transformative educational methods
for social inclusion and global citizenship

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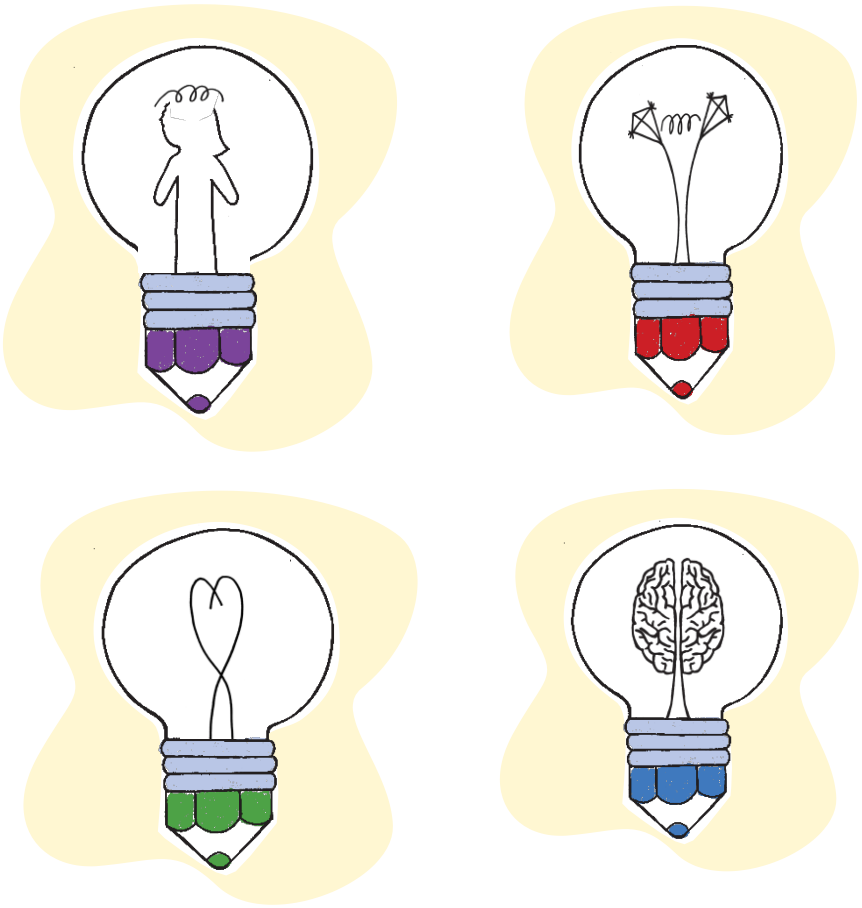

"TRANSFORMATIVE EDUCATIONAL METHODS FOR SOCIAL INCLUSION AND GLOBAL CITIZENSHIP" PROJECT

THEORETICAL FRAMEWORK

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1. INTRODUCING THE TEMSIC PROJECT

The **Transformative Educational Methods for Social Inclusion and Global Citizenship Project (TEMSIC)** is an initiative under the leadership of InteRed (Spain), CESIE (Italy) and Südwind (Austria) NGOs and with the financing of the Erasmus+ Programme of the European Union. Its main goal is promoting innovative and transformative educational methods and resources that promote social inclusion and prevent early school dropout (especially of most vulnerable students) from a Global Citizenship Education approach, as an answer to some of the conclusions of the Eurydice Report (2017), which indicates that traditional teaching and learning methods are not the most appropriate to promote the competencies related to Citizenship Education.

With the closures of educational institutions during the Covid-19 pandemic, it became clear how diverse the resources available to students are when it comes to learning. Although it has been a major concern of educational institutions for years to see diversity and heterogeneity as an opportunity, it has become clear that inclusion must be understood as more than structural accessibility in the future. Not for a long time has social inequality been discussed as much as it will be in 2020, because we have known at the latest since the Covid-19 pandemic: **Educational inequalities and social exclusion can be exacerbated by the form of instruction.** This is especially felt by students who are affected or threatened by disadvantage for various reasons. This is where the TEMSIC project comes in. The project aims to contribute to more equal opportunities for children and young people and to provide high-quality educational materials in the sense of Global Citizenship Education for ALL.

One of the intellectual outputs of this project consists of a set of 4 methodological support guides for teachers, on topics of current interest and from a Global Citizenship Education approach. Their objective is to be a useful resource for teachers when addressing relevant educational issues and challenges from a Global Citizenship perspective these educational issues were identified by teachers from Austria, Spain and Italy through a consultation process.

