way.

Travel will also help improve your global competence. Global Competence refers to the knowledge, skills, values, and behaviours to people to navigate and thrive in an increasingly, diverse, interconnected and interdependent world. The ability to engaged citizens and collaborative in solving global problems in a rapidly changing world.

As a globally competent educator you will have knowledge of the world, critical global issues, their local impact, and the cultural backgrounds of learners; manifests intercultural sensitivity and acceptance of difference; incorporates this knowledge and sensitivity into your teaching their teaching and, develops the skills to foster these dispositions, knowledge, and performances in learners.

*Become a Global Citizen and live Conscientiously*

A global citizen is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet a more equitable, just and sustainable place.

As a global citizen you are not only aware of the world and have a sense of your role in it, but also respect and value diversity, and are knowledgeable of and work against social injustices. You actively engage with communities and take responsibility for your actions and beliefs. You are expected to be flexible, committed and proactive and take an active part international development issues.

Global Citizenship is a way of living conscientiously that recognises the increasingly complex an, interdependent and interrelatedness nature of the world. A world in which the choices we make and actions we take may have repercussions for people locally, nationally and globally. Watch this video on global citizenship <https://youtu.be/8PppB07-JAg>.

A conscientious citizen means being a conscientious consumer<sup>3</sup>. You can undertake online research and learn the ins and outs of just about any industry. You can look into where your food and clothes come from and the conditions under which they are produced. You can dig deeper into what that industry may be doing behind the scenes. You will find farm workers who may be working in very inhuman conditions in order to cut costs.

Being a conscientious citizen means engaging in 'responsible' consumption. It may involve reflecting on your lifestyle, actions, decisions and implementing changes. For instance, it could mean choosing goods produced sustainably, reducing use of plastic, recycling, walking or taking public transport to nearby destinations instead of driving, using energy efficient light bulbs and driving and driving an electric vehicle. It should be noted however, that although those will contribute towards sustainable development, they cannot be a substitute for strategic action at national and international levels.

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<sup>3</sup> <https://qz.com/920561/conscious-consumerism-is-a-lie-heres-a-better-way-to-help-save-the-world/>



You can engage by picking a cause you are passionate about or you want to support and donate to it, no matter how small. Social organisations are often non-profits and NGOs, so every euro counts. You can find out what the local issues of concern are online and through apps.

*Speak out in the community.*

The adult educator can be an effective advocate to help local communities articulate their case and promote their causes. If you have a special interest in a topic like traffic control, plastic in the ocean, open spaces, toxic emissions, you could write a post for a local website or newspaper, or even giving a talk at a community meeting.

*For adult learners and the wider community*

Although the ideas and suggestions focus on how you as an educator can become engaged with sustainable development and global issues, you are also expected to advise adult learners on how they can become engaged locally as well as globally. Some tips on how adults can become involved are listed below. Please note that in your dual role as educator and citizen, some of the actions that adults can take may also apply to you.

In addition, there are different ways to engage in global actions as an individual or with a group of colleagues or friends. For instance, you can:

- engage in public actions, such as protest marches, petitions, or sit-ins in order to raise awareness of an issue such as human rights and get the media to talk about the topic
- make a banner and organise a demonstration outside a local company to protest about pollution and the environment, or the impact of globalisation on poor countries
- create posters or leaflets about a global issue you feel passionate about and hand them out or put them up in public places.
- set up a Facebook page to talk about a specific global issue and raise awareness through social media and other forms of social networking.
- Identify local charities you could support to raise awareness of specific global challenges and issues.

### *Good Practice*

## Adult and Community Learning Practice: Education for Sustainable Development and Global Citizenship for Tutors

This is an example of good practice in strategy development for Education for Sustainable Development and Global Citizenship (ESDGC) by the government of Wales. It is one of the rare strategies that targets adult education and includes a toolkit for adult educators and sources of additional information.

The Welsh Government launched Education for Sustainable Development and Global Citizenship – A Strategy for Action to highlight actions driving the ESDGC agenda forward in Wales and ensure the principles of ESDGC are built into every aspect of day-to-day life. The ESDGC Toolkit was developed by Caerphilly Council, UK, but is fully relevant to ESDGC in general and can be adapted for use in other contexts. The strategy can be found at <https://gov.wales/sites/default/files/publications/2018-02/education-for-sustainable-development-and-global-citizenship-a-common-understanding-for-the-adult-and-community-learning-sector.pdf>

The Education for Sustainable Development & Global Citizenship Toolkit for Adult Community Learning was developed to support adult and community learning managers embed education for sustainable development and global citizenship into the ethos and pedagogy of adult education, to support tutors incorporating ESDGC into their work programme and subject areas.

