

Workshop Session 2

“Learn Globally - Act Locally”

Report from the workshop

Saturday, December 3rd, 2005

Statement:

Margot Brown, Centre for Global Education, United Kingdom

Models:

Jakob Erle, International Academy for Education and Democracy, Denmark
„Dealing with Diversity“

Bryony Hoskins, Centre for Research on Life Long Learning, Italy
“Indicators for Active and European Citizenship”

Hilla Metzner, Transfer 21 – Programme of the Federal Government /
Laender Commission (BLK), Germany

Project Presentation in the Framework of Transfer 21 together with two pupils
Dorothea Kreter, Center of sixth form for traffic, housing industry and tax,
Germany

Chairs:

Michael Stanzer, civic-edu.net, Hungary and Liam Gearon, University
of Surrey, United Kingdom

Reporter:

Kasia Ścibior, Technical University Berlin

Statement (Margot Brown, Centre for Global Education, UK)

The statement discussed the meaning of the term ‘global’.

Mrs Brown presented several different maps of the globe to illustrate the fact that our mental view of the world depends strongly from who we are. Our perspectives are strongly biased and need reassessment. The biggest biasing factor is income and so is the distribution of wealth the main global issue.

At the same time, in a globalised world almost everything we do has a global impact.

=> 'local' equals 'global' in fact

There arises a question: "What can we do locally? 'The answers to this question are challenges to the education system of the developed countries: conscious consumer patterns, eco-tourism and so on. Quoting Ghandi: 'You must be the change you want to see in the world'.

Models:

1. 'Dealing with Diversity' Jacob Erle (International Academy for Education and Democracy, Denmark)

Mr Erle's model was very much on the line of the previous statement: local and global as two equitable dimensions of the same thing. In this case

The argumentation begun with the historical outline of the changes in the perception of EDC and HRE in the European Community. Whereas in the 'Old Europe' they were primary a national business, presently they became an essential issue on the Community agenda (vide 'Plan D'). Together with the growing influence of the world market we observe an crisis (vacuum) of governance. Globalisation tries to make up for this loss by attempting to create a supranational governance: WTO, WHO, Kyoto, war on terror, EU etc.

Mr Erle ended this introductory part of his speech with a statement about the multiply dimensions of governance: local/national/continental/global.

The IAED-Academy is standing for the following tasks:

- ⇒ Reviving democracy while respecting the diversity of governance
- ⇒ Making clear, that good governance is equally important on a local and global level
- ⇒ Bringing democracy closer to the people: 'We don't tell people what is democracy. We ask them, what is their problem'
- ⇒ Teaching how to recognize different contexts of globalisation

2. 'Indicators for Active European Citizenship' Bryony Hoskins (CRELL, Centre of research on Lifelong Learning in Istria, Italy)

CRELL is a research institute established to achieve a progress towards Lisbon goals, in cooperation with the EU-Commission. Its common objectives are:

- ⇒ Securing equal learning opportunities in the member states
- ⇒ Developing indicators for active citizenship in order to assess the activity of the EU-member states
- ⇒ Strengthening of social cohesion

- ⇒ Citizens' political activation (referenda, Constitution, further accessions etc.)
- ⇒ Counteracting extremist political engagement
- ⇒ Linking policies with practice

The means of achieving these goals are the developed by CRELL indicators (such as number of volunteers, NGOs, membership of political parties and many others).

3. 'Transfer 21- Education for Sustainable Development' - Programme of the Federal Government Germany Hilla Metzner (Bund-Länder-Kommission)

Mrs Metzner presented briefly the objectives of 'Transfer 21'. This launched 2004 programme aims at re-orienting the German curriculum according to the sustainability principle, under the motto 'Educating for the future'. The three core teaching principles are: interdisciplinary thinking, participative learning and innovative structures. These involve e.g. cross-cultural communication or involvement in local communities (Agenda 21). Examples of the running projects are students' micro enterprises or eco-audit.

Project presentation

After the introduction of the high school project by the teacher Mrs. Dorothea Kreter, two of her 18 year-old pupils made (limited by schedule) attempts of a rather over-detailed report on their work.

There followed several specific queries about the Transfer 21-Programme.

Discussion

On the question from the public about the global relationships (the example with water wastage in Austria and deficiency in Uganda), Margot Brown answered that the link is not always direct, but it is important to see oneself as a part of a complex system -> global responsibility. 'Not doing **anything** is worse than doing just a little!'. This round of questions has been summed up by Dorothea Kretner, who said that as there is a link between one's handling and one's the ability to critical thinking, crucial for the success of global education would be learning by doing and from practical examples from other countries.

Later on came up several specific questions at Bryony Hoskins dealing with her research. One interesting question about if there is a link between politics and the research of CRELL has been replied positively – EU politics provide the outlines for this research and it is, according to Mrs. Hoskins, a "good relationship".

The most turbulent part of the discussion was provoked by Maja Uzelac's (DARE Croatia) profound question about the meaning of democracy. Jacob Erle sees democracy as a way of solving problems, e.g. local environmental problems. As the power of national state

weakens, the supranational governance is becoming of greater and greater importance (eg. WHO or the American war on terror). The citizens should accept this fact and try to live with and participate as far as possible in this supranational level. The most tricky part is the allocation of power. Margot Brown confirmed to some extent the remark from the audience that the internet is a modern agora - the space for democracy, but at the same time she warned against the uncritical viewing of internet, as it is good as well a breeding ground for all sorts of extremist and xenophobic movements. Liam Gearon made in this context his final statement that religion as a frequently neglected major transnational issue.