The 4 methodological guides are available in English, German, Italian and Spanish, and can be downloaded for free on the TEMSIC Project website. On this website, 4 educational resources will also be available for download in the form of cooperative games directed and adapted to students in early childhood education, primary education, secondary education and higher education, also in English, German, Italian and Spanish.

2. CONCEPTUALIZATION: OUR COMMON POSITIONING

As mentioned in the previous section, the TEMSIC Project is made up of three NGOs. This supposes an **added value** in terms of cooperation and experience of each one of them, but it also entails the **need to establish common criteria and positions on the key issues addressed in this intervention**: **Education for Global Citizenship and Social Inclusion** in schools. Therefore, the following section will define the common concepts and parameters that have guided the development of these guides. This conceptual base will focus on the definition of essential concepts to understand each guide from a Global Citizenship perspective that seeks to promote the inclusion of students, within the European regulatory framework on education.

For defining these concepts, the current European frameworks will be used as well as global multilateral organizations such as the United Nations and UNESCO, but also each of the organizations that make up the TEMSIC Project will contribute its perspective and position on these issues, in order to consolidate this common framework which constitutes the umbrella of the entire Project.

2.1. Defining Global Citizenship Education

2.1.1. The international framework on Global Citizenship Education

Numerous international references have developed definitions of Global Citizenship Education (hereinafter GCE). According to UNESCO (2014), GCE aims to empower students of all ages to take **active roles, both locally and globally**, in **building more peaceful, tolerant, inclusive, sustainable and safe societies** and serves as a "general term" that encompasses Education for Peace, Human Rights Education, Political Education, Education for Development and Intercultural Education and Education for Sustainable Development.

This definition of GCE is reinforced with the adoption of the Sustainable Development Goals (SDGs) by the Member States of the United Nations in 2015, as the next step after the end of the stage of the Millennium Development Goals (MDGs). UNESCO is mandated to lead, at the global level, countries' progress towards achieving **SDG 4**: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all people*, including a specific goal (4.7) on GCE: *By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including but not limited to education for sustainable development and sustainable lifestyles , human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the*

contribution of culture to sustainable development. Therefore, the value of GCE is emphasized and considered by UNESCO (2015 b) as a vehicle for the transmission of common and universal values and for the construction of global citizenship. This implies a lifelong approach to education, beginning with early childhood and continuing through all levels of education and into adulthood.

In the **European context**, entities such as the European Commission highlight the objective of Citizenship Education to promote harmonious coexistence and foster the mutually beneficial development of people and the communities in which they live, helping students to become **active, informed and responsible citizens**. The 2017 Eurydice report reflects the constant interest of the European community and national education authorities in the matter, as well as the analysis of the teaching of Citizenship Education among the Member States of the European Union. In any case, according to the aforementioned report, Citizenship Education is present in European educational systems, either in an integrated way within other subjects, or as a specific subject with its own curricular objectives. From our position for the TEMSIC Project, we understand Global Citizenship Education as an **interdisciplinary approach that must be present in all areas of school life.**

The conclusions of the aforementioned report are reinforced by the Global Competence Framework of the PISA Study (OECD, 2018) that establishes the conceptual bases that form **Global Competence**, understood as the ability to examine local, global and intercultural issues, understand and appreciate the perspectives and worldviews of other people, participate in open, appropriate and effective interactions with people of different cultures, and act for the collective well-being and sustainable development. The Global Competence complements the **Key Competences for Lifelong Learning** adopted by the Council of the European Union, namely:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizen competence
- Business competition
- Cultural awareness and expression competence

2.1.2. Our positioning on Global Citizenship Education

Very often, two definitions of Global Citizenship Education are used, which were adopted in 2002 within the framework of the Maastricht Global Education Declaration:

- *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 understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.*

As a result of the sum of these and other definitions of GCE, the international and regional regulatory frameworks described in the previous section and the positions of InteRed, Südwind and CESIE, we can define **our conceptualization of GCE** as an approach that has as objective to promote teaching-learning processes that contribute to guaranteeing the right to education for all people and communities in the world, from a humanistic and inclusive perspective, recognizing and valuing diversities of all kinds. This Education promotes a critical and responsible awareness committed, on a personal and collective level, with the transformation of the local and global reality. Its objective will be to contribute to building a more just, equitable, inclusive and respectful world with diversity and the environment, in which all people can develop freely and satisfactorily. GCE is committed to active, holistic and collaborative methodologies, opting for a curriculum development focused on competencies instead of content and putting students at the center of the teaching-learning process.