It includes an explanation of the meaning of ESDGC and its place in adult education, provides a list of ESDGC themes, examples of ESDGC in curriculum areas and useful tools for planning sustainable development events. It can be found at:

<https://your.caerphilly.gov.uk/sustainablecaerphilly/sites/your.caerphilly.gov.uk.sustainablecaerphilly/files/page/2011/09/328%20Adult%20Community%20Learning%20ESDGC%20Toolkit.doc>

The Welsh Government also produced information and guidance resource for providers, tutors, trainers and adult learners. It is a starting point for integrating and consolidating ESDGC within their practice and learning.

[http://dera.ioe.ac.uk/14894/7/120508esdgcen\\_Redacted.pdf](http://dera.ioe.ac.uk/14894/7/120508esdgcen_Redacted.pdf)

Other organisations that promote ESDG in Wales include:

SustainWales.com ([www.sustainWales.com](http://www.sustainWales.com)) is a website developed by the Wales Council for Voluntary Action (WCVA), Cymru Ar-lein, Welsh Assembly Government (WAG), and the then Sustainable Development Forum for Wales (now known as Cynnal Cymru) which brings together information about individuals, organisations and businesses working in sustainable development in Wales. It also gives access to an on-line newsletter which gives information about sustainable development in Wales and the world ([globallysusdcymru@wales.gsi.gov.uk](mailto:globallysusdcymru@wales.gsi.gov.uk)).

Cyfanfyd ([www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)) has produced helpful good practice guides for ESDGC in youth work and lifelong learning that give useful links to providers working in Wales. Cyfanfyd also supports Global Youth Work E-Network. This network has around 150 members from both statutory and voluntary youth work sectors across Wales.

There are other organisations within the wider UK that promote ESDGC. The more prominent ones include:

*Reading International Solidarity Centre (RISC)*. RISC is a Development Education Centre that works with schools and community groups to raise the profile of global issues and promote action for sustainability.

RISC work with teachers and schools to promote Global Citizenship in the curriculum. Their work ranges from training courses to RISC's own publications and more. It also runs a 'Fair Trade' shop and works on various other projects with a focus on sustainable development and food security such as its 'roof garden' focusing on edible crops.

<https://www.risc.org.uk/education/what-is-global-education>

### *Consortium of Development Education Centres*

This is a consortium of non-profit and independent organisations that promote global learning. The development education centres (DECs) help people of all ages learn about the world around them and further afield, building the key idea of interdependence. Learners are supported to acquire core dispositions towards themselves, others and the environment; understanding of concepts such as identity, diversity, fairness, conflict and sustainability; and a range of relevant skills relating global development. <https://www.codec.org.uk/>

### *Development Education Research Centre*

DERC is a department of University College, London (UCL). It acts as the hub for knowledge generation, new thinking and quality output on development education, global learning and global citizenship to:

- Promote the value of development education as part of essential learning in the twenty-first century
- Promote and encourage critical reflective engagement with the meaning and effectiveness of development education and related areas by the educational community in the UK and internationally
- Develop an international community of researchers engaged in development education, global learning and global citizenship
- Develop a body of evidence through a series of published monographs, academic articles and seminars on the contribution that development education practice can make in building understanding of international development and global issues
- Develop and embed development education principles and practices across teacher training and other educational courses and initiatives within the Institute of Education, and in turn to other similar institutions.

<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/development-education-research-centre>

### *The Global Learning Programme*

As a result of the Global Learning Programme mentioned above

(<https://globaldimension.org.uk/chooseglp/glp-england-update/>) a number of case studies

were identified amongst schools participating in the project with case studies and films from schools on the benefits and outcomes of global learning available here:

<https://files.globaldimension.org.uk/wp-content/uploads/2019/02/12154601/Case-studies-and-films-from-schools.pdf>

The materials that are available via the GLP page above include:

- free resources (by subject and by topic) – including resources developed by teachers for teachers
- information about global learning and development
- support with developing a whole-school approach, including cross-curricular guidance
- subject guidance
- case studies and videos from GLP schools
- information on CPD providers across the country (see the current list of providers)
- research reports from the GLP.

Also, these two short films demonstrate the positive outcomes of global learning:

Get behind global learning, An introductory film about global learning from the Global Learning Programme for England (GLP-E) - <https://vimeo.com/95113745>

Greenfield Community College, County Durham (video on sharing teaching ideas across a network of schools - <https://www.youtube.com/watch?v=zOrCKoFbrAY>

## 4 METHODS AND TOOLS OF ADULT EDUCATION

### 4.1 Introduction

Adults don't learn the same way as school students, therefore adult education should follow the following principles in order to be effective.

