

Curriculum Framework „Global Development“ as part of ESD

Objective: Include ESD in core curricula

75 to 80% of teachers' time on task is subject teaching.

Subjects define the core curriculum.

Background to the Presentation

Example of curriculum development in Germany (federal system!)

Programme of KMK and BMZ

Programme is part of the National Action Plan of the Decade.

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Curriculum Framework Global Development as part of ESD

Challenges:

1. Link concept of ESD to the concept of sustainable development
2. Link concept of ESD to a concept of competencies and standards
3. Link concept of ESD to practice in schools and the education administration
4. Develop an institutional set up of partners to develop and implement ESD curricula

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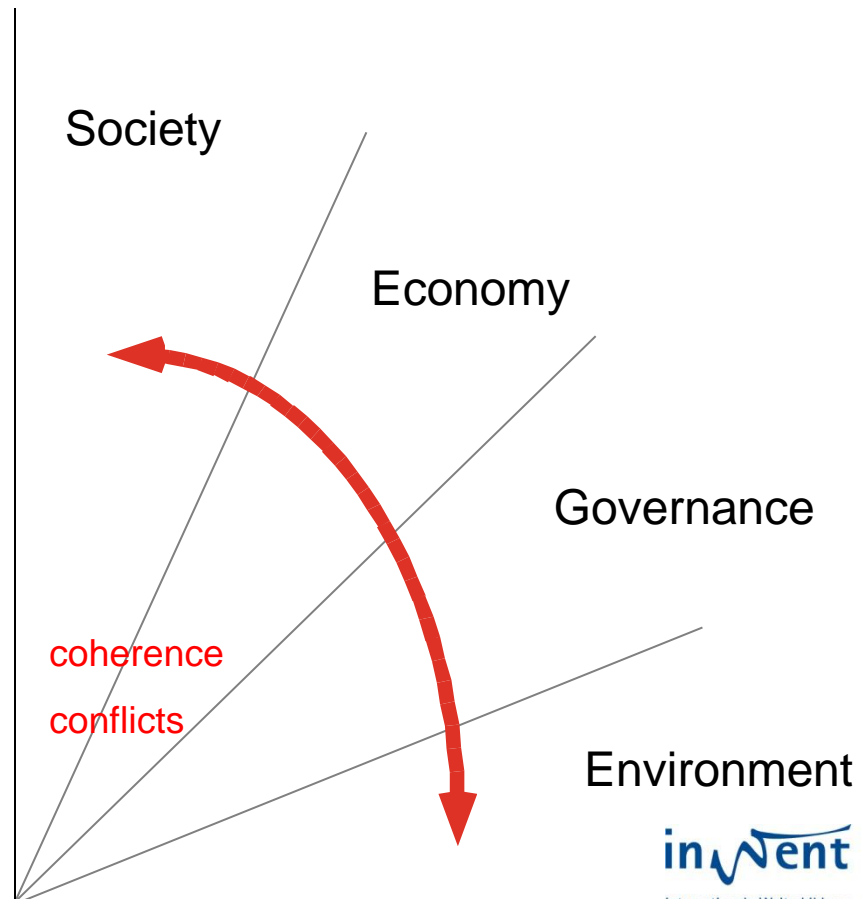
Challenge 1

- 1. Orientation at the paradigm of sustainable development as developed in Rio 1992 makes it necessary to integrate issues of environment and development. (People, Planet, Profit, Politics)
- 2. Definition of the curriculum area through an analytical framework provided by academic disciplines such as sciences, economics, social sciences and the respective subjects at school.