GCE as an educational concept aims to impart knowledge and skills that contribute to a full life in our globalized world. Is not a concept that makes students 'fit for globalization' but encourages them to help shape globalization in the sense of social justice and sustainability throughout. the world. GCE must allow students to perceive themselves as citizens of the world, as global citizens. But *what does it really mean to be global citizens?* Here are some key elements:

- Develop the feeling and awareness of living as a global community and being part of this global community.
- Develop the knowledge, skills, values and attitudes necessary to understand global and local problems; understand the power dynamics resulting from the neoliberal-capitalist system of economic and social organization; identify inequalities and

socioeconomic inequities; assume responsible behavior for the sustainability of the planet and its resources ...

- Strengthen the beliefs and values that are common to all humanity: the values of peace, freedom, social progress, equal rights and human dignity, recognized by the United Nations Charter and in the Universal Declaration of Human Rights.
- Recognize, understand and positively value human diversity, including people, identities, religions, languages, etc.
- Develop a positive attitude towards other people, promoting mutual understanding and cooperation, in the face of individualistic and competitive attitudes.
- Explore socio-cultural landscapes around the world and enhance the culture of learning and develop mutual understanding and communication between different cultures.
- Internalize the values of equality[1] and social justice[2].
- Develop a positive attitude and show responsibility for public goods that do not belong to any person, but also for the common goods of humanity, such as the oceans, forests or cultural heritage.
- Develop a positive attitude towards the environment, which is perceived as a common good necessary for life on the planet to continue. Respect for nature is a shared and common responsibility.

2.1.3. Themes of Global Citizenship Education

One premise to keep in mind is that the GCE does not address problems from a distant country perspective but deals with the question of **how our lives are interconnected with the globalized world.** The thematic framework of Global Citizenship Education is very broad and almost any content can be considered in terms of a global perspective. However, Global Citizenship Education often addresses issues such as **environmental sustainability, justice, gender equality, migration, global distribution of resources and wealth, peace and conflict prevention / resolution, or interculturality. and the diversity of identities.** GCE addresses priority local and global problems, their interconnections and their impact on the present and the future of people and the planet.

On many occasions we refer to GCE approaches, which we can summarize as: **global justice and Human Rights approach; Participation approach; Gender and**

[1] **Equality:** *"the right to equal treatment requires that all persons be treated equally before the law without discrimination"* (Article 2 of the Universal Declaration of Human Rights. General Assembly of the United Nations, 1948)

[2] **Social Justice:** *"We advance social justice when we remove barriers that people face due to gender, age, race, ethnic origin, religion, culture or disability"* (United Nations, 2017).

Coeducation approach; Interculturality and Inclusion approach and Environmental Sustainability approach. In school institutions, GCE can be integrated into existing school subjects and teaching and / or learning curricula, such as citizenship / civics education, social studies and humanities, geography, etc. It can also be explored as a separate subject. However, **the very nature of GCE invites us to approach it in a comprehensive and interdisciplinary way**, as a backbone that supports any teaching-learning process, promoting the development of transversal skills and for global citizenship.

2.1.4. Methodology and didactics of GCE

From a methodological point of view, a well-considered and reflected design of educational processes and didactic arrangements from an GCE approach is important. When proposing the different methodologies to be used in these processes, the following key points should be considered:

- The experiences, interests and worlds of life of the students are the starting point of the learning process.
- GCE is based on a variety of methods. This should allow different types of learning and learning channels to be addressed.
- GCE does not start on a single subject. Rather, it lends itself to preparing and presenting broad, everyday relevant topics in an interconnected and articulated way, to facilitate understanding of the connections between the local and global levels.
- Perspective shift and multi-perspective are GCE learning principles. The goal is to make it clear that problems and issues are presented differently from different perspectives and that simple solutions do not usually exist.
- GCE addresses not only the cognitive dimension of learning, but also pays special attention to the socio-emotional dimension, to the experience of emotions that accompany the teaching-learning processes, betting on experiential and experiential processes from the body itself.
- The methodologies should promote participation, inclusion and cooperation among students, in the face of competition and individualism. GCE promotes methods such as collaborative learning, peer and group learning, project-based learning, problem-based learning, participatory action research, service-learning, among others. These methodologies must be oriented not only to the understanding of concepts and the development of competences, but they must incorporate a transforming element, that is, they must promote in the students the necessary skills to position themselves before reality and transform it to build a more just world. more equitable, more inclusive and more sustainable.