- The previous experience is the basis to create new knowledge
- The autonomy and the auto-directed learning, adult knows what is important for him/her, has freedom to select what to learn

- Interests and motivation, adults learn what is useful for them
- Facilitating learning environment, to enhance the learning and interaction
- Different learning styles, which in adults is already fixed, the facilitator must provide different methods and techniques to reach all

This is why it is important to present here some varied tools, methods and approaches that educators can use in delivering global education; keep in mind that you can use many more!

#### **4.1.1 Facilitation**

As stated above, adults don't learn the same way as children and youngsters, therefore the role of the educator is not focused on *teaching*, but in *facilitating* the learning. The adult educator should behave according to the principles stated above. For more detailed information, please read [The Learners Toolbox](#) and [Facilitation Skills and Methods of Adult Education](#).

#### **4.1.2 Case Study**

This is most used in social and life sciences, as a research method. It is a real case, presented in more or less detail, with focus on the sections related to the learning in course. The case could be about an individual, a group, an organisation, an event; just depends on your aim. You present the case, and then pose some questions that need the knowledge and skills developed in the learning to reach a (possible) solution. This is usual quite motivating, since it is based on reality, and allow varied possible solutions, involving varied knowledge developed, and could be applied in session or as homework, by individuals or by a group. For detailed information on how to use case studies, please check "[How to do a case study](#)".

#### **4.1.3 Learning circles**

Learning circles is a method that runs in different cultures since long ago. The main characteristics are: group of people, at same level, working together in democratic way, and preferably diverse, which enhances the learning and ends in a better result. Usually are 6 to 12 people, meeting regularly over a specific period of time to focus their different perspectives into a common understanding of an issue or problem. The discussion take place in an atmosphere of mutual trust and understanding. The goal is deeper understanding by

the participants, and their efforts are often directed towards the construction of a final product or recommendation for a course of action.

This method has been applied to learning by teachers and adult educators, very successfully; it focus on peer learning, and the teacher / educator acts as facilitator. There are several models running. We recommend that you go deep on this matter by checking [The Learning Circle Model](#), by Margaret Riel; she also published a [Guide](#) to help teachers.

#### **4.1.4 Simulation**

Simulation is a way to try applying knowledge and learning to practice / real life, but in a safe and controlled environment. The simulation must be as close to real life as possible, with the advantage that the learners can try different alternatives, do and redo, without causing damage and perfecting the process until it can be done for real in right way. In simulation, all senses of the learners are active: auditory, visual and tactile experience. It is possible to film the experience, so learners can view afterwards and discuss, and propose improvements. For more information you can watch this [video](#) or read this [article](#).

#### **4.1.5 Project work**

Project work includes a series of tasks that allows the learners to study, do research and act by themselves using their skills, interests, personal experience and aptitudes. The Project Work is to be performed for a period of time involving several days, and the progress can be monitored by a tutor / facilitator: can give ideas about Project Work, advice about the topic, how to manage the data collection process and planning.

Project Work can be done in all levels and adapted to the interests of the group. The learners can work alone or with a group according to the project scope and difficulty. The Project Work might be small and easy, or large and complicated.

You can find out more about project work in this [article](#) or about [Project-Based Learning](#).

#### **4.1.6 Reflective learning**

We can define reflective learning as the action that learners should do during and after the learning session. The learner should think about what is/have learned or read during the

session and relate that learning with own life and /or profession. So, learning is not just memorizing, is also making meaning of it.

Some of the advantages are: the learner becomes responsible for own learning and personal growth; becomes aware of own motivation; it helps finding a link between the effort in learning and what the results of learning are.

You can find out more about this by watching videos [What is reflective learning](#) and [Reflective Learning Strategies](#), or in this [article](#).

#### **4.1.7 Problem-Based Learning**

This is another method centred in the learner. Usually this is done in group work. The educator proposes one or several problems, real problems (or that could be actual problems), related to the subject of the course / unit, and which involves knowledge and skills developed in the course / unit to be solved. There is no unique solution, and makes the learners actively involved in learning to find a solution.

You can find out more about it in this [article](#) and in this [study](#), and also in this [video](#)

## **5 Organisational Support**

Reflecting global education in adult learning is akin belongs to the domain of organisational change, if it being done for the first time. If any organisation is to manage this change effectively it must have a whole organisation approach in order to secure 'buy in' from stakeholders. In the context of learning we are talking principals, senior managers, educators and learners. In the case of NGOs, we are also talking about the management committee/trustees.

In addition, the organisation should have a readiness to learn and change and knowledge gained shared within the organisation. It should also adapt its policies and rules to meet the needs of its staff and learners and deliver a quality learning experience.