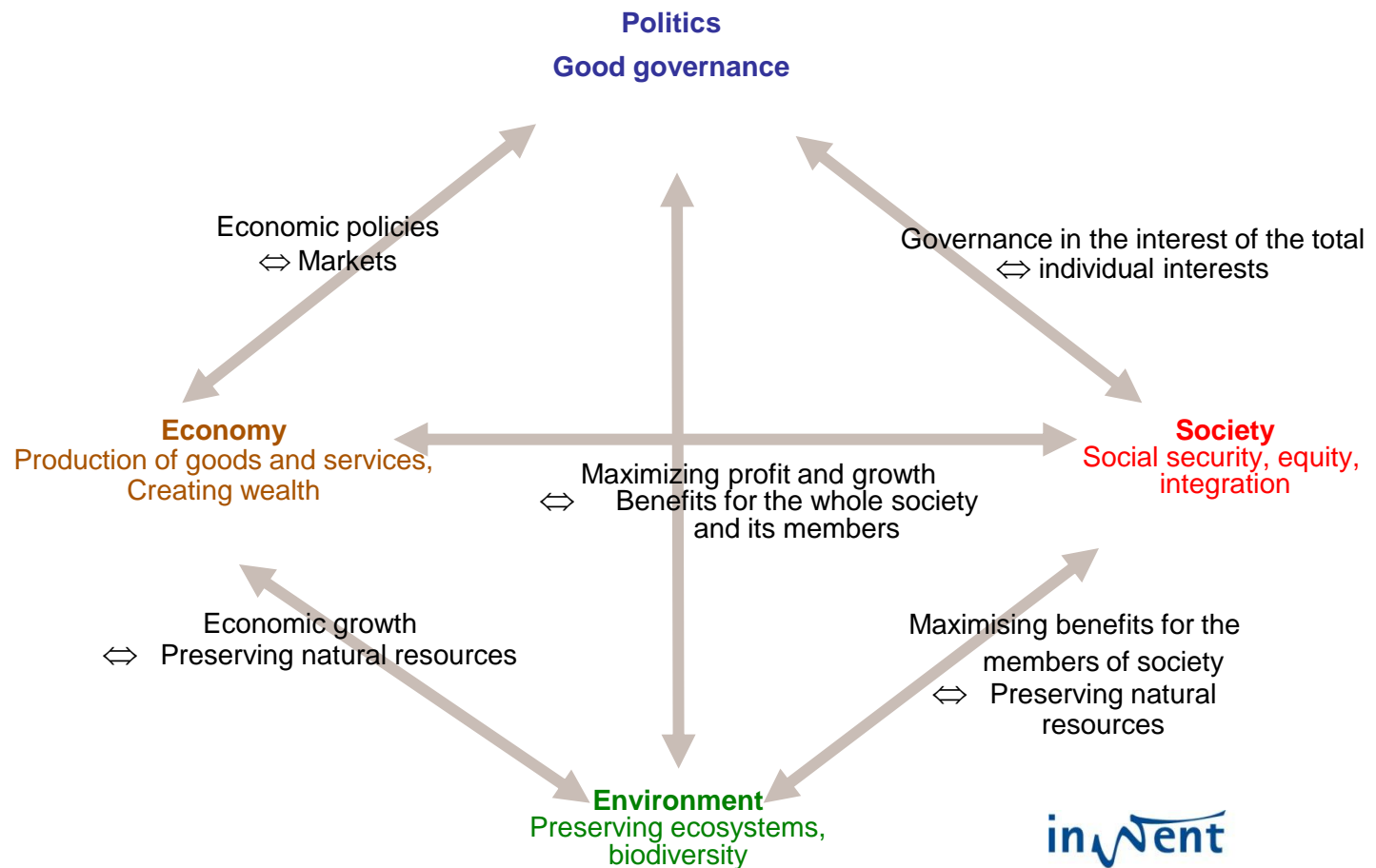
Challenge 1

4 dimensions of sustainable development

BMZ and KMK



Interaction, potential tensions and conflicts of goals between the four dimensions of development



Challenge 2

A competence driven approach should define the following:

1. the competences that pupils should acquire
2. the topics and technical contents necessary and suitable for acquiring these competences
3. the performance requirements (standards) to be fulfilled and tested through specific tests.

Challenge 2

DESECO and the EU competencies for life long learning:

The suggested competences follow the definition and selection of key competences according to the OECD as well as the Common European Framework of Reference “Key competences for lifelong learning”. They contain essential components of the eight key competences defined by the European Parliament in the Framework of Reference,

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Challenge 2

Approach to *global development* is designed to be both multi- and interdisciplinary. Its not a subject. The approach rests on subjects.

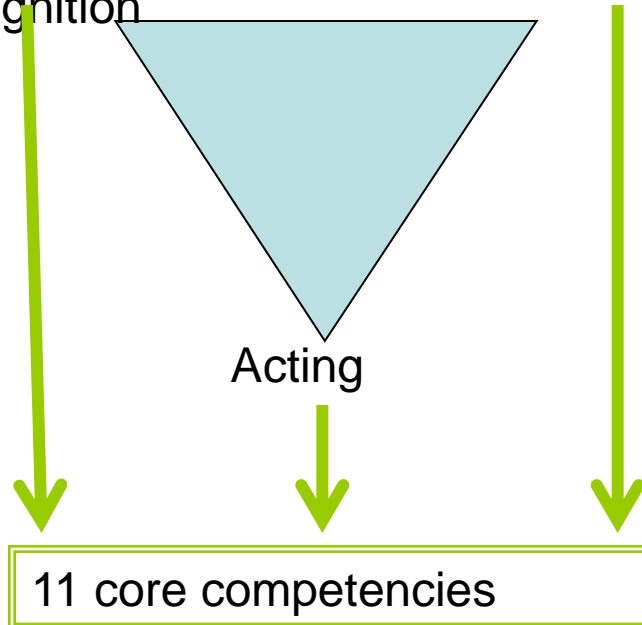
But: Has characteristics of a **domain**,

- i.e. a definable subject matter,
- a specific approach to interpreting the world,
- a reference to a fundamental didactic concept,
(educational traditions of “one world” and global learning.)