- The methodologies must also take into account the diversity among students and their specific needs, to adapt personalized and contextualized teaching and learning strategies, in order to help students develop their full potential.

2.1.5. Global Citizenship Education and social inclusion

Global Citizenship Education and Inclusion/equal opportunities are predestined to be thought about and implemented together. One of the reasons for this is that both educational disciplines have developed from similar historical roots and thus have a similar image of humanity, or the educational practice is oriented towards the guiding principle of Human Rights,

The interweaving of both disciplines is essential for school development processes. Neither Global Citizenship Education nor Inclusion/equal opportunities can be clearly assigned to one school subject. Their strength lies in their inter- and trans-disciplinarity. If one succeeds in structurally anchoring global education and equity in schools, the full potential and transformational character of both disciplines unfolds. Shaping school life democratically, participatively and inclusively would be a goal for the transformation of the institution of school, but it would also be desirable to work on global topics in interdisciplinary projects with teams of teachers in which everyone can contribute their strengths, and all can learn from each other. Opening the school to the outside world - to the community, the region, nationally and internationally through various projects with partners from the global south - also contributes to a diversity of perspectives and the inclusion of heterogeneous groups.

Many educators and educational scientists agree that this is a desirable state of affairs. But what is the other side of the coin? With the increasing heterogeneity in the classroom, the question arises for many educators and also parents: How should teachers deal with bringing together the different learning requirements, which reflect the range of social reality, in the classroom? What is needed here are learning opportunities that are as individual as possible, personnel support and sufficient resources of all kinds for schools. In other words, resources that education policy can make possible.

2.2. Addressing Social Inclusion in schools

2.2.1. What do we understand as social inclusion in schools?

We understand social inclusion as a core element of the Right to Education. This concept is central to the aforementioned SDG4 of the United Nations 2030 Agenda:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Inclusion, or "being included", is an approach that stands for **equal and self-determined participation in social life for all people.** Regardless of origin, religion, gender, social status, physical or mental abilities, the focus is on a community in which everyone can contribute their particular strengths and where there is respectful cooperation at all levels. However, it is not a matter of ignoring differences and different needs, but of consciously noticing them (IMST, 2012). As already mentioned in the foreword, we want to start from a broader concept of inclusion in the Project and for this reason we also use the term "equal opportunities". In the opinion of the authors, the concept of inclusion is very strongly linked to the discourse of disability and accessibility, and through this often-one-sided public discourse automatically excludes other forms of disadvantage.

2.2.2. What is equal opportunity?

The concept of equal opportunities comes from education and social policy and combines the pursuit of equitable conditions and prerequisites in the course of education and further career opportunities as well as socio-social development, irrespective of the students' gender, ethnic origin or family background. The aim is for all to realise their educational potential.

In the same context, the term educational inequality stands for the fact that there are still disadvantaged groups of children, young people and adults in the education system who have fewer opportunities to achieve an educational goal than others. And failure at school has a detrimental effect on the whole of children and young people's later lives. This should put the issue of equality high on the agenda of education policy around the globe. But still many children and young people are affected by disadvantage. In summary, disadvantages result from family socio-economic status, migration experiences/nationality, gender and disabilities (BMUKK, 2013). These disadvantageous factors are briefly explained below.

2.2.3. Socio-economic status of the family

Poverty is a multidimensional socio-economic phenomenon that depends on economic, social and labour conditions on the one hand, and on individual factors such as education, health status or social inclusion on the other (Grundiza & Vilaplana, 2013).

The global Multidimensional Poverty Index (MPI) - (UNDP and University of Oxford, 2020) - examines each person’s deprivations across 10 indicators in three equally

weighted dimensions—health, education and standard of living and offers a high-resolution lens to identify both who is poor and how they are poor. It complements the international $1.90 a day poverty rate by showing the nature and extent of overlapping deprivations for each person. In the global MPI, people are counted as multidimensionally poor if they are deprived in one-third or more of 10 indicators. One of the key findings of 2020's MPI Report, was that **children show higher rates of multidimensional poverty: *half of multidimensionally poor people (644 million) are children under age 18.* One in three children is poor compared to one in six adults.**

As a consequence of the above mentioned, being affected by poverty has an immense negative impact on children. Poor children often have school and health (both physical and mental) related problems: cramped housing, little money for healthy food, education, hobbies or holidays are just some examples of the difficulties families face. Children growing up in poverty are usually excluded from many social and cultural activities that are normal for their peers. Having many books at home, going to the cinema, buying a computer, a washing machine or inviting friends home is impossible for many children. In addition, poor children usually have worse chances at school, are structurally affected by direct and indirect discrimination in the education system and thus the possibility is reduced to lead a life outside poverty later on (Menne & Stein, 2017).