Global education is essential for developing knowledge and skills of the adult learners as citizens and (future) professionals. That is why it is important to develop strategies and



approaches to convince managers, staff, and trainers to include global education in the trainings curriculums and to explain the importance of global education to the learners.

Fernando M Reimers, Director of the Global Education Innovation Initiative and of The International Education Policy Program at Harvard University wrote in 2013 in a published article called “ The Need to Assess Global Education”:

*“Education systems strive to prepare students to live and work in a world that is increasingly interdependent. A world in which most people will come into contact frequently, and will need to collaborate, with people of diverse cultural origins; a world in which their lives will be affected by processes and events, many supported by rapidly evolving communication technologies, that transcend national boundaries, and the authority of national jurisdictions to address them; a world in which their lives will be deeply embedded in multiple global relationships and transactions. In this world, people will have to negotiate how to adopt ethical and legal frameworks amidst cultural pluralism, they will have to figure out their common humanity and their differences with others who come from different cultural and civilizational origins, they will have to decide how to trust and collaborate across such differences, often bridging space and time through technology. Preparing students to make meaning of their lives in that highly interdependent world is the goal of global education. “*

The recent covid-19 health and social crisis highlighted how interdependent the world is and how important is to prepare adults to understand the world they are living in and to give them the ability to adapt themselves.

A training centre objective is not only to train learners to specific jobs but also to give them knowledge and skills to be able to adapt themselves in a permanent changing world.

It is fundamental that all the members of the organization understand this higher objective. Indeed, if learners are not ready to adapt themselves and therefore to find and to keep jobs, the training centre, through a knock-on effect, will lose its credibility.

Different approaches can be used in order to convince staff members and trainers about the importance of global education:

Support of the managers' staff :

- a reading of the Fernando M Reimers 'article called " The Need to Assess Global Education", followed by a free discussion with the manager
- a questionnaire can be sent to the former learners concerning the impact of globalization in their employment

Support for the adult educators:

- an awareness session can be organised by the managers with the trainers on global Education in order to share understanding and basic knowledge.
- The analyse of the questionnaire on former learners could be used in this awareness session
- Participation in a training session organised by the RADSI (see below on the case study section)

A specific session can be organized about the necessary skills of the learners in order to adapt themselves to a global world. To open, the session, it could be interesting to try to imagine how the employments are going to change in the future. This exercise is very difficult, probably impossible, but it shows the importance to have the understanding and skills to permanently adapt yourself.

According to Korn Ferry' survey on employees' commitment, the employees who can enjoy initiatives from their enterprises to engage themselves are more satisfied, it gives them a sense of fulfilment and make them agree with the enterprise values and culture. That is why, developing global education among the staff and a sense of harmony between the organizations practices and the world challenges is a very strong motivation tool for human resources managers.

For trainers, it is a way to give them more sense to their job by not only teaching professional skills but also training responsible citizens who will get the keys to understand the world they are living in and to act consciously.

For the learners, global education promotes skills, values, and knowledge that are crucial to their own development. By engaging with social issues, learners build self-esteem and compassion and are empowered to become active citizens. Those skills will also be very useful for being able to adapt themselves all along their professional lives, especially in a changing world.

### Support for the learners

- Former learners testimonies can be organised
- Organisation of a solidarity project for the community can be implemented

This project will make possible to support the wider community and will develop the commitment of the learners and their capacity in the future to take initiatives.

## **6 Professional Development of Educators**

### **6.1 Introduction**

It is vital that adult educators, teachers and trainers are reflective and enquiring practitioners who think critically about their own assumptions, values and practices and draw on relevant, reliable sources of information and research as part of evidence-based practice.

Educators are not only subject specialists but they are also experts in teaching, learning and assessment. It is therefore essential that through continuous professional development they maintain and develop their expertise in both aspects of their role to ensure high quality professional practice that provides maximum benefit for the students.

This section therefore provides some sources of information and resources that allow practitioners to keep their knowledge of global issues and their professional expertise up-to-date.

## 6.2 Understanding global and international development

There are a myriad of resources online to develop and deepen ones understanding of global and international development issues and it is often challenging to navigate the field and find the right material. The following provide a starting point for educators to gain a comprehensive overview by using carefully selected resources that provide good quality content.