Areas of competencies

Knowledge acquisition,
recognition

Evaluation of information



The 3 areas of competencies correspond to the competence models of the subjects at hand: elementary education, civics, geography, economics, religious education / ethics, science / biology and an area of vocational education and training (tourism)

Competencies

- **Knowledge acquisition, recognition**
- **Information collection and processing**
To collect information to questions of globalization and development and to process them according to topics
- **Recognition of diversity**
To recognize socio-cultural and natural diversity in the world
- **Analysis of global change**
analyze globalization and development processes with the help of the model of sustainable development
- **Differentiation between levels of action**
to recognize action levels from the individual to the world level in their corresponding function for the development processes

Content

- **Topic areas (from subjects)**

- Diversity of values, cultures and living conditions
- Globalization of religious and ethical models
- History of globalization: From colonialization to “global village”
- Products from all over the world: production, trade and consumption
- Agriculture and nutrition
- Health and diseases
- Education
- Globalized recreational time
- Protection and usage of natural resources and energy production
- Chances and dangers of technical progress
- Global environmental changes
- Mobilization, city development and transportation
- Globalization of economics and work
- Demographic structures and developments
- Poverty and social security
- Peace and conflicts
- Migration and integration
- Political dominance, democracy and human rights (good governance)
- Developmental cooperation and their institutions
- Global governance – world order politics

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Competencies

Competences	Acting			Evaluating			Recognizing				
	1. Information acquisition and processing	2. Recognition of diversity	3. Analysis of global change	4. Differentiation between social acting levels	5. Perspective change and empathy	6. Censorious reflection and opinion review	7. Evaluation of developmental measures	8. Solidarity and co-responsibility	9. Understanding and conflict management	10. Action ability in global change	11. Participation and co-organization
Topic fields											
1. Diversity of values, cultures and living conditions											
2. Globalization of religious and ethical models											
3. History of globalization: From colonialization to "global village"											

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Testing

- The test examples presented in Chapter 4 for the elementary school and the subjects/ subject fields biology, geography, political education, religion/ethics and economics as well as for the vocational education are using

standardisation criteria as follows:

Testing

- Level 1: Reproduction (to reproduce and reflect facts from an outlined field and in a studies context under pure reproductive usage of trained working techniques)
- Level 2: Reorganization and transfer (independent explaining, processing and sorting of contents and appropriate application of studies contents and methods on other facts and topics)
- Level 3: reflection, evaluation and problem solving (the reflexive handling of new problems, used methods and developed knowledge in order to reach independent explanations, conclusions, implications, interpretations, evaluation and solutions)

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Testing

- **Common work instructions/ key words / operators:**
- Level 1: (mentioning, enumerating, describing, presenting, reproducing, arranging, and summarizing)
- Level 2: examining, discovering, classifying (structuring), arranging, explaining, elucidating, comparing, finding relations, analyzing, characterizing, marking, controlling (checking), evaluating (materials), illustrating, proving, formulating, composing, developing, constructing
- Level 3: establishing and reasoning, proving, sourcing, judging, evaluating, interpreting, suggesting, deriving, concluding, elaborating, arguing, discussing, commenting, organizing, sketching

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Challenge 3

The orientation framework for the curriculum area of “Global Development” is designed mainly as a help for the:

- compilation and preparation of educational / teaching syllabuses or as
- a skeleton plan for schools that are about to develop their own curriculum.

(subject related)

Challenge 3

Practice in schools is subject teaching.

Practice in teacher training institutions is learning to teach subjects.

Challenge 3

Process:

1. Transform core competencies into subject competencies.
2. Add concepts and contexts (content)
3. Define tests

Competencies

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Challenge 3

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Verankerung im Schulsystem

Teaching/learning

**Lehrerfortbildung, Material,
Schulbücher**

School

**Schulprofile, Schulleben,
Schullehrpläne**

Inspection

Qualitätssicherung

**Ministerien
Landesinstitute**

Lehrpläne, Qualitätsrahmen

**Unis, Studienseminare,
Landesinstitute**

Aus- und Fortbildung

Unversitäten

**Erziehungswissenschaftliche
/fachdid. Forschung**