Within the EU, 24.9% of children were affected by economical poverty in 2017 (Menne & Stein, 2017). Above all, the income of the parents has a significant influence on the financial situation of the children. But not only unemployed parents have an increased risk of poverty, also households with few working hours per week showed an increased risk (Eurostat, 2019). The ability of parents to support their child and to convey the importance of a good education for the further course of life has a strong impact on children's education, in addition to the education of the parents (Grundiza & López, 2013). For example, the probability that children of academics will also achieve a university degree is many times higher than children from educationally disadvantaged backgrounds (Trost, 2019).

2.2.4. Migration experience

On average across OECD countries (2015), 23% of students aged 15 had migration experiences (OCDE, 2018). The associated difficulties, such as lack of language skills, lost instruction time and general experiences of discrimination, have a negative impact on equity. **Students with migration experiences tend to perform lower in school than native students** in most OECD countries, even when their socio-economic background is taken into account. This difference is equivalent to **one and a half years of schooling** in some countries. They are also more likely to drop out and leave school earlier. In EU countries, **young immigrants are more than twice as likely to drop out of school as**

native learners (European Commission, 2010). Second-generation immigrant students tend to perform better than first-generation students, but - despite being born and educated in the country - they are still far from the performance of their native peers in most OECD countries (BMUKK, 2013).

The 2018 OECD Special Report, *"The Resilience of Students with an Immigrant Background: Factors that Shape Well-being"*, found that **people with immigrant backgrounds tend to be highly motivated, yet feel less of a sense of belonging at school, suffer more school-related anxiety and are less satisfied with their lives overall**. They are more likely to attend schools where the classroom climate is worse, and more truancy occurs.

The segregated school system is particularly problematic for students with migrant or ethnic minority backgrounds. The role of educational institutions is to promote inclusive environments based on respect for diversity, helping to counteract and dismantle prejudices, stereotypes and build educational environments based on cooperation and equal opportunities.

2.2.5. Gender

According to various PISA studies, the educational discrepancy between female and male adolescents has widened further since 2000: **looking from the surface, female adolescents tend to perform better than males;** male adolescents are more likely to repeat a grade than female adolescents (Eurydice, 2010); also, male adolescents are at the forefront of early school dropouts, and a larger percentage of female adolescents obtain upper secondary education. Female adolescents usually get better grades and have higher pass rates in exams, which facilitates their access to their desired university studies (BMUKK, 2013).

But we can't forget that the OECD countries do not represent the entire planet. UNESCO (2021) estimates that **three-quarters of all primary-age children who may never set foot in school are girls (9 million), and this situation worsens when there are intersections of gender inequalities with other types of vulnerability factors**, such as migrant background; disability; poverty; living in a rural area; belonging to minority groups ...

In addition, a distinction must be made with regard to subjects. Boys do significantly better in the so-called STEM subjects (Sciences, Technologies, Engineering and Mathematics), while girls have higher language skills. These competences influence the further course of their careers. Gender segregation by field of study constrains girls' career choice. For example, in OECD countries, only 14% of girls who were top

performers in science or mathematics expected to work in science and engineering, compared with 26% of top-performing boys (UNESCO, 2021).

Although boys have less educational success than girls throughout their school years, they make up for this shortfall in the course of their professional lives**. Later in life, it is again primarily men who occupy leadership positions.** An example is the educational system: at a global level, nearly 94% of teachers in pre-primary education, but only about half those in upper secondary education, are female. There is a glass ceiling for women trying to attain leadership positions (UNESCO, 2021)

2.2.6. Disabilities

In 2006, the UN Convention on the Rights of Persons with Disabilities was adopted by the United Nations - a milestone in the equality of people with and without disabilities. Instead of viewing disability as a medical deficit, the Convention is based on a broad understanding of disability as the result of the interaction of individual impairments with societal barriers that impede the enjoyment of equal rights. Since the Convention came into force, barriers have been dismantled worldwide, counselling centres have been established and equality laws have been included in basic laws. **However, the global society is still far from inclusion. Approximately one billion people worldwide are affected by physical or mental disabilities in various ways and degrees of severity** (WHO, 2011).