Understanding international development – OpenLearn by the Open University available at: <https://www.open.edu/openlearn/society-politics-law/international-studies/understanding-international-development/content-section-0?active-tab=description-tab>

This is a free course which provides participants with a free statement of participation on completion and introduces and explores international development by considering the three themes referred to as PASH - Power and Agency, Scale and History, and programmes to promote livelihoods

## 6.3 Global development: key websites

In addition, there are international organization that provide up-to-date information through their websites. Some of the most relevant in the context of global developments are:

- **The United Nations**, an intergovernmental organization that aims to maintain international peace and security, develop friendly relations among nations, achieve international cooperation.  
Website: <https://www.un.org/>
- **ActionAid**, an international non-governmental organization whose primary aim is to work against poverty and injustice worldwide.  
Website: <https://actionaid.org/>
- **The Organisation for Economic Co-operation and Development (OECD)** an intergovernmental economic organisation with 37 member countries.  
Website: <https://www.oecd.org/>
- **Oxfam**, a confederation of 20 independent charitable organizations focusing on the alleviation of global poverty, founded in 1942 and led by Oxfam International. Website: <https://www.oxfam.org/en>

## 6.4 Educators professional development

Educators will also find valuable resources on the **Pearson** website at: <https://www.pearson.com/en-gb.html>. Pearson is a world-wide learning company operating in 70 countries providing content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. Of particular interest is Pearson's Global Learning Programme (GLP) that ran from 2013 to 2018 to help teachers in primary, secondary and special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. Resources are free and available through this website: <https://www.pearson.com/uk/about-us/news-and-policy/reports-and-campaigns/global-learning-programme.html>

In addition to subject specific knowledge, for those educators who wish to develop their own professional practice the Education and Training Foundation in the UK (<https://www.et-foundation.co.uk/>) provides a useful online toolkit to self-assess against their nationally recognized professional standards for teachers, to identify continuous professional development (CPD) needs and plan CPD. This self-development guide is available here: <https://www.etfoundation.co.uk/wpcontent/uploads/2017/05/7386 ETF Workbook FINAL.pdf>

MOOCS such as Coursera and Futurelearn are useful sources for improving knowledge and understanding of sustainable development and other global issues and can be accessed here: <https://www.futurelearn.com/courses/international-development>  
<https://www.coursera.org/courses?query=international%20development>

## 7 DIGITAL SKILLS AND ADULT EDUCATORS

We are living in an increasingly digitalised and interconnected world, a world in which digital skills is becoming an essential skill and a necessity for all, as we increasingly use digital technologies for work, education, leisure and access to public services, so all citizens will need

digital skills to participate fully in society.

The Covid-19 pandemic has shone a light on digital skills and online learning in particular, highlighting not only the challenges of online learning, but also the digital divide.

As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

The pandemic has led to many significant changes in the way we live, learn and work. Educational institutions have had to quickly adapt how education is provided, with a sudden and massive shift away from the classroom teaching to online learning in many parts of the world. Those changes are likely to continue to persist post-pandemic with particular challenges for education in general and adult education where digital learning is less prevalent compared schools and higher education. Covid-19 has resulted in vast numbers of people working from home, undertaking more transactions online, increasing online searches for information as well as participating in online learning and other social activities virtually. It is essential therefore adults develop the digital competences needed to engage in diverse, but technologically based daily activities in order to live.

There are numerous adults currently without digital skills. To bridge the digital skills divide between communities, social groups, digital literacy must become as necessary as basic competencies such as reading, writing, numeracy and problems solving. The current digital climate demands an openness to acquiring digital skills as the frequent changes requires a high level of adaptation, to various applications as the change from week to week, particularly in the workplace. In the home various appliances are controlled digitally. Adult learners need to not only participate in this new normal, but also be critical and add meaningfully to the future development.

### **7.1 Why Digital Skills for Adult Educators**

Many adults are not 'digital natives', compared to millennials and generation Z who grow up in the digital age and have always known the internet and used of digital technologies in learning

during their education, so must learn those skills. Adult education by its very nature is well placed to fulfil this role.

The role of the educator is an evolving one, and no more so than that of the adult educator, as they are increasingly required to have different and a broader range of competences, especially in the digital age to meet the needs of adult learners in the 21 century and in the Covid-19 and Post Covid-19 era.

It is sensible to assume that the more digitally literate educators are, the more they'll employ these skills in the teaching and learning process. If educators are to help improve the digital skills of their learners, then it follows that they too, must have digital skills. The adult educator would need to focus on using digital and learning technologies including digital tools, devices learning platforms and wi-fi connectivity. The educator should also be prepared to apply innovative pedagogical methods, that promote learning while contributing to the development of social, communicative and participative skills. The educators should also focus on curricular adaptation to develop online training and embed global learning in the curriculum.

## **7.2 Digital Skills in Teaching and Learning**

Digital skills in the context of teaching and learning does not mean that the educator needs to be able to teach ICT or digital skills, but in the 21<sup>st</sup> century and then Covid-19, all educators are required to deliver courses online as well as utilising digital technologies and tools in facilitating learning and providing opportunities for learners to express themselves through digital technologies. The changing role of the adult educator the 21st Century combined with developments and increasing use of digital technologies in learning demands that all adult educators have the skills to use a modicum of digital and social tools such as virtual learning environments, interactive boards, online learning platforms and devices such as tablets and smartphones for learning.

In the context of global learning it is not about the educator having traditional ICT skills as they are not expected to teach ICT, if it is not their specialism, but rather to use digital technologies in teaching to motivate, inspire and develop learners' confidence in using digital technologies and devices in learning as well as in everyday life. The adult educator can also use digital technologies and online learning as a source of professional development for professional collaboration, communicating with colleagues and stakeholders, adapting and selecting digital content, assessment and providing support to learners

Digital skills need to become thoroughly embedded in all types of adult learning provision. It is important, because European democracy and our national welfare and economic development will increasingly suffer unless we ensure a functional level of digital competence for the whole population and the adult educator can play a crucial role to play in this regard, especially in light of Covid-19.

Learning to use digital tools and devices can make basic learning processes more flexible, adequate and efficient – provided the educator knows how to use them. Utilising digital tools does not mean the educator needs to constantly use them in class. The educator needs to make sure the learners know how to use them and give them tasks that can be performed with the tools. Digital platforms have also opened up enormous possibilities for collaborative

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13. <https://your.caerphilly.gov.uk/sustainablecaerphilly/sites/your.caerphilly.gov.uk.sustainablecaerphilly/files/page/2011/09/328%20Adult%20Community%20Learning%20ESDGC%20Toolkit.doc>
14. [http://dera.ioe.ac.uk/14894/7/120508esdgcen\\_Redacted.pdf](http://dera.ioe.ac.uk/14894/7/120508esdgcen_Redacted.pdf)
15. [www.sustainWales.com](http://www.sustainWales.com)
16. [www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)
17. <https://www.unaexchange.org/>
18. <https://www.cat.org.uk/>
19. <https://www.risc.org.uk/education/what-is-global-education>
20. <https://www.codec.org.uk/>
21. <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/development-education-research-centre>
22. <https://globaldimension.org.uk/chooseglp/glp-england-update/>
23. <https://files.globaldimension.org.uk/wp-content/uploads/2019/02/12154601/Case-studies-and-films-from-schools.pdf>
24. <https://vimeo.com/95113745>
25. <https://www.youtube.com/watch?v=z0rCKoFbrAY>
26. <https://www.open.edu/openlearn/society-politics-law/international-studies/understanding-international-development/content-section-0?active-tab=description-tab>
27. <https://www.un.org/>
28. <https://www.oecd.org/>

29. <https://www.oxfam.org/en>
30. <https://www.pearson.com/en-gb.html>
31. <https://www.pearson.com/uk/about-us/news-and-policy/reports-and-campaigns/global-learning-programme.html>
32. <https://www.et-foundation.co.uk/>
33. [https://www.etfoundation.co.uk/wpcontent/uploads/2017/05/7386 ETF Workbook\\_FINAL.pdf](https://www.etfoundation.co.uk/wpcontent/uploads/2017/05/7386 ETF Workbook_FINAL.pdf)
34. <https://www.futurelearn.com/courses/international-development>
35. <https://www.coursera.org/courses?query=international%20development>

## 9 Additional Resources

### a. Printed materials

International Journal of Development Education and Global Learning

<https://www.ucl-ioe-press.com/journals/international-journal-of-development-education-and-global-learning/>

Rob Hopkins and Michael Thomas (2016), *The Essential Guide to Doing Transition*, Transition Network

United nations organization (2018), *The lazy person's guide to saving the world*, published on the UN website.

COUNCIL OF EUROPE. *Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies* (2016).

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07>

COUNCIL OF EUROPE. *Global Education Guidelines. A Handbook for Educators to Understand and Implement Global Education*. <https://rm.coe.int/168070eb85>

McGough, H., & Hunt, F. (2012). *The Global Dimension: A Practical Handbook for Teacher Educators*. London: Development Education Research Centre.

<https://www.ucl.ac.uk/ioe/sites/ioe/files/franhunthannahpracticalhandbook.pdf>

UNESCO. Access to information: a new promise for sustainable development (2019).

<https://unesdoc.unesco.org/ark:/48223/pf0000371485?posInSet=22&queryId=N-892f93af-1d8b-4132-908c-28cab48a93eb>

UNESCO. *Education for intercultural understanding* (2010).