Disability is a development issue because **disability and poverty are interrelated**: disability can increase the risk of poverty, and poverty can increase the risk of disability. A growing body of empirical data from around the world shows that people with disabilities and their families are more likely to experience economic and social disadvantages than people without disabilities. The onset of disability can lead to a deterioration in social and economic well-being and poverty through a variety of pathways, such as reduced opportunities in education, employment and income, and increased expenses.

Poverty can increase the risk of disability. A survey of 56 countries in the global South found that poor people have poorer health than rich people. Poverty can contribute to the development of health problems associated with disability. The pathways are many: low birth weight, malnutrition, lack of clean water, poor sanitation, unsafe working and living conditions, and injuries. Poverty can increase the likelihood that a person with a health problem will develop a disability, for example through an inaccessible environment and lack of access to appropriate health and rehabilitation services (WHO, 2011).

Students with disabilities are less likely to attend school and therefore less likely to build up educational capital. This results in limitations not only in employment

opportunities and productivity in adulthood, but also in the quality of life, including the enjoyment of leisure and free time; accessibility and urban mobility; physical, ideological and political barriers ....

2.2.7. Our thoughts on social inclusion in schools in light of the data

However, these categories now listed here only unfold their full negative potential in an education system with unfavorable structures. **At present, inequality of opportunity is not reduced by our education system, but rather reproduced.** These unfavorable structures include, for example, early selection, stressful school changes, the overvaluation of cognitive content over a more holistic vision of education, a lack of didactic options for teachers…

Despite the efforts of worldwide educational systems in order to promote inclusion in schools, there is evidence that show that this is far from being achieved. For example, socio-economic background strongly affects pupils' performance and academic expectations in most EU countries, and the situation is usually worse for pupils born abroad than for native-born pupils with parents born abroad. A disadvantaged socio-economic status is often found in combination with a migrant background; however, pupils with a migrant background still score worse than those with a non-migrant background after removing the impact of socio-economic background. In some countries more than one in three pupils do not feel they belong at school. In a majority of EU countries, more than 20% pupils report that they are bullied at least a few times a month (PISA, 2018).

3. PROMOTING SOCIAL INCLUSION IN SCHOOLS THROUGH TRANSFORMATIVE EDUCATIONAL METHODS AND GLOBAL CITIZENSHIP EDUCATION

Education for Global Citizenship and Educational Inclusion from an equal opportunities approach are predestined to be jointly thought and implemented. One of the reasons for this is that they have developed from similar historical roots and therefore have a similar image of humanity, or educational practice is oriented towards the guiding principle of Human Rights,

The strength of the GCE lies in its trans and interdisciplinarity. If education systems manage to structurally anchor GCE and equity in schools, the full potential and transformative nature of education unfolds. Shaping school life in a **democratic, participatory and inclusive way** would be a goal for the transformation of the school institution, but it would also be desirable to work on global issues through experiential and interdisciplinary learning. The opening of the school to the outside world - to the community, the region, nationally and internationally through various projects with school or social institutions of the Global South - also contributes to a diversity of perspectives, the inclusion of heterogeneous groups and the construction of global citizenship.

Many educators and educational scientists agree that this is a desirable state of affairs. But what is the other side of the coin? With the growing heterogeneity in the classroom, the question arises for teachers and also for families: **How should teachers deal with reaching the learning levels required by educational systems, while respecting and taking into account the student diversity?** What is needed here are learning opportunities that are as individual as possible, personal support, and sufficient resources of all kinds for schools. In other words, **a political commitment to optimize the Right to Education.**

As a result of all the research and data presented in this framework document, we can affirm the need to **continue betting on innovation and for a more inclusive and holistic education that seeks equal opportunities, through approaches that allow establishing connections between the environment and the global context of which we are part.** This intersects with the need to a**ddress through education the great global problems that mark our times** (such as economic inequalities, diversity of identities and cultures, gender equality, environmental sustainability and climate change, migration...), using innovative tools that allow us to address new issues that are very relevant in our era while promoting the inclusion of all students with equal opportunities and rights.

This is the objective of the TEMSIC Project; offer teachers useful resources, with an important theoretical but also practical component that will support them in their teaching practice but will also motivate them to investigate more about the topics addressed.

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