<https://unesdoc.unesco.org/ark:/48223/pf0000189051>

Globalization 101 – Human Rights

<https://www.globalization101.org/uploads/File/HumanRights/humanrights.pdf>

Article on Education for Active Citizenship, as part of curricular education, in Portuguese (Educar para a Cidadania Ativa, o Papel da Integração Curricular)

[file:///C:/Users/user/Downloads/Educar para a cidadania ativa o papel da integraca  
.pdf](file:///C:/Users/user/Downloads/Educar_para_a_cidadania_ativa_o_papel_da_integraca_.pdf)

Guide to municipalities promote active citizenship, in Portuguese (Guião de Cidadania Ativa)

[https://www.wiremaze.com/wiremaze/uploads/writer\\_file/document/85/Guia de cida  
dania ativa.pdf](https://www.wiremaze.com/wiremaze/uploads/writer_file/document/85/Guia_de_cidadania_ativa.pdf)

Passaporte Europeu para a Cidadania Ativa (European Passport to Active Citizenship)

<https://www.eesc.europa.eu/resources/docs/ge-04-15-149-pt-n.pdf>

Roteiro Cidadania Portugal – propostas para a promoção da cidadania de crianças e jovens (a guide to presente proposals to promote citizenship in children and youngsters)

[https://www.cidadaniaemportugal.pt/wp-content/uploads/2016/11/AGIR-EM-  
CIDADANIA.pdf](https://www.cidadaniaemportugal.pt/wp-content/uploads/2016/11/AGIR-EM-CIDADANIA.pdf)

Ambiente, Alterações Climáticas, Alimentação e Energia: A Opinião dos Portugueses (Environment, Climate Changes, Feeding and Energy: the opinion of Portuguese People)

[https://repositorio.ul.pt/bitstream/10451/10852/1/ICS\\_LSchmidt ADelicado Ambiente  
LEN.pdf](https://repositorio.ul.pt/bitstream/10451/10852/1/ICS_LSchmidt_ADelicado_Ambiente_LEN.pdf)

The pedagogical project for the global citizenship

[https://www.francoangeli.it/Ricerca/Scheda\\_libro.aspx?id=22571](https://www.francoangeli.it/Ricerca/Scheda_libro.aspx?id=22571)

Education to sustainable development

<http://157.138.7.91/handle/10579/12283>

Educative answers to the global society

[https://books.google.it/books?hl=it&lr=&id=EbbWDwAAQBAJ&oi=fnd&pg=PT3&dq=artic  
oli+scientifici+educazione+globale&ots=64bAC39w3&sig=qBcEqxcDbO6lOZTzA5H8iM1nI  
1k#v=onepage&q=articoli%20scientifici%20educazione%20globale&f=false](https://books.google.it/books?hl=it&lr=&id=EbbWDwAAQBAJ&oi=fnd&pg=PT3&dq=articoli+scientifici+educazione+globale&ots=64bAC39w3&sig=qBcEqxcDbO6lOZTzA5H8iM1nI1k#v=onepage&q=articoli%20scientifici%20educazione%20globale&f=false)

Global Education Guidelines a Handbook for Educatos to Understand and Implement Global Education (2012) <https://rm.coe.int/168070eb85>

10 Klein, J.D.(2017) The Global Education Guidebook. Humanizing K–12 Classrooms Worldwide Through Equitable Partnerships

11 Guo, L. (2014). Preparing Teachers to Educate for 21st Century Global Citizenship: Envisioning and Enacting. *Journal of Global Citizenship & Equity Education, Volume 4 Number 1 2014, journals.sfu.ca/jgcee*

<https://journals.sfu.ca/jgcee/index.php/jgcee/article/view/121/168>

## Websites

<https://unric.org/en>

<https://unfoundation.org/blog/post/3-ways-youth-are-engaging-with-the-global-goals/>

[https://twitter.com/hashtag/Youth4SDG?src=hashtag\\_click](https://twitter.com/hashtag/Youth4SDG?src=hashtag_click)

<http://www.rede-ecg.pt/a/>

<https://www.coe.int/en/web/human-rights-channel/-/my-internet-my-rights>

<https://www.zerowastefrance.org/en/the-association/>

<https://transitionnetwork.org/>

[https://www.ademe.fr/sites/default/files/assets/documents/recycling\\_in\\_france\\_key\\_figures\\_2017\\_011096.pdf](https://www.ademe.fr/sites/default/files/assets/documents/recycling_in_france_key_figures_2017_011096.pdf)

[https://www.ademe.fr/sites/default/files/assets/documents/ademe\\_lettre\\_internationale\\_53\\_en\\_web.pdf](https://www.ademe.fr/sites/default/files/assets/documents/ademe_lettre_internationale_53_en_web.pdf)

<https://www.comprendrepouragir.org/>

<http://www.reseau-amap.org/>

<https://www.zerowastefrance.org/association/>

<https://transitionnetwork.org/>

<https://www.entransition.fr/>

<http://rads.org/j-integre-la-citoyennete-mondiale-a-mes-pratiques>

<http://rads.org/creer-et-animer-des-actions-d-education-a-la-citoyennete-mondiale-et-solidaire>

<http://rads.org/creer-et-animer-des-actions-d-education-a-la-citoyennete-mondiale-et-solidaire>

<https://www.ademe.fr/>

Development Education and Awareness Raising Programme, DEAR

<https://europa.eu/capacity4dev/dear>

Global Learning and Awareness

[https://www.pbslearningmedia.org/collection/global-learning-and-awareness/?topic\\_id=919&utm\\_source=LandingPage&utm\\_medium=Link&utm\\_campaign=WH2014](https://www.pbslearningmedia.org/collection/global-learning-and-awareness/?topic_id=919&utm_source=LandingPage&utm_medium=Link&utm_campaign=WH2014)

ACTNOW

<https://www.un.org/en/actnow/>

GVI

<https://www.gvi.co.uk/blog/7-steps-to-become-a-global-citizen/>

OpenLearn by the Open University

<https://www.open.edu/openlearn/society-politics-law/international-studies/understanding-international-development/content-section-0?active-tab=description-tab>

Global education to be cosmopolites

<https://www.educazioneglobale.com/>

Explore

<https://explore.org/>

Travel everywhere

<https://global-goose.com/>

<https://www.globalpartnership.org/>

<https://asiasociety.org/education/webinars-global-learning-educators>

<https://www.participatelearning.com/global-education-resources/>

<https://globaldimension.org.uk/chooseglp/glp-england-update/what-is-global-learning/>

## Videos

<https://www.humanrights.com/what-are-human-rights/>

<https://www.youtube.com/watch?v=hTlrSYbCbHE>

<https://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html>

[https://www.youtube.com/watch?time\\_continue=3&v=GzFA0r7NFYM&feature=emb\\_title](https://www.youtube.com/watch?time_continue=3&v=GzFA0r7NFYM&feature=emb_title)

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

[https://youtu.be/E\\_hJQWlQJo4](https://youtu.be/E_hJQWlQJo4)

<https://youtu.be/cdAcTU2GygE>

<https://youtu.be/PwMYBLtY8HA>

<https://particuliers.ademe.fr/le-changement-climatique>

How can we teach a truly global education?

<https://www.youtube.com/watch?v=pmo0IXTslgq>

Learning to live together in peace through Global Citizenship Education

<https://www.youtube.com/watch?v=KuKzq9EDt-0>

Model U.N.: Active Learning Strategies for Global Action

[https://www.augusta.edu/education/community-outreach/tps\\_workshops/ws-model-un.php](https://www.augusta.edu/education/community-outreach/tps_workshops/ws-model-un.php)

The Importance of Global Education <https://www.youtube.com/watch?v=xQs6-gL0M7s>

Think Global <https://vimeo.com/92744583>

What is ACTIVE CITIZENSHIP? What does ACTIVE CITIZENSHIP mean? ACTIVE CITIZENSHIP meaning <https://www.youtube.com/watch?v=Thu83IkbBek>

Get behind global learning

<https://vimeo.com/95113745>

Video case studies

<https://www.globallearningni.com/case-studies/videos>

12 Zygmunt Bauman | Educazione globale | festivalfilosofia

<https://www.youtube.com/watch?v=KjDoQ4lls5g>

Patto globale per l'educazione

<https://www.youtube.com/watch?v=yuCjAEfL9wk>

13 Educazione globale: un messaggio per l'Italia da Alice Albright, direttore della GPE

<https://www.youtube.com/watch?v=zTxraTg0pSY>

La strategia ECG per l'educazione alla cittadinanza globale

[https://www.youtube.com/watch?v=jurL7\\_cwP04](https://www.youtube.com/watch?v=jurL7_cwP04)

14 How can we teach a truly global education? | William Lidwell | TEDxHouston

<https://www.youtube.com/watch?v=pmo0IXTslgq>

15 How We Can Make the World a Better Place by 2030 | Michael Green | TED Talks

<https://www.youtube.com/watch?v=o08ykAqLOxk&t=49s>

16 The Sustainable Development Goals – Action Towards 2030 | CAFOD and SDGs

<https://www.youtube.com/watch?v=9-xdy1Jr2eg>

17 World Education Issues: A Guide To Global Issues | Global Citizen

[https://www.youtube.com/watch?v=qX\\_O4EuP7-g](https://www.youtube.com/watch?v=qX_O4EuP7-g)

18 What Are The World's Biggest Problems?

<https://www.youtube.com/watch?v=YY9nxG2ZQ7